# Project Evaluation Report

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**Notes:**

Some annexes listed in the contents page of this document have not been included because of challenges with capturing them as an A4 PDF document or because they are documents intended for programme purposes only. If you would like access to any of these annexes, please enquire about their availability by emailing uk_girls_education_challenge@pwc.com.

Girls' Education Challenge

UKaid from the British people

# Strategic Approaches to Girls' Education (STAGE)

# External Evaluation Baseline Report

**July, 2020.**

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- **Name of project:** Strategic Approaches to Girls' Education (STAGE)
- **Name(s) of Authors:** Elizabeth Germana, Richard Ponsford, Andrew Trembley, Lauren Atherton, Elena De Besi
- **Name of external evaluation firm:** IMC Worldwide
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# Executive summary

This report presents the findings from the baseline evaluation for the Strategic Approaches to Girls' Education (STAGE). The evaluation was conducted by IMC Worldwide, an external evaluator (EE), hired by the project implementing agency World Education, Inc (WEI). This report follows the evaluation guidelines provided by the FM and reflects the evaluation scope of work detailed in the STAGE MEL framework.

**Project Background**

The project targets locations in Ghana where there are high levels of extreme poverty and where deep-seated traditional and social norms exist towards gender roles, including early marriage, pregnancies, and high chore burden. The result is a negative impact on women and girls' ability to progress in education and gain decent employment.

The project consists of two programme tracks for highly marginalised girls – a single cohort Formal school track for girls aged 10-14, and non-Formal track of three cohorts for girls aged 15-19 focused on vocation skills and employment. The project is implemented from January 2020 until June 2022 and will seek to reach 16,794 girls (8,025 Formal and 8,769 Non-Formal) across seven regions of Ghana (Northern, Upper West, Upper East for both tracks, plus Central, Oti and Eastern for the Non-Formal track).

The Formal track will provide girls with nine months of accelerated learning (ALPS) on literacy and numeracy together with Life skills training. The girls will then be supported to transition to Formal school via support to caregivers, training to teachers and community wide gender and awareness raising on the importance of girl's education. The non-Formal track cohorts will also receive ALPS on literacy and numeracy, Life skills and vocational training from master craftsmen with the purpose to support future employment for the girls. Both tracks seek to be inclusive of girls with disabilities.

**Baseline Evaluation Approach**

The literacy and numeracy levels of girls were measured using Early Grade Reading Assessments (EGRA) and Early Grade Mathematics Assessments (EGMA). Other indicators were measured using a quantitative household survey with heads of household, primary caregiver and girls. Qualitative data was collected data to provide input to some of the Logframe indicators plus providing information to help add depth and explanation to the quantitative data.

Baseline data was collected between 1 February 2020 – 17 March 2020. The Formal quantitative sample was 705 (target 640), across the planned three regions and four language groups. The Non-Formal quantitative sample was 565 (target 640), across the planned five regions and four language groups. The lower than planned Non-Formal sample collected was a result of additional girls being mistakenly sampled from Formal communities, rather than Non-Formal communities. This is not felt to substantially effect the accuracy or representativeness of the samples. In addition, to create a benchmark, learning tests were conducted with 45 girls that attend school grades 2-4 in schools in project locations. Qualitative data was collected from three communities in the Formal track and four communities in the Non-Formal track. Sample included focus groups with target girls, focus groups with boys of similar age, focus groups and interviews with caregivers, head teachers, traditional leaders and local authority staff related to girls Formal and non-Formal education. The data was collected by trained enumerators using digital tablets.

Quantitative data was analysed by a data analyst using STATA. Qualitative data was analysed using Excel to organise responses against relevant thematic codes. Additional data on project enrolment and ALPS attendance was received from WEI.

Regarding ethical issues, no ethical issues were found in relation to the enumerators during the baseline data collection.

**Educational marginalisation analysis**

In the Formal track the most common form of educational marginalisation characteristic was high chore burden with 40.8% of the sample reporting this characteristic. The next most common characteristic was impoverishment (35.6%), followed by being 1+hour from primary school (13.6%) and having a disability (13%). For the Non-Formal track, the most common characteristic was having a high chore burden (59.2%) followed by being a mother (58.2%), then not living with either parent (26.2%) and impoverishment (20.5%). Of the Non-Formal track sample, 9.4% of girls were found to have a disability.

In terms of regional trends, it is noticeable that 76% of Formal track households from Upper East, Kusaal language reported being unable to meet basic needs, whilst only 17% of households from the same region, but Kasem language reported the same. Marked regional differences can also be observed for high chore burden, whereby overall Formal track results are driven by a high percentage of girls with high chore burden in the Northern region, Likpakpaln language (60.5%), and the Upper East region,

For the Non-Formal track, Eastern, Central and Upper West regions reported the highest incidence of mothers (71.3%, 69.1% and 62.5% respectively). Upper West and Likpakpaln speaking areas (Northern and Oti regions) have the highest incidence of married girls (52.8%, 35.6% and 30.6% respectively). Further, the almost totality of the sub-group speaking Likpakpaln in Oti region also reported having high chore burden (98.2%) followed by Likpakpaln speakers in the Northern region (79.5%). The incidence of households classifying themselves as impoverished is also substantially higher in these two regions (58.6% and 24.7% in Oti and Northern respectively) than in the others. Lastly, Oti and Northern also reported having the highest incidence of girls with a disability, particularly in Oti (26.1%).

Eight percent of girls in the Formal track (56 girls) and 3.77% of girls in the Non-Formal track (21) reported being currently employed. The majority of currently employed girls in the Formal and Non-Formal track reported being self-employed (56.4% and 76.2% respectively) or employed in household's income generating activities (for the Formal track, 32.7%). By type of activity, the most common activity is subsistence farmers or fishermen for both tracks. The great majority of jobs are temporary (81.8% Formal, 80.9% Non-Formal) and part-time (80% Formal, 85.7% Non-Formal). In terms of job safety, for a small percentage of girls, work is very unsafe (6 cases Formal, 1 case Non-Formal). For the majority, it is somewhat safe (Formal 69.1%, Non-Formal 71.4%). It is felt that most of the jobs are not paid fairly, which in many cases means no payment at all (72.7% for the Formal track) or payment in kind (20% Formal, 61.9% Non-Formal). The qualitative data helps to nuance this. Given the poverty in these regions, the tight-knit communities and the lack of bye-laws on payments, this lack of (regular) payment is common, with customers or employers often paying for goods or services in credit, in-kind, or sometimes not at all.

Our quantitative data identified 1.7% of girls in the Formal Track had dropped out of their previous school due to mistreatment by a teacher. Additionally, the baseline data collection did not identify any girls in modern slavery, it was noted that the STAGE project community mapping data (Annex

5) did identify some girls in modern slavery. Both issues were raised with WEI and recommendations are given surrounding each of these.

## Barriers

### Formal track

The most prevalent barrier to education for the Formal track is **economic** with 94.7% identifying this barrier. Close to or more than 90% of all characteristic sub-groups also identified this barrier, with qualitative findings showing that at times this means caregivers face the difficult choice between which children to support. Understandably, a related barrier to this is hunger and having additional working responsibilities, which impacts on attendance and truancy as the qualitative data shows.

The second most prevalent barrier identified within the Formal track was **travel** with 41.7% citing this as a barrier; a high incidence of this is noted in the Upper East (Kusaal language) and Northern Regions. The quantitative data suggests this could be linked to being impoverished (61.6%) and **high-chore burdens (48.9%).** The latter was also confirmed by the qualitative data, for example there was mentioning of not being able to make it to school on time following fetching water in the morning. In relation to issues with the school, it was found that the majority of these respondents gave **toilet** inaccessibility as the reason (10.3%), which has impacts on girls when on their period, as the qualitative data found too. Other notable barriers identified from the qualitative data were high chore burden, pregnancy and motherhood, which is related to gender norms.

### Non-Formal track

The most prevalent barrier to being in education for the Non-Formal track is also **economic** with 93.9% of the sample identifying this barrier. This barrier was the most prevalent across all characteristic sub-groups. The qualitative findings identified specific economic barriers related to the costs of school uniforms, vocational training fees, learning materials, and exam fees. As expected, those that live in more remote areas identified travel as a barrier to education, with vocational training often held in district capitals.

The barriers around social norms are much less prevalent (6.9%), with the qualitative data making clear the communities are generally supportive of girls' education and vocational training. Though those girls who are married, with a disability, live with neither parent, or have a high chore burden were more likely to identify social norms as a barrier. With married women, this is likely due to gender norms around roles and household responsibilities, whereas for the girls with disabilities the qualitative data seems to point towards a lack of awareness of opportunities available for them.

Other less prevalent barriers include school issues (5.9%), with the majority in this group being refused entry to school (5.6%), this could be due to owed school fees. Those experiencing demographic barriers were almost always reporting being too old to be in school, which at ages 15-19, many were employed, married, pregnant or mothers and thus feel it is too late to start education.

## Baseline Levels

### Learning and transition outcomes

The mean for the Formal track's **numeracy score** was 30.7, against a mean in the benchmark sample of 39.1. On the easier categories (number Id., Missing Numbers, Addition 1, Subtraction 1) most girls are classified as emergent learners (scoring between 1-49%), on addition 2 and subtraction 2 categories most girls are classified as non-learners (0%). The mean for the Formal track's **literacy scor**e was 10.8, against a mean of 22.7 for the benchmark sample. For the question category of Letter Sounds most girls were classified as emergent learners, but for all other categories girls were mostly classified as non-learners.

The mean for the Non-Formal track's **numeracy score** was 38.8. For most question categories, most girls were classed as either emergent or established learners (scoring 41%-80%). The mean for the Non-Formal track's **literacy score** was 15.9. Except for letter sounds (for which most girls were classed as emergent learners), for the literacy categories most girls were classified as non-learners.

For the **transition outcome**, 9% of the Formal sample were found to be in school, however, as STAGE does not focus on this group and has removed this group from the project, this sub-group will be removed for the analysis at midline. For the Non-Formal sample 3.8% were found to be employed.

**Intermediate outcomes**

For Intermediate Outcome (IO) 3.1 **Life skills** the Formal track girls scored a mean score of 56/100 in the Life skills Index. Girls scored well on the topics of gender-based violence (mean score of 76.5/100) and Money Management (mean score of 65/100) but scored very low on sexual reproductive health (SRH) (mean score of 18.8/100). For IO3.1 Life skills the Non-Formal girls scored a mean score of 68.6/100 in the Index. Girls scored well on most topics with the mean scores all over 75/100 for Money Management, GBV and water, sanitation and hygiene (WASH). Girls scored lower on SRH with a mean score of 48.1/100.

For Intermediate Outcome (IO) 3.2 on parental perception of girl's **Life skills** the Formal track baseline mean score was 61.3/100. Caregivers have high levels of confidence in their girlchild's knowledge on keeping the environment clean, somewhat high confidence in their girlchild's knowledge on money, their self-esteem and self-confidence, and low confidence in their girlchild's knowledge on personal hygiene and SRH. For the Non-Formal track, the baseline mean score was 82.3/100. It was found that Caregivers have high levels of confidence in all categories of their girlchild's Life skills. Though on both tracks, caregivers of girls with a disability or from impoverished households expressed a lower confidence in girls' Life skills compared with the overall average. For Non-Formal, caregivers of girls who are mothers and are married express higher confidence than the average.

For IO4.1 'Percentage of caregivers who feel it is equally viable to invest in a girl's education as a boy's' the Formal track found this to be 88%. For the Non-Formal track this was 82.8%. This was supported by qualitative findings in which caregivers consistently voiced support for girl's education, though this support does vary when it comes to girls that are married, live with neither parent or with a high chore burden. The qualitative data finds that this support is sometimes embedded in gender norms, which risk placing a double burden on girls to provide financial *and* reproductive support to their families and communities at large. Regionally, for both tracks there is much less support for girls' education in the Northern region, Likpakpaln speakers where a higher prevalence of married girls and girls with high chore burden can be found with respect to the overall average.

For IO4.2 ‘Extent that religious and traditional leaders actively mobilise households to support excluded girls into education’ for the Formal track a score of 1 is given (on a scale of 0-4). Traditional leaders to verbally demonstrate high levels of support of girls’ education. Many stated the importance of education helping girls to get jobs and this will then increase girl’s ability to help the community and be good mothers. However, there are few examples of traditional leaders actively helping girls’ education.

For IO4.2 in the Non-Formal track a score of 1 is given. Traditional leaders to verbally demonstrate high levels of support of girls’ education, vocational training and employment. There was one case of a traditional leader offering plots of land for girls to use once they had completed their vocational training, however, consistent and high-level active support from traditional leaders was not found in most communities, though usually due to financial constraints or lack of knowledge on how best to support girls, rather than being opposed to providing this support.

For the Formal track IO4.3 ‘Extent that relevant district agencies' (Ghana Education Service [GES], Social Welfare, Non- Formal Education Division [NFED]) participate in monitoring, supervision and coaching visits of schools (Formal track) a score of 0 is given (incomplete/inadequate involvement in monitoring responsibilities). For the Non-Formal track IO4.3 Extent that relevant district agencies' (GES, Social Welfare, NFED) participate in monitoring, supervision and coaching visits of schools (Non-Formal track) a score of 1 is given (are mostly involved in delivery/monitoring; have basic knowledge and are demonstrating some positive attitude towards gender-sensitive and inclusive education approaches).

In relation to **sustainability**, both the Formal and Non-Formal tracks’ overall sustainability scores at baseline were found to be 1 on a range of 0-4. For both tracks parental support, local leaders and school leadership all scored 1 which demonstrates foundational knowledge and support for girls’ education/employment. All three groups currently are not taking clear steps towards more concrete and effective actions to support girls’ education, though it must be recognised that a key reason for this is the economic barrier rather than a lack of awareness on the importance of girls’ education/employment, as the qualitative data evidenced. It was also found that parents were unable to access services within their district for their children with disabilities.

**Conclusions**

The EE judges the majority of theory of change for both tracks as appropriate in relation to the baseline evaluation’s findings on barriers and plausible pathways to the project’s goals. However, some key assumptions that the project will need to monitor to ensure success in transition pathways relate to: high prevalence of the economic barrier among all project participants and how impoverishment seems to negatively affect learning outcomes and Life Skills; how disability seems to affect learning scores and Life Skills; limited monitoring of Formal Track schools by district agencies; and potentially limited decent employment opportunities for the Non-Formal track. The recommendations expand on these conclusions. It is also evident that the STAGE project has considered the findings and recommendations of the CBE Ghana evaluation, and it is clear that both girls and their caregivers are supportive of the intervention generally.

In the **Formal track** the literacy and numeracy **training, together with Life skills** respond to the gaps in the girls’ learning scores and their low scores in the Life skills, especially the SRH category. The conducting of STAGE ALPS in the community and then bicycles being offered to add transport to formal school respond to the travel barrier. To address the social norms barrier, it is good that there will be two visits a month to households by project facilitators or related staff. This will help deliver the ongoing support needed to address gender social norms within the

household. However, it is suggested that the STAGE project consult with those responsible for home visits and consider any barriers they may face in fulfilling this role. In addition, the content of any community sensitisation must be designed to have maximum impact on those with high chore burdens. Finally, the project's plan to have peer education activities with both girls and boys is sensible because this can help address the risk of pregnancy for girls and the resultant dropping out of school.

In the **Non-Formal track**, the free cost of ALPS and vocational training together with the provision of transport respond to the economic and travel barriers. A major barrier identified for girls by the qualitative data was the lack of **decent employment opportunities,** beyond temporary and seasonal subsistence work. This barrier is addressed through the STAGE programme's use of local market research to inform its selection of the jobs girls can train in, with 5-6 options for the girls to choose from. Related, it is good to see that after girls complete vocational training the STAGE programme supplies and advises on the use of grant funding for either a start-up or further vocational training. Lastly, given the norms around irregular, in-kind payments or unpaid work in several communities, it is recommended that the project how best to address this barrier to ensure girls new employment ventures are sustainable if this norm persists.

With regards to **Gender Equality,** the main issues found by the baseline evaluation related to high chore burden, limited knowledge of Sexual & Reproductive Rights and, for the Non-Formal track, being a mother and being married. STAGE has activities to tackle issues related to pregnancy and high chore burden within its Sexual Reproductive Health (SRH) in the Life Skills training, parent support visits, peer education, community awareness raising and working with local leaders. As part of the Life Skills module on Gender Based Violence (GBV) there is content related to gender attitudes, norms and relations. It is recommended that STAGE ensure the interventions around social norms and reducing chore burdens address the issue of the 'double burden', as supporting girls into employment will not be transformative whilst there remains a disparity in household responsibilities. Altering wording around 'crafts' and 'chores' to 'technical work' and 'unpaid work' could be beneficial in changing the narrative around the perceived value of 'women's work'. With regards to **Social Inclusion,** the main issues found by the baseline evaluation related to inability to meet basic needs (impoverishment) and disability. Further, higher levels of marginalisation were noted in some regions (Northern and Oti, Likpakpaln speakers). The evaluation found that other sub-group characteristics such as disability and poverty seem to negatively affect the learning outcomes and Life Skills more than being a mother or married. Learning scores were lower for girls with disability in both tracks and for impoverished girls in the Non-Formal track. For the Formal track, impoverished girls scored lower than average in literacy. The same was noted on **Life Skills** whereby girls with disability scored poorly in both tracks, with the majority of those with a disability classified as having anxiety and depression. Further, those from impoverished backgrounds and with a high chore burden score lower than average.

Regarding **disability**, it is relevant that the STAGE Life Skills training involves numerous activities related to self-esteem. These include building girls' assertive skills, public speaking confidence and relationship building. Similarly, it is good that this is complemented by peer educators to utilise the guidance from girls the same or similar age to the project girls. However, a risk remains in terms of how STAGE is seeking to address this challenge in terms of learning outcomes.

In terms of regions, it is noted that Likpakpaln language speakers (in Northern and Oti) present higher levels of marginalisation in various domains and overall score more poorly than other regions in learning outcomes and most Life Skills domains. In Life Skills, other regions score more poorly on SRH and Sexually Transmitted Diseases (STDs).

It will be important that behavioural change activities are developed and refined in response to continual feedback from girls, caregivers, boys and other community actors. This is so that the content remains valid and responds to the girls and community members changing needs and experiences.

**Risks** identified by the EE surround:

- Disability: The major disability experienced by girls was found to be anxiety or depression. It is not clear how the project seeks to address this challenge and support these girls and their caregivers. In addition, there were low levels of girls with physical disabilities, it is not clear if this is a result of girls with a disability not being included but it would be good for the STAGE team to review if the recruitment process for inclusivity.

- Safeguarding: As the quantitative data identified 1.7% of girls in the Formal track that dropped out of their previous schooling due to mistreatment by a teacher, there is a risk they could return and come into contact with the same teachers, Though the risk of this is low, it is suggested that STAGE closely monitor this issue with all the girls in the intervention as part of their regular monitoring and safeguarding activities. In addition, it is suggested that the project provide specific support to the group of girls initially identified as within 'modern slavery' within the original community mapping exercise as part of their regular monitoring and safeguarding activities.

- Economic barriers and impoverishment. The data showed how being impoverished influences negatively on learning outcomes and Life Skills. Whilst some of the economic barriers are being addressed by STAGE through a range of means, it will be important for the evaluation to analyse at midline and endline if the economic barriers are being addressed in a sufficient way that the other non-economical interventions can support girls progressing on learning and life skills; or else, whether economic constraints are blocking the girls' progress in these areas.

**Recommendations**

As stated in the above the baseline evaluation findings suggest that the project is well designed. There are some recommendations that the STAGE team might consider including/strengthening to further improve the project's relevance:

| Area | Recommendation |
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| Life Skills | • The project should put particular effort in considering the marginalisation characteristics and relative difficulties of each region in order to design and deliver targeted interventions for example in Life Skills. |
| Transition | • Ensure there are appropriate options available for girls with disabilities and sensitise the employers on what is possible.<br>• Monitor and be ready to be adaptive to the challenge of helping girls find employment opportunities.<br>• Given the significance of the economic barrier for all project beneficiaries, STAGE should regularly monitor whether these interventions remain sufficient in addressing it. |

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| | • Ensure sensitisation for community leaders includes guidance on practical steps they can take to enable girls' education and decent employment. |
| Gender | • Whilst sensitisation at community, ALP and household levels is an important first step to relieving girls of their high chore burden, the STAGE project should carefully consider how the content of the awareness raising can be designed to have maximum impact on those with high chore burdens. The inclusion of boys and husbands in this intervention will be of paramount importance.<br>• Consider specifically targeting married girls and their caregivers and/or dependents on the Non-Formal track in the work around changing social norms, given they feel the barrier most.<br>• Consider including content on gender roles and job choices within the awareness activities for parents, boys and community members in the Non-Formal communities.<br>• Consult with Non-Formal participants and identify timings when they can attend trainings given many are mothers and/or have high chore burden.<br>• Consider altering wording around 'crafts' and 'chores' to 'technical work' and 'unpaid work' |
| Disability | • Include effective support to girls who have anxiety and depression, together with guidance for caregivers on how to support girls with this challenge.<br>• Develop approach to targeting girls with disability in the ALPs given lower learning outcomes for these girls. Consider how to sensitise employers and the wider community on the roles and opportunities available for girls with disabilities (including both physical and learning difficulties).<br>• Monitor closely progress of these specific groups of girls as these characteristics could affect their future performance. |
| Safeguarding | • Monitor closely any safeguarding issues that may arise due to girls going back to school given their experiences of mistreatment by their previous teachers, not only for the small sample of girls who reported this, but for the overall intervention.<br>• Consider further review and analysis of the data on 'modern slavery' to distinguish 'child labour' and those in the 'worst forms of child labour', as these will need differing degrees of support and safeguarding. Definitions must be carefully formed to ensure the line of questioning is capturing the correct girls,<br>• Consider how girls who report being in child labour or modern slavery will be safeguarded throughout the project intervention. |

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| | • Ensure the issue of girls' high prevalence of chore burden is included and sufficiently addressed in behavioural change for parents, boys and community members.<br>• Ensure the topic of SRH is covered early in the Life Skills training, and that peer educators, especially boys, have training on the risks of early pregnancy and how and why to avoid it. |
| Sustainability | • Given the prevalence of the economic barrier and potential challenges noted in terms of transition to employment, the project should monitor whether the fund given to girls to assist with their transition is sufficient enough to ensure sustainability of the intervention.<br>• Consider how the limited involvement of relevant district agencies in monitoring responsibilities could affect the Formal track intervention. |
| General Delivery | • Consider consulting with those responsible for home visits and ensure they do not face any barriers fulfilling their obligations for this. |

In relation to the evaluation, the EE believes the **evaluation questions** remain relevant. The EE recommends some small changes for the data coming from project's M&E system. This includes adding an indicator to the Sustainability Scorecard for Learning spaces, using the household survey to measure indicator IO4.2, and ensuring the project regularly collects feedback from girls, boys and caregivers in order to check that the design remains relevant and, where necessary, adapt project activities based on learning coming from M&E system. Interesting opportunities for WEI to record their learning include activities related to 'how to support girls to gain decent employment', 'how to change social norms on high chore burden for girls' and 'how to change social norms and behaviours on early pregnancy'. The project could benefit from an individualised information system which track activities against progression/ contribution towards indicators which will be verified at evaluation points on a sample based.

# 1. Background to project

## 1.1 Project context, target beneficiary groups and theory of change

### Main contextual factors that have influenced the project design

Ghana made notable efforts towards achieving Education for All (EFA,) in the post-Jomtien period of the 1990s and by 2000 only 10% of children were reported to not be attending school. Additionally, the gap between the relatively developed South and the significantly poorer three Northern regions significantly narrowed in terms of access, particularly for girls, a key policy objective. However, while initial rates of enrolment increased significantly, net enrolment rates, dropouts and actual attendance rates have not seen much improvement and significant expansion in terms of access nationally did not necessarily translate into equality or equity of opportunity (Akyeampong et al, 2012). In the early 2000s, Ghana passed clear policy guidelines through the 2002 – 2015 National Action Plan on Education for All that sought to decrease girls' dropout rates in primary and junior high school (JHS) by emphasizing gender equity, inclusivity, and social protection. While this led to increases in primary enrolment challenges in transition and retention

of JHS girls persist and from 2014-2016 national transition rates from primary to JHS declined. In 2017 the Government pledged to make secondary education free thus removing a significant barrier to students staying in school.

In addition to financial challenges, extensive literature (UNICEF 1993; Mfum-Mensah, 2003; Farrell & Hartwell, 2009; Mfum-Mensah & Ridenour, 2014) highlights that rigid formalised school systems based on fixed timetables, a loaded curriculum that greatly depends on trained teachers, are often not performing as well in rural environments with respect to providing basic literacy, numeracy and other skills and competencies that are relevant to the local environment. Traditional schools operate on insufficient budgets and little funding is allocated to vocational training and apprenticeship programs.

There is a correlation between the regions with the highest incidence of poverty and lowest levels of education and the regions with the least GoGper pupil expenditure in education, with the three regions in the North experiencing a gap of between 59% and 83% of substandard expenditure per pupil (World Bank, 2010). Out-of-school children, especially girls, have few options to re-enter school or find viable options to generate income.

The Strategic Approaches to Girls' Education (STAGE) project, implemented by World Education, Inc. (WEI), addresses barriers to education through two tracks designed to provide a holistic approach that tackles barriers at individual, community, school, and system levels, and supports girls in accessing education and fair employment. The project consists of two programme tracks for highly marginalised girls – a formal school track and non-formal track focused on vocation skills and employment.

Evidence strongly suggests that the factors contributing to educational exclusion are multifaceted and intersectional and children suffering multiple disadvantages are considered most at risk. The barriers affecting education are interrelated throughout community, school, and system levels impacting all children, disproportionately girls. UNESCO studies found the gender gap in educational attainment increases at Junior High School (JHS). Ghana's Education Sector Performance Report (2016) indicates that gender parity (GPI) was achieved at the primary and JHS levels (0.97 in 2015/16), but in deprived districts, the GPI is 0.93 (2015/16) and 0.79-0.9 or below in Northern, Ashanti, Greater Accra, and Upper West regions. Girls in these targeted areas are not finding their way to school.

Cost-barriers continue to be cited as an obstacle to educational access for marginalised groups despite; policy initiatives and grants have failed to address the indirect costs of schooling and the relative high opportunity costs of schooling for the poorest households in Ghana (Akyeampong, 2004; 2009). Even amongst communities that have schools within a 5km radius attendance remains a challenge due to the high incidence of poverty coupled with the seasonal nature of livelihoods and migratory lifestyles. And where schools are outside this radius attendance can be as low as 40% in some districts in northern Ghana (UNICEF, 2012).

The DFID and USAID funded Complementary Basic Education (CBE) Programme was set up to provide children between 8 and 14 years with basic literacy and numeracy skills. The programme aimed to reach children in remote and deprived areas that would normally be unable to attend school. Through nine months of accelerated learning the programme aimed to equip children with knowledge and skills comparable to those learnt in the first three years of formal school. On completion of nine months of accelerated learning children were able to transition into local primary schools at a level appropriate to their level of attainment during the programme .

Following completion of the donor funded programme in 2013 the Government of Ghana led a second phase to continue this accelerated learning approach for out of school children.

Communities in the seven regions selected for the STAGE program are deprived areas. Out-of-school girls (OOSG) grow up in environments with geographic, economic, and socio-cultural limitations. At the time of acceptance of the project proposal (2016), the three northern regions then had the highest incidence of poverty (10-20% in the Upper East, Upper West, and Volta) and the highest proportions of OOSG in Ghana (42.4% have never attended school). The proportion of young mothers, aged 15-19, was highest in the Central (21.3%) and Volta Regions (22.1%), of which 8-12% are married. Studies by UNICEF and AFC showed weak child protection practices and human rights violations, particularly related to women and girls. Girls in targeted regions have limited voice within the community, exacerbating these problems. Added to this are teacher recruitment, deployment and retention issues. As a result, the three Northern-most regions experience the most severe pockets of non-enrolment and dropouts in the country.

In the regions selected for the STAGE program, subsistence agriculture comprises 75–80% of the population's livelihoods and many families struggle to meet basic needs, let alone invest in their child's education. Family betrothal, early marriage, child fostering patriarchal views, and the low status of women often leads to a low priority for educating girls. Girls are not viewed as benefiting their families and the choice is often made to invest their limited resources in boys, who would stay in the family, complete schooling, and contribute an income. Gender stereotypes dictate that a woman's place is in the home and this view is often reinforced by patriarchal structures in the community that devalue girls' education.

The project specifically targets locations of Ghana where high levels of extreme poverty, in combination with existence of deep-seated traditional and social norms. STAGE targets girls in these areas that are highly vulnerable and systematically marginalised due to factors such as early marriage, pregnancies, disabilities, and high chore burden. The non formal track mapping demonstrated that 1152 (44.8%) of the girls identified were teenage mothers and pregnant girls. About 1% of the teenage mothers were also identified as victims of early marriage or child brides. Additionally, with poverty being such a key factor of the problem, STAGE will work to reduce financial barriers, to ensure that girls become better educated and are put on pathways that break the cycle of poverty.

Disabilities are often viewed as 'bad luck' or a 'disgrace' for families, leading to social stigma and exclusion of disabled children. STAGE will work with OOSG that are not only the most difficult to reach geographically, but some of the most marginalised as well. The programme will work towards creating the much needed accessible environments, teaching methods and materials for girls with disabilities.8 Girls with disabilities in particular face more barriers especially attitudinal and emotional barriers with the first leading to discrimination and stigmatisation, which causes ostracism because of cultural attitudes and beliefs. This stigma causes families to hide their children with disabilities, excluding them from their community and school so the programme also seeks to address underlying cultural myths and attitudes about children with disability that result in exclusion at home, in school, and in their communities. Similarly, underlying community socio-cultural norms, perceptions and attitudes that impede parents' and guardians' willingness to invest in the education of girls will be identified and addressed.

The variety and adaptability of methods used in the implementation of CBE are attributed to successful retention and transition of CBE learners and World Education Ghana's experience and lessons learned from implementing the 5-year CBE programme give them insights into the best practices needed to ensure participation of the most vulnerable.

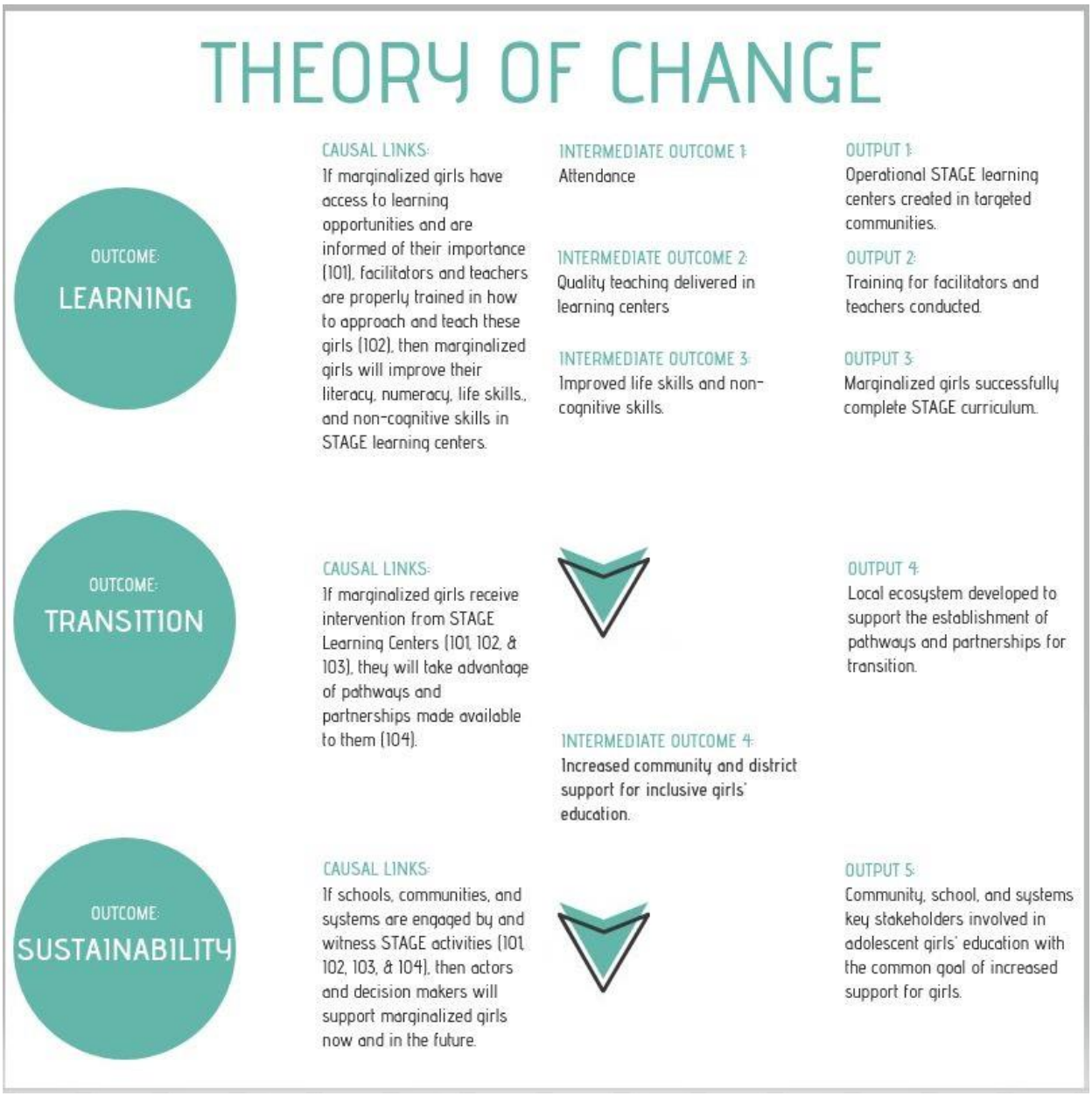
The project will seek to influence teachers' attitudes and beliefs to support boys and girls equally and work towards gender-sensitive pedagogy and teaching approaches as well as inclusive classrooms to better allow all learners (boys and girls, disabled or not, socially excluded) to achieve their full potential. At the systemic level, the project will address the lack of enforcement of laws and policies and the limited commitment of district-level decision-makers to ensure that outcomes are achieved and efforts are sustained beyond the project's lifetime.

Addressing these barriers will engender an enabling environment for girls' education and change the perception at the individual, community, and institutional levels. Ultimately it will equip the girls to be agents of change.

The context is similar across all the areas of the project's work. The northern parts of the country have the highest incidence of poverty as well as out of schoolgirls hence the formal intervention designed for the sector.

**Theory of Change**

**Fig 1: Theory of Change**




The following Theory of Change commentary is taken from the STAGE project MEL Framework.

**Theory of Change**

IF highly marginalized adolescent girls who have dropped out or have never been to school are provided with tailored and inclusive learning, and life skills, AND IF this is combined with family and individual level financial education and resource support, community wide behavioural change interventions, and institutional support mechanisms, THEN the girls will be able to successfully pursue educational and vocational pathways or use their acquired skills and set themselves on a path to self or paid employment.

The overall goal of STAGE is to improve life chances of marginalized girls by lowering the barriers that they face in achieving an education. The girls in STAGE all have lives full of

potential and promise but need significant support and guidance to enable them to overcome the barriers that hold them back. To achieve this overall impact, STAGE will work towards three key outcomes – *Learning, Transition and Sustainability*. While these are three separate outcomes, they are also causally linked to each other. Girls with improved *learning* outcomes will be able to *transition* into formal and non-formal education or careers and will work with communities to create *sustainability* by demonstrating their skills and knowledge and pursuing their dreams to inspire others.

*Learning* will be measured by the number of marginalized girls with improved learning outcomes. To achieve these outcomes, girls will need to a) regularly attend learning sessions, b) have access to well-equipped facilitators and educators who provide inclusive learning opportunities and c) be able to acquire the critical life and non-cognitive skills needed for success. These intermediate outcomes will collectively increase participation, self-esteem, and support for gender equity as girls will learn to speak their voice, engage more with their peers, and achieve better learning outcomes.

*Transition* will be measured by the number of marginalized girls who have been able to move into formal or non-formal education programs, vocational training, or safe, fairly paid employment or self-employment. The key intermediate outcome enabling this transition is the increased community and district support for inclusive girls' education. Because of the specific characteristics and needs of these girls, local ecosystems (made up of stakeholders such as schools, local businesses, vocational training centres, etc.) that are well sensitized and prepared to accommodate the target population must be advocated for and developed. To support girls' chosen paths, livelihood activities that increase family resilience, bicycle banks to ensure girls can access schools, transition support kits to meet learning material needs and networks of guidance and support will be implemented. For both the formal and the non-formal tracks, beneficiary marginalised girls would have improved learning outcomes through the community-based Accelerated Learning Programme (ALP) platform where literacy and numeracy as well as life skills would be taught. However, at the point of transition, non-formal track with older girl beneficiaries will not be placed into the formal school system but be given livelihood options based on technical skills acquired from master craftsmen in addition to the ALP.

*Sustainability* will be measured by demonstrating that the changes brought about by the project go beyond the initial targets. Strong and active partnerships and engagement with government, community, school, and other key stakeholders involved in girls' and inclusive education would continue reaching the most highly marginalized girls. STAGE will leverage existing programs, organizational and community structures and policies to educate, enhance, advocate and demand accountability from all actors. A holistic approach will be taken to achieve project sustainability. This will be pursued through TLM training in inclusive education, disability interventions at school level (linking existing testing to inclusive education and training), GESI transformational interventions like life skills at community levels and safeguarding awareness and interventions. STAGE is working with GES on regional and district level to identify teachers and school managers to be trained on inclusive, gender sensitive education. Existing GES tools, such as the Inclusive Education and Monitoring Tool are adapted to focus on marginalized girls. GES staff is involved in community mapping and animation as well. By building the capacity of GES in developing and using these tools, STAGE ensures that interventions can continue after project support ceases.

**Direct Beneficiaries**

**Formal Track:** 10-14-year-old OOSG living in the Northern, North East Region, Upper East and Upper West regions. The identified districts have high levels of poverty and large numbers of girls who have not been in school before. Many of the girls have dropped out of school; some may have benefited from accelerated literacy programmes but transitioned unsuccessfully. There are about 9,400 disabled girls living in these regions[1]. Girls in these regions also lack physical access to schools. On average, 10% of girls aged 15-19 in the four northern regions have started childbearing and 39% of girls are married before the age of 18.

**Non-Formal Track:** 15-19-year-old out of school teenage mothers and other marginalised girls living in the Central, Volta, and Eastern regions. 10.9% of girls in the Volta region have never attended school and the region also has the highest proportion of girls aged 15-19 with disabilities. Identified districts are rural with subsistence agricultural activities, resulting in limited economic opportunities and employable skills for girls. The proportion of girls aged 15-19 who are mothers is highest in the Central (21.3%) and Volta regions (22.1%) with Eastern region at 16.8%. 8-12% in these regions are married.

**Selection**: In collaboration with the district authorities, STAGE visited communities to conduct initial entry and animation exercises to gather a broad base of support for project implementation. Consultations were held with traditional leadership and opinion leaders to outline key objectives and other implementation arrangements. Working with District Assembly girls' education and gender officers, initial community-wide sensitisation on girls' education was organised to lay the groundwork for the identification and selection of girls.

STAGE held planning meetings with key stakeholders to set up, review, and agree on the specific criteria for the selection of the girls using a targeted approach. Key criteria for selection included the following:

- age (10-19 years),
- educational level,
- parental income/livelihood measures,
- marital status,
- girls who are pregnant or teen mothers,
- girls with any form of disability, and
- fostered girls.

Community-level meetings provided a forum for the initial identification of girls that meet these criteria and local systems of communication were used to ensure that the beneficial opportunity for participation in this programme was made widely known within the selected communities. Once identified, STAGE conducted home visits to verify cases, better understand the needs of beneficiaries, and begin training families and girls to gain momentum for programme entrance[2].

**Table 1: Summary of direct beneficiaries**

| Direct beneficiary numbers | Total figures |
|---|---|

[1] WEI reported that the 2010 Population Census indicates that there are 737,437 (6%) PWD in Ghana. The female PWD population is 387,647 (52.6%). Girls between the ages of 10-14 and 15-19 years constitute 5.8% and 6.5% respectively of the total female PWD in Ghana. This figure translates into about 46,517 girls with disabilities who are within the ages of 14-19 years. This age bracket is the main benchmark for both Non-Formal and Formal track STAGE beneficiary selection in all project communities. The 9,200 girls with disabilities for the 7 STAGE regions out of the total 16 regions was extrapolated from the national female PWD population and used at the time of the proposal in 2014. Source: the 2010 Housing and Population Census, Ghana Statistical Service (2012).

[2] See Annex 5 for External Evaluator comment on selection process.

| | |
|---|---|
| Total number of girls reached in cohort 1 | 2733 girls in cohort 1 (NF) i.e. 111 communities x 25 girls |
| Total number of girls expected to reach by end of project | 8769 NF girls<br>8025 Formal girls (just one cohort)<br>Total both tracks (16752) |
| Education level | Proportion of total direct beneficiaries (%) |
| Never been to school | 735 Non-Formal<br>2803 Formal |
| Been to school but dropped out | 1984 Non-Formal<br>5076 Formal |
| Could not answer directly | 14 Non-Formal<br>146 Formal |
| Age banding (The age bandings used should be appropriate to the ToC) | Proportion of total direct beneficiaries (%) |
| 10 to 14 | 8025 Formal Track 100% |
| 15 to 19 | 2733 Non-Formal Cohort 1 100% |

**Table 2: Proposed Intervention Pathways**

| Intervention pathway | Which girls follow this pathway? | How many girls follow this pathway for cohort 1? | How long will the intervention last? | How many cohorts are there? | What literacy and numeracy levels are the girls starting at? | What does success look like for learning? [3] | What does success look like for transition? |
|---|---|---|---|---|---|---|---|
| Formal Track | Girls aged 10-14 | 8025 | 3 years | 1 cohort | Grade 0-1 for literacy and numeracy | Girls achieve Grade 4 for literacy and numeracy | Girls enrol back into school. Girls progress grades |

[3] The evaluation was designed around the 0.2SD measure for improved learning outcomes. This has the advantage of focusing primarily on overall improvement, rather than meeting a minimum benchmark. Particularly in the case of the Non-Formal Track, literacy and numeracy requirements of operating one's own business will vary highly based on the sector that the beneficiary is working in and should be part of girls' individualized plans, rather than set project-wide. This is compounded by the fact that comparisons across languages cannot be made because of how literacy acquisition varies by language, and therefore common minimum thresholds cannot be set across all languages. Only measures of improvement where girls are being compared to their past improvement are appropriate. See EGRA Toolkit, p.10 "How EGRA Should Not Be Used."

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Non-Formal Track | Girls aged 15-19 | 8769 | 6 months ALP and 3 months IGA | 3 cohorts | Grade 0-1 for literacy and numeracy | Girls begin their own entrepreneurial activity[4] | Girls set up their own business for income generation, or obtain decent employment |

**Table 3: Indirect beneficiary groups**

| Group | Interventions received | Total number reached for cohort 1 |
|---|---|---|
| Boys | • Peer education training<br>• Information on BCC<br>• Training in communication skills (gender, self-esteem, safeguarding) | 1179 (3 boys per community x 393 (282 formal +111 NF communities) |
| ALP Facilitators | • Gender, Inclusive pedagogy, Safeguarding and Inclusion, life skills, ASER assessment training<br>• 6 – 9-month continuous professional support from supervisors and WEI teaching and learning team | 415 ALP facilitators |
| Community members | • Public BCC campaigns on gender issues and safeguarding | 78,600 |

[4] For the Non-Formal track, success refers to: Ability to start and manage their own business; Ability to work under another vocational master making use of skills learnt from STAGE (WEI).

# 2. Baseline evaluation approach and methodology

## 2.1 Evaluation purpose(s) and evaluation questions

The purpose of the baseline evaluation is to assess the starting point of the STAGE project's key indicators (for both the Formal and Non-Formal tracks), together with assessing the relevance and plausibility of the STAGE Theory of Change. Table 4 details the evaluation questions of the STAGE programme. This is in line with and will provide data against the programme's Logframe indicators.

**Table 4: Evaluation questions and summary of quantitative and qualitative data/analysis required to answer question**

| Evaluation question | Qual data/analysis required to answer question | Quant data/analysis required to answer question |
|---|---|---|
| 1. What impact did the STAGE project have on the transition of highly marginalised girls into education/learning/training or work opportunities? | Qualitative data will identify any unintended impacts on girls. | Quantitative analysis of data from surveys representative sample of girls on their transition status and learning proficiency.<br>Project beneficiaries transition status and learning proficiency assessed at baseline and endline (and midline for Formal Track). This will allow identification of change in learning and transition status (in school, increased grade, in decent employment)<br>Findings to be disaggregated by respondent characteristics (including household and region), including marginalisation category where possible. |
| 2. What works to facilitate transition of highly marginalised girls into education/training/employment and to increase learning? | Qualitative data will explore girls, caregivers, teachers, and other relevant stakeholders' understanding of what works for transitions. | Quantitative data produced to answer EQ1 will be analysed to look at associations between transition/learning outcomes and project activities/intermediate outcomes (attendance, quality of teaching, Life Skills, support given to family) |
| 3 How sustainable were the STAGE activities funded by the GEC and was the programme successful in leveraging additional interest, investment, and policy change? | Qualitative Data collected at community, school, and system level to understand more about the changes in key stakeholders' attitudes and behaviours and | Quantitative Data collected at community, school, and system level to understand quantitative changes in key stakeholders' attitudes and behaviours and |

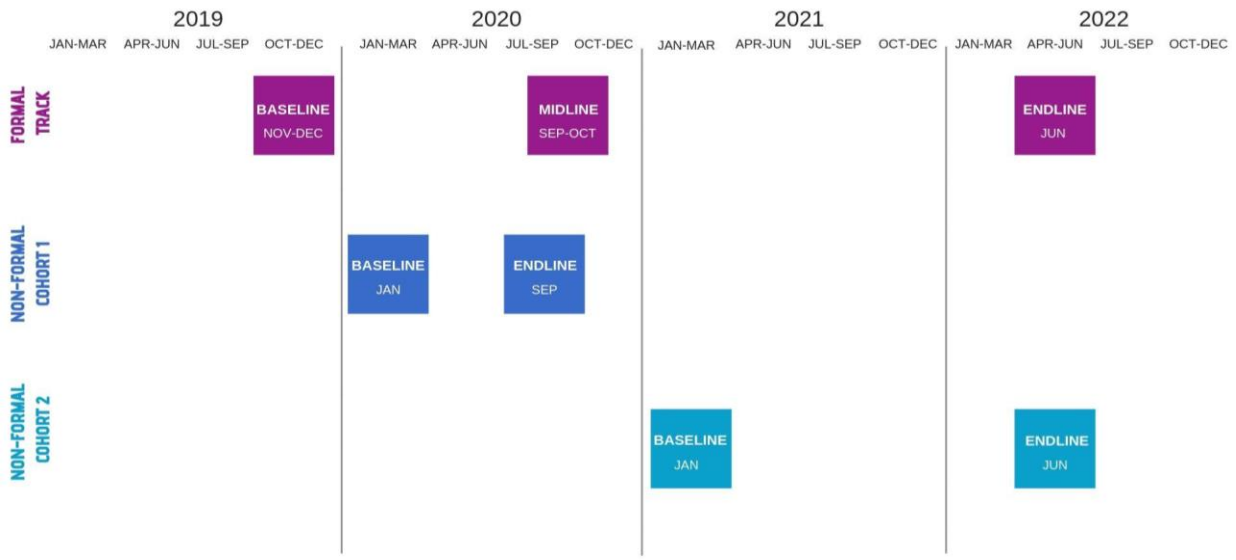
| | | |
|---|---|---|
| | changes in relevant agencies, budget, and actions. | changes in relevant agencies, budget, and actions. |
| 4. How successfully did LNGB projects reduce barriers to full participation in education or vocational education for highly marginalised girls? | Qualitative data from girls, caregivers and other relevant stakeholders will seek to understand how the project reduced the barriers identified during project development. The barriers include cultural beliefs on marginalised girls' roles, household poverty, beliefs on disability, inaccessible schools and teaching methods, teacher attitudes, district level awareness and actions. | Quantitative analysis of the different outcomes achieved by girls with different marginalisation status. |
| 5. What are the most cost effective and impactful activities implemented through the STAGE intervention which have helped girls to transition to schools and employment opportunities? | N/A | Analysis of results of EQ1 Impact, EQ2 What works, and EQ3 Sustainability against the costs of different activities. Possible calculations:<br>● Cost per girl enrolled in ALP/vocational training<br>● Cost per girl completing STAGE ALP/vocational training<br>● Cost per girl improving in Learning (SD 0.2)<br>● Cost per girl achieving appropriate of transition (see definitions below) |

## 2.2 Overall evaluation design

The evaluation design is a mixed methods quasi-experimental evaluation for both tracks and follows the methodology agreed in the MEL Framework. Since STAGE targets marginalised girls with special attention to those with disabilities, it is not feasible to design a randomised control trial (RCT) where some girls will be randomly assigned to the intervention and other girls will be left out of this. The quasi-experimental design, however, allows various comparative analyses for both tracks (discussed later). Quantitative data will be used to identify relationships between variables and assess the effect of some explanatory variables on the outcomes of interest. Qualitative data will be used to assess harder to quantify issues and build a deeper understanding of 'how and why' and 'under what circumstances' change has or has not occurred.

To understand the proposed design, a visual model below shows tracking of both beneficiary cohorts over time over the course of the programme followed by explanatory narratives.

**Fig 2**. **External Evaluation Data Collection Timeline**




The data collection and timelines are aligned with the programme work plan and the Ghana school term dates. In the second year, for instance, the ALPs for the Formal track are planned from December 2019 to July 2020 to enable girls to transition to school in time for the new academic year that begins in September 2020. Accordingly, the baseline has been collected January/February 2020, and the midline for October 2020 when the girls have transitioned to school. The endline coincides with the end of the school term in June 2022. For the Non-Formal track, baseline and endline for Cohorts 1 and 2 are planned at the beginning and end of the ALPs[5].

Given the split implementation model of the STAGE project the design will be using a different evaluation approach for each track to best measure the impact of the interventions in the seven regions where STAGE is working.

**Formal Track** - With a single cohort of beneficiaries who will go through an ALP and transition into formal schooling, a longitudinal design will be used over the course of the project. This will track the levels of girls' key outcome variables (Learning, Transition, Life skills, attendance) together with those of their caregivers and other stakeholders (teachers, community leaders, boys) and compare the midline and endline levels with the baseline scores[6] *(see Figure 2 above, top row, purple boxes).* **Baseline** – January 2020; **Midline** - September / October 2020; **Endline** – June 2022.

In our quantitative analysis (to answer Evaluation Question [EQ] 1, and EQ 2), as per the LNGB guidance, the possibility of estimating the Formal girls' 'natural' cognitive progression may be explored by comparing Formal track girls' midline and endline results with the baseline results of

[55] These timelines are based on current knowledge of project and school timelines. These might shift due to the COVID-19 pandemic.

[6] A comparison group for the Formal track was not seen as possible due to costs in collecting this additional data, and the practical and ethical difficulty in identifying a suitable comparison group who would not receive any intervention over the 3 years of the programme.

girls who are older but otherwise similar to the Formal track girls[7] (i.e. benchmark sample). Qualitative data will complement the quantitative data to understand the how and why of the changes, together with understanding the contribution of the STAGE project to these changes (see section 7 for more on qualitative data collection).

**Non-Formal Track** - With three distinct cohorts of Non-Formal track beneficiaries who will go through an ALP and transition into vocational training or employment, STAGE proposes to conduct baseline and endline for Cohort 1, and baseline and tracking assessment for the girls in Cohort 2. The analysis will enable measurement and understanding of the impact of the STAGE project on Learning and transition to work opportunities (EQ1 and EQ2). STAGE has chosen this design for the following reasons:

- By evaluating the endline of Cohort 1 at the end of the ALPS and vocational training it will allow STAGE to learn about the success of its intervention on key Outcomes. This learning can be used to improve both Cohort 2 and Cohort 3.

- Allows for a Cross-over design such that the results of beneficiaries of Cohort 1 can be compared with the baseline of similar target group for Cohort 2.

- By evaluating Cohort 2 a year after the end of the ALPs/vocational training it will allow a year for girls to find employment, thus, sufficient time for the transition outcome to be evaluated for the Non-Formal track.

- Data Collection for Cohort 1 and 2 can be timed to match some of the data collection for the Formal Cohort (as shown above), this facilitates cost-efficiency which then allows more data collection for the same evaluation budget.

***Non-Formal Cohort 1***: **Baseline** - January 2020; **Endline** - September 2020

***Non-Formal Cohort 2***: **Baseline** - January 2021; **Endline/Tracking** - June 2022

Due to the number of communities (total of 678), multiple intervention tracks, and separate cohorts, the evaluation design will include a representative sample of communities. STAGE monitoring will be regularly collecting data from all project communities and assessing all project beneficiaries, but for the sake of the external evaluation the sampling will select a stratified representative sample of communities.

The monitoring system will also provide data for the external evaluator as they attempt to disaggregate the different elements of the intervention and how they are impacting variance within the results.

**Evaluating the link between Intermediate Outcomes (IO) and Outcomes**

At Endline for both cohorts, and midline for the Formal Cohort, the status of intermediate outcomes will be measured. Associations between the samples' quantitative transition/learning outcomes and project activities/intermediate outcomes (attendance, quality of teaching, Life

[7] For example, for midline comparison, a girl who is aged 8 at the November 2019 Formal baseline will be 8 years 11 months at the Sep/October midline, and 10 ½ years old at endline. Therefore, her 'natural' progression can be estimated by comparing her outcome scores at midline with the baseline scores of a similar out of school girl aged 8 years 11 months (from either formal or non-formal tracks), and endline natural progression through comparison with a similar out of school girl aged 10 ½ at baseline.

Skills, support given to family) will be calculated. This quantitative assessment will be complemented by qualitative analysis which will use key informant interviews and focus groups to assess and understand the link between IO and Outcomes.

**Gender and Social Inclusion (GESI)**

To understand GESI the evaluation will disaggregate both Learning and Transition Outcomes, together with **Life Skills Outcomes by girl's age, disability and key project identified characteristics** (see table 13). Complementing this will be specific questions within the qualitative data collection to explore the experiences and potential barriers for girl's with different marginalisation characteristics.

## 2.3 Evaluation ethics

The evaluation ethical approach is grounded in principles based on DFID's ethics guidance and principles, WEI's policies and procedures and local laws for the states we will operate in. A core principle is prioritising the best interest of the child and doing no harm.

**Recruitment and Selection**

The External Evaluator's partner data collection firm in Ghana (JEAVCO/PAB) have experience of working with children, including those with experience of high risk, vulnerable and/or marginalised girls. At the start of the STAGE evaluation, twenty (20) enumerators were hired and their security records were checked.

**Training and Data collection**

In both the training for the pilot and baseline data collection enumerators received training on ethics and child protection. This training was informed by DFID's ethics guidance and principles, WEI's policies and procedures and local laws for the states we will operate in. Specific content of training included the priority of Safeguarding and a child's wellbeing being paramount, the importance of gaining consent (of girls and adults), how to ask for consent, how to ensure the consent is informed in relation to questions asked and use of information, respecting respondents' right to decline/stop interviews, respectful behaviour during data collection (non-judgemental tone and body language), not taking photos, keeping data confidential, password protecting data collection devices, avoidance of raising expectations, what a Safeguarding issue is and how to report a Safeguarding issue.

All the tools were developed to ensure that questions are framed sensitively and are appropriate to the age, gender, and ability of respondents to minimise distress to children.

No **ethical issues** were reported in relation to the enumerators during the baseline data collection.

However, the quantitative data identified 1.7% of girls in the Formal track that dropped out of their previous school because of mistreatment by a teacher. Whilst we do not condone this behaviour, we understand that corporal punishment is still a common practice in Ghana as previously explained in the background Section 3, despite being banned in recent years. The STAGE project seeks to return girls to schools, therefore, there is a risk that by returning girls to schools they will be mistreated by teachers or come into contact with the same teachers that mistreated them.

To mitigate this safeguarding concern, this finding was shared with the STAGE project so that they are aware of the risk and they will monitor closely any safeguarding issues not only for this small sample of girls but for the overall intervention. See Section 5.2 for an assessment of project's activities in relation to child protection and teacher's discipline methods.

Additionally, whilst the baseline data collection did not identify any girls in modern slavery, it was noted that the STAGE project community mapping data (Annex 5) did identify some girls in modern slavery. In the Formal track, there are 765 (9.5%) girls identified as being in modern slavery, and but for the Non-Formal track, this data was not captured as this issue was part of the learning adaptations from the NFT cohort 1 mapping. As this data contains child labourers, it might be useful for STAGE to further disaggregate this, to differentiate between child labourers (who may work on farms for their parents), and those in the worst forms of child labour (i.e. bonded labour in a Galmansey site). In addition, given the relevance of the matter, STAGE may wish to clarify their definition of 'modern slavery', 'bonded labour' and 'child labour' as the distinction between these impacts on the interventions that are best able to support these girls. It would also be helpful to share the line of questioning used to approach this matter, as well as understand how STAGE is safeguarding the girls that responded to these questions.

## 2.4 Quantitative evaluation methodology

Table 5 details the Quantitative evaluation tools which were agreed with WEI and the Fund Manager.

**Table 5a: Quantitative evaluation tools**

| Tool name | Relevant indicator(s) | Who developed the tool? | Was tool piloted? | How were piloting findings acted upon (if applicable)[8] | Was tool shared with the FM? | Was FM feedback provided? |
|---|---|---|---|---|---|---|
| EGMA | Outcome 1: Number of Marginalised Girls with Improved Learning Outcomes (Formal Track) – % of Marginalised Girls with improved EGMA score | EE | Yes | Minor adjustments to difficulty level & coding. | Yes | Yes |
| EGRA | Outcome 1: Number of Marginalised | EE | Yes | Minor adjustments to difficulty | Yes | Yes |

[8] For detailed information on the pilot of the Learning test please see Annex 14 Pilot report

| | | | | | | |
|---|---|---|---|---|---|---|
| | Girls with Improved Learning Outcomes (Formal Track) – % of Marginalised Girls with improved EGRA score | | | level & coding. | | |
| Household Questionnaire | OUTCOME 2 – Transition Number of Marginalised Girls who have transitioned through key stages of Education or gained Employment<br><br>Outcome 3: Sustainability (see Sustainability sections for relevant sub-indicators)<br><br>Intermediate Outcome 4: Increased community and district support for inclusive girls' education (Formal and Vocational) | Fund Manager with small edits and additions from EE to make relevant to STAGE project | Yes | Minor adjustments to skip / validation and instructions for data collectors | Yes | Yes |
| Life Skills survey (within the Household Questionnaire) | Intermediate Outcome 3: Number of marginalised girls supported by GEC with | EE | Yes | Minor adjustments to terminology used and response options | Yes | Yes |

| | | | | | | |
|---|---|---|---|---|---|---|
| | improved Life Skills | | | | | |

**Enumerators**

At the start of the STAGE assignment, the data collection partner (JEAVCO/PAB) identified twenty (20) enumerators whom they had worked with before on data collection projects similar to STAGE. On confirming their availability, the data collection partner undertook pre appointment checks, including police checks. Five enumerators were female and fifteen were male. All were computer literate and had experience in data collection using an electronic device.

Of the 20 data collectors selected for quantitative data collection, 10 data collectors were chosen to also collect qualitative data. Five of those chosen to also collect qualitative data participated in the CBE qualitative data collection which gave them prior experience on qualitative data collection. The other five data collectors selected were paired up with those with CBE experience to undertake the qualitative data for the STAGE assignment.

For both the pilot and the baseline collection, data collectors participated in a 2-day training programme. This programme involved an introduction to the STAGE project and Evaluation Design, Data Collection tools and protocols, and Safeguarding and Ethics. The training was delivered by the JEAVCO/PAB leads, with support from the IMC Worldwide Evaluation team (both in-person and in the oversight and development of training materials). WEI also contributed to training through input into training content and a member of a DSP attended the pilot training to offer input on key areas.

The training on quantitative data collection tools involved the following:

- Learning Tests:
    - Introduction to Learning Tests (EGMA and EGRA)
    - Explanation of the types of questions and how to administer them using the survey software.
    - Enumerator practice
    - Feedback from training team on accuracy of enumerators' recording of practice questions.
- Quantitative Household Survey:
    - Introduction to Household Survey and modules
    - Explanation of the types of questions and how to administer them using the survey software.

**Quantitative data collection**

The data was collected through two parts: (1) the learning assessments using Tangerine software, and (2) the survey and life skills data through a Survey Solutions tool. There were two learning assessments: The Early Grade Reading Assessment and the Early Grade Mathematics Assessment. The Survey Solutions tool included sections for (1) the head of household; (2) the primary caregiver; (3) the beneficiary; and (4) the Life Skills tool.

**Timing:** Quantitative data collection for both Learning tests and Household Survey took place between 1 February – 17 March 2020. The data collection for each of the sampled areas took

place at the same time using different data collection teams. The data collection teams were assigned areas based on their language skills.

**Data Quality Assurance:** While in the field, data collectors reported any inconsistency with the sample and tools via their assigned coordinator to the JEAVCO/PAB headquarters team. The team also used a mobile platform, WhatsApp, to communicate daily and raise concerns. By raising minor concerns and responses via a shared platform, the team were able to respond to immediate concerns while also sharing knowledge with all data collectors, who may be in a similar situation or may face it later.

When data was submitted to the JEAVCO/PAB I.T Department, it was checked for completion, relevance (response recorded as expected) and clarifications were sought from any data collectors that seemed to not be following protocol. Additionally, the uploaded data were periodically downloaded by the lead Quantitative specialist to identify any systemic issues with the data. This role proved important in identifying enumerator teams who were not completing all Life Skills sections and had to return to recollect the data from several communities. It also helped to identify which teams were and were not promptly submitting data onto the secure servers.

### Quantitative data cleaning and storage

Once enumerators entered data into their tablets, data were uploaded to secure servers when the tablet could access a mobile cellular network. Learning data, which was collected using the software Tangerine, were stored separately from household surveys, which were collected using Survey Solutions.

The enumerator teams and the Lead Quantitative specialist undertook an iterative process of cross-checking and cleaning. Once data collection was completed, final datasets were securely downloaded and stored as encrypted files on a password-protected hard drive. Both the household survey and the learning assessments were standardised and encoded. For each beneficiary in the sample, the household survey and the learning data were matched together using their unique identification numbers. In addition, the observations were matched to the original beneficiary lists used to populate the sample to ensure fidelity. When identification numbers did not match, enumerators and the data collection team were contacted for corrections.

### Quantitative data analysis

All statistical analysis was completed using the software package Stata/IC 12. Several sets of variables have specific calculation criteria described in the LNGB documentation, including how the Washington Group questions are used to create a binary definition of disability for each disability domain, and how learning assessments are to be calculated (especially treatment of correct words per minute). All requirements were followed per the LNGB Guidelines.

### Learning tests

Enumerators administered all quantitative tools orally and recorded responses electronically. All instructions and items were given in the language of preference of the respondent (typically their mother tongue), with the exception of the listening comprehension and dictation sentences of the literacy assessment which were always given in the language of assessment (the language that will be used in ALPS training in that location). While the learning assessments included paper

supplements for test-takers to interact with (such as passages to read or lists of numbers). This section provides an overview of the quantitative tools for this baseline.

**Languages:** Both learning assessments were translated into the language of instruction used by the STAGE programme in their community (which is presumably the same as language spoken in the home of the girl)[9]. The languages included in the baseline were: Akuapim Twi, Dagaare, Fante, Kasem, Kusal, and Likpakpaln. All assessments were designed in English, and then translated to the six languages. As mentioned above, instructions and items were given in the language of preference of the respondent (typically their mother tongue). The items in the EGRA were all written in the language of assessment, and accommodations made for differences in alphabets, letter, and word frequency. This resulted in slight differences in length of the oral reading passages: however, because scoring is calculated as correct words per minute, the different number of items does not affect the calculation of scores.

**Early Grade Reading Assessment (EGRA):** The EGRA was based on the standardised international assessment and modified slightly to ensure appropriateness for the beneficiary population. It consists of five sections:

**Table 5b: EGRA subtasks**

| Subtask | | Timed |
|---|---|---|
| 1. | Letter Sound Identification | 60 sec. |
| 2. | Familiar Word Reading | 60 sec. |
| 3. | Oral Reading Passage | 60 sec. |
| 4. | Reading Comprehension | Untimed |
| 5. | Dictation | Untimed |

The Letter Sound Identification and Familiar Word Reading subtasks consist of grids of letters and words, and test-takers were asked to read as many of them as they could in a minute. For the Oral Reading Passage, test-takers were given a short narrative passage to read and asked to read aloud to the end. After 60 seconds had elapsed, the enumerator marked how many words were correctly read in that period. Test-takers could finish reading the story. Reading Comprehension asked five questions about the Oral Reading Passage story. Finally, the enumerator read a sentence slowly aloud, and asked the test-taker to write it down. The timed subtasks are scored according to the number of items correct per minute[10]. The untimed subtasks

[9] Because differences in language are inherently tied to different social, geographical differences, it is not possible to untie them strictly with the baseline data. For example, it is not possible to untangle differences in learning assessments between Kusaal and Dagaare speakers based on where they live, what language they speak, what their language of instructions are or the social and economic differences between their communities live. It should be noted that there were only 8 cases in the Formal interviews and 10 cases in the Non-Formal interviews where languages of instruction and spoken at home were different which doesn't imply a significant gap in the quantitative data collected by the evaluation but few outliers compared with the overall sample.

[10] Per the FM template guidelines, all subtasks excluding oral reading fluency were calculated as percentages of the total items. Oral Reading Fluency was calculated as correct words per minute, which includes measuring the total number of correct answers divided by the amount of time tested, according to the Tangerine software. For example, if a student read 25 correct answers and completed the exercise in 20 seconds, their ORF score would be 75cwpm. In cases where students read more than 100 cwpm, their scores were rounded to 100, to ensure the entire range of scores spanned from 0 to 100.

are scored as a percentage of the total number of items. Translation resulted in slightly different word counts of the passages and dictation, depending on the language of assessment. Because scoring is completed as correct words per minute or percentages, this increases comparability of scores.

**Skip Logic**. Each subtask is progressively more difficult than the previous, so if a test-taker is unable to complete ability on one subtask they do not need to continue to the successive tasks. Each subtask had a minimum standard required to continue to the next subtask. This minimises the burden on test-takers struggling to complete the assessment. For example, test-takers who could not read any of the first 10 letters on Subtask 1 were not asked to continue with the assessment. Within each subtask, students were encouraged to continue to the next item if they could not read a letter or word within 3 seconds.

**Table 5c: EGRA untimed subtasks**

| Subtask | | Minimum Proficiency to Continue |
|---|---|---|
| 1. | Letter Sound Identification | Read 1 or more letter on the first line (10 items) |
| 2. | Familiar Word Reading | Read 1 or more words correctly on the first line (10 items) |
| 3. | Oral Reading Passage | Read 1 or more words correctly on the first line (5 items) |
| 4. | Reading Comprehension | Read 1 or more words correctly in first sentence (9-12 items, depending on language) |
| 5. | Dictation | Final subtask: no minimum needed. |

**Early Grade Mathematics Assessment (EGMA)**. The EGMA consisted of 7 subtasks.

**Table 5d: EGMA subtasks**

| Subtask | | Timed |
|---|---|---|
| 1. | Number Identification | 60 sec. |
| 2. | Missing Number | Untimed |
| 3A. | Addition: Level 1 | 60 sec. |
| 3B. | Addition: Level 2 | Untimed |
| 4A. | Subtraction: Level 1 | 60 sec. |
| 4B. | Subtraction: Level 2 | Untimed |
| 5 | Word Problems | Untimed |

The Number Identification subtask followed a similar design as the first two subtasks in the EGRA. The Missing Number subtask showed a succession of numbers following a pattern, and asked

students to fill in a missing number in the pattern. In the Level 1 Addition and Level 1 Subtraction subtasks, test-takers were given 60 seconds to correctly complete up to 20 questions of addition or subtraction of two one-digit or two-digit numbers. If students correctly completed at least one Level 1 question, they continued to the Level 2 questions, which included addition of up to four-digit numbers. Responses were not timed on Level 2 questions. On the Word Problem subtask, students were slowly read six-word problems of increasing difficulty, from simple addition to multiplication and division.

**Skip Logic**: Students were not asked the Level 2 questions if they could not complete any of the Level 1 questions, but there were no other cases where subtasks were skipped. Within each subtask, if a child stopped on an item for five or more seconds, they were asked to continue to the next item.

**Modifications for girls with disabilities:** No modifications were made for girls with disabilities.

### Quantitative sample selection[11]

The same sampling strategy was developed for the evaluation of both the Non-Formal and Formal tracks of the project. As agreed with the Fund Manager, sample sizes of 640 were chosen for both the Formal and Non-Formal tracks.

**Community Sampling**: The evaluation uses a clustered sampling approach, where a representative group of communities were selected randomly. Communities were selected based on their language-region pairing. For the Formal track there are eight languages spoken in the target communities. It was agreed to focus the evaluation on four of these languages. For the Non-Formal there are also eight languages spoken in the target communities. Similarly, it was agreed to focus on four of these languages. The languages were purposefully chosen to cover the maximum proportion of the project population and cover as many of the project's regions as feasible. Note, there is an overlap in languages between the Formal and Non-Formal tracks. This meant that in total six languages were used across both samples.

Choosing the languages with a larger proportion of the project population ensured a larger sample from each subgroup, which increases statistical power of each subgroup, and simplified the design and analysis of the reading scores to fewer languages.

Beneficiaries from languages outside those not in the evaluation (and records with no region and language information) were excluded from sample selection. In addition, communities with 15 or fewer beneficiaries were excluded to ensure it would be possible to collect data from eight or more beneficiaries. Randomised community selection was stratified by region-language pairing according to the table below.

Alternate communities were selected randomly within each language-region pairing if for any reason one of the selected communities cannot be part of the sample. They are ordered on the list to ensure that they are not chosen out of convenience. When required, alternate communities were used as substitutes after discussing with partners.

The proportions of the sample communities differ only slightly from the beneficiary makeup, due to rounding.

[11] See Annex 11 for further details on sampling.

**Student Selection:** Within each sample community, eight beneficiaries were randomly selected. While eight beneficiaries from each community were identified as the intended sample, an additional eight girls were randomly selected and added to an alternates list. If a beneficiary is unavailable or refuses to take part in the baseline evaluation, an alternate beneficiary will be selected, in the order that they are listed on the alternate list.

**Quantitative sample sizes**

**Table 6a: Quantitative sample sizes**

| Tool name | Sample size agreed in MEL framework | Actual sample size | Remarks on why anticipated and actual sample sizes are different |
|---|---|---|---|
| **Formal Track** EGRA/EGMA test and Household Survey | 640 | 705 | Oversampling of Formal sample communities. Data collection team collected additional data from some Formal sample communities as replacement communities for the Non-Formal sample. |
| **Non-Formal Track** EGRA/EGMA test and Household Survey | 640 | 565 | Data team unable to collect full sample due to a combination of challenges related to communities included in the population sample which were not part of the project, communities speaking different languages compared to the expected language and length of survey – see section below 'Challenges in baseline data collection and limitations of the evaluation design'. |

**Table 6b: Quantitative sample sizes by region and language - Formal**

| Language | Region | Beneficiaries | | Designed Sample | | Actual Sample | | Difference | |
|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % |
| **Sample** | | | | | | | | | |
| Dagaare | Upper West | 2041 | 43% | 272 | 43% | 271 | 38% | -1 | **-4%** |
| Kasem | Upper East | 580 | 12% | 96 | 15% | 91 | 13% | 11 | 0% |
| Kusal | Northern | 738 | 15% | 80 | 13% | 80 | 11% | -16 | -4% |
| Likpakpaln | Northern | 1409 | 30% | 192 | 30% | 263 | 37% | 71 | **7%** |
| **Out of Sample** | | | | | | | | | |
| Dagbani | Northern | 1399 | | | | | | | |
| Gurune | Upper East | 800 | | | | | | | |
| Mampruli | Northern | 916 | | | | | | | |
| Unknown | Northern | 315 | | | | | | | |
| **All** | | **8,198** | **100%** | **640** | **100%** | **705** | **110%** | **+65** | |

**Table 6c: Quantitative sample sizes by region and language – Non-Formal**

| Language | Region | Beneficiaries | | Designed Sample | | Actual Sample | | Difference | |
|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % |
| **Sample** | | | | | | | | | |
| Akuapim Twi | Eastern | 263 | 12% | 80 | 13% | 80 | 14% | 0 | 2% |
| Dagaare | Upper West | 251 | 12% | 72 | 11% | 72 | 13% | 0 | 1% |
| Fante | Central | 513 | 24% | 152 | 24% | 152 | 27% | 0 | 3% |
| Likpakpaln | Northern | 524 | 24% | 152 | 24% | 150 | 27% | -2 | 3% |
| Likpakpaln | Oti | 626 | 29% | 184 | 29% | 111 | 20% | -73 | **-9%** |
| **Out of Sample** | | | | | | | | | |
| Dagbani | Northern | 70 | | | | | | | |
| Gurune | Upper East | 233 | | | | | | | |
| Mampruli | North East | 226 | | | | | | | |
| **All** | | 2706 | **100%** | **640** | **100%** | **565** | **88%** | **-73** | |

**Representativeness of the sample**

The project is divided into two very different pathways: Formal and Non-Formal. In the original sampling plan, a sample of 640 observations would come from each group. During collection, it was noted that there was a deficit of observations among Non-Formal Likpakpaln speakers in Oti region. Collectors returned to obtain more observations, but mistakenly collected additional

Formal observations in Northern region, leading to a discrepancy in the proportion between the two groups.

As discussed above, the **Formal** sample was designed as a subset of all the language-region pairings included in the project. The Formal sample was designed to be proportionally representative of those four language-region groups. For three of those language groups, the initial design was closely followed numerically. However, as discussed above, an additional set of 71 observations was collected for the Likpakpaln group in Northern region. While these observations slightly skew the sample to overrepresent this group, inclusion of these observations adds greater detail and statistical power. This causes the sample proportions to vary from the original design, despite the actual number of observations meeting or exceeding the original plan.

The **Non-Formal** sample was designed to be proportionally representative of those five language-region groups. For four of those language groups, the initial design was closely followed numerically. However, as discussed above, missing 73 observations for the Likpakpaln group in Oti region. These observations slightly skew the sample to underrepresent this group, causing the sample proportions to vary from the original design, despite the actual number of observations meeting the original plan for all other groups.

**Table 7: Sample breakdown by intervention pathways**

| Intervention pathway (adapt as required) | Sample proportion of intervention group (%) |
|---|---|
| **Formal** Track | 56% |
| **Non-**Formal Track | 44% |
| Source: Analytical Dataset, N = 1,270 | |

**Table 8: Sample breakdown by regions and track**

| Region (adapt as required) | Sample proportion of intervention group (%) Formal Track | Sample proportion of intervention group (%) Non-Formal Track |
|---|---|---|
| Upper West (Dagaare speaking) | 38% | 12.7% |
| Upper East (Kasem) | 13% | |
| Upper East (Kusaal) | 11% | |
| Northern (Likpakpaln) | 37% | 26.5% |
| Oti (Likpakpaln) | | 19.6% |
| Eastern (Akuapim Twi) | | 14.2% |
| Central (Fante) | | 26.9% |
| Source: Analytical Dataset, N = | 705 | 565 |

**Table 9a: Sample breakdown by age**

| Age (adapt as required) | Sample proportion of intervention group (%) Formal Track | Sample proportion of intervention group (%) Non-Formal Track |
|---|---|---|

| | | |
|---|---|---|
| Aged 8 (%) | 2.6% | - |
| Aged 9 (%) | 3.5% | - |
| Aged 10 (%) | 29.1% | - |
| Aged 11 (%) | 12.3% | - |
| Aged 12 (%) | 19.1% | 0.5% |
| Aged 13 (%) | 17.9% | 0.2% |
| Aged 14 (%) | 12.8% | 0.4% |
| Aged 15 (%) | 1.7% | 10.1% |
| Aged 16 (%) | 0.4% | 12.0% |
| Aged 17 (%) | - | 13.5% |
| Aged 18 (%) | - | 62.8% |
| Aged 19 (%) | - | 0.2% |
| Aged 20 + (%) | - | - |
| Unknown | 0.6% | 0.4% |
| Source: Analytical Dataset, N = | 705 | 565 |

**Table 9b: Sample breakdown by age and region – Formal Track**

| Age | Dagaare (Upper West) | Kasem (Upper East) | Kusaal (Upper East) | Likpakpaln (Northern) |
|---|---|---|---|---|
| Age 8 to 11 | 52% | 27.5% | 47.5% | 49.8% |
| Age 12 to 15 | 47.2% | 71.4% | 51.3% | 49% |
| Age 16 to 19 | 0.7% | 1.1% | 0% | 0% |

**Table 9c: Sample breakdown by age and region – Non-Formal Track**

| Age | Akuapim Twi (Eastern) | Dagaare (Upper West) | Fante (Central) | Likpakpaln (Northern) | Likpakpaln (Oti) |
|---|---|---|---|---|---|
| Age 8 to 11 | 0% | 0% | 0% | 0% | 0% |
| Age 12 to 15 | 3.8% | 8.3% | 5.9% | 20% | 13.5% |
| Age 16 to 19 | 96.3% | 91.7% | 94.1% | 79.3% | 85.6% |

As the breakdown of the original beneficiary lists only included names, communities, and language, the age makeup of the sample cannot be compared to the age makeup of the beneficiaries which introduces a limitation in knowing the representativeness of the sample. The average girls' age in the Formal sample is 11.6 years. Less than 0.5 percent of beneficiaries are above age 15; 51 percent are between age 12 and 15; 47 percent are age 11 or younger. Regionally, it is noted that Upper East (Kasem language) has the highest percentage of girls in the 12 to 15 range, and a lower percentage of younger girls (8 to 11) than the other regions. The age range is in line with what is expected for the Formal track population.

Nearly all (98.4%) are aged 15-18 years old, however, the average age for the Non-Formal sample is 17.3 years old and the majority (62.8%) are aged 18. This is at the high end of the expected age range for the Non-Formal track. However, without knowledge of the age makeup of beneficiaries it is not clear how representative the sample is in relation to age. The majority of older girls (16 to 19) are in the Eastern and Central regions (96.3% and 94.1% respectively); whilst a higher prevalence of younger girls (12 to 15) is found in the Northern region (Likpakpaln language).

**Table 10a: Sample breakdown by disability**

| Domain of difficulty | Sample proportion of Formal intervention group (%) | Sample proportion of Non-Formal intervention group (%) |
|---|---|---|
| Seeing | 0.1% | 0.2% |
| Hearing | 0.1% | 1.1% |
| Walking | 0.3% | 0.2% |
| Self-care | 0.3% | 1.2% |
| Communication | 0.4% | 0.4% |
| Learning | 0.4% | 1.4% |
| Remembering | 0.4% | 2.3% |
| Concentrating | 0.3% | 0.7% |
| Accepting Change | 1.0% | 0.2% |
| Controlling Behaviour | 1.1% | 0.5% |
| Making Friends | 0.3% | 1.6% |
| Anxiety | 9.4% | 3.0% |
| Depression | 3.7% | 2.3% |
| One disability domain | 9.4% | 5.5% |
| Multiple disability domains | 3.6% | 3.9% |
| Girls with disabilities overall | **13.0%** | **9.4%** |
| Source: Analytical Dataset, N = | **701** | **564** |

**Table 10b: Sample Breakdown of Disability by region – Formal Track**

| Characteristic | Dagaare (Upper West) | Kasem (Upper East) | Kusaal (Upper East) | Likpakpaln (Northern) |
|---|---|---|---|---|
| Has a disability (any) | 13.3% | 9.9% | 3.8% | 16.5% |

**Table 10c: Sample Breakdown of Disability by region – Non-Formal Track**

| Characteristic | Akuapim Twi (Eastern) | Dagaare (Upper West) | Fante (Central) | Likpakpaln (Northern) | Likpakpaln (Oti) |
|---|---|---|---|---|---|
| Has a disability (any) | 6.3% | 5.6% | 0.7% | 9.4% | 26.1% |

**Table 10d: Sample breakdown by frequency of Anxiety and Depression – Formal and Non-Formal**

| | | Daily | Weekly | Monthly | A few times a Year | Never | N |
|---|---|---|---|---|---|---|---|
| **Formal** | | | | | | | |
| 23 | How often does beneficiary seem very anxious nervous or worried? | 9.4% | 10.3% | 3.1% | 40.7% | 36.5% | 701 |
| 24 | How often does beneficiary seem very sad or depressed? | 3.7% | 11.1% | 4.9% | 46.8% | 33.5% | 701 |
| **Non-Formal** | | | | | | | |
| 23 | How often does beneficiary seem very anxious nervous or worried? | 3.0% | 14.2% | 28.2% | 37.2% | 17.4% | 564 |
| 24 | How often does beneficiary seem very sad or depressed? | 2.3% | 15.2% | 29.4% | 37.1% | 16.0% | 564 |

Every caregiver was asked the Washington Group questions about their child's ability to complete common everyday tasks and activities, such as walking 100 metres, communicate their needs, or making friends, in order to determine their level of disability among the above domains. Beneficiaries could qualify as having a disability in one or more domains. The questionnaire enquired disability severity (some difficulty in performing a task, a lot of difficulty or not being able to do a task at all). For most questions, if a beneficiary had a great deal of difficulty or could not do something at all, they met the qualification of having a disability for the purposes of this evaluation and hence have been counted as having a disability in one or multiple domains in Table 10 above. Annex 12 reports the breakdown of disability by level of severity. Except anxiety

and depression, disability prevalence was very low among the beneficiary groups across almost all domains.

**Formal track** - Of the 701 observations with disability data, only 15 (2.1 percent)[12] report having a disability other than anxiety or depression. According to the 2010 Census, which did not include anxiety or depression as categories of disability, 3 percent of Ghanaians have a disability.[13] This disparity may be due to (1) exclusion during beneficiary selection, (2) failure to remove barriers for those with disability to participate in the programme, (3) households opting to not include children in the programme for reasons of bias or belief that barriers could be removed; or (4) sample bias, in which those with disabilities could not be found for the sample. No additional information on this is currently known[14].

Anxiety and depression were highly prevalent among beneficiaries. Depression and anxiety were defined as "feeling very sad or depressed" or "feeling very anxious, nervous, or worried" daily. The high prevalence of anxiety and depression underscores the intersection between disability and poverty. Anxiety and depression are frequently found to be at higher rates among those who are poor and food insecure.[15] While mental health treatment, protective factors, and coping strategies may be helpful in removing the barriers to helping those with mental health challenges, improvement in their economic and material situation may also be critical factors in the reduction of its actual prevalence. Disability prevalence was significantly lower in the Kasem and Kusaal speakers in Upper East, where they comprise less than 0.4 percent of beneficiaries. They comprise 13.3 percent of Dagaare speakers in Upper West, and 16.5 percent of Likpakpaln speakers in Northern. Interestingly, disability prevalence was substantially higher in the Formal track sample (13.0 percent) than the Non-Formal track sample (9.4 percent).

When looking at the breakdown of disability by severity, higher percentages of girls fell in the milder disability category (having 'some' difficulty in performing a task). This was noted particularly in the Socio-Cognitive difficulty domains: Controlling Behaviour (12.6%); Accepting Change (12.7%); Remembering (11.6%); Learning (7.8%); Concentrating (7.0%); Communication – being understood by people outside the household (7.0%); Making Friends (5.8%). Further, 2.8% and 1.2% reported having some difficulty walking 500 and 100 yards/meters compared with children of the same age, 2.1% reported having some difficulty seeing and 1.2% some difficulty hearing.

Whilst only those experiencing daily anxiety and depression have been counted for the purposes of the evaluation (Table 10.a), the quantitative data for the Formal Track show that 13.4% and 16% of beneficiaries reported experiencing feelings of anxiety and depression weekly or monthly.

**Non-Formal Track** - Of the 564 observations with disability data, 30 report having a disability other than anxiety or depression.[16] According to the 2010 Census, which did not include anxiety

[12] Of which two reported having difficulties walking, one hearing and another seeing.
[13] https://www.disabilitydataportal.com/explore-by-country/country/Ghana
[14] As with any survey, the accuracy of responses depends on appropriate translation, trust in enumerator and confidentiality, language, and shared conceptual models (in this case of disability). At midline we will review the translation of the tools and through the enumerator training ensure that appropriate, empowering vocabulary is identified in each of the local languages.
[15] Weaver, Leslie Joe & Hadley, Craig (2009) Moving Beyond Hunger and Nutrition: A Systematic Review of the Evidence Linking Food Insecurity and Mental Health in Developing Countries, Ecology of Food and Nutrition, 48:4, 263-284, DOI: 10.1080/03670240903001167. Baer, J.C., Kim, M. & Wilkenfeld, B (2012) Is it Generalized Anxiety Disorder or Poverty? An Examination of Poor Mothers and Their Children. Child Adolesc Soc Work J 29, 345–355). https://doi.org/10.1007/s10560-012-0263-3.
[16] Twenty-three respondents report having anxiety and/or depression and in a few cases other forms of disability; 30 report having neither anxiety nor depression but another disability.

or depression as categories of disability, 3 percent of Ghanaians have a disability.[17] This disparity may be due to (1) exclusion during beneficiary selection, (2) failure to remove barriers for those with disability to inscribe in the programme, (3) households opting to not include children in the programme for reasons of bias or belief that barriers could be removed; or (4) sample bias, in which those with disabilities could not be found for the sample. No additional information on this is currently known.

However, when looking at the breakdown of disability by severity, higher percentages of girls fell in the milder disability category (having 'some' difficulty in performing a task). This was noted particularly in the Socio-Cognitive difficulty domains: Remembering (16.5%); Learning (12.1%); Making Friends (9.0%); Accepting Change (8.9%); Concentrating (8.2%); Controlling Behaviour (7.1%). Further, 3.9% reported having some difficulty seeing, and 2.7% and 2.0% having some difficulty walking 100 yards / meters and 500 yards / meters compared to children of the same age.

A lower percentage of girls in the Non-Formal track reported daily feelings of anxiety (3.0%) or depression (2.3%) than in the Formal. However, the breakdown by frequency shows that a significant percentage of girls experience these feelings monthly (28.2% and 29.4% respectively) or weekly (14.2% and 15.2% respectively) – substantially higher than in the Formal track.

### Challenges in baseline data collection and limitations of the evaluation design

During the data collection there were 10 occasions[18] when communities and sampled girls that were supposed to be interviewed were either not there or they spoke a language different from that expected, based on the official sheet provided by the STAGE team. In these cases, either respondents from the Alternatives list were interviewed, or new lists/communities were sought from the STAGE team. Therefore, the integrity of the sample was maintained.

The other challenge was the length of the questionnaire. This meant that respondents had to be followed into their homes and the interview combined with other compatible activities of the respondents.

In most cases there was no difficulty found in the girls giving a response to their age. However, some enumerators reported that a few of the girls appeared to be more than 19 years, the programme's upper age limit, but it was not possible to challenge or verify the told age. Since this was subjective and such instances were few they were not considered as a major issue.

There were no ethical or safeguarding issues reported during the data collection. This was made possible by the fact that all the girls were assembled either at a community centre or in a school classroom and they were interviewed in turn while others waited for their turn. This is the standard process WEI has established at the community level to ensure that no issues arise between visitors or staff and the girls.

### Cohort tracking and next evaluation point

[17] https://www.disabilitydataportal.com/explore-by-country/country/Ghana

[18] As previously mentioned, it should be noted that there were only 8 cases in the Formal interviews and 10 cases in the Non-Formal interviews where languages of instruction and spoken at home were different which doesn't imply a significant gap in the quantitative data collected by the evaluation but few outliers compared with the overall sample.

The next evaluation point in the Formal track evaluation is the midline, for the Non-Formal track it is the Cohort 1 endline. For both tracks the same girls in the baseline sample will be tracked with the assistance of the DSP who will track all girls participating in the project.

## 2.5 Qualitative evaluation methodology

### Qualitative data collection tools

**Table 11a: Qualitative evaluation tools**

| Tool name | Relevant indicator(s) | Who developed the tool? | Was tool piloted? | How were piloting findings acted upon (if applicable) | Was FM feedback provided? |
|---|---|---|---|---|---|
| Key Informant Interviews (KIIs) – Girls, Boys, Caregivers, Teachers, Traditional/ Religious Leaders, Local Authority Officials | Direct: Both Formal and Non-Formal<br><br>O3: Sustainability And IO4B Increased community and district support for inclusive girls' education<br>- Extent that religious and traditional leaders actively mobilise households to support excluded girls into education.<br><br>IO4C Extent that relevant district agencies'(GES, Social Welfare, NFED) participate in monitoring, supervision and coaching visits of schools<br><br>Complementing Quantitative: All other indicators | EE | No | N/A | Tool shared with FM for reference, no feedback given |
| Focus Group Discussions (FGD) – Girls (Formal and Non-Formal) | IO4B Increased community and district support for inclusive girls' education<br>- Extent that religious and traditional leaders actively mobilise households to support | EE | No | N/A | Tool shared with FM for reference, no feedback given |

| | | | | | |
|---|---|---|---|---|---|
| | excluded girls into education<br><br>Complementing Quantitative: All other indicators | | | | |

**Qualitative sample selection and sample sizes**

The qualitative data sample design had data to be collected from purposefully chosen communities by the STAGE project team. The criteria that informed the choices were:

- Collect data from at least one community where a Downstream Partner (DSP) would implement – this was to provide some learning on how each DSP worked, and to be representative of all DSPs (there are 3 DSPs for the Formal Track and 5 DSPs for the Non-Formal Track)
- In recognition that 68% of beneficiaries are in the Northern region for the Formal Track, additional communities should be sampled in that region.
- In recognition that 29% of beneficiaries are in the Oti region for the Non-Formal Track, an additional community should be sampled in that region

**Table 11b: Qualitative sampled communities**

| Track | Region | Partner | Qualitative Sampled Communities |
|---|---|---|---|
| Formal | Northern | Afrikids | 3 |
| | Northern | LCD | 1 |
| | Upper West | Pronet | 1 |
| Non-Formal | Northern | RAINS | 1 |
| | Upper West | Pronet | 1 |
| | Central | GRCS | 1 |
| | Eastern | ICDP | 1 |
| | Oti | Prolink | 2 |

Within these communities, respondents were chosen based on the STAGE ToC, Logframe and Evaluation Questions. Girls and parents/primary caregivers were randomly chosen from beneficiary lists, boys randomly selected based on guidance from DSPs, teachers purposefully selected from project schools, religious/traditional leaders chosen based on which communities visited and, similarly, the relevant local authority official that works on girls education / vocational training will be chosen. To enable some triangulation, where possible, at least three of each respondent group will be interviewed per community.

The data was collected at the same time as the quantitative data due to budget constraints influenced by the need to reduce data collection time/costs in communities.

**Table 12a: Qualitative sample sizes – Formal Track**

| Tool (used for which outcome and IO indicator) | Beneficiary group | Sample size agreed in MEL framework | Actual sample size | Remarks on why there are major differences between anticipated and actual sample sizes (if applicable) |
|---|---|---|---|---|
| Key Informant Interviews (KII) – Girls | Project girls for Formal track | 20 girls (4 girls per 5 communities) | 0 | Data Collection team misunderstood need for KIIs from children and did not collect this data in any community. |
| Focus Group Discussions - Girls | Project girls for Formal track | 5 FGDs (1 in each of 5 communities) Each FGD should aim for 5 girls | 3 FGDs (11 girls in total) from 3 communities | For all 3 communities for which data was collected the availability of girls was limited as majority took part in Quantitative data collection. This reduced the sample size for each FGD.<br>2 Communities initially selected for qualitative sampling by STAGE team were found not to be in project. Data team ran out of time to collect data from replacement communities, so the sample misses 2 communities. |
| KII Caregivers | Project girls' caregiver for Formal track | 15 caregivers (3 per 5 communities) | 7 caregivers from 3 communities (6 of caregivers were interviewed in 3 FGDs) | In 2 communities Caregivers available at the same time resulted in use of FGDs rather than KIIs.<br>2 Communities initially selected by STAGE team were found not to be in project. Data team ran out of time to collect data from replacement communities, so the sample misses 2 communities. |
| KII Boys | Boys aged 10-14 in project communities | 15 boys (3 in each of 5 communities) | 4 boys in a FGD from 1 Community | Data Collection team misunderstood need for KIIs from children and did not collect the data in 4 of the communities.<br><br>For the 1 community where data was collected |

| | | | | |
|---|---|---|---|---|
| | | | | boys were all available at the same time so an FGD was conducted rather than keeping boys waiting. |
| KII Teachers | Teachers from primary schools which are linked to sampled communities | 20 teachers (5 head teachers, 1 in each of 5 communities. Up to 15 teachers, 3 in each of 5 communities | 4 (3 head teachers from 3 communities, 1 teacher from one of the 3 communities) | In the 3 communities from which data was collected the size of school and availability of teachers meant it was not feasible to collect data from more than 1 or 2 teachers per community. Realistic sample is 5-10 teachers, which is 1-2 from each school.<br><br>2 Communities initially selected by STAGE team were found not to be in project. Data team ran out of time to collect data from replacement communities, so the sample misses 2 communities. |
| KII Religious / Traditional leaders | Religious and Traditional leaders who practice in sampled communities | 10-15 (at least 1 religious and 1 traditional leader from the targeted 5 sampled communities) | 2 Traditional leaders from 2 communities | 2 Communities initially selected by STAGE team were found not to be in project. Data team ran out of time to collect data from replacement communities, so the sample misses 2 communities.<br>In the communities visited the full sample of leaders were not sampled in the visited community due to lack of time / prioritisation of quantitative data. |
| KII Local Authority Officials | Local Authority official responsible for education in sampled community | 5 KIIs (1 per community sampled) | 1 | 2 Communities initially selected by STAGE team were found not to be in project. Data team ran out of time to collect data from replacement communities, so the |

| | | | | |
|---|---|---|---|---|
| | | | | sample misses 2 communities.<br>Only 1 local authority official sampled in the 3 visited communities due to lack of time. |

**Table 12b: Qualitative sample sizes – Non-Formal Track**

| Tool (used for which outcome and IO indicator) | Beneficiary group | Sample size agreed in MEL framework | Actual sample size | Remarks on why there are major differences between anticipated and actual sample sizes (if applicable) |
|---|---|---|---|---|
| Key Informant Interviews (KII) – Girls | Project girls for Formal track | 24 girls (4 girls per 6 communities) | 8 (4 girls from 2 communities) | For 2 of the communities the Data Collection team misunderstood need for KIIs from children and data and did not collect this data.<br><br>2 of the planned 6 communities do not have data because 2 Communities initially selected by STAGE team were found not to be in project. Data team ran out of time to collect data from replacement communities, so the sample misses 2 communities. |
| Focus Group Discussions - Girls | Project girls for Non-Formal track | 6 FGDs (1 in each of 6 communities) Each FGD should aim for 5 girls | 5 FGDs from 4 communities.<br><br>Total girls 29 | Two FGDs conducted in one community as girls for KIIs were all available at the same time so FGD conducted.<br>2 of the planned 6 communities do not have data because 2 Communities initially selected by STAGE team were found not to be in project. Data team ran out of time to collect data from replacement communities |

| | | | | |
|---|---|---|---|---|
| KII Caregivers | Project girls' caregiver for Formal track | 18 caregivers (3 per 6 communities) | 6 caregiver KIIs from 2 communities Plus, 2 FGDs from 2 other communities (3 caregivers in each FGD) | Caregivers available at the same time resulted in use of FGDs rather than KIIs in 2 Communities to not make Caregivers wait.<br><br>2 of the planned 6 communities do not have data because 2 Communities initially selected by STAGE team were found not to be in project. Data team ran out of time to collect data from replacement communities |
| KII Boys | Boys aged 15-18 in sample communities | 18 boys (3 per 6 communities) | 3 FGDs in 3 communities with a total of 12 boys | Boys available at the same time resulted in use of FGDs rather than KIIs in 3 Communities so as not to make boys wait.<br><br>For one community the Data Collection team misunderstood need for KIIs from children and did not collect this data.<br><br>2 of the planned 6 communities do not have data because 2 Communities initially selected by STAGE team were found not to be in project. Data team ran out of time to collect data from replacement communities |
| KII Religious / Traditional leaders | Religious and Traditional leaders who practice in sampled communities | 12-18 (at least 1 religious and 1 traditional leader from the targeted 6 sampled communities) | 2 KIIs from 2 communities 1 FGD with 3 leaders from 1 community | 2 of the planned 6 communities do not have data because 2 Communities initially selected by STAGE team were found not to be in project. Data team ran out of time to collect data from replacement communities |

| | | | | |
|---|---|---|---|---|
| KII Local Authority Officials | Local Authority Official responsible for vocational training in sampled communities | 6 in total, 1 per community sampled | 3 KIIs from 3 communities<br><br>1 FGD from 1 community | 2 of the planned 6 communities do not have data because 2 Communities initially selected by STAGE team were found not to be in project. Data team ran out of time to collect data from replacement communities |

**Qualitative field researchers**

Five of the 20 data collectors recruited for the quantitative data collection had experience of collecting qualitative data in a previous out of school programme evaluation (CBE Ghana). For the CBE evaluation the 5 had received 3 days of training. These 5 were paired with a partner of the same language group to collect the qualitative data. During the data collection training, these 10 data collectors received 3 hours of training which included:

- Overview of what qualitative data is, why it is collected and good practice in qualitative interviewing and response recording.
- Introduction to qualitative tools, group practice and question and answer on required clarifications.
- Explanation of qualitative sample expected.

**Qualitative data collection**

The qualitative data collection took place at the same time as the Quantitative data collection, 1 February – 17 March 2020 (note – this was not continual collection, qualitative data was collected alongside the quantitative when the community identified for qualitative sampling was visited). The data was collected at the same time as the quantitative data to due to budget constraints influenced by the need to reduce data collection time/costs in communities. Interviews were conducted in local languages.

Data Collectors were requested to share data with Field Coordinators and EE within a few days of it being collected. This was so quality could be monitored. However, due to challenges related to the communities that were planned for data collection not being in the project and the length of the quantitative household survey, the data collectors missed this key step.

**Qualitative data handling and analysis**

Qualitative data was recorded using the audio record function of data collection phones. The data collectors then transcribed the data to word documents, including translating to English.

Transcripts were coded by the EE team using Excel. Codes were based on the EQs and Logframe Indicators, this allowed data to be sorted and findings identified in a way to complement the quantitative data. The EE found most of the transcripts to be of good quality, with sufficiently detailed responses. However, there were a minority of transcripts with short responses of insufficient detail. Further training is scheduled to mitigate this for midline and endline data collections.

**Challenges in baseline qualitative data collection, handling and analysis and limitations of the qualitative aspects of the evaluation design**

As noted above, in both the Formal and the Non-Formal samples there were 2 communities which were selected to be sampled but when the data collectors reached these communities it was found that the project was not active. This was due to incorrect information received by STAGE team from their DSPs. This required alternative communities to be selected. Unfortunately, whilst the STAGE team quickly provided alternative communities the data team were not able to collect qualitative data from these communities as they felt it necessary to prioritise the collection of the quantitative data. It is expected that this issue can be mitigated for the midline and endline data collections as the sample has now been set and it is known which communities are in the project.

An additional problem was that for the communities sampled, interviews were not conducted with girls or boys due to a misunderstanding in the data team. This has already been clarified and will not occur for midline and endline data collection. Similarly, the planned qualitative data quality monitoring will be able to take place because there will not be the challenges of coping with the need to alter communities to collect data.

The impact of the smaller than planned sample is that there is no or noticeably limited baseline data for the following:

- Formal Sample
    - No data:
        - Pronet Community
        - Girls and Boys KII for any community
        - Local Authority Leaders
    - Limited data:
        - Religious Leaders
- Non-Formal Sample
    - No data
        - Prolink Communities and Oti Region
    - Limited data:
        - Girls and Boys KII for any community
        - Caregivers

It is hoped that the major benefit of qualitative findings will come at midline and endline for explaining how and why change has and has not occurred. The EE will manage the lack of baseline qualitative data for some communities through the phrasing of qualitative questions (for example, ‘compared to the start of the project in January 2020, how has your support for girls education changed?’) and the ability of qualitative data collection to ask follow up and probing questions. Therefore, whilst not having qualitative data at baseline seems a limitation, it is not felt to significantly affect the potential for credible and informative findings to be identified.

# 3. Key characteristic subgroups and barriers of baseline samples

## 3.1 Educational marginalisation

**Table 13a: Characteristic Subgroups**

| Characteristic | Proportion of sample with this characteristic Formal track | Proportion of sample with this characteristic Non-Formal track |
|---|---|---|
| Is a Mother | 1.6% | 58.2% |
| Married under 15 | 0.9% | 4.6% |
| Married | 0.9% | 27% |
| Lives with neither parent | 3.4% | 26.2% |
| 1+ hours to primary school | 13.6% | 1.2% |
| Impoverished[19] | 35.6% | 20.5% |
| Currently employed | 8% | 3.8% |
| Employed and under 15 | 7.7% | 0.2% |
| High Chore Burden (Half a day or more) | 40.8% | 59.2% |
| Has a disability | 13.0% | 9.4% |
| Source: Analytical Dataset N = | 705 | 565 |

The most reported form of educational marginalisation for girls under the Formal Track is being affected by a high chore burden (40.8% of the total sample) though to a lower extent than the Non-Formal Track (59.2%). Second, 35.6% of the Formal Track sample reported being impoverished, against 20.5% of the Non-Formal sample. Only a small percentage of girls under the Formal track are mothers (1.6%) or are married (0.7%) which is expected given the younger average age of these girls. A much higher percentage of girls from the Formal Track (13.6%) compared to girls from the Non Formal track (1.2%) were reported as living more than one hour away from primary school - which might be a challenge considering a key outcome for Formal girls is transition to primary school. Interestingly, more Formal girls (8.0%) than Non-Formal girls (3.8%) resulted as being currently employed (see further details below).

The most common characteristic reported by households under the Non-Formal Track are being a mother (58.2% of the total sample), being married (27%), not living with either parent (26.2%) and being impoverished (20.5%). Of those married, 17.03% are under 15.

### Employment

[19] Defined as answering Household Survey question 'PCG_5econ Please tell me which of the following phrases best suits your household situation' with '[_] 1 unable to meet basic needs without charity'

8% of girls in the Formal track (56 girls) and 3.77% of girls in the Non-Formal track (21) reported being currently employed. The evaluation enquired some aspects of the employment of these girls, including relating to job safety and fairness of payment which are two key characteristics of decent employment (as per WEI's definition)[20]. The key findings are as follows (see Annex 13 for detailed data):

- The majority of currently employed girls in the Formal and Non-Formal track reported being self-employed (56.4% and 76.2% respectively) or employed in household's income generating activities (for the Formal track, 32.7%).
- By type of activity, the most common activity is subsistence farmers or fishermen for both tracks. This is consistent with the qualitative data which found that girls were commonly reported in assisting on farms for a small fee, market trading of produce, or foraging Shea Nuts and Dawadawa for processing. All of which are seasonal and unreliable.
- The great majority of jobs are temporary (81.8% Formal, 80.9% Non-Formal) and part-time (80% Formal, 85.7% Non-Formal). In addition to the seasonal farming and trading activities, in the Non-Formal qualitative data, some girls reported to make garments to sell during festivities. Outside of the rainy season and festivities, girls are commonly cited as having no regular paid income, and so off-season rely on brewing Pito (local drink), baking bread and cakes to sell at local markets.
- Most of girls in the Formal track (83.7%) define themselves as contributing family workers, whilst the majority of girls in the Non-Formal track are "not classifiable by status".
- In terms of job safety, for a small percentage of girls work is very unsafe (6 cases Formal, 1 case Non-Formal). For the majority, it is somewhat safe (Formal 69.1%, Non-Formal 71.4%). In the qualitative data, just one respondent on the Non-Formal track, a Local Leader from Die (Upper West Region) reported that girls' work can be unsafe. For example, when foraging in the bush without protective gear, girls can be vulnerable to reptile bites. In addition, when working on farms and travelling back late at night, there is the risk of harassment.
- It is felt that most of the jobs are not paid fairly, which in many cases means no payment at all (72.7% for the Formal track) or payment in kind (20% Formal, 61.9% Non-Formal). The qualitative data helps to nuance this. Given the poverty in these regions, the tight-knit communities and the lack of bye-laws on payments, this lack of (regular) payment is common, with customers or employers often paying for goods or services in credit, in-kind, or sometimes not at all. As one girl from Die (Upper West Region) told us: "*I used to fry bean-cakes to sell on Karni market days…and some days some people buy on credit and don't pay. Finally, I stopped that business".* Thus, the impact of this is that small ventures are forced to close down as the income is not sustainable.

**Formal Track**

**Table 13b: Characteristic Subgroups by Region. Formal Track**

| Characteristic | Dagaare (Upper West) | Kasem (Upper East) | Kusaal (Upper East) | Likpakpaln (Northern) |
|---|---|---|---|---|
| Mother | 1.1% | 3.3% | 1.3% | 1.5% |
| Married under 15 | 0.7% | 0.% | 0% | 1.5% |

[20] Transition to decent employment is one of the key pathways for STAGE beneficiaries in the Non-Formal track. For midline and endline the evaluator will work with WEI to add to the survey tools any additional variables that could measure and explain decent employment as per WEI's definition.

| | | | | |
|---|---|---|---|---|
| Married | 0.7% | 0% | 0% | 1.5% |
| Lives with neither parent | 7.7% | 2.2% | 1.3% | 0% |
| 1+ hours to primary school | 10.0% | 26.4% | 12.7% | 13.1% |
| Impoverished | 28% | 17% | 76% | 37% |
| Currently employed | 17.4% | 7.7% | 1.3% | 0.4% |
| Employed and under 15 | 17% | 6.6% | 1.3% | 0.4% |
| High Chore Burden (Half a day or more) | 29.7% | 43.7% | 11.4% | 60.5% |
| Has a disability | 13.3% | 9.9% | 3.8% | 16.5% |
| Source: Analytical Dataset N = | 271 | 91 | 80 | 263 |

In terms of regional trends, it is noticeable that 76% (n=271) of Formal track households from Upper East, Kusaal language reported being unable to meet basic needs, whilst only 17% (n=91) of households from the same region, but Kasem language reported the same. Marked regional differences can also be observed for high chore burden, whereby overall Formal Track results are driven by a high percentage of girls with high chore burden in the Northern region, Likpakpaln language (60.5%, n=263); and the Upper East region, Kasem language (43.7%). The latter also has the highest percentage of households reporting being over one hour away from primary school (26.4%).

The sub-groups from the Northern and the Upper West regions reported the highest incidence of girls with a disability (16.5% and 13.3% respectively).

**Non-Formal Track**

**Table 13c: Characteristic Subgroups by Region. Non-Formal Track**

| Characteristic | Akuapim Twi (Eastern) | Dagaare (Upper West) | Fante (Central) | Likpakpaln (Northern) | Likpakpaln (Oti) |
|---|---|---|---|---|---|
| Mother | 71.3% | 62.5% | 69.1% | 44.3% | 49.5% |
| Married under 15 | 5% | 5.6% | 0.7% | 5.4% | 8.1% |
| Married | 17.5% | 52.8% | 8.6% | 35.6% | 30.6% |
| Lives with neither parent | 17.5% | 40.3% | 9.9% | 39.6% | 27.9% |
| 1+ hours to primary school | 0% | 0% | 0% | 4% | 0.9% |
| Impoverished | 7.5% | 9.7% | 0.7% | 24.7% | 58.6% |
| Currently employed | 1.3% | 22.2% | 0% | 0% | 3.7% |

| | | | | | |
|---|---|---|---|---|---|
| Employed and under 15 | 0% | 1.4% | 0% | 0% | 0% |
| High Chore Burden (Half a day or more) | 47.4% | 46.5% | 23.2% | 79.5% | 98.2% |
| Has a disability | 6.3% | 5.6% | 0.7% | 9.4% | 26.1% |
| Source: Analytical Dataset N = | 80 | 72 | 152 | 150 | 111 |

Eastern, Central and Upper West regions reported the highest incidence of mothers (71.3%, 69.1% and 62.5% respectively). Upper West and Likpakpaln speaking areas (Northern and Oti regions) have the highest incidence of married girls (52.8%, 35.6% and 30.6% respectively). Not surprisingly, these three areas also have a higher percentage of girls living with neither parent compared to Eastern and Central.

Some interesting trends are noted about Northern and Oti regions. Beyond having a high percentage of married girls, the almost totality of the sub-group speaking Likpakpaln in Oti region also reported having high chore burden (98.2%) followed by Likpakpaln speakers in the Northern region (79.5%). The incidence of households classifying themselves as impoverished is also substantially higher in these two regions (58.6% and 24.7% in Oti and Northern respectively) than in the others. Lastly, Oti and Northern also reported having the highest incidence of girls with a disability, particularly in Oti (26.1%).

**Table 14: Barriers**

| Barrier | Proportion of sample affected by this barrier Formal Track | Proportion of sample affected by this barrier Non-Formal Track |
|---|---|---|
| Economic (Work or Costs) | 94.7% | 93.9% |
| Travel (Safety or Distance) | 41.7% | 2.5% |
| Disability (School cannot meet needs) | 9.1% | 1.5% |
| Social Norms (Disinterest by Parent/Girl) | 14.9% | 6.9% |
| School (Unsafe/Teacher Mistreats/Refused Entry) | 12.9% | 5.9% |
| Demographic (Age/Pregnant/Parent/Married) | 13.6% | 6.3% |
| Source: Analytical Dataset N = | 608 | 551 |

## 3.2 Intersection between key characteristics subgroups and barriers

### Formal Track

**Table 15a: Key barriers to education by characteristic subgroups – Formal Track**

| Characteristics | Barriers |
|---|---|

| | Economic | Travel | Unmet Disability Needs | Social Norms | School | Demographic |
|---|---|---|---|---|---|---|
| **Overall** | **94.7%** | **41.7%** | **9.1%** | **14.9%** | **12.9%** | **13.6%** |
| **Disability (any)** | 95.5% | 61.2% | 14.9% | 17.9% | 10.4% | 10.4% |
| **Is a Mother** | 100% | 40% | 10% | 0% | 10% | 20% |
| **Married under 15** | 100% | 20% | 20% | 0% | 20% | 20% |
| **Married** | 100% | 20% | 20% | 0% | 20% | 20% |
| **Lives with neither parent** | 88.2% | 23.5% | 0% | 41.2% | 11.8% | 0% |
| **1+ hours to primary school** | 90.5% | 63.1% | 11.9% | 8.3% | 11.9% | 15.5% |
| **Impoverished[21]** | 92.1% | 61.6% | 13.5% | 13.1% | 22.3% | 21.8% |
| **Currently employed** | 100% | 2.7% | 0% | 0% | 0% | 0% |
| **Employed and under 15** | 100% | 2.9% | 0% | 0% | 0% | 0% |
| **High Chore Burden (Half a day or more)** | 94.2% | 48.9% | 8.9% | 21.8% | 12.4% | 8.9% |
| Source: Analytical Dataset N=705 | | | | | | |

**Table 15b: Key barriers to education by region - Formal Track**

| Barrier | Proportion of sample affected by this barrier | | | |
|---|---|---|---|---|
| | Dagaare (Upper West) | Kasem (Upper East) | Kusaal (Upper East) | Likpakpaln (Northern) |
| Economic (Work or Costs) | 96.2% | 91.9% | 96.1% | 93.9% |
| Travel (Safety or Distance) | 18.7% | 10.8% | 82.9% | 58% |
| Disability (School cannot meet needs) | 2.4% | 4.1% | 10.5% | 15.9% |
| Social Norms (Disinterest by Parent/Girl) | 24.4% | 5.4% | 15.8% | 9.4% |
| School (Unsafe/Teacher Mistreats/Refused Entry) | 1.9% | 1.4% | 19.7% | 23.7% |

[21] Defined as answering Household Survey question 'PCG_5econ Please tell me which of the following phrases best suits your household situation' with '[_] 1 unable to meet basic needs without charity'

| | | | | |
|---|---|---|---|---|
| Demographic (Age/Pregnant/Parent/Married) | 0% | 0% | 3.9% | 32.2% |

**The findings from quantitative data[22] show that by far the most common barrier to education for the Formal track is economic** (there is not enough money to pay costs of schooling and/or the girlchild needs to work, earn money or help out at home[23])**.** This barrier is true for nearly all of the sample (94.7%) and is close to or above 90% for all the characteristic sub-groups, not just the sub-group classified as impoverished. Whilst households that classify themselves as impoverished also overlap to a relatively high extent with each barrier to education. This finding is matched with the findings from the qualitative data as shown by the below representative response from a girl from Kaasi (Northern Region):"*Poverty is the main problem our parents do not have monies to feed us well not to talk about taking us to school. There is no money to pay school fees, buy books, uniforms, shoes and books."*

The qualitative data found that because of school costs households sometimes had to choose which children went to school, with the youngest child often not going to school, as shown by a representative comment from a caregiver from Kaasi (Northern Region):"*because of the poverty everything is about money nowadays feeding, school fees, uniform, books and other learning materials and I cannot afford to take all three to school, so I asked her to stay at home for her senior ones to continue schooling"*

In terms of regional trends, the economic barrier is felt by over 90% of the sample across all regions. The proportion of households from the Upper East region, Kasem language reporting facing an Economic barrier (91.9%) is slightly lower than in the other regions, which is consistent with the fact that this region/language also had the lowest percentage of households classifying themselves as impoverished.

The qualitative data also noted that a related barrier was hunger. Girls and teachers in Kaasi and Demong (Northern Region) reported that girls come to school hungry and either struggle to pay attention in class or leave class to find food (either back at home or in other locations). As one teacher from Kaasi (Northern Region) said: *"most of them come to school every day with empty stomachs hence cannot concentrate in the classrooms"*, and as one Headteacher in Demong (Northern Region) found, this can lead to high truancy rates as they run home for food at break-time and then don't return. Similarly, qualitative data found it was not just school costs that were a barrier, but also the need for households to have their children earning money immediately or contributing to household income. This was commonly reported across all beneficiary groups and communities. In Kaasi (Northern Region), this was often in the form of so-called "*petty"* jobs such as farming and market trading. As one headteacher in Kaasi (Northern Region) notes, girls from poor families are *"compelled to engaged engage in petty jobs such as washing for people, harvesting crops and helping to sell them*". During rainy or harvest seasons this is reported to be more common. In addition, a Bunbuna (Northern Region) headteacher notes that sometimes *"parents will just withdraw the child from school and send her to Kumasi or Accra to work*" and this challenge is reportedly the same for both poor and better-off children, which indicates that it is not only the economic need to send children to work, but also likely related to community norms.

[22] For both Tables 15a and 15b, sample sizes are too small to allow for the disaggregation of sub-group characteristics by barrier and further, by region. Disaggregation has been attempted however not included in this report, as the EE judged it would not generate any robust finding whilst potentially causing confusion.

[23] The questionnaire questions and codes for the Economic barrier are PCG_notenr3 [There isn't enough money to pay the costs of (name)'s schooling], and PCG_notenr4 [(Name) needs to work, earn money or help out at home]

**The second most common barrier identified by the quantitative data is travel** (School is too far away and/or it is unsafe to travel to/from school[24]) with 41.7% of the total sample citing this as a barrier. The sub-groups that are noticeably affected are those who are impoverished (61.6%), and also those that live more than an hour from primary school (this overlap in barrier and sub-group characteristic is expected), those with a disability, those with a high chore burden, girls who are mothers and those that live with neither parent.

Geographically, the high incidence of this barrier on the overall sample is driven by findings from the Upper East region, Kusaal language (82.9%) and the Northern region, Likpakpaln language (58.0%). This is consistent with the fact that those classifying themselves as impoverished seem to be particularly affected by this barrier (Upper East, Kusaal and Northern being the most impoverished regions based on the data at 76% and 37% respectively). However, it is less clear cut whether the travel barrier is related to distance from school, disability or high-chore burden in a similar way across regions. The data seems to suggest that different sub-groups in each region are affected by travel as a barrier. In Northern region, Likpakpaln language there seems to be an overlap between those affected by high-chore burden and those citing travel as a barrier. However, in Upper East region, Kasem language where the highest percentage (26.4%) compared to other regions reported living over one hour from primary school, only 10.8% of households cited travel as a barrier.

The qualitative data provides some additional explanation in finding that there are costs for travel which could be a barrier for impoverished households, and that there is a gendered aspect to this with girls expected to help in their household at the start and end of the day. This can mean that they will struggle to also find the time to make a longer journey to school. An explanatory comment from a local leader in Demong (Northern Region):"*Boys [also] face the distance to school, but [compared to girls] don't fetch water or do household chores. This is our culture, [but it] is changing"*.

Girls that are mothers and have this responsibility are also likely to find the time needed for longer journey's to be a barrier for attendance. Additionally, the qualitative data from a local leader in Kaasi (Northern Region) found that girls and boys are fearful of *"being punished for lateness [and so] most of them… prefer to stay at their homes."* This further contributes to the likelihood they drop out. It is not immediately clear why those with a disability (majority of those categorised with a disability had anxiety/depression – see table 10) should also overlap with travel.

The findings from quantitative data show that the other barriers to schooling are less prevalent when the entire sample is considered (with less than 15% of the sample citing the other barriers). However, when the sample is disaggregated into characteristic sub-groups there are some sub-groups that report experiencing the barriers more than other sub-groups.

**In relation to unmet disability needs** (school lacking required physical access or teaching skills/materials needed)[25] it is those that are married under the age of 15 years who experience this barrier the most (20%). However, no conclusions can be drawn based on this data, as those experiencing this barrier and especially those married under 15 only make up a small proportion of the sample. Second, those classified with a disability were found to experience this barrier more

[25] The questionnaire questions and codes for the unmet disability needs barrier are PCG_notenr15 [(Name) cannot move around the school or classroom], PCG_notenr17 [The school does not have a program that meets (name)'s learning needs], PCG_notenr10 [To attend school (name) needs special services or assistance such as speech therapist, support worker, sign language interpretation that not available], PCG_notenr11 [To attend school (name) needs assistive devices/technology such as braille textbook, hearing aid, wheelchair, etc that are not available]

than other groups (14.9% compared to 9.1% for all the sample). Whilst this barrier can be especially felt by those with a physical disability, those experiencing depression and anxiety - which were the most common forms of disability – may also experience unmet needs in terms of support received for studying and learning at school.

The qualitative data did not find any respondents who cited disability as a barrier to them personally, however one girl from Kaasi (Northern Region) notes that: "*most girls with disabilities do not go to school because they feel vulnerable and uncomfortable with their conditions so they fear that people will shunned or make fun of because they cannot see, walk, [or] understand what is being taught in the classroom".*

Despite this, respondents across all beneficiary groups and communities generally felt that children with disabilities should be able to go to school. It was commonly argued that if they can physically "*go to school, then they should go"*, as a Caregiver from Bunbuna (Northern Region) exemplified. A girl from Demong (Northern Region) was also confident that if a child with disabilities did go to school, that *"people will see him and give him support*". Importantly, a handful of Kaasi (Northern Region) respondents across beneficiary groups noted that their sessions on the importance of education always include children with disabilities, with the common line being that all children should go to school *"irrespective of their condition"*. This likely also includes pregnant girls and mothers.

Notably, only three respondents interviewed did not think it appropriate for girls with disabilities to go to school, though in all cases, this was related to the practicalities a girl with disabilities would face. For example, a caregiver from Demong (Northern Region) notes that the type of the disability has an impact on to what extent it becomes a barrier when they say: *"If the girl is blind, deaf and dumb she can't go to school. But if the disability does not affect her brain and she can learn, then she should go to school".* We can assume that this is because they cannot envisage how the school might be able to support those with disabilities that are perceived as more challenging, rather than normative opposition.

To help overcome this barrier, one boy from Kaasi (Northern Region) argues that girls with disabilities could be given *"special teaching aids, hearing and walking aids to assist them go to school".* However, based on the qualitative data, historically, there appears to be little support overcoming accessibility barriers, and when it is offered, it seems to be one-offs. For example, a Kaasi (Northern Region) Headteacher recalls a time when NGOs came to provide some girls with hearing aids, and a Headteacher in Bunbuna (Northern Region) recounted when "*some support was given to the disabled from the district disability fund*" which came in the form of cash transfers but was *"a one-time event".*

**In relation to social norms** (disinterest in education by caregiver or girlchild)[26] which was identified as a barrier by 14.9% of the sample, the sub-groups that experience this barrier the most are those with a disability (17.9%), children who live with neither parent (41.2%), and children with a high chore burden (21.8%). In relation to children with a disability, as shown in table 10, this was mainly girls with anxiety or depression so there could be link between this and disinterest in education from the caregiver and child. In relation to the other categories the findings suggest that it could be possible that in some households domestic work is seen as more important than education, perhaps more so when the child is not a daughter of the head of household or caregiver. As mentioned above, the qualitative data found that girls are responsible

[26] The questionnaire questions and codes for the Social Norms barrier are CG_notenr24 [(Name is not interested in going to school] and CG_notenr25 [Schooling not important for (name)].

for chores (something boys are not). It was noted in the qualitative data that an investment in education is seen as providing future benefit to the parent when the educated child returns to help care for them. Perhaps for some households, if a girlchild is not the daughter of a household member this investment is not seen as worth it, or when the girlchild is expected to marry out of the family and support her husband's family, as two girls from Kaasi (Northern Region) pondered.

**Table 15c: Key Disaggregation of 'School' Barrier - Formal Track**

| Barrier : School | Proportion of sample affected by this barrier |
|---|---|
| **School (Unsafe/Teacher Mistreats/Refused Entry)** | 12.9% |
| It is unsafe for (name) to be in school | 5.2% |
| Child says teachers mistreat her at school | 1.7% |
| (Name) was refused entry into the school | 3.8% |
| (Name) cannot use the toilet at school | 10.3% |
| Child says they are mistreated/bullied by other pupils | 2.9% |

**In relation to issues with the school** (it's not safe, teacher mistreats child, child refused entry)[27] the sub-groups that experience this barrier the most are those that are impoverished (22.3% of the sub-group noted this compared to 12.9% for the total sample). In terms of regional trends, this barrier is felt the most – by far - in the Northern and Upper East (Kusaal language) regions (23.7% and 19.7% respectively), which are also the regions with the highest incidence of households defining themselves as impoverished (76% and 37% compared to 35.6% for the total sample). The reason for these findings is not clear. When looking at the disaggregation of issues in the School barrier, the great majority of observations (10.3%) relate to girls feeling that not being able to use the toilet prevents them from going to school. This could link to the qualitative finding from a few headteachers and local leaders from across communities felt that girls skip school during their period due to either not being able to afford "*sanitary pads",* or *"not having a changing room and feeling [more] comfortable and safe staying at home"*.

Secondly, 5.2% of girls felt unsafe to be in school. Though it is unclear why, when looking at the qualitative data, some of the barriers raised related to poor infrastructure, which could have contributed to those who reported that the school was unsafe. In Kaasi (Northern Region), the poor roads and seasonal heavy rains can mean children are sometimes physically unable to attend school due to *"the road getting flooded*", as a girl and boy from Kaasi (Northern Region) both noted. In addition to this, one girl in Kaasi (Northern Region) commented that her school buildings are *"at the verge of collapsing hence need to be renovated".*

Lastly, the smallest percentage reported being mistreated by teachers. This is consistent with the qualitative data, where only two girls interviewed reported corporal punishment at their previous school. We do not condone this behaviour from their previous teachers; however, we understand that corporal punishment is still fairly common in Ghana, despite being banned in recent years. This issue has been reported to STAGE to ensure that the interventions are sensitive to the fact that the girls may have faced corporal punishment in the past, and therefore some may be fearful

[27] The questionnaire questions and codes for the Issues with School barrier are PCG_notenr6 [It is unsafe for (name) to be in school] PCG_notenr13 [Child says teachers mistreat her at school], PCG_notenr14 [(Name) was refused entry into the school]

of returning. Despite this, the qualitative data found that all girls interviewed were looking forward to ALPS.

**In relation to demographic barriers** (child too old, not mature enough, pregnant, a mother, married)[28] 13.6% of the sample identified this as a barrier. Of these, the almost totality of responses (97%) relate to girls that are not mature enough to attend school. The sub-groups that experience this barrier are those that are impoverished (21.8%), mothers (20%), girls that are married (20%) and those that live more than one hour from primary school (15.5%). Further, the vast majority of respondents experiencing this barrier are from the Northern region (96.4%), a region with a relatively high presence of households classifying themselves as impoverished, compared to other regions. It is not clear why there is an overlap for girls that live one hour plus from primary school. Only a small number of girls are mothers or are married in the Formal sample and so it is not possible to draw conclusive findings based on the quantitative data. However, the qualitative data supports the findings on the barriers for mothers and married girls as it was found that once a girl is married/pregnant they tend to drop out of school as the tasks of married life/parenting are seen to be more important that education. For example, the Headteacher in Kaasi (Northern Region) finds that once confirmed pregnant girls "are asked to stay out of school" by their families. A local leader from Demong (Northern Region) holds the view which seems to be most common amongst our respondents. They say: *"If you become pregnant how can you go to school? It means you have to stay home and become a mother".*

The impact of pregnancy was found to be gendered as shown by a representative comment from a girl in Kaasi (Northern Region) on this issue: *"once a girl is pregnant the education ladder is over…the boy gets to impregnate the girl and still continues to go to school, but the girl drops out of school to give birth and take care of household duties"*

However, Headteachers from Kaasi (Northern Region) and Demong (Northern Region) both claim they try to counter this community attitude by encouraging girls who become pregnant to both *"come to school until they give birth"* and *"come back to school after birth"* (Headteacher in Demong (Northern Region)).

**Non-Formal Track**

**Table 15d: Key barriers to education by characteristic subgroups – Non-Formal Track**

| Barriers | | | | | | |
|---|---|---|---|---|---|---|
| **Characteristics** | **Economic** | **Travel** | **Unmet Disability Needs** | **Social Norms** | **School** | **Demographic** |
| **Overall** | **93.9%** | **2.5%** | **1.5%** | **6.5%** | **5.9%** | **6.3%** |
| **Age 12 to 15** | 89.4% | 8.5% | 2.1% | 2.1% | 12.8% | 4.3% |
| **Age 16 to 19** | 94.4% | 1.9% | 1.4% | 7.5% | 5.1% | 6.5% |
| **Age Unknown** | 100.0% | 0% | 0% | 0% | 0% | 0% |
| **Disability (Any)** | 88.6% | 6.8% | 6.8% | 11.4% | 11.4% | 6.8% |

[28] The questionnaire questions and codes for the demographic barrier are PCG_notenr19 [(Name) is too old to attend school], PCG_notenr20 [(Name) is not mature enough to attend school], PCG_notenr23 [(Name) has a child or is about to have a child], PCG_notenr22 [(Name) is married or about to get married]

| | | | | | | |
|---|---|---|---|---|---|---|
| **Is a Mother** | 96.2% | 2.8% | 1.0% | 7.7% | 4.2% | 9.1% |
| **Married** | 93.6% | 4% | 1.6% | 17.6% | 6.4% | 16.8% |
| **Married under 15** | 95.2% | 0% | 0% | 4.8% | 4.8% | 4.8% |
| **Lives with neither parent** | 92.4% | 4.2% | 1.7% | 11% | 7.6% | 18.6%* |
| **1+ hours to primary school** | 100.0% | 40% | 0% | 0% | 20.0% | 0% |
| **Impoverished**[29] | 95.0% | 5.9% | 2% | 6.9% | 6.9% | 8.9% |
| **Currently employed** | 100.0% | 11.8% | 5.9% | 0.0% | 0.0% | 17.6% |
| **Employed and under 15** | N/A | N/A | N/A | N/A | N/A | N/A |
| **High Chore Burden (Half a day or more)** | 92.0% | 3.8% | 0.8% | 11.1% | 7.3% | 7.3% |
| Source: Analytical Dataset N=565 | | | | | | |

**Table 15e: Key barriers to education by Region – Non-Formal Track**

| Barrier | Proportion of sample affected by this barrier | | | | |
|---|---|---|---|---|---|
| | Akuapim Twi (Eastern) | Dagaare (Upper West) | Fante (Central) | Likpakpaln (Northern) | Likpakpaln (Oti) |
| Economic (Work or Costs) | 100% | 98.5% | 100% | 78.9% | 91.1% |
| Travel (Safety or Distance) | 0% | 1.5% | 0% | 7.4% | 4.4% |
| Disability (School cannot meet needs) | 0% | 5.9% | 0% | 1.1% | 2.2% |
| Social Norms (Disinterest by Parent/Girl) | 0% | 30.9% | 0% | 5.3% | 7.8% |
| School (Unsafe/Teacher Mistreats/Refused Entry) | 0% | 2.9% | 0% | 16.8% | 11.1% |
| Demographic (Age/Pregnant/Parent/Married) | 0% | 17.6% | 0% | 10.5% | 8.9% |
| Source: Analytical Dataset N=565 | 80 | 72 | 152 | 150 | 111 |

[29] Defined as answering Household Survey question 'PCG_5econ Please tell me which of the following phrases best suits your household situation' with '[_] 1 unable to meet basic needs without charity'

**The findings from the quantitative data[30] clearly show the most common barrier to being in education for the Non-Formal track is economic** with 93.9% of the sample identifying this barrier. This was the same across all characteristic sub-groups. In terms of regions, all those experiencing barriers in the Eastern and Central regions, and the almost totality of those in Upper West reported being affected by the economic barrier. Interestingly, these three regions have a substantially lower prevalence of households classifying themselves as impoverished (7.50%, 9.70% and 0.70% respectively) and with a high chore burden (47.40%, 23.20% and 46.50% respectively) compared to the other regions. However, Eastern, Central and Upper West reported the highest percentage of mothers compared to other regions (71.30%, 69.10% and 62.50% respectively).

The qualitative findings for the Non-Formal track supported the quantitative findings. Specifically, respondents reported on not being able to afford to go to school/vocational training due to the costs of school uniforms, training fees linked to vocational training, learning materials, and exam fees.

In terms of **schooling,** in several cases, girls stated that dropping out of school due to financial difficulties was linked to the death of a parent, or family member who previously supported financially. Not being able to afford schooling was also linked to violence and bullying in a small proportion of our girl respondents. 2 girls in Die (Upper West Region) individually reported that in previous years their teachers would "*beat*" or "*flog*" them for owed monies and send them away from school, and another girl in Die (Upper West Region) reported that "*colleagues do laugh at me in school*" as her school uniform was worn out. Although it was unclear all three instances whether this was the sole reason they dropped out of school. When it comes to **vocational training,** one caregiver from Die (Upper West Region) exemplifies the common sacrifices made by caregivers when they recall the three years she sent her daughter to a vocational school:

> *"Things were difficult for us at home. The little money I have with me were given to her always to send to school for practical's, and other items/ materials needed for her to complete the course. Transportation fare back to school was difficult for me to give to my daughter, and I have to give her food to be feeding on, because the school don't feed them. Most times during the dry season that there is no farming activity, I sacrifice to travel to the southern part for the country to find manual jobs that pays to support my daughter's education/ training. I was relief a bit when she completed from the vocational school and came home."*

This account also perfectly captures the variety of costs that caregivers are commonly struggling to cover. Other caregivers in Die (Upper West Region) also cited similar difficulties buying materials for training, covering accommodation and food costs for those needing to travel long distances to training centres. Two caregivers from different communities also cited that having to pay fees ahead of admission is a challenge. So, it is likely that payment in instalments would help alleviate the financial burden placed on families. Linked to this, both the Local Leader and Local Authority member in Die (Upper West Region) stress the importance of providing equipment needed to partake in the vocational training, as the Local Leader said:

> "*We [the community] also have the intension to enrol these girls in vocational or skill training, but the problem is that, we don't have the funds to buy the necessary items needed in other to get them enrolled in the training centres."*

[30] For both Tables 15a and 15b, sample sizes are too small to allow for the disaggregation of sub-group characteristics by barrier and further, by region. Disaggregation has been attempted however not included in this report, as the EE judged it would not generate any robust finding whilst adding confusing information.

In terms of sustainability, three girls from Die (Upper West Region) were worried that after ALPS classes they would have difficulty financing vocational training, and thinking more long-term, one girl understands that she "will need a shop to start work" but is worried about how she will fund that. This project will therefore need to monitor whether the fund given to girls to assist with their transition is sufficient enough to ensure sustainability of the intervention.

**The findings from the quantitative data show that the other barriers to education are less prevalent when the entire sample is considered** (with each of the other barriers are identified by less than 7% of the sample). However, when the sample is disaggregated into characteristic sub-groups there are some sub-groups that report experiencing the barriers more than other sub-groups. This is particularly the case for girls that are married in relation to Social Norms and Demographic barriers; and mothers, girls currently employed and living with neither parent in relation to the Demographics barrier (to be noted that this relates in the almost totality of observations to 'being too old to go to school' – see further below).

**The findings from the quantitative data show, as would be expected, that those that live 1+ hour from the local school report that travel is a barrier** (40%). Overall, this barrier is mostly felt in the Northern region (7.4%). The qualitative data found that this was also a barrier when it came to access to vocational training which was often held away from villages in district capitals. Families have to cover transportation costs, and some girls even have to move communities, and pay accommodation and subsistence costs in order to attend trainings. One Girl from Die (Upper West Region) also notes that this often means girls "*don't return to the community*" and instead "*open the shops in the towns that they have learnt the training*". Thus, perhaps why a Local Authority Member from Die (Upper West Region) wishes that a vocational school is established in their community to prevent brain drain.

For girls and other vulnerable groups, long distances can also pose a psychological, as well as physical barrier, as one girl in Egyeikrom (Central Region) noted, when she said that her mother feared "*that someone can kidnap me"* after an experience of kidnapping in the community when she was young. A caregiver in Die (Upper West Region) also reported feeling uncomfortable when her daughter was travelling to school alone due to the long distance with no public transport. The qualitative findings for the Non-Formal track suggest there is **support for girl's education and vocational training from girls, caregivers and other community members,** as one caregiver from Die (Upper West Region) put it: "*we expect them to be independent and no more rely solely on their husbands and parents in future for help for their basic needs"*. Girls with education/training were seen to offer future benefit to both their households (economic) and community (economic support to families, potential to reduce teenage pregnancy), as exemplified by a girl from Die (Upper West Region): "*Our community now thinks well about girls' employment because it will reduce the hardship in women in the community and it will also prevent the early marriages of girls and teenage pregnancies*." These positive normative shifts in attitudes were noted elsewhere by a few girls in Die, Otwetire, Egyeikrom. They note that their caregivers are now seeing the importance of girls employment. As a girl from Otwetire (Eastern Region) said: *"my family was in the view at first that girls position should be in the kitchen and not schooling but now, they have changed their mentality and wants us to have paid employment."* This perhaps supports the low percentage that identify social norms as a barrier (6.5% of the total sample).

However, the qualitative data does provide insight into attitudes around gender norms that do still exist. In one case, a girl in Nanjuro (Northern Region) noted that her *"family wished my work should have be only cooking to feed the family nothing else."*

The quantitative findings show that **those that are married (17.6%) and those with a disability (11.4%) were more likely to identify social norms** as a barrier to education/vocational training (19%). Regionally, results for this barrier are almost entirely driven by the Upper West region – where there is the highest prevalence (by far) of married girls as shown in table 14.c. This might be explained by the fact that if a girl is married, investing in her education is not perceived as worthy as they will soon get pregnant. As one girl from Egyeikrom (Central Region) noted that "*parents don't see need in spending the little they have [on girls schooling] to end up [with their girl] getting pregnant*." Like the Formal track, it is possible that those who were identified as having a disability were mainly those with anxiety and depression, it is this form or disability that links with the belief education is not important. Regarding the qualitative data, a girl from Die (Upper West Region) notes that she had never "*seen any disabled person allowed to go into vocational trade*", and two boys from Die (Upper West Region) say that children with disabilities may be able to work as "*hairdressers, seamstresses, or weavers"* but "*cannot do farm work".* Thus, making reference to the different types of vocations and jobs that may not be possible for those with physical disabilities.

Those girls with disabilities are therefore particularly disadvantaged as the lack of opportunities other girls face is compounded for them, and there is often a lack of knowledge in what employment alternatives there are. For example, a local leader in Nanjuro (Northern Region) said that their community struggles with knowing what work to give to people with disabilities, saying that "*only white men knows the kind of work to give them".* Here, it seems more sensitisation is needed on opportunities available for girls with disabilities.

Compared to the total sample, there was also a slightly **higher prevalence of the social norm barrier for girls that live with neither parent (11%) or have a high chore burden** (11.1%). Like the Formal track, this is perhaps linked to the belief that household work is more important than education, or it is less worthwhile investing in a girl that does not have a parent in the household. The qualitative data helps to illustrate this finding, as though many respondents across communities noted value in girls' employment, several of these gave the reasoning for this support being linked to the value of additional income to support families, husbands and children. As one girl in Die (Upper West Region) put: "*My husband also wishes I get employment to earn money and also support the home, because household work does not pay a girl in our community."* Two local leaders in Die (Upper West Region), and one in Nanjuro (Northern Region), also had similar attitudes. As one local leader in Die (Upper West Region) put, "*it would have been good if our girls finish performing their normal house duties, to be engaged in an economic venture so that by the close of the day so they can get some income for themselves to buy soap*." The inference in both these cases is that the girl is expected to continue doing the household work, whilst also earning the household income – the so-called 'double burden'. Supporting girls into employment will not be transformative whilst there remains a disparity in household responsibilities.

**Table 15f: Key Disaggregation of 'School' Barrier - Non-Formal Track**

| Barrier : School | |
|---|---|
| **School (Unsafe/Teacher Mistreats/Refused Entry)** | **5.9%** |
| It is unsafe for (name) to be in school | 0.5% |
| Child says teachers mistreat her at school | 0% |
| (Name) was refused entry into the school | 5.6% |
| (Name) cannot use the toilet at school | 0.2% |
| Child says they are mistreated/bullied by other pupils | 0.7% |

The quantitative findings show that the sub-group of those than live 1+ hours from primary school (remote) experience the barrier of **School issues** at a higher prevalence than other sub-groups

(20% compared to 5.9% for the total sample). The majority of respondents who reported experiencing this barrier did so in relation to being refused entry into the school, whilst there were no observations on being mistreated by the teacher at school. We learnt in the qualitative data that entry is often refused due to owed school fees.

The quantitative findings show that the sub-groups of living with neither parent (18.6%) and being employed (17.6%) experience the **Demographic barriers** (child too old, pregnant, a mother, married) at a higher prevalence than other sub-groups (sample finding was 6.3%). Of those experiencing the demographic barrier, the almost totality (91%) reported being too old to be in school, which might be linked to the fact that those currently employed, married and/or mothers feel that it is too late for reverting to or starting education. This is consistent with the majority of those reporting this barrier being from the Upper West region (17.6% compared to 6.3% for the total sample). In fact, Upper West reported the almost totality of girls currently employed, the highest percentage of married girls, and a higher than average percentage of mothers.

In addition, **the qualitative data found that pregnancy within this age range (15-19) is a barrier** that has been cited across all communities interviewed and has other knock-on effects in terms of barriers to schooling. Two girls in the Die (Upper West Region) community cited that the reason they personally dropped out of school was because they got pregnant, and one girl from Nanjuro (Northern Region) reported that as her sister got pregnant, her mother urged her to drop-out to help care for her. In addition, one girl from Die (Upper West Region) said that many girls will refuse vocational training in favour of marriage.

### 3.3 Appropriateness of project activities to the characteristic subgroups and barriers identified

The STAGE project considers all of the main characteristic of sub-groups identified in the baseline data and there are no additional sub-groups that need to be considered. It is evident that the STAGE project has considered the findings and recommendations of previous education evaluations in Ghana. For example, the impact evaluation of the Complementary Basic Education (CBE) programme recommended that future programming include lessons in local languages; school uniforms in transition packs; consideration of hunger and high chore burden barriers; and building and maintaining local support including parental visits. All of which the STAGE project has built into their programming as outlined further below.**The main barrier to educational attendance for both tracks is economic**. Both the STAGE Formal and the Non-Formal track have interventions that address this issue in the provision of free ALPS classes and vocational training (for the Non-Formal track). Similarly, after ALPS, the Formal track has interventions that seek to address the economic barrier as girls progress to formal school. These interventions are under STAGE's Output 4 and include 'Formal Education Transition Support kits' (for the Formal track these include uniforms, bags, stationery and books – all of which were identified by qualitative findings, and by the previous CBE evaluation as key barriers), and 'farming subsidy information dissemination'. When girls transition to formal school it will be important for STAGE to monitor if these interventions are sufficient to address the economic barriers of the high number of project participants that identify being affected by the economic barrier.

**In the Formal sample the second most common cited barrier to education attendance was travel.** For the ALPS activities, the STAGE project locates ALPS training within the communities that will address this barrier. When girls transition to formal school the STAGE project has an intervention of establishing bicycle banks in 40% of Formal track communities (which is well matched to the 41.7% of respondents identifying travel as a barrier). This has the potential to address some of the travel issues related to cost and time needed to travel to primary school.

STAGE project documents identify the need to ensure that access to the bicycles is appropriately targeted to the sub-groups that suffer most with this issue, those that live far away, those that are impoverished and those with a high chore burden**. For the Non-Formal track, travel was a barrier for only those in remote communities.** It is good to see that STAGE plan to facilitate travel for the Non-Formal track girls to vocational training.

**In relation to the social norms barrier**, the STAGE project has numerous interventions which relate to changing norms towards girls and education. These are implemented at household, community and school levels. A notable activity are the two home support visits a month by either facilitators, supervisors, teachers, and/or a member of the community oversight committee. WEI reported that home visits are conducted[31] when girls are absent from the ALP so to engage with their caregivers in support of the girls' education. Further, home visits are intended to target any other issues hampering the girls' continuous attendance or education, including disability and household chore burden. Importantly, the sub-group that felt this barrier the most in the Non-Formal track was those that are married; this might be linked to a perception that when a girl is married, it is not worth investing in her education. Hence, it seems appropriate for the STAGE project to especially target this group in their work towards changing social norms. Building and maintaining local support was a key recommendation in the CBE evaluation, and so it is good to see that best practice being implemented here. In addition, this frequency of visits (approximately 50 or more planned visits to each household during the project) is a good approach given both the time required for social norms to change, and the likely recurring challenges and decision points that households will face throughout the project. However, the STAGE project needs to consult with those responsible for home visits and carefully consider any barriers they may face in fulfilling this obligation. For example, it is important that girls living in remote communities are not left behind due to the economic cost of frequent travel to visit them.

The findings in table 15a show that those with a disability (which are mostly those with anxiety or depression) identified social norms as a notable barrier. The STAGE project will need to reflect on these findings and address how to support the specific group of girls who experience depression or anxiety.

It is noted that many participants of both quantitative and qualitative data had support for girl's education, however, **participants with a high chore burden were especially affected by social norms.** This was also a key finding within the CBE evaluation. STAGE plan to tackle this through sensitisation and continuous education at community, ALP and household levels in the home visits to ensure there is support for the girls to reduce their chore burden and other home responsibilities. Whilst sensitisation at community, ALP and household levels is an important first step to relieving girls of their high chore burden, the STAGE project must carefully consider how the content of the awareness raising can be designed to have maximum impact on those with high chore burdens. The inclusion of boys and husbands in this intervention will be of paramount importance.

**The Formal and Non-Formal track findings show that those that are mothers and married encountered challenges with attending school due to their demographic status**. This is true particularly for the Non-Formal track, where over 58% of total sample are mothers and 27% are married; and for the Upper West region, where high percentages of married, mothers and currently employed live. Qualitative findings from the Formal suggest that once a girl is pregnant, she will leave education. A few girls in Kaasi (Northern Region) explain that the community thinks that the *"education ladder is over"* once someone becomes pregnant. This is seen as especially

[31] Frequency of the visits by the CoC bi-weekly and by Facilitators monthly.

unfair as *"the boy gets to impregnate the girl and still continues to go to school, but the girl drops out of school to give birth and take care of household duties".* Whilst not identified as a specific barrier, in table 5.1b, the quantitative findings show that there is a high percentage of the Non-Formal group that are mothers and have a high chore burden. It will be important to discuss with participants and identify the timings when they can attend training.

The STAGE project includes **SRH as part of their Life Skills training**. It would be wise to ensure that this module is covered as early as feasible to ensure all the girls learn about this topic (see Life Skills results which show the Formal track girls have limited knowledge on this topic). A review of the STAGE ToC shows the project has been designed to address this through its inclusion of gender and SRH within the peer education training as peer influence is a key influence to change social norms. **Additionally, the qualitative findings suggest that boys and young men have a role to play**. It is good to see that the STAGE peer education training given to boy peer educators includes respect for girls, taking responsibility for contraception and SRH related to contraception. Similarly, awareness raising activities with caregivers and community will need to ensure it addresses the issue 'pregnancy inevitability' which was identified in the qualitative data. The partial resignation by caregivers/community leaders that girls will get pregnant was reported as influencing the willingness of caregivers to invest in their girlchild.

**As per recommendation from CBE impact evaluation, STAGE deliver lessons in local languages**, specifically the National Accelerated Literacy Project (NALAP) languages. Whilst the use of different languages was not identified as a barrier in the qualitative data collection, WEI noted that NALAP languages do not cover the languages of all STAGE communities. WEI reported that as a result, teachers end up code-mixing the communities' local languages with English when teaching. A case identified by WEI where the use of English might become a carrier is when teachers posted to communities do not speak the local languages at all and English language becomes the only means of instruction. However, WEI reported this is an exception. We will be able to assess this at mid-line when we collect our qualitative data. In addition to these, **a core assumption of the project is that there is support for girls education, training and employment, both from girls and their caregivers**. The qualitative findings confirm this assumption for caregivers, as detailed in Section 5.2. However, it is important that we also consider what girls think, as they are to be proactive recipients in this project. Based on the qualitative data, we can confirm that girls from both tracks are excited at the prospect of this project.

Girls on the **Formal track** all had good understanding of the importance of schooling, as one girl from Demong (Northern Region) said: *"school is important because I can become a doctor if I go to school",* thus noting the cause and effect that schooling has on outcomes. In addition, whilst this was baseline data collection, it was clear from some of our responses that ALPS classes had already begun which gives us insight into some early positive feedback. As a girl in Kaasi (Northern Region) said: "*I feel very happy about the ALPS classes because our teacher is very kind and helpful, loving and understanding she teaches us to read sounds and words and also how to write…We are given exercise books, pencils and reading books and backs to help us learn the local language better".* Girls on the **Non-Formal track** were also really excited about the prospect of ALPS. As one girl from Egyeikrom (Central Region) puts: "*it is exciting to go for classes and learns how to read and write again so it's good."* Similarly to the Formal Track, it was clear that by the time we undertook baseline data collection, some ALPS classes had already started, and so again we had examples of some early, positive feedback on ALPS, including one girl from Die (Upper West Region) who "*can now write in the local dialect Dagaare*" and also assists "*the young children in my house, who at currently attending formal school, in their Dagaare homework".* Importantly, girls in Die reported that it's already enhanced their understanding of the

importance of having a vocational trade and has boosted their confidence. In one instance in Die (Upper West Region), ALPS classes have also been stated to have had a positive impact of a caregiver's attitude towards vocational training: "*Before this class my family used to think that girls place is only the Kitchen and household chores. My family now think positive about girls having a vocational Training or formal education before getting married."*

Though these findings are not representative, and it is too early to comment, these are promising examples which let us know the intervention is on the right track with its activities, and gives us a glimpse into the type of programme outcomes that we hope to see further evidenced at midline and endline.

**At the time of conducting the baseline the project assumptions on characteristic subgroups and barriers still hold.** These assumptions include the effectiveness of activities in overcoming barriers including accessible learning opportunities, gender sensitivity / social norm awareness and supporting families with economic burdens as described above. However, there are several challenges mentioned throughout Section 5.1, 5.2 and 5.3 which must be carefully monitored by the project for these assumptions to hold true, these are summarised in the ToC Section of the Conclusion.

**Project Response**

**Approach to Safeguarding**

a. *Train ALPS facilitators in the use of child-friendly discipline, and ensure physical and aggressive discipline is not used.*

   The STAGE ALP manual already has laid down classroom management strategies including child-friendly disciplining approaches. Initial training and a refresher training has been done already for facilitators. Plans are in place to conduct another refresher training for facilitators during the Covid-19 respond period.

   Additionally, the WEI newly developed Standard Operating Procedures (SOP) on safeguarding will be integrated in the training.

b. *Work with teachers to promote child-friendly discipline (what guidance, to which individuals, in which schools, how long and how often is the training).*

   WEI and its downstream partners will have engagements with district directors, headteachers and teachers of the transitioning schools of the girls, to ensure that the policy and guidance by the Ghana Education Service (GES) on corporal punishment and physical discipline is followed and implemented. Additionally, this will be incorporated into two annual 5-day training sessions by STAGE to ensure that District Education Directors, headteachers and teachers are sensitised on inclusive educational approaches when the girls transition into formal schools.

c. *Build Child protection systems in schools.*

   WEI will ensure that child protection and safeguarding protocols are included in the annual training sessions for District Education Directors, headteachers and teachers. At school level, safeguarding and child protection protocols will be included in the

training sessions for peer educators and their patrons who will be expected to reach out to their peers. Schools will be supported to identify and train focal persons for safeguarding sensitisation and other interventions in the school. The girls will be encouraged to join Child Protection clubs, where present in their school.

d. *An Assessment of project's activities in relation to child protection and teacher's discipline methods.*

The Ghana Education Service (GES) in 2017 officially banned all forms of corporal punishment of children in schools in Ghana as part of efforts aimed at promoting a safe and protective learning environment for children and has directed all pre-tertiary schools (public anal private) in Ghana see:https://www.pulse.com.gh/bi/strategy/ghanas-education-service-bans-caning-in-schools-and-puts-new-disciplinary-methods-in/xhdsvf4).

Subsequently, the Positive Discipline Toolkit containing positive and constructive alternatives to correcting children - developed in 2016 as a component of the Safe Schools Resource Pack - as well as other sanctions prescribed in appendix 2 (Unified Code of Discipline for Basic Education Schools) of the Head Teachers' Handbook (2012 edition) have been adopted as measures for correcting pupils and students in schools. GES has also withdrawn the Punishment book from all Basic schools to ensure the promotion of a safe learning environment. Though all these measures are effectively in place, it is possible some school authorities and teachers may still take advantage of the non-legalisation of the ban on corporal punishment to perpetrate this action. In order to promote the effective implementation of the ban on Corporal punishment on all Ghanaian schools and homes, WEI will continue to sensitize school authorities (teaching and non- teaching staff) including head teachers, teachers as well as students, Parent Teacher Associations, SMCs on the ban and the content of the Positive Tool kit during training sessions, monitoring visits as well as community animation programs. WEI will also educate and implement the Safeguarding Policy which promotes the safety of all project beneficiaries. This system encourages persons who have suffered any form of abuse to report through a hotline. At the ALP level, WEI will promote collaborative visits between schools and ALPs as this will help both school teachers and the OOS learners to become conversant with the teaching and learning strategies at both systems and plan for appropriate integration and retention strategies when the OOS learners transition into schools. WEI will also continue to improve teachers' gender sensitive and inclusive pedagogies as well as continuous coaching and other forms of teachers professional development activities.

**Girls With Disability (GWD) findings:**

**The low GWD elicited by the EE could also be due to:**

- Enumerators not being sensitive towards these issues due to lack of training.
- More likely it has to do with the self-reporting element; girls are not familiar with the enumerators and lack the trust and confidence to report an impairment.
- Language could also be a driver; we need to find appropriate, empowering vocabulary for the various languages, translate the tool.

Another option would be that girls are not aware that they have an impairment because it's so normal to them and part of their lives.

**How to address Anxiety/Depression among GWD:**

- Development of motivational messages on disability for GWD's so girls will feel empowered
- Sensitisation of peers and caregivers on stigmatization of GWDs
- Sensitising caregivers and household members on the emotional, physical needs and challenges of GWDs (especially girls with anxiety and depression related disorders)
- Create a referral system at community-district level to offer psycho-social support

Apart from reducing their economic burden through Vocational skill training which will empower them economically, STAGE will through GES guidance and counselling division support girls by giving them psycho-social counselling especially for girls in the formal track.

The social Welfare department will also do same for girls in the Non formal track. Counselling for girls is one of the core mandates of the District Social Welfare, and WEI and its partners have already started exploring avenues to link communities and girls with disabilities to their services in all project communities.

**GESI –Home visits and social norms.**

Household visits are notable activity because of the following reasons:

- STAGE partners (CoC & Facilitators) at the DSPs are engaging parents and guardians of the girls to understand.
- Encouragement of parents to support for girls education by taking on/delegating HH chores of girls
- HH visits by the CoC, Facilitators and DSP Supervisors to check abuses and SG issues at home, advice parents and provide support to girls.

**Modern Day Slavery issues:**

In the context of STAGE, modern day slavery may not be a typical term for children living and working with other households other than their own. All three (3) terms being suggested such as 'modern slavery', 'bonded labour' and 'child labour' looks illegal than the current form that some of the girls find themselves in. In our estimation, the term 'domestic servitude' could be best fit. This is because of the fact that in some of communities, especially in the 5 northern regions of Ghana, it is seen as an accepted custom where a mother having many children (especially girls) or large family sizes, and are too poor to cater for all of them will willingly make/allow some of them to go and stay with their aunties (the caregiver's sisters), who takes care of them (the children), while they do house chores and farm work in exchange for the duty of care. During the Formal Track mapping, 765 (9.5%) of girls said that work prevented them from attending school.

WEI sees this a negative tradition that has been passed on for years in those contexts. This is because, though, ordinarily, this is supposed to be a caring relationship between foster parents

and the girl, in some instances it is not. Some of these children are not given the opportunity to go to school even if that is the agreement. For some, it is only agreed that they will babysit, do house chores and farm work.

**Appropriateness of Activities to Sub-group characteristics and marginalisation categorisation .**

The project notes that subgroups and marginalization categorization as well as key barriers identified by the EE in the Baseline Report is not different from that which the project identified during the mapping for both the Non Formal track 1 and the Formal Track. In view of this, the project does not intend to review its theory of change. However, mitigation plans are being implemented to ease the challenges faced by the beneficiaries due to marginalization. Context-specific interventions have been adopted by the DSP to support beneficiaries in the subgroups. Existing national school feeding programmes will be leveraged to help respond to hunger after beneficiaries transition into formal schools. Bicycle banks will be created in selected formal track communities with no schools within a 3km radius to bridge the travel barrier for beneficiaries. The teaching and learning materials have been adapted to cater for the visual needs of girls with disabilities. Girls with disabilities will be given assisted devices to aid in teaching and learning. Beneficiaries with severe disability needs will be referred to district level systems for appropriate support.

# 4. Outcome findings

## 4.1 Learning outcomes

**Project input on learning levels the girls have started with:**

The project (WEI) collected data on learning levels for the NF track at its inception. However, they discovered that some (322 girls, 12%) of the girls were not educationally marginalised (those at word, phrase and story level) and had also dropped out of school at upper primary and some Junior High School. These girls were subsequently replaced with girls that were found to be more educationally marginalised. Find below results from the project's ASER literacy and numeracy test for the **Non-Formal track Cohort 1**.

**Table 15g: Project's ASER literacy and numeracy test for the Non-Formal Track Cohort 1**

| Literacy | | | | Numeracy | | | |
|---|---|---|---|---|---|---|---|
| Level | Responses | | Target at EL | Level | Responses | | Target at EL |
| | (#) | (%) | | | (#) | (%) | |
| Initial | 1743 | 66.2 | 80% (2,106) of beneficiary girls record an improved EGRA score | Initial | 1201 | 45.6 | 75% (1,974) of beneficiary girls record an improved EGRA score |
| Letter | 568 | 21.6 | | 0-20 | 725 | 27.5 | |
| Word | 178 | 6.7 | | 20-100 | 411 | 15.6 | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Phrase | 68 | 2.5 | | Calculate to 20 | 218 | 8.3 | |
| Story | 76 | 2.8 | | Calculate to 100 | 78 | 3.0 | |
| **Total** | **2633** | **100%** | | **Total** | **2633** | **100%** | |

The analysis of the learning levels for girls in the **Formal track** using WEI's ASER test is presented in the table below:

**Table 15h: Project's ASER literacy and numeracy test for the Formal Track Cohort 1**

| **Literacy** | | | | | **Numeracy** | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Responses** | | **Target at ML** | **Target at EL** | | **Responses** | | **Target at ML** | **Target at EL** |
| **Level** | **(#)** | **(%)** | 80% (5,625) of beneficiary girls record an improved EGRA score | 85% (6, 375) of beneficiary girls record an improved EGRA | **Level** | **(#)** | **(%)** | 75% (5,625) of beneficiary girls record an improved EGRA score | 85% (6,375) of beneficiary girls record an improved EGRA score |
| Initial | 5363 | 66.8 | | | Initial | 4361 | 54.3 | | |
| Letter | 1944 | 24.2 | | | 0-20 | 1706 | 21.3 | | |
| Word | 344 | 4.3 | | | 20-100 | 1250 | 15.6 | | |
| Phrase | 75 | .9 | | | Calculate 0-20 | 369 | 4.6 | | |
| Story | 51 | .6 | | | Calculate 20-100 | 94 | 1.2 | | |
| Missing | 248 | 3.1 | | | Missing | 245 | 3.2 | | |
| **Total** | **8025** | **100%** | | | **Total** | **8025** | **100%** | | |

It must be emphasised however that the projections of expected results/target at ML and EL for the FT and Endline for the NF 1 was done not anticipating the outbreak of covid-19. Currently, ALP have been closed since 15th March 2020 and may have consequences for the learning (literacy and numeracy) outcomes. It is even not yet known when the government will declare for the restriction on public gathering (that affects ALPs operations) to be lifted.

**Project response - ASER**

a. *Target setting in ASER.*

ASER is used as a formative assessment tool in the ALP. As such, benchmarks are aligned with the curriculum in which students move from reading letters to small words, phrases and whole stories. Remedial teaching strategies are linked to the benchmarks,

e.g. if students struggle to read small words, specific decoding teaching strategies will be applied by the facilitator. The goal, at the end of the ALP is for students to read 'at minimum' at phrase level as fluent reading, with comprehension required for reintegration back into grade 2-4.

Benchmarks for Numeracy are defined similarly, moving from number recognition to operations under 20 and operations from 20-100.

*b. Limitations of data and mitigating actions.*

There are various risks and mitigating actions:

| **Risk** | **Mitigating action** |
|---|---|
| Facilitators are not conducting the assessments | - Data should be uploaded on a monthly basis. This allows the MEL team to monitor frequency and data.<br><br>Supervisors are required to conduct visits to the ALP. During these visits they will verify the existence of assessment data. Validating the data by conducting ASER assessments with a small sample of students is recommended. |
| ASER data is not entered correctly; student levels are higher than in reality. This might stern from facilitators or DSPs shunning away from sharing 'low' reading and numeracy levels as they might think it reflects on their teaching and coaching. | - Validation of reading and numeracy levels by DSP and STAGE staff during field monitoring. They will conduct ASER assessments with randomly sampled students and will cross check data with the database the facilitator has.<br><br>STAGE staff on all levels will be sensitised on the importance of reporting accurately as it allows for targeted support and/or adaptation of methodology. |

**Results from Baseline data collection[32]**

**Table 16a: Foundational numeracy skills – Formal Track**

| Categories | Mean | SD | Non-learner 0% | Emergent learner 1%-40% | Established learner 41%-80% | Proficient learner 81%-100% |
|---|---|---|---|---|---|---|
| Number Id. | 39.5 | 25.5 | 3.7% | 56.0% | 34.3% | 6.0% |

[32] Sample sizes are too small to allow for the disaggregation of foundational numeracy and literacy skills of formal and non-formal track by learning classifications and further, by region. For analysis of learning outcome trends by region, please refer to the average literacy and numeracy scores (Tables 18a and 18b).

| | | | | | | |
|---|---|---|---|---|---|---|
| Missing Numbers | 26.0 | 20.6 | 13.9% | 69.9% | 14.9% | 1.3% |
| Addition 1 | 38.5 | 26.3 | 8.7% | 49.4% | 35.3% | 6.7% |
| Subtraction 1 | 30.4 | 26.4 | 21.3% | 45.8% | 29.2% | 3.7% |
| Addition 2 | 25.0 | 27.9 | 43.1% | 30.4% | 20.1% | 6.4% |
| Subtraction 2 | 20.3 | 26.8 | 52.6% | 25.8% | 16.5% | 5.1% |
| Word Problems | 35.5 | 34.7 | 35.0% | 25.8% | 21.8% | 17.3% |
| **Overall Score** | 30.7 | 23.1 | | | | |
| **Benchmark**[33] | 39.1 | 15.3 | | | | |

For the numeracy categories, most girls scored in either the Non-learner or Emergent learner classifications. At baseline this can be expected for the Formal track which consists of young girls, 63.7% who have never been to school. Related, more girls are classified as emergent or established learners for the addition 1 and subtraction 1, than for the harder addition 2 and subtraction 2. As found in the pilot, compared to other categories, a slightly higher percentage of girls score in the proficient learner classification (81%+) on the word problems questions. This is felt to be a result of their use of verbal numeracy skills in their daily lives.

There is not felt to be a ceiling effect in the Formal EGMA numeracy tests as there are few girls scoring 81%+ (proficient learning).

There is not felt to be a floor effect. It is noted that for the Addition 2 and Subtraction 2 sub-tasks a higher % scored 0, however, this is felt to be in line with expectations for these harder sub-tasks at baseline.

As expected, girls from the benchmark sample scored higher on average than the Formal sample of girls. This benchmarking score will be used as a progression target for the STAGE girls. It is expected than after 3 years of schooling the STAGE girls will increase their scores to the benchmark sample score. This progression will be used by STAGE and the Fund Manager to set the learning outcome indicators.

**Table 16b: Foundational numeracy skills – Non-Formal Track**

| Categories | Mean | SD | Non-learner 0% | Emergent learner 1%-40% | Established learner 41%-80% | Proficient learner 81%-100% |
|---|---|---|---|---|---|---|
| Number Id. | 55.8 | 29.4 | 8.3% | 21.1% | 54.2% | 16.5% |
| Missing Numbers | 28.6 | 20.3 | 13.8% | 67.1% | 17.9% | 1.2% |
| Addition 1 | 45.2 | 27.2 | 9.6% | 33.5% | 46.5% | 10.4% |
| Subtraction 1 | 38.5 | 25.2 | 12.4% | 40.5% | 43.9% | 3.2% |
| Addition 2 | 25.6 | 24.3 | 33.3% | 40.2% | 23.5% | 3.0% |

[33] The benchmark for the Formal track is based on a sample of 55 girls from grades 2-4 (STAGE target grades for endline situation of Formal girls) in schools within the project area.

| | | | | | | |
|---|---|---|---|---|---|---|
| Subtraction 2 | 21.2 | 22.2 | 40.5% | 39.6% | 18.1% | 1.8% |
| Word Problems | 56.7 | 33.1 | 12.2% | 20.4% | 31.5% | 35.9% |
| **Overall Score** | **38.8** | 21.8 | | | | |
| **Target**[34] | **44.1** | | | | | |

Most girls scored in either the Emergent learner or Established Learner for most of the numeracy categories. The exceptions are the harder categories of addition 2 and subtraction 2 for which more girls are classified as either non-learners or emergent learners. The higher scores for the Non-Formal track in comparison to the Formal track is likely because of age and experience of utilisation of calculations (as suggested by the higher scores for the word problem category). There is not felt to be a ceiling or floor effect as percentages for the Non-learner and Proficient learner are in line with expectations at baseline.

The Target score for the Non-Formal is based on a recommended 0.2 SD increase per year of schooling according to the guidance provided to the LNGB interventions.

**Table 17a: Foundational literacy gaps – Formal Track**

| Categories | Mean | SD | Non-learner 0% | Emergent learner 1%-40% | Established learner 41%-80% | Proficient learner 81%-100% |
|---|---|---|---|---|---|---|
| Letter Sounds | 14.8 | 17.5 | 23.1% | 67.4% | 8.7% | 0.9% |
| Familiar Words | 7.8 | 17.1 | 58.4% | 36.0% | 4.4% | 1.1% |
| Oral Reading Fluency | 8.5 | 18.8 | 74.80% | 17.70% | 5.70% | 1.8% |
| Reading Comprehension | 9.1 | 23.3 | 83.5% | 8.4% | 6.0% | 2.1% |
| Writing | 15.0 | 24.9 | 61.0% | 22.6% | 12.2% | 4.3% |
| **Overall Score** | **11.2** | **18.9** | | | | |
| **Benchmark**[35] | **22.7** | 17.8 | | | | |

Except for the letter sounds category, most Formal track girls are classified as non-learners. However, there does not appear to be a ceiling or floor effect for the Formal EGRA literacy tests. Even though, most girls scores are classed as either non- learner or the Emergent learner for the literacy categories. There is also a significant percentage of girls scoring in the Established or Proficient learner categories for any of the tests.

[34] The Target for the Non-Formal is based on 0.2 SD increase on the baseline score which is seen as the recommended benchmark target in the LGNB guidance. This calculation is preferred over a benchmark sample because there is no clear sample to collect the Non-Formal benchmark from (in contrast the availability of a benchmark sample in the Formal track). No SD or proficiency breakdown is available for the target as the baseline sample was used to create the target.

[35] The same benchmark sample as used as for the numeracy, 55 girls from grades 2-4.

As expected, girls from the benchmark sample scored higher on average than the formal sample of girls. This benchmarking score will be used as a progression target for the STAGE girls. It is expected than after 3 years of schooling the STAGE girls will increase their scores over and above the benchmark sample score. This progression will be used by STAGE and the Fund Manager to set the learning outcome indicators.

**Table 17b: Foundational literacy gaps – Non-Formal Track**

| Categories | Mean | SD | Non-learner 0% | Emergent learner 1%-40% | Established learner 41%-80% | Proficient learner 81%-100% |
|---|---|---|---|---|---|---|
| Letter Sounds | 20.1 | 17.0 | 16.8% | 71.5% | 11.3% | 0.4% |
| Familiar Words | 12.6 | 18.9 | 50.4% | 41.9% | 6.4% | 1.2% |
| Oral Reading Fluency | 11.4 | 17.9 | 58.60% | 35.90% | 5.10% | 0.4% |
| Reading Comprehension | 13.6 | 24.3 | 69.7% | 18.9% | 9.6% | 1.8% |
| Writing | 21.7 | 25.6 | 43% | 28.7% | 25.7% | 2.7% |
| **Overall Score** | **15.9** | **18.5** | | | | |
| **Target score** | **19.6** | | | | | |

Except for letter sounds (for which most girls were classed as Emergent learners), for the literacy categories most girls were in the non-learner category. There does not appear to be a ceiling or floor effect for the Non-Formal EGRA literacy tests because there is a significant percentage of girls scoring in the Established learner category, even though many girls scored in either the non-learner or the Emergent learner for the literacy categories.

The Target score for the Non-Formal is based on a recommended 0.2 SD increase per year of schooling according to the guidance provided to the LNGB interventions.

## 4.2 Characteristic subgroup analysis of the learning outcome

**Table 18a: Learning scores by key characteristic subgroups and barriers – Formal Track**

| | Average literacy score | Average numeracy score |
|---|---|---|
| **All girls** | **11.2** | **30.7** |
| **Disability subgroups:** | | |
| Any Disability | 7 | 23.6 |
| Seeing | N/A | N/A |
| Walking | N/A | N/A |
| Hearing | 0 | 6 |
| Self-Care | 6.9 | 5 |

| | | |
|---|---|---|
| Communication | N/A | N/A |
| Learning, Remembering and Concentrating[36] | 0.6 | 27.6 |
| Accepting Change, Controlling Behaviour and Making Friends | 5.7 | 25.1 |
| Mental Health (Anxiety and Depression) | 4.9 | 19.2 |
| **Project specific subgroups:** | | |
| Mother | 20.5 | 42 |
| Married under 15 | N/A | N/A |
| Married | N/A | N/A |
| Lives with neither parent | 16.9 | 35.0 |
| 1+ hours to primary school | 15.2 | 37.6 |
| Impoverished: Unable to meet basic needs without charity | 7.8 | 30.5 |
| Currently employed | 11.5 | 33.6 |
| Employed and under 15 | 11.4 | 32.9 |
| High Chore Burden (Half a day or more) | 11.3 | 29.3 |
| **Barriers** | | |
| Economic (Work or Costs) | 11.0 | 30.5 |
| Travel (Safety or Distance) | 5.2 | 26.9 |
| Disability (School cannot meet needs) | 4.9 | 21.6 |
| Social Norms (Disinterest by Parent/Girl) | 16.6 | 33.9 |
| School (Unsafe/Teacher Mistreats/Refused Entry) | 4.2 | 23.0 |
| Demographic (Age/Pregnant/Parent/Married) | 2.8 | 15.4 |
| **Age Groups** | | |
| Age 8 to 11 | 7.6 | 23.4 |
| Age 12 to 15 | 14.6 | 37.4 |
| Age 16-19 | N/A[37] | N/A |
| **Languages (Regions)** | | |
| Dagaare (Upper West) | 13.6 | 31.5 |
| Kasem (Upper East) | 35.4 | 60.9 |
| Kusaal (Upper East) | 3.5 | 46.8 |

[36] The three disability combined categories are calculated as averages of the three categories per the LNGB Template
[37] There are only 3 girls in this age group, therefore, scores are not provided as the sample judged too small to be accurate.

| | | |
|---|---|---|
| Likpakpaln (Northern) | 2.6 | 14.6 |
| Source: Analytical Dataset<br>N=705 | | |

For the Formal track, the Learning scores for girls with a disability are lower for both literacy and numeracy. These lower results are consistent across all of the categories of disability and may relate to the girls' depression or anxiety (which were the main categories for disability, with very few of the other categories of disability found – see table 10).

In relation to the characteristic sub-groups of girls, the girls who were married under 15 years achieve lower results (note – only 8 girls in this sub-group). In table 20a it is noted that 83.3% of those married under 15 had never been to school (compared to 63.7% of the sample) suggesting the lack of education will have negatively influenced their learning scores. The girls who are from an impoverished household score lower than the rest of the sample for the literacy tests, but not the numeracy tests.

Interestingly, girls who live with neither parent, and girls who live more than 1 hour from school both scored above average. It is not clear the reasons for this. There was no significant overlap between the other sub-group characteristics and learning scores.

In relation to barriers, girls of caregivers that identified travel, disability, school and demographics all score lower than girls whose caregivers did not identify these barriers. It is noted that most caregivers identify economics as a barrier. Therefore, the caregivers that identify travel, disability, school and demographics are likely identifying these as additional to economic barriers suggesting these families face multiple barriers, perhaps resulting in a limited number of years education for their girls.

Girls who are older were found to score better than their younger peers. This may be related to, as shown in Table 20a, a larger percentage of the girls aged 8-11 had never been to school (69%) than the girls aged 12-15 years (59.5% never been to school).

Regarding regional trends, girls from the Northern region (Likpakpaln language) score substantially lower on average than the total sample in both literacy and numeracy tests (respectively 2.6 against 11.2 for all girls, and 14.6 against 30.7 for all girls). This is consistent with findings for the CBE evaluation, where children in the Northern region consistently scored lower than average at baseline[38], as well as in other CBE studies[39]. Contextually speaking, this region has had the highest incidence of Out of School Children[40], the highest percentage of females who have never been to school[41] and studies have found that historically caregivers in this region have had a problem supporting girls education due to attitudes placed on investing in

[38] Stern, J. and Pressley, P. (2017). *Understanding CBE in Ghana: Cycle 4 Endline Report.* Prepared for DFID, submitted in October 2017; Stern, J. and Pressley, P. (2018). *Understanding CBE in Ghana: Cycle 5 Endline Report.* Prepared for DFID, submitted in August 2018.

[39] Carter, E., Sabates, R. and Rose, P. (2018). *Understanding CBE in Ghana: Cycle 1 Tracer Study Report.* Prepared for DFID, submitted in August 2018; and Sabates, R., Carter, E., Rose, P. and Akyeampong, K. (2018). *Understanding CBE in Ghana: CBE Cycle 4 Tracker Report.* Prepared for DFID, submitted in February 2018.

[40] UNICEF (2012), *All children in school by 2015: Global initiative on out-of-school children*. Accra: UNICEF/Ghana; and CBE Alliance Management Unit (2016), *End of CBE Cycle Report 2015-2016.* Accra: Associates For Change and UK: Crown Agents

[41] Ghana Statistical Service (GSS), Ghana Health Service (GHS), and ICF International (2015), *Ghana Demographic and Health Survey 2014 (GDHS).* Rockville, Maryland, USA: GSS, GHS, and ICF International.

boys[42]; all of which may be reasons for this finding. Interestingly, girls from Upper East, Kusaal language fare substantially lower on average in literacy (3.5), but above average in numeracy (46.8), and this is consistent with findings in the CBE evaluation[43]. Results for girls in Upper East–Kasem language are substantially higher than the overall average in both literacy and numeracy (35.4 and 60.9 respectively), and again this is consistent with the CBE evaluation findings[44]. Results in the Upper West region – Dagaare language are mostly in line with the overall average in both literacy and numeracy (slightly above at 12.6 and 31.5 respectively),

**Table 18b: Learning scores by key characteristic subgroups and barriers – Non-Formal Track**

| | Average literacy score | Average numeracy score |
|---|---|---|
| **All girls** | **15.9** | **38.8** |
| **Disability subgroups:** | | |
| Any Disability | 6.5 | 25.2 |
| Seeing | N/A | N/A |
| Walking | N/A | N/A |
| Hearing | N/A | N/A |
| Self-Care | N/A | N/A |
| Communication | N/A | N/A |
| Learning, Remembering and Concentrating[45] | N/A | N/A |
| Accepting Change, Controlling Behaviour and Making Friends | N/A | N/A |
| Mental Health (Anxiety and Depression) | 7.7 | 27.3 |
| **Project specific subgroups:** | | |
| Mother | 15.2 | 39.7 |
| Married under 15 | 13.8 | 36.1 |
| Married | 13.3 | 36.6 |
| Lives with neither parent | 13.6 | 37.3 |
| 1+ hours to primary school | 30.7 | 51.3 |
| Impoverished: Unable to meet basic needs without charity | 11.2 | 28.0 |
| Currently employed | 17.1 | 33.6 |
| Employed and under 15 | 13.7 | 34.3 |
| High Chore Burden (Half a day or more) | 13.5 | 36.2 |

[42] Casely-Hayford, L., & Ghartey, A. B. (2007) *The Leap to Literacy and Life Change in Northern Ghana, An Impact Assessment of School for Life (SfL).* Accra: Associates for Change.
[43] Stern, J. and Pressley, P. (2018).
[44] Stern, J. and Pressley, P. (2017)

[45] The three disability combined categories are calculated as averages of the three categories per the LNGB Template

| | | |
|---|---|---|
| **Barriers** | | |
| Economic (Work or Costs) | 17.0 | 39.7 |
| Travel (Safety or Distance) | 14.8 | 40.3 |
| Disability (School cannot meet needs) | 20.9 | 32.6 |
| Social Norms (Disinterest by Parent/Girl) | 17.9 | 39.2 |
| School (Unsafe/Teacher Mistreats/Refused Entry) | 11.1 | 37.8 |
| Demographic (Age/Pregnant/Parent/Married) | 22.1 | 44.9 |
| **Age** | | |
| Age 12 to 15 | 17.7 | 37.1 |
| Age 16 to 19 | 15.7 | 39.0 |
| **Languages (Regions)** | | |
| Akuapim Twi (Eastern) | 15.7 | 42.2 |
| Dagaare (Upper West) | 23 | 43.8 |
| Fante (Central) | 22.5 | 45 |
| Likpakpaln (Northern) | 12.7 | 41 |
| Likpakpaln (Oti) | 6.6 | 21.7 |
| Source: Analytical Dataset<br>N=565 | | |

In the Non-Formal sample, the learning scores across most sub-groups are consistent. A sub-group that scored the lowest were the girls who have a disability. Like the Formal sample this might be connected to issues of anxiety/depression. A second sub-group that scored lower were those from impoverished households. It is not clear why this might be because whilst the impoverished sub-group have a lower level of school experience (41.4% have been to school compared to the sample's 61.2%), the lower level of school experience is also true for those that live 1+ hour from primary school (28.6% have been to school), but this sub-group score well on the learning tests. In fact, the sub-group of girls who live 1+ hour from primary school score very highly. It is not clear what might be the reason for this.

In terms of regional trends, similar to the Formal sample, results from literacy tests for girls speaking Likpakpaln language are lower than the average for the overall sample in both the Northern (12.7 against 15.9) and Oti (6.6) regions. Girls from Oti region score substantially lower than average in both literacy and numeracy (21.7 against 38.8). Girls from all other regions (Eastern, Upper West, Central) score better than average in both literacy and numeracy. The distribution of results from numeracy tests across regions is more similar than for literacy.

## 4.3 Transition outcome

**Table 19: Transition pathways**

| Intervention pathway | Please describe the possible transition | Aim for girls transition for next evaluation point | Aim for girls transition level by the time |
|---|---|---|---|

| tracked for transition | pathways for this group | | project stops working with cohort |
|---|---|---|---|
| Formal Track | Girl enrols in Formal School.<br><br>In Formal School the girl progresses to the next grade | Girls enrol into school | Girls enrol into school or continues to be in school and progressing through the relevant grades |
| Non-Formal Track | Girl gains decent employment (fair wage and safe working conditions) | Girl gains decent employment (fair wage and safe working conditions) | Girl gains decent employment (fair wage and safe working conditions)[46]<br><br>Note – the STAGE project works with each Non-Formal Cohort for 9 months. After 9 months it is not expected that all girls will have gained decent employment. However, it is hoped that evaluating Cohort 2 a year after the completion of their ALPS and vocational training will enable sufficient time for more of the girls to have transitioned. |

**Pathway analysis**

The Transition pathway for the **Formal Track** appears to be realistic based on the baseline data. Both girls and their caregivers support the idea of returning to school based on the qualitative data and based on the caregivers response to Intermediate Outcome 4.1. Findings from the CBE Evaluation also showed that ALPS training can enable girls to catch up on their numeracy and literacy, and given that girls numeracy and literacy levels are below their age peers (Outcome 1) it is worth trying to get them back into school. In addition, many STAGE interventions address the barriers faced by this track (economic, travel, social norms and high chore burden) as discussed in Section 5.2. Further, the ongoing nature of home visits for two years, the linking of families to farming support options, the annual provision of transition kits, bicycle banks for girls that live far from school, training to teachers on gender sensitivity suggest that girls will be supported both in the initial transition to formal school, and in continued attendance and perhaps grade progression. If these interventions are well targeted, of sufficient scale and effectively delivered then there is a good chance the target number of girls will transition to formal school and through grades. With regard to the bicycle banks, we assume that the project has consulted with girls and caregivers

[46] WEI reported adopting the ILO definition of "decent employment": "Decent work sums up the aspirations of people in their working lives. It involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men".

on the appropriateness of this, including consideration into safety issues; whether girls can/want to ride the bicycles; and who will manage and maintain these.

A key challenge will be addressing the learning and attendance barriers that seem to face girls with disabilities. The STAGE project has activities in these areas - training in inclusive education planned for both ALPS facilitators and teachers, whilst the Life Skills training will also address issues of esteem and confidence (the most common disability category identified in the sample).

It is less clear if the transition pathway for the **Non-Formal Track is sufficient**. It is evident from the qualitative data that girls and their caregivers are supportive of attending vocational training and gaining employment, so it is positive to see, as mentioned in section 5.1 and 5.2, that the main barrier to education/vocational training (economic), is addressed by locating ALPS training in communities and providing transport for girls if they need to travel for lessons with master craftsmen. Additionally, it is assumed that the timing of ALPS/vocational training will be made suitable for the high number of mothers and girls with high chore burdens (whilst the burdens should hopefully be reduced through awareness raising on gender roles).

However, the main question in relation to transition for the **Non-Formal track** is in relation to the availability of jobs/income opportunities for the girls to transition particularly in relation to availability of decent employment[47]. The STAGE project address this through the provision of a variety of options for girls in terms of jobs to train in and support options for her transition (income generation support or support for further vocational training). This variety will help mitigate risks of market saturation of girls with all the same skills having to compete for employment/income. The qualitative data[48] found that there were few permanent jobs in the communities with many relying on income through seasonal farm work. For example, in the Non-Formal track, all but one caregivers interviewed were farmers, and each of these said that their children (both girls and boys) helped them in their work. It is therefore good to see the current ToC has activities related to this barrier involving selecting jobs based on market availability, training girls on jobs that might be traditionally for men[49], increasing the awareness amongst girls about potential income generation / employment opportunities and DSPs linking girls with interested employers and businesses. The availability of income generation/employment opportunities are a key assumption of the transition for the Non-Formal cohort. The market research activity conducted by WEI[50] contains a good range of research (with vendors, at markets, with microfinance

[47] The evaluator has discussed with WEI that to the purposes of this evaluation, decent employment is defined through enquiring views of girls on job's safety and fairness of payment.

[48] There is limited quantitative data on the prevalence of girls currently under "decent" employment and hence this has not been included in this report. The household survey enquired the number of working hours per week, which is one of the proxies for decent employment. However, respondents did not provide valid estimates of the number of hours. Of the 18 nonformal and 56 formal who said they work, only 2 and 16 respondents (respectively) were willing to make a guess for how many hours they worked. Of the 14 formal, 4 observations included unlikely answers for hours per week (62, 91, 95, and 96). The remaining 10 valid answers ranged between 2 and 6 hours per week. The evaluator will focus on assessing the prevalence of decent employment among STAGE beneficiaries at midline and endline, whereby sufficient time for STAGE beneficiaries to transition to decent employment has passed by.

[49] It will be necessary for STAGE to include content on gender roles and job choices within the awareness activities for parents, boys and community members in the Non-Formal communities.

[50] WEI has conducted the below market research:

companies, craftsmen, business owners) and it will be important for the STAGE team to regularly monitor the status of the opportunities and be able to both seize opportunities when they come, or adapt to explore alternative opportunities when initial plans no longer hold (for example, potential employers decide not to offer jobs, or change in the market related to one job). This is because, as the qualitative data found, a large majority of respondents across communities and beneficiary groups referred to the lack of opportunities generally that makes it difficult to gain employment. One local leader in Die (Upper West Region) commented their frustration that because of their rural location, they are last to hear of opportunities and: "*it is those in the towns that will first receive that information and respond to it fast before the information gets to us in the village*."

The qualitative data found that girls with a disability often face difficulty identifying/being linked to suitable income/employment opportunities, as a girl from Die (Upper West Region) notes that she had never "*seen any disabled person allowed to go into vocational trade*". This is likely due to a lack of knowledge in what employment alternatives there are. For example, a local leader in Nanjuro (Northern Region) said that their community struggles with knowing what work to give to people with disabilities, saying that "*only white men knows the kind of work to give them".* It will be important for the STAGE team to make sure girls with disabilities in the cohorts have appropriate options (for both physical and mental disabilities), and sensitise employers to ensure they are also more knowledgeable on what is possible.

The project design considers that there will be a variety of jobs for girls to choose from so that girls can select a pathway that interests them. Similarly, it is appropriate that upon completion of the Non-Formal track, girls will receive a fund for income generating activities, or if they want to continue vocational training, they can use funds for that pathway. It will be important for STAGE to work with girls to help make an informed decision on how to use their grant (this could include business plan development, or searching of vocational training opportunities).

**Project response – Decent employment**

It must be emphasised that vocational skills leading to acquired skills for employment is not a salaried job, but based on the needs of potential clients and the local contexts where these jobs or skills are needed. Per our context and per the STAGE project interventions, crafts as used by the project and EE refers to vocational skills such as local cloth (kente) weaving, facial make-up, soap making, hair making/braiding etc as skill sets that are employable and give income to practitioners of such skills/trade. Contextually, these trades were informed by local market demand and have the potential of bringing extra income to STAGE girls for the upkeep of their immediate families. To actualise this WEI and its downstream partners will form groups around common vocational skills/trade to build synergies in order to utilise the Income Generation Activity (IGA) fund given to them at the end of their vocational training. Hence, these are decent employment/jobs because of the potential for girls to exercise some agency (to act

1. A set of questionnaires/ Focus Group Discussion was carried out by STAGE to engage stakeholders- Private, public, and community leaders and parents to elicit information on viable opportunities
2. Focus Group Discussions with Girls
3. Face to face orientation with Master Craftsmen/Women/ NBSSI/NVTI to educate girls on opportunities.
4. The STAGE facilitators, supervisor, and COCs will lead a group of beneficiary girls to markets, vendors, artisans in their communities to see what people are selling to determine the viability of such ventures and community needs.
5. DSPs will further conduct FGDs and KIIs with the girls, parents, community leaders, business owners, local government reps (assemblymen), microfinance companies, other NGOs
6. A list of the identified livelihood opportunities in the selected community will be generated by DSPs.
7. Beneficiaries will select their proposed vocational skills areas based on the findings from this research.

independently and to make their own free choices; their actions being self-motivating and directed, rather than being subject to constraint), organise and decide on what is best for them based on demand for their skills in/beyond their communities.

**Enrolment rates analysis**

**Table 20a: Status at baseline – Formal Track**

| | Never been to school | No longer in school | Currently enrolled in formal school |
|---|---|---|---|
| **All girls** | **63.7%** | **24.8%** | **9.4%** |
| **Disability subgroups:** | | | |
| Any Disability | 69.2% | 5.5% | 22% |
| Seeing | N/A | N/A | N/A |
| Walking | N/A | N/A | N/A |
| Hearing | N/A | N/A | N/A |
| Self-Care | N/A | N/A | N/A |
| Communication | N/A | N/A | N/A |
| Learning, Remembering and Concentrating[51] | N/A | N/A | N/A |
| Accepting Change, Controlling Behaviour and Making Friends | N/A | N/A | N/A |
| Mental Health (Anxiety and Depression) | 69.7% | 2.6% | 23.7% |
| **Project specific subgroups:** | | | |
| Mother | 72.7% | 27.3% | 0% |
| Married under 15 | N/A | N/A | N/A |
| Married | N/A | N/A | N/A |
| Lives with neither parent | 41.7% | 29.2% | 20.8% |
| 1+ hours to primary school | 66.3% | 27.4% | 6.3% |
| Impoverished: Cannot meet basic needs without charity | 64.2% | 29.5% | 0.3% |
| Currently employed | 50% | 19.6% | 28.6% |
| Employed and under 15 | 50% | 18.5% | 29.6% |
| High Chore Burden (Half a day or more) | 75.6% | 18.0% | 3.6% |
| **Barriers** | | | |
| Economic (Work or Costs) | 72% | 28.0% | 0% |

[51] The three disability combined categories are calculated as averages of the three categories per the LNGB Template

| | | | |
|---|---|---|---|
| Travel (Safety or Distance) | 69.8% | 30.2% | 0% |
| Disability (School cannot meet needs) | 85.5% | 14.5% | 0% |
| Social Norms (Disinterest by Parent/Girl) | 75.6% | 24.4% | 0% |
| School (Unsafe/Teacher Mistreats/Refused Entry) | 79.5% | 20.5% | 0% |
| Demographic (Age/Pregnant/Parent/Married) | 95.1% | 4.9% | 0% |
| **Age** | | | |
| Age 8 to 11 | 69% | 19.7% | 10.4% |
| Age 12 to 15 | 59.5% | 29.8% | 8.5% |
| Age 16 to 19 | N/A | N/A | N/A |
| **Language (Region)** | | | |
| Dagaare (Upper West) | 62.4% | 18.1% | 18.8% |
| Kasem (Upper East) | 39.6% | 51.6% | 8.8% |
| Kusaal (Upper East) | 16.3% | 80% | 2.5% |
| Likpakpaln (Northern) | 87.8% | 5.7% | 1.9% |
| Source: Analytical Dataset<br>N=705 | | | |

The findings from the quantitative data show 63.7% of girls have never been to school. This is much higher than the national rates reported in the Ghana Multiple Indicator Cluster Survey (MICS) 2017/1852 which found that only 19% of primary school age children in Ghana were out of school. Whilst the MICS survey findings show that the Northern, Upper East and West have **lower attendance rates** than the national average, they are still over 65% and similar for girls and boys.

The sub-group with the most who had never attended school is those married under 15 years old, followed by those with a high chore burden and those that are mothers. This matches the findings from the qualitative data which found that marriage, high chore burden and motherhood were related to major barriers to school attendance. Similarly, those that cite demographic barriers (which overlap with marriage, age and motherhood) have the least school experience.

Interestingly the sub-group classed as Impoverished had similar results to the whole sample in terms of school attendance. This may suggest that for the Formal Track girls' impoverishment on its own is not always a cause of not attending school. There might also need to be additional factors such as distance to school, high chore burden, marriage and motherhood.

There are marked differences between regional subgroups in terms of school attendance, Girls from the Northern region (Likpakpaln language) had the highest percentage of girls who never attended school (87.8% against 63.7% overall) which is consistent with previous studies as

[52] https://www.unicef.org/ghana/media/576/file/Ghana%20Multiple%20Cluster%20Indicator%20Survey.pdf

aforementioned earlier in this section[53]; whilst the sub-group from Upper East region, Kusaal language had the highest percentage of girls currently not in school (80% against 24.8% overall), followed by the sub-group from Upper East, Kasem language (51.6%).

In relation to the 9.4% (66 girls) that were identified as being in school (the majority of which being from the Upper West region, Dagaare language with 76.8% of all girls currently in school), this was discussed with the STAGE team. The STAGE team confirmed that their own project monitoring had identified this issue and these girls will be removed from the project.

The qualitative data found that those girls who attended school often dropped out early, before the age of 10 years, making it unlikely they will have completed the target grades for this track (grades 2-4).

**Table 20b: Status at baseline – Non-Formal Track**

| | Never been to school | No longer in school | Currently enrolled in formal school |
|---|---|---|---|
| **All girls** | **36.6%** | **61.2%** | **1.8%** |
| **Disability subgroups:** | | | |
| Any Disability | 52.8% | 47.2% | 0% |
| Seeing | N/A | N/A | N/A |
| Walking | N/A | N/A | N/A |
| Hearing | N/A | N/A | N/A |
| Self-Care | N/A | N/A | N/A |
| Communication | N/A | N/A | N/A |
| Learning, Remembering and Concentrating[54] | N/A | N/A | N/A |
| Accepting Change, Controlling Behaviour and Making Friends | N/A | N/A | N/A |
| Mental Health (Anxiety and Depression) | 34.8% | 65.2% | 0% |
| **Project specific subgroups:** | | | |
| Mother | 34.5% | 64.3% | 0.9% |
| Married under 15 | 53.8% | 42.3% | 3.8% |
| Married | 44.1% | 53.9% | 1.4% |

[53] UNICEF (2012), *All children in school by 2015: Global initiative on out-of-school children*. Accra: UNICEF/Ghana; and CBE Alliance Management Unit (2016), *End of CBE Cycle Report 2015-2016.* Accra: Associates For Change and UK: Crown Agents; Ghana Statistical Service (GSS), Ghana Health Service (GHS), and ICF International (2015), *Ghana Demographic and Health Survey 2014 (GDHS).* Rockville, Maryland, USA: GSS, GHS, and ICF International; and Casely-Hayford, L., & Ghartey, A. B. (2007) *The Leap to Literacy and Life Change in Northern Ghana, An Impact Assessment of School for Life (SfL).* Accra: Associates for Change.

[54] The three disability combined categories are calculated as averages of the three categories per the LNGB Template

| | | | |
|---|---|---|---|
| Lives with neither parent | 43.9% | 54.1% | 1.4% |
| 1+ hours to primary school | 71.4% | 28.6% | 0% |
| Impoverished: Unable to meet basic needs without charity | 57.8% | 41.4% | 0.9% |
| Currently employed | 19% | 61.9% | 19% |
| Employed and under 15 | 0% | 0% | 100% |
| High Chore Burden (Half a day or more) | 49.5% | 48.6% | 1.5% |
| **Barriers** | | | |
| Economic (Work or Costs) | 36.2% | 63.8% | 0% |
| Travel (Safety or Distance) | 50% | 50% | 0% |
| Disability (School cannot meet needs) | 42.9% | 57.1% | 0% |
| Social Norms (Disinterest by Parent/Girl) | 24.2% | 75.8% | 0% |
| School (Unsafe/Teacher Mistreats/Refused Entry) | 32.1% | 67.9% | 0% |
| Demographic (Age/Pregnant/Parent/Married) | 30% | 70% | 0% |
| **Age** | | | |
| Age 12 to 15 | 34.9% | 60.3% | 4.8% |
| Age 16 to 19 | 36.8% | 61.6% | 1.4% |
| **Language (Region)** | | | |
| Akuapim Twi (Eastern) | 38.8% | 60% | 1.3% |
| Dagaare (Upper West) | 16.7% | 77.8% | 5.6% |
| Fante (Central) | 22.4% | 75.7% | 1.3% |
| Likpakpaln (Northern) | 34.7% | 62.7% | 2% |
| Likpakpaln (Oti) | 70.3% | 29.7% | 0% |
| Source: Analytical Dataset<br>N=565 | | | |

**Characteristic subgroups and barrier analysis**

Table 20b shows that a high percentage (61.2%) of the Non-Formal sample have been to school. This is consistent for those aged under 16, and those aged over, which suggests girls will have dropped out by age 12. In terms of regional differences, the noticeable outlier (similar to literacy and numeracy test results) is the sub-group from Oti region, Likpakpaln language, where the great majority of girls have never been to school (70.3%) and the remainder are no longer in school (29.7%). The sub-group of those that live far away from school have the highest percentage who have never attended school suggesting that in the Non-Formal track the communities have noticeable travel challenges. The sub-groups of those who are impoverished, married, poor or have a high chore burden also have a higher percentage who have never attended school. The findings from the qualitative data all supported these as barriers to education.

In relation to barrier analysis, see section 5.2.

## 4.4 Sustainability outcome

**Table 21a: Sustainability indicators – Formal Track**

| | System | Community | Learning space / School |
|---|---|---|---|
| **Indicator 1:** | Extent that the district assembly support inclusive gender sensitive education<br><br>Baseline status = 1 | % of parents of marginalised girls who support girls education<br><br>Baseline status = 1 | Extent that teachers/ ALP facilitators provide inclusive gender sensitive quality teaching<br><br>Baseline status = N/A |
| **Indicator 2:** | Extent that MOE, GES promote inclusive gender sensitive education in their district/region through monitoring and coaching using the Inclusive Education Monitoring Tool (IEMT)<br><br>Baseline status = N/A | Extent that key community leaders and power holders support girls education<br><br>Baseline status = 1 | Extent that School Leadership support good quality and inclusive gender sensitive education<br><br>Baseline status = 1 |
| **Indicator 3:** | Extent that CBE steering committee adopts the STAGE curriculum for ALPs to support CBE programming in Ghana<br><br>Baseline status = N/A | Extent that parents can access services within their district for their children with disabilities<br><br>Baseline status = 0 | N/A (only 2 indicators for school) |
| **Baseline Sustainability Score (0-4)** | **1** | **0.67** | **1** |
| **Overall Sustainability Score (0-4, average of the three level scores)** | **1 (exact value is 0.89)** | | |

**System Level:**

Indicator 1: Extent that the district assembly support inclusive gender sensitive education

This indicator assesses the extent that the District Assembly (DA) supports the project. At baseline **WEI** reported that the district assemblies have been engaged in the community mapping and related project preparation. However, qualitative interviews with DA and teachers found that

the DA were not yet regularly attending and supporting schools. In Bunbuna (Northern Region) and Demong (Northern Region), the Headteacher's interviewed recalled that the local authorities sometimes come to visit, but as the Headteacher from Demong (Northern Region) states: *"they just come to visit us and go";* thus implying the do not feel they contribute much else.

Therefore, for Indicator 1, a score of 1 is given. As noted in the qualitative methodology section, the sample baseline sample was not able to collect data from all planned districts, therefore, there is potential limitation on how representative this data is.

Indicator 2: At baseline, it was reported from the STAGE team that the MOE/GES are not yet using the Inclusive Education Monitoring Tool (IEMT). This can be expected at baseline. Therefore, for Indicator 2 a score of N/A is given.

Indicator 3: Similarly, the STAGE team report that the CBE steering committee has not taken any steps to adopt the STAGE curriculum for ALPs to support CBE programming in Ghana. Again, this is expected at baseline and, therefore, for Indicator 3, a score of N/A is given.

**Community Level**:

Indicator 1: % of parents of marginalised girls who support girls' education

The baseline data from the quantitative survey found that 85.6% of the sampled Formal caregivers showed key knowledge, understanding, and a basic level of supportive attitude towards girl's education[55]. However, it was found that only 27.3% are actively supporting girl's education. Therefore, for Indicator 1 a score of 1 is given.

However, it is important to note that actively supporting girl's education comes with all the barriers aforementioned, and in Kaasi (Northern Region) it was strongly felt by girls that caregivers were *"trying their very best to help and support us to give us a better education",* with some caregivers making sacrifices in order to meet the financial demands. As one girl in Kaasi (Northern Region) notes, her parents are *"selling their properties to make sure we get the education they never got".* Importantly, in Kaasi (Northern Region), Bunbuna (Northern Region) and Demong (Northern Region), a few girls reported that this support does not differ by gender, as the caregivers support the girls and boys equally.

Indicator 2: Extent that key community leaders and power holders support girls' education.

Analysis of the baseline qualitative data found local traditional leaders to verbally demonstrate high levels of support of girls' education. Many stated the importance of education helping girls to get jobs and this will then increase girl's ability to help the community and be good mothers. However, there are few examples of traditional leaders actively helping girls' education. Specific

[55] A caregiver was classed as showing knowledge, understanding, and a basic level of supportive attitude if they agreed or strongly agreed with all of the following statements:

1. Do you think [girl] has a right to education [even though she is not in school]?
2. To what extent do you agree that "Even when funds are limited it is worth investing in [GIRL]'s education?"
3.To what extent do you agree "a girl is just as likely to use her education as a boy?"

A caregiver was classified as actively supporting girls education if they met both of the following requirements:

1. They did not say any of the following were acceptable reasons for a child not to attend school – child needs to work, child needs to help at home, child is married, child is too old, child unable to learn, education is too costly, child is a mother.
2. When asked, the beneficiary stated that chores, work supporting home economic activities, or working in a family business were not a reason keeping her from enrolling in school or a vocational education programme

actions evidencing community support was most common among beneficiary groups in Kaasi (Northern Region) where local leaders are reported to form part of PTA's and provide infrastructure; *"organise seminars to educate parents"* on importance of sending girls to school; and organise school feeing programmes. However, both the Headteachers and the caregivers from Bunbuna (Northern Region) and Demong (Northern Region) agreed that in their community nothing is being done to help girls attend school. Even the local leaders in both communities admitted that there is **no** specific support apart from ALPS classes**.**

Therefore, for Indicator 2 a score of 1 is given. As noted in the qualitative methodology section, the sample baseline sample was not able to collect data from all planned districts, therefore, there is potential limitation on how representative this data is.

Indicator 3: Extent that parents can access services within their district for their children with disabilities

The baseline data from the quantitative survey found that of the parents that reported their child had a disability none (0) had received any services for children with disability. Therefore, for Indicator 3 a score of 0 is given.

**Learning Space**

Indicator 1: Extent that teachers/ ALP facilitators provide inclusive gender sensitive quality teaching

Data on this indicator was not collected at baseline because it will most accurately be collected based on classroom observation (therefore, scored as N/A). This will be collected during implementation by the STAGE project.

Indicator 2: Extent that School Leadership support good quality and inclusive gender sensitive education

Analysis of the baseline qualitative data found that head teachers across three communities were all aware, able to describe the basics and supported gender sensitive education. Head teachers spoke of the need to make lessons accessible for girls and to treat them and boys equally. In relation to disability, one head teacher reported they do not have any children with a disability, whilst another commented they do not have the resources necessary to support a child with a disability.

A score of 1 is given as School Leadership show knowledge and supportive attitude on inclusive and gender sensitive education but have not yet demonstrated improved practice or resource mobilisation. As noted in the qualitative methodology section, the sample baseline sample was not able to collect data from all planned districts, therefore, there is potential limitation on how representative this data is.

**Table 21b: Sustainability indicators – Non-Formal Track**

| | System | Community | Learning space |
|---|---|---|---|
| **Indicator 1:** | Extent that the district assembly support girls | % of parents of marginalised girls who support girls | Extent that parents can access vocational training support within |

| | | | |
|---|---|---|---|
| | education / vocational training / employment<br><br>Baseline status = 1 | education/ employment opportunities<br><br>Baseline status = 1 | their district for their children with disabilities<br><br>Baseline status =<br><br>0 |
| **Indicator 2:** | Extent that MOE/GES/NFED promote inclusive gender sensitive education in their district/region through monitoring and coaching using the STAGE Coaching Tool. (SCT)<br><br>Baseline status = N/A | Extent that key community leaders power holders support girls education/ employment opportunities<br><br>Baseline status = 1 | N/A (only 1 indicator for school) |
| **Indicator 3:** | Extent that NFED/ Ministry of Education (MoE) adopts the STAGE curriculum for ALPs to support non-formal education programming in Ghana<br><br>Baseline status = N/A | Extent that parents can access services within their district for their children with disabilities<br><br>Baseline status = 0 | N/A (only 1 indicator for school) |
| **Baseline Sustainability Score (0-4)** | **1** | **0.67** | **0** |
| **Overall Sustainability Score (0-4, average of the three level scores)** | **1 (exact value 0.55)** | | |

**System Level**

Indicator 1: Extent that the district assembly support girls' education / vocational training / employment

At baseline, the qualitative data findings for Local Authority Officials are that they support education and vocational training for girls, however, they were not able to give any clear examples of how they give support beyond infrequent visits to vocational training centres. This infrequency is due to the distance required to travel to the centre, as one local Authority Official from Otwetire (Eastern Region) put: "*I do visit the centers but not frequently. The distance to the district of the*

*centre's is long and needs financial support to do so frequently. For the little I have I do my best to visit once every three months*".

Therefore, for Indicator 1, a score of 1 is given because whilst local authority officials seem to support the project, they lack the needed capacity and policies/structures. As noted in the qualitative methodology section, the sample baseline sample was not able to collect data from all planned districts, therefore, there is potential limitation on how representative this data is.

Indicator 2: Extent that MOE/GES/NFED promote inclusive gender sensitive education in their district/region through monitoring and coaching using the STAGE Coaching Tool. (SCT)

At baseline, it was reported by the STAGE team that the MOE/GES/NFED are not yet using the STAGE Coaching Tool. This situation can be expected at the start of the project. Therefore, for Indicator 2 a score of N/A is given.

Indicator 3: Extent that NFED/ MoE adopts the STAGE curriculum for ALPs to support non-formal education programming in Ghana.

Similarly, the STAGE team report that the NFED/ MoE have not yet adopted the STAGE curriculum for ALPs to support non-formal education programming in Ghana. Again, this is expected at the start of the project and, therefore, for Indicator 3, a score of N/A is given.

**Community Level**

Indicator 1: % of parents of marginalised girls who support girls' education/employment opportunities.

The baseline data from the quantitative survey found that 78.8% of the sampled Non-Formal caregivers showed key knowledge, understanding, and a basic level of supportive attitude towards girl's education. This was echoed in the qualitative data as all caregivers interviewed across communities expressed positive sentiments about their girls gaining education and employment, and saw vocational training as a great opportunity to do this. The majority of the girls interviewed verified this claim, as they stated they felt their families supported their desire to gain employment.

However, it was found that only 14.9% are actively supporting girl's education. Therefore, for Indicator 1 a score of 1 is given. However, it is worth noting that this is likely due to financial constraints as our qualitative data found, rather than for lack of trying.

Indicator 2: Extent that key community leaders power holders support girls' education/ employment opportunities

At baseline, analysis of the qualitative data found local traditional leaders to verbally demonstrate high levels of support of girls' education, vocational training and employment. The reason for this support was in the leaders recognition of the potential for girls with education and training to be more able to gain employment, and for this employment to contribute to poverty and pregnancy reduction in the community. This was seen as a need in communities. As one girl from Die (Upper West Region) notes: "*Our community now thinks well about girls' employment because it will reduce the hardship in women in the community and it will also prevent the early marriages of girls and teenage pregnancies*."

In addition to reporting their support, there were examples from one community where other stakeholders reported positive verbal support given by traditional leaders. Examples include girls reporting that local leaders have publicly stated their support for the ALPS and vocational training, local leaders encouraging families to support their girls to learn vocational skills and income, and two girls in Die (Upper West Region) mentioned that their community leaders are "*ready to assist girls with plots of lands for their shops after internship training"*.. Importantly, three local leaders we interviewed from Die (Upper West Region) and Egyeikrom (Central Region) recognised the importance of treating girls equally in the workplace, including supporting equal payments, as one of the local leaders from Die (Upper West Region) said: "*We should all try and pay the girls the right prices".* This sentiment is promising for sustainability as it demonstrates understanding of the support they can provide beyond the STAGE project.

Therefore, for Indicator 2 a score of 1 is given as whilst there are some examples of active support from traditional leaders, this support was found in just one of the communities visits for qualitative data (Die (Upper West Region) community). Whilst the reason for this may be that respondents could not think of appropriate examples, one local leader in Nanjuro (Northern Region) expressed their frustration in not feeling equipped to know *how* to physically support their girls, and what kind of work to offer.

As noted in the qualitative methodology section, the sample baseline sample was not able to collect data from all planned districts, therefore, there is potential limitation on how representative this data is.

Indicator 3: Extent that parents can access services within their district for their children with disabilities

The baseline data from the quantitative survey found that of the parents that reported their child had a disability none (0) had received any services for children with disability. Therefore, for Indicator 3 a score of 0 is given.

**Learning Level**

Indicator 1: Extent that parents can access vocational training support within their district for their children with disabilities

The baseline data from the quantitative survey found that of the parents that reported their child had a disability none (0) had received any services for children with disability. Therefore, for Indicator 1 a score of 0 is given.

**Table 22: Project identified changes needed for sustainability**

| Questions to answer | System | Community | Learning Space | Family/ household | Girl |
|---|---|---|---|---|---|
| **Change:** what change should happen by the end of the implementation period | District assembly use the model/approach at large scale and integrate it in wider policy, budgets, plans and or key delivery systems. The STAGE approach or model is shown to work at scale and is integrated in wider policy, budgets, plans and/or key delivery systems (e.g. teacher training, curriculum, school management).<br><br>Where an appropriate model for transition to employment / self-employment | Community leaders are taking on lead roles and mobilising resources to support girls' education and now show consistent supportive practice / behaviour towards girls' education | **Non-Formal Track:**<br><br>Established vocational training activity in project areas (without ongoing project support)<br><br>**Formal Track:**<br><br>There is demonstrable independent ability to act without support from project, have allocated and mobilised financial and other resources and are able to further respond to local needs to sustain and build on the changes that have taken place.<br><br>That Formal school employs the use of IEMT and that the MOE/GES conduct (at least) bi-annual | At least 85% of parents are actively supporting girls education / employment (e.g. allowing more flexibility in girl child's household routine to ensure school attendance, advocating to others the importance of girl child's education).<br><br>Parents report that most of the time they are able to access services for their children with disabilities.<br><br>Services for children / people with disabilities include:<br><br>• Access to 5% District Assembly common fund for persons with disability<br>• Vocational skills training centres run by private or public organisations | Girls in the Formal track would have transitioned into formal schools and continued schooling<br><br>Girls in the NF track will have a vocational skill/trade and venture into a profitable employment/continued vocational training without assistance from STAGE<br><br>Girls are protected and structures at community, household and ALP in place for the prevention and reporting of Sexual Exploitation, Abuse and Harassment (SEAH) |

| | | | | | |
|---|---|---|---|---|---|
| | has been demonstrated to work at scale and private actors have pledged support for scaling / continuation of delivery model beyond project timeline. | | monitoring/coaching on school level using the IEMT. IEMT results are filed and used when preparing the next visit. | • Health services using National Insurance System | |
| **Activities:** What activities are aimed at this change? | • Development of national framework and tracking system for transitioned girls and (later) graduates<br>• Continuous Coordination Meetings with District Stakeholders<br>• Data analysis and presentation of findings to stakeholders on national and district level<br>• Review of and update of BCC | • Identify local employers, businesses, vocational training centres and IGA for each community.<br>• Provide information to families in the selected areas to create awareness and explain the process of providing family farming subsidies<br>• Continuous Community animation activities<br>• Selection and contracting of | • Weekly Vocational Training sessions begin<br>• Operationalised ALP for the Formal Track<br>• Operationalised ALP for the Non-Formal Track<br>• STAGE girls receive accelerated learning program instruction<br>• Identify local employers, businesses, vocational training centres and IGA for each community.<br>• Safeguarding champions identified and trained at the | • Identification of sub-groups of girls<br>• Provide information to families in the selected areas to create awareness and explain the process of providing family farming subsidies<br>• Girls and parents are informed about child protection services through the BCC campaign | • Community Oversight Committee and STAGE program staff implement case management protocol<br>• Girls and parents are informed about child protection services through the BCC campaign |

| | | | | | |
|---|---|---|---|---|---|
| | materials for BCC<br>• Organise monthly coaching visit<br>• Quarterly Stakeholder meetings | radio and television stations to broadcast bcc messages<br>• Community Oversight Committee implement community child/vulnerable adult plan<br>• Community Oversight Committee and STAGE program staff implement case management protocol<br>• DSPs will procure and distribute materials needed by the girls in each learning centre | community level to receive/refer and/or address complaints | | |
| **Stakeholders:** Who are the relevant stakeholders? | District Assembly stakeholders (GES, DSPs),<br><br>National stakeholders | community leaders (chiefs, opinion leaders including religious leaders) | Teachers, facilitators, master trainers | Parents, caregivers, household members | Parents, caregivers, household members |

| | | | | | |
|---|---|---|---|---|---|
| | (MOE/GES/NFED) | | | | |
| **Factors:** what factors are hindering or helping achieve changes? Think of people, systems, social norms etc. | District Assembly stakeholders (GES, DSPs) and National stakeholders (MOE/GES/NFED) will support the project implementers at various levels with capacity building, mentoring and coaching, as well as monitoring of the interventions of the Project will help in the achievement of intended changes | Socio-cultural beliefs and practices (whether negative or positive) will help or hinder the intended changes being sought by the project | Teachers, Mastercrafts men/women and facilitators adopting gender-sensitive and inclusive approaches will help create a good teaching and learning environment to promote improved literacy, numeracy and vocational skills. | Girls and their families participating in the STAGE program will become community ambassadors for supporting marginalised girls' education and development and enable the project achieve it intended objectives. | If beneficiary girls receive the required support from their parents, they will be able to make the most out of STAGE interventions |

# 5. Key Intermediate outcome findings

## 5.1 Key Intermediate outcome findings

### Summary of findings

**Table 2.1a: Intermediate outcome indicator 1.1 as per the Logframe – Formal Track**

| IO | IO indicator | Sampling and measuring technique used | Who collected the data? | Baseline level | Target for next evaluation point | Will IO indicator be used for next evaluation point? (Y/N) |
|---|---|---|---|---|---|---|
| 1 Attendance | 1.1 Attendance rates of girls | 100% of sample<br><br>Measured by ALPS register | **STAGE / DSPs** | 86% | 90% (from the Logframe) | Y |
| **Main qualitative findings** | | | | | | |
| No qualitative findings collected at baseline for this indicator | | | | | | |

### Main findings

The attendance rates are below the 100% baseline target. This suggests that a notable percentage of girls have already dropped out. It will be important for the project team to understand the cause of some girls not participating or being present at the ALP regularly. This will require that the STAGE project to have an internal monitoring system which allows regular tracking of attendance rates, and follow-up with these girls.

### Targets

The target looks challenging as the baseline performance is already below this level. It would be good for STAGE to reassess if this is a realistic target once the STAGE project understands the cause of irregular attendance.

**Table 3.1b: Intermediate outcome indicator 1.1 as per the Logframe – Non-Formal Track**

| IO | IO indicator | Sampling and measuring technique used | Who collected the data? | Baseline level | Target for next evaluation point | Will IO indicator be used for next evaluation point? (Y/N) |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 Attendance | 1.1 Attendance rates of girls | 100% of sample<br><br>Measured by ALPS register | **STAGE / DSPs** | 75% | 85% | Y |

**Main qualitative findings**

No qualitative findings collected at baseline for this indicator

**Main findings**

The attendance rates are below the 100% baseline target. This suggests that a notable percentage of girls have already dropped out. It will be important for the Project to understand the cause of some girls not participating or being present at the ALPS regularly.

**Targets**

The target looks challenging as the baseline performance is already below this level. It would be good for STAGE to reassess if this is a realistic target once the STAGE project understands the cause of irregular attendance.

**Project Response – Comment Intermediate outcome – Attendance**

**Analysis of Attendance by Region**

| Region | DSPs | Attendance rate (Girls present at ALP) |
|---|---|---|
| Central | Red Cross | 60% |
| Eastern | ICDP | 78% |
| North-East | Afrikids | 88% |
| Northern | Afrikids, RAINS | 88% |
| Oti | Prolink | 83% |
| Upper East | LCD | 91% |
| Upper West | Pronet | 82% |

From the analysis above, it can be seen that there are some slight disparities in the attendance rates for girls at the ALP across regions and by DSPs. For instance, the lowest scoring regions are Central region and Eastern region with an attendance rate of 60% and 78% respectively. The highest performing region was Upper East while the lowest performing region was Central region. The low attendance rate for Red Cross (as of March 2020 - before the Covid-19 pandemic) was because the last attendance records was taken just before the government restrictions on social gatherings which took effect from 15th March 2020. The nation-wide official identification was being carried out by the National Identification Authority (NIA) registration in the central region between 27th February and 21st of March, 2020 hence the girls who were

above 18 years of age decided to skip ALP sessions in order to queue and register. Attendance records were not taken subsequently because of government's restriction on CBE related project including STAGE. The attendance situation has since changed when ALPs re-opened (in the first week of July 2020) after government lifted restrictions.

**Table 23.2: Intermediate outcome indicator 1.2 as per the Logframe – Formal and Non-Formal Track**

| IO | IO indicator | Sampling and measuring technique used | Who collected the data? | Baseline level | Target for next evaluation point | Will IO indicator be used for next evaluation point? (Y/N) |
|---|---|---|---|---|---|---|
| 1 Attendance | 1.2 Extent that girls, caregivers, teachers and school leaders feel the support received helped reduce the barriers to regular attendance | N/A | N/A | Not measured at baseline | N/A | Y |
| **Main qualitative findings** | | | | | | |
| No qualitative findings collected at baseline for this indicator | | | | | | |

**Table 23.3: Intermediate outcome indicator 2 as per the Logframe – Formal and Non-Formal Track**

| IO | IO indicator | Sampling and measuring technique used | Who collected the data? | Baseline level | Target for next evaluation point | Will IO indicator be used for next evaluation point? (Y/N) |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| 2<br><br>Quality Teaching Delivered in Learning Centres (Formal Track) | 2.1 % of Girls that agree that their facilitator was effective at the learning centre<br><br>2.2 Extent that teachers/ facilitators apply inclusive gender-sensitive education<br><br>2.3 % of facilitators who demonstrate effective literacy/numeracy instruction | N/A | N/A | Not measured at baseline | N/A | Y |

**Main qualitative findings**

No qualitative findings collected at baseline for this indicator

**Table 23.4a: Intermediate outcome indicator 3.1 as per the Logframe – Formal Track**

| IO | IO indicator | Sampling and measuring technique used | Who collected the data? | Baseline level | Target for next evaluation point | Will IO indicator be used for next evaluation point? (Y/N) |
|---|---|---|---|---|---|---|
| 3 Number of marginalised girls supported by GEC with improved Life Skills (Formal Track) | 3.1 Life skills index score | Same sampling as Learning Test and Household Survey – see section 4.4 | EE | 56.0 | 65.0 (target from Logframe) | Y |

**Main qualitative findings**

See Focused section on Life Skills 7.2

**Main findings**

As shown in table in Life Skills 7.2, for the formal track

**Reflections**

The Life Skills tool is seen as fit for purpose as it measures the key STAGE Life Skills categories and there is room for improvement in each category – see section 7.2 for detailed information.

**Targets**

Target set is a 9-point increase in Life Skills score. This is felt to be feasible because, as detailed in section 7.2, there is notable opportunities to improve scores in areas of SRH, Environment and WASH. It should be possible to see improvement in these areas because most questions are knowledge based and the STAGE curriculum covers these issues.

**Table 23.4b: Intermediate outcome indicator 3.1 as per the Logframe – Non-Formal Track**

| IO | IO indicator | Sampling and measuring technique used | Who collected the data? | Baseline level | Target for next evaluation point | Will IO indicator be used for next evaluation point? (Y/N) |
|---|---|---|---|---|---|---|
| 3 Number of marginalised girls supported by GEC with improved Life Skills (NON-Formal Track) | 3.1 Life Skills index score | Same sampling as Learning Test and Household Survey – see section 4.4 | EE | 68.6 | 65.0 (from Logframe) | Y |
| **Main qualitative findings** | | | | | | |
| See Focused section on Life Skills 7.2 | | | | | | |

**Main findings**

See Focused section on Life Skills 7.2

**Reflections**

The Life Skills tool is seen as fit for purpose as it measures the key STAGE Life Skills categories and there is room for improvement in each category – see section 7.2 for detailed information.

**Targets**

The target for the next evaluation point is below the baseline level. Therefore, it is recommended that the target be increased to 75.0. This represents 6.4-point increase on the baseline score and is felt to be plausible as there are opportunities for improvements in most Life Skills categories,

notably Environment and SRH which currently score 64.2 and 49.1, respectively. Like the Formal track, it should be possible to see improvement in these areas because most questions are knowledge based and the STAGE curriculum covers these issues. A lower increase is proposed for the Non-Formal track because the higher baseline score means there is less scope for the sample to increase their scores.

**Table 23.5a: Intermediate outcome indicator 3.2 as per the Logframe – Formal Track**

| IO | IO indicator | Sampling and measuring technique used | Who collected the data? | Baseline level | Target for next evaluation point | Will IO indicator be used for next evaluation point? (Y/N) |
|---|---|---|---|---|---|---|
| 3 Number of marginalised girls supported by GEC with improved Life Skills (Formal Track) | 3.2 Extent that caregivers perceive positive changes in girls' Life Skills | Same sampling as Learning Test and Household Survey – see section 4.4 | EE | 61.3% | Improvement on midline / maintenance of positive perspectives | Y |
| **Main qualitative findings** | | | | | | |
| See Focused section on Life Skills 7.2 | | | | | | |

**Main findings**

Caregivers' perceptions of girls' acquisition and utilisation of life skills is an average score of caregivers' opinions on to what extent the beneficiary:

- knows how to look after the environment and keep it clean
- knows how to spend money sensibly
- knows about the dangers of violence that women face
- knows good water and sanitation hygiene - how to wash her hands before eating and after the toilet, to only drink clean water
- knows about women's menstruation, use and cleaning of sanitary pads
- knows about how women get pregnant and how to avoid getting pregnant
- knows about sexually transmitted diseases and how to avoid sexually transmitted diseases

- feels she has good personal qualities and is a person of value
- is confident expressing her feelings and opinions and talking in front of others

Each response was marked on a five-point Likert Scale from Strongly Disagree to Strongly Agree. If a caregiver opted to not respond or said they did not know, those questions were omitted from calculating the average. It is reported as the mean of all items responded to by the caregiver, and is calculated on a 0 to 100 score, where 100 would mean caregivers responded Strongly Agree to all questions.

Below, the relative frequency of each response is shown, along with the mean score for each question, where Strongly Agree (SA) is scored as 5, and Strongly Disagree (SD) is scored as 1 (with D=Disagree, N=Neither Agree/Disagree, A=Agree).

**Table 23.5b: Relative Frequency of Caregiver Response to questions on their girl's Life skills - Formal Track**

| Formal<br>Introduction to each question – "To what extent do you agree that [girl's name] …. | SD | D | N | A | SA | Mean |
|---|---|---|---|---|---|---|
| Knows how to look after the environment and keep it clean"? | 0% | 6% | 5% | 56% | 33% | 4.2 |
| Knows how to spend money sensibly"? | 3% | 16% | 19% | 49% | 13% | 3.5 |
| Knows about the dangers of violence that women face"? | 4% | 32% | 21% | 34% | 10% | 3.1 |
| Knows good water and sanitation hygiene - how to wash her hands before eating and after the toilet, to only drink clean water"? | 0% | 6% | 4% | 66% | 23% | 4.1 |
| Knows about women's menstruation, use and cleaning of sanitary pads"? | 10% | 40% | 22% | 22% | 6% | 2.7 |
| Knows about how women get pregnant and how to avoid getting pregnant?" | 12% | 44% | 23% | 17% | 5% | 2.6 |
| Knows about sexually transmitted diseases and how to avoid sexually transmitted diseases"? | 15% | 46% | 21% | 15% | 3% | 2.5 |
| Feels she has good personal qualities and is a person of value"? | 1% | 6% | 8% | 75% | 9% | 3.8 |
| Is confident expressing her feelings and opinions and talking in front of others"? | 1% | 4% | 14% | 75% | 7% | 3.8 |

**Table 23.5c: Caregiver Response to questions on their girl's Life skills by Region - Formal Track**

| Formal<br>Introduction to each question – "To what extent do you agree that [girl's name] …. | Over all | Dagaare (Upper West) | Kasem (Upper East) | Kusaal (Upper East) | Likpakpa ln (Northern ) |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| Caregiver's Assessment | 61.3 | 63.2 | 64.1 | 62.7 | 57.7 |
| Knows how to look after the environment and keep it clean"? | 63.3 | 61.8 | 70.9 | 71.8 | 59.3 |
| Knows how to spend money sensibly"? | 78.8 | 78.7 | 81.6 | 87 | 75.3 |
| Knows about the dangers of violence that women face"? | 53.2 | 53 | 62.6 | 50.4 | 50.8 |
| Knows good water and sanitation hygiene - how to wash her hands before eating and after the toilet, to only drink clean water"? | 76.5 | 78.8 | 82.4 | 81 | 70.6 |
| Knows about women's menstruation, use and cleaning of sanitary pads"? | 43.5 | 43.6 | 45.5 | 50.3 | 40.4 |
| Knows about how women get pregnant and how to avoid getting pregnant?" | 39.7 | 37.6 | 41.5 | 37.7 | 41.2 |
| Knows about sexually transmitted diseases and how to avoid sexually transmitted diseases"? | 36.3 | 32.4 | 42.9 | 23.2 | 40.4 |
| Feels she has good personal qualities and is a person of value"? | 71.2 | 69.9 | 75.8 | 75.9 | 69 |
| Is confident expressing her feelings and opinions and talking in front of others"? | 70.6 | 71.2 | 70.9 | 73.7 | 68.9 |

**Table 23.5d: Intermediate outcome indicator 3.2 as per the Logframe – by key characteristic subgroups, barriers and region - Formal Track**

| | Mean score (/100) |
|---|---|
| **All girls** | **61.3** |
| **Disability subgroups:** | |
| Any Disability | 50.1 |
| Seeing | N/A |
| Walking | N/A |
| Hearing | N/A |
| Self-Care | N/A |
| Communication | N/A |

| | |
|---|---|
| Learning, Remembering and Concentrating[1] | N/A |
| Accepting Change, Controlling Behaviour and Making Friends | N/A |
| Mental Health (Anxiety and Depression) | 48.4 |
| **Subgroups** | |
| Mother | 73 |
| Married under 15 | N/A |
| Married | N/A |
| Lives with neither parent | 66 |
| 1+ hours to primary school | 65.1 |
| Impoverished: Unable to meet basic needs without charity | 59.2 |
| Currently employed | 50.9 |
| Employed and under 15 | 49.5 |
| High Chore Burden (Half a day or more) | 62.7 |
| **Barriers** | |
| Economic (Work or Costs) | 61.6 |
| Travel (Safety or Distance) | 58.9 |
| Disability (School cannot meet needs) | 62 |
| Social Norms (Disinterest by Parent/Girl) | 71.2 |
| School (Unsafe/Teacher Mistreats/Refused Entry) | 59.9 |
| Demographic (Age/Pregnant/Parent/Married) | 63 |
| **Language (Region)** | |
| Dagaare (Upper West) | 63.2 |
| Kasem (Upper East) | 64.1 |
| Kusaal (Upper East) | 62.7 |
| Likpakpaln (Northern) | 57.7 |
| Source: Analytical Dataset<br><br>N=705 | |

The above results suggest that Caregivers have high levels of confidence in their girlchild's knowledge on keeping the environment clean, somewhat high confidence in their girlchild's knowledge on money, their self-esteem and confidence, and low confidence in their girlchild's knowledge on personal hygiene and SRH. This is likely a reflection of the girls in the Formal cohort being below 14 years old and so seen as too young by their Caregiver to have knowledge on sanitary pads, pregnancy and STDs. Interestingly, results for Northern region (Likpakpaln language) for knowledge of SRH (pregnancy and STDs) are higher than the overall average, whilst they are lower than the total sample average in every other domain including on personal hygiene. are not yet clear (Northern region does not have a higher prevalence of older or married girls compared to other regions and the reason for these findings). To be noted that caregivers' assessment scores in Upper East (Kasem language) are higher than the average in all domains (similar to results in literacy and numeracy tests where girls from this region scored substantially higher than the average).

In terms of sub-group characteristics, the most notable differences are noted for girls with disability – whereby caregivers of girls with disability have lower confidence in the girls' knowledge on different Life Skills domains against (50.1/100 against 61.3 for the overall sample). When looking at girls with a mental health issue, results are even lower (48.4). Second, for those currently employed (50.9) and employed under 15 years old (49.5) (which make up the almost totality of those employed). The reason for this latter finding is not clear. With regard to the qualitative dataset. Whilst girls and their caregivers across communities generally argued that girls had the necessary life skills needed, without prompting, few respondents could provide detail on what necessary life skills entailed – and commonly cited the fact that their girls were "intelligent", "hardworking", "respectful", "decisive" and "confident". This is to be expected at baseline before any specific life skills teaching has been administered.

Generally, girls and their caregivers reported the girls had good confidence and self-esteem. Speaking in public or in front of a group without fear was given as an example of confidence by the majority of caregivers and girls in Kaasi and Demong (Northern Region). In particular, one girl in Kaasi (Northern Region) noted that the girls in her community "*engage in activities in the church like reading, singing, giving announcements we also engage in cultural display at community social gatherings when some visitors come around."* Other demonstrations of confidence offered included feeling confident speaking to peers, as well as to parents when they have problems. In addition, a caregiver in Kaasi (Northern Region) said that when their girl has high self-esteem as when she wants something, she shows belief in herself and *"she goes for it!".* Similarly, a caregiver in Demong (Northern Region) claimed that their girl was always "proud of herself and what she does".

**Reflections**

There is potential room to show improvement in this indicator as the Life Skills training focuses on the areas assessed. A potential limitation could be the extent that the Caregiver is able to witness their girl's improvements as many of these issues are personal to the girl.

**Targets**

The EE recommends setting targets at 0.2 standard deviations (SD) increase over the baseline mean per year. For this indicator this would mean the target for the next evaluation (midline) should be 64.6%[56].

**Table 23.5e: Intermediate outcome indicator 3.2 as per the Logframe – Non-Formal Track**

| IO | IO indicator | Sampling and measuring technique used | Who collected the data? | Baseline level | Target for next evaluation point | Will IO indicator be used for next evaluation point? (Y/N) |
|---|---|---|---|---|---|---|
| 3 Number of marginalised girls supported by GEC with improved Life Skills (NON-Formal Track) | 3.1 Extent that caregivers perceive positive changes in girls' Life Skills | Same sampling as Learning Test and Household Survey – see section 4.4 | EE | 82.4 | Improvement on midline / maintenance of positive perspectives | Y |
| **Main qualitative findings** | | | | | | |
| See Focused section on Life Skills 7.2 | | | | | | |

**Main findings**

The Caregivers of the Non-Formal girls were asked the same questions as the Formal track caregivers. The calculation of the summary score was also the same.

**Table 23.5f: Relative Frequency of Caregiver Response to questions on their girl's Life skills – Non-Formal Track**

| Non-Formal Introduction to each question – "To what extent do you agree that [girl's name] …. | SD | D | N | A | SA | Mean |
|---|---|---|---|---|---|---|
| Knows how to look after the environment and keep it clean"? | 1% | 1% | 4% | 37% | 57% | 4.5 |
| Knows how to spend money sensibly"? | 0% | 2% | 6% | 38% | 54% | 4.4 |
| Knows about the dangers of violence that women face"? | 1% | 2% | 7% | 46% | 44% | 4.3 |

[56] This target is calculated by: 61.3% + (0.2x16.4), where 16.4 is the Standard deviation and 61.3 is the current baseline value.

| | | | | | | |
|---|---|---|---|---|---|---|
| Knows good water and sanitation hygiene - how to wash her hands before eating and after the toilet, to only drink clean water"? | 0% | 1% | 6% | 46% | 48% | 4.4 |
| Knows about women's menstruation, use and cleaning of sanitary pads"? | 2% | 1% | 5% | 41% | 51% | 4.4 |
| Knows about how women get pregnant and how to avoid getting pregnant?" | 3% | 2% | 11% | 36% | 49% | 4.3 |
| Knows about sexually transmitted diseases and how to avoid sexually transmitted diseases"? | 3% | 4% | 13% | 36% | 44% | 4.1 |
| Feels she has good personal qualities and is a person of value"? | 1% | 1% | 7% | 50% | 41% | 4.3 |
| Is confident expressing her feelings and opinions and talking in front of others"? | 1% | 6% | 9% | 47% | 37% | 4.1 |

**Table 23.5g: Caregiver Response to questions on their girl's Life skills by Region – Non-Formal Track**

| Non-Formal Introduction to each question – "To what extent do you agree that [girl's name] …. | Overall | Akuapim Twi (Eastern) | Dagaare (Upper West) | Fante (Central) | Likpakpaln (Northern) | Likpakpaln (Oti) |
|---|---|---|---|---|---|---|
| Caregiver's Assessment | 82.4 | 86.2 | 86.4 | 91.9 | 70 | 80.3 |
| Knows how to look after the environment and keep it clean"? | 63.3 | 61.8 | 70.9 | 71.8 | 59.3 | 63.3 |
| Knows how to spend money sensibly"? | 78.8 | 78.7 | 81.6 | 87 | 75.3 | 78.8 |
| Knows about the dangers of violence that women face"? | 53.2 | 53 | 62.6 | 50.4 | 50.8 | 53.2 |
| Knows good water and sanitation hygiene - how to wash her hands before eating and after the toilet, to only drink clean water"? | 76.5 | 78.8 | 82.4 | 81 | 70.6* | 76.5 |
| Knows about women's menstruation, use and cleaning of sanitary pads"? | 43.5 | 43.6 | 45.5 | 50.3 | 40.4 | 43.5 |
| Knows about how women get pregnant and how to avoid getting pregnant?" | 39.7 | 37.6 | 41.5 | 37.7 | 41.2 | 39.7 |
| Knows about sexually transmitted diseases and how to avoid sexually transmitted diseases"? | 36.3 | 32.4 | 42.9 | 23.2 | 40.4 | 36.3 |
| Feels she has good personal qualities and is a person of value"? | 71.2 | 69.9 | 75.8 | 75.9 | 69 | 71.2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Is confident expressing her feelings and opinions and talking in front of others"? | 70.6 | 71.2 | 70.9 | 73.7 | 68.9 | 70.6 |

**Table 23.5h: Intermediate outcome indicator 3.2 as per the Logframe – by key characteristic subgroups, barriers and region. Non-Formal Track**

| | Mean score (/100) |
|---|---|
| **All girls** | **82.4** |
| **Disability subgroups:** | |
| Any Disability | 75.5 |
| Seeing | N/A |
| Walking | N/A |
| Hearing | N/A |
| Self-Care | N/A |
| Communication | N/A |
| Learning, Remembering and Concentrating[1] | N/A |
| Accepting Change, Controlling Behaviour and Making Friends | N/A |
| Mental Health (Anxiety and Depression) | 80.4 |
| **Subgroups** | |
| Mother | 87.3 |
| Married under 15 | 82.4 |
| Married | 84.1 |
| Lives with neither parent | 83.6 |
| 1+ hours to primary school | N/A |
| Impoverished: Unable to meet basic needs without charity | 79.8 |
| Currently employed | 87.9 |
| Employed and under 15 | N/A |
| High Chore Burden (Half a day or more) | 82.3 |
| **Barriers** | |
| Economic (Work or Costs) | 85.3 |

| | |
|---|---|
| Travel (Safety or Distance) | 85.6 |
| Disability (School cannot meet needs) | N/A |
| Social Norms (Disinterest by Parent/Girl) | 89.9 |
| School (Unsafe/Teacher Mistreats/Refused Entry) | 70.9 |
| Demographic (Age/Pregnant/Parent/Married) | 83.3 |
| **Language (Region)** | |
| Akuapim Twi (Eastern) | 86.2 |
| Dagaare (Upper West) | 86.4 |
| Fante (Central) | 91.9 |
| Likpakpaln (Northern) | 70 |
| Likpakpaln (Oti) | 80.3 |
| Source: Analytical Dataset<br>N=565 | |

The above results suggest that Caregivers have high levels of confidence in their girlchild's Life Skills in all areas and in relation to most sub-groups.

This is echoed in our qualitative dataset with regards to confidence and self-esteem. The vast majority of girls and their caregivers across all communities noted high levels of confidence, particularly when it comes to speaking to peers and other family members, though this was measured in different ways. For example, confidence was linked to "speaking well" in groups, with peers and with strangers, for a couple of girls and caregivers from Die (Upper West Region) and Nanjuro (Northern Region). A few caregivers in Die (Upper West Region) also linked confidence to the ability to carry out assigned tasks boldly. In Egyeikrom (Central Region) and Otwetire (Eastern Region), confidence was more commonly attributed to speaking confidently in public, with all girls and their caregivers citing that the girls took active roles in their Church**.** For example, one caregiver from Egyeikrom (Central Region) described how their "*church recently staged a drama and [their girl] was active and confident playing her part",* Another common example of confidence in both Egyeikrom (Central Region) and Otwetire (Eastern Region) was the girls' ability to speak their minds. As one caregiver in Otwetire (Eastern Region) noted, their girl "*always defends herself if she sees what she is doing is right*".

Similar to the formal track, caregivers of girls with a disability have a lower confidence in the girls' knowledge on different Life Skills domains compared to the overall average (score of 75.5 against 82.4 overall). Second, caregivers in households that are impoverished also express a lower confidence compared to the overall average (79.8). Caregivers of girls that are mothers and are married express a higher level of confidence than the average (87.3 and 84.1 respectively). This could be explained by the fact that mothers are on average 4.8 years older than non-mothers and Life Skills are more prevalent in older girls .

In terms of regional trends, caregivers of girls from Northern region, Likpakpaln language are less confident on the girls' knowledge on Life Skills than in other regions in all domains but SRH (pregnancy and STDs). This is consistent with findings from the Formal track in the same region. One region where scores in STDs are substantially lower than elsewhere is Central, Fante language. Hence, WEI should consider these particular differences between regions when delivering the Life Skills interventions.

**Reflections**

The high baseline scores may make improvements in this indicator difficult to measure.

**Targets**

The target for the next evaluation point is below the baseline level. Therefore, it is recommended that the target for the next evaluation point (endline of Non-Formal Cohort 1) be increased to 85.5 which is a 0.2 SD increase on the baseline[57].

**Table 23.6a: Intermediate outcome indicator 4.1 as per the Logframe – Formal Track**

| IO | IO indicator | Sampling and measuring technique used | Who collected the data? | Baseline level | Target for next evaluation point | Will IO indicator be used for next evaluation point? (Y/N) |
|---|---|---|---|---|---|---|
| 4<br><br>Increased community and district support for inclusive girls' education (Formal Track) | 4.1 % of caregivers who feel it is equally viable to invest in a girl's education as a boy's education even when funds are limited | Same sampling as Learning Test and Household Survey – see section 4.4 | EE | 88% | EE recommends 90%<br><br>Logframe says +20% on BL | Y |
| **Main qualitative findings** | | | | | | |
| See below in Main Findings section | | | | | | |

**Table 23.6b: Intermediate outcome indicator 4.1 as per the Logframe – by key characteristic subgroups, barriers and region. Formal Track**

| | % |
|---|---|

[57] This target is calculated by: 82.4% + (0.2x15.8), where 18.8 is the Standard deviation and 82.4 is the current baseline value.

| | |
|---|---|
| **All girls** | **88%** |
| **Disability subgroups:** | |
| Any Disability | 86.8% |
| Seeing | N/A |
| Walking | N/A |
| Hearing | N/A |
| Self-Care | N/A |
| Communication | N/A |
| Learning, Remembering and Concentrating[1] | N/A |
| Accepting Change, Controlling Behaviour and Making Friends | N/A |
| Mental Health (Anxiety and Depression) | 86.8% |
| **Subgroups** | |
| Mother | 90.9% |
| Married under 15 | N/A |
| Married | N/A |
| Lives with neither parent | 87.5% |
| 1+ hours to primary school | 84.2% |
| Impoverished: Unable to meet basic needs without charity | 94.4% |
| Currently employed | 71.4% |
| Employed and under 15 | 70.4% |
| High Chore Burden (Half a day or more) | 86.8% |
| **Barriers** | |
| Economic (Work or Costs) | 87.9% |
| Travel (Safety or Distance) | 86.5% |
| Disability (School cannot meet needs) | 89.1% |
| Social Norms (Disinterest by Parent/Girl) | 87.8% |
| School (Unsafe/Teacher Mistreats/Refused Entry) | 89.7% |
| Demographic (Age/Pregnant/Parent/Married) | 96.3% |
| **Language (Region)** | |

| | |
|---|---|
| Dagaare (Upper West) | 90% |
| Kasem (Upper East) | 85.7% |
| Kusaal (Upper East) | 96.2% |
| Likpakpaln (Northern) | 84.2% |
| Source: Analytical Dataset<br><br>N=705 | |

**Main findings**

The findings from quantitative data show that a very high percentage of caregivers feel it is equally viable to invest in girl's education as boys education, even when funds are limited. There are some interesting differences in support when looking at sub-groups. For example, caregivers of girls that live over more than one hour away from school and of girls that are employed reported a lower level of support for a girl's and boy's education compared to the overall sample (84.2% and 71.4% respectively, compared to 88% overall). Whilst results for caregivers of girls with a disability and of mothers are about in line with the overall average.

Geographically, caregivers from Northern region drive down overall results for this indicator. The reason for this finding is not clear when we consider the distribution of subgroup characteristics by region. In fact, in Northern region only a small percentage of girls are employed compared to other regions[58], and girls that live over one hour away from school are about in line with the overall average. At the same time, the prevalence of the Travel barrier in the Northern region was the second highest of all regions.

Findings from the quantitative data on high support for girls' education were also supported by the qualitative findings. In Kaasi (Northern Region) in particular, it was strongly felt that caregivers were *"trying their very best to help and support us to give us a better education",* even making financial sacrifices to do so, for example, one girl from Kaasi (Northern Region) notes that her parents are *"selling their properties to make sure we get the education they never got".*

The qualitative data found that this was generally the same for girls and boys, though interestingly a handful of caregivers from Demong (Northern Region) and Bunbuna (Northern Region) noted that they wished for their girls to do well over the boys. As one caregiver from Demong (Northern Region) noted: *"I wish the boys do well too, but my emphasis is on the girl".* And one caregiver from Demong (Northern Region) and one from Bunbuna (Northern Region) noted this was because they think the "*girls will help us better than the boys"*. Thus, the main reason for this support was the hope that the girlchild would return to the community and/or help the household once she gained employment.

However, of the minority of respondents that disagreed with this, one girl from Bunbuna (Northern Region) said that her parents **"***support the boys more than me but I don't know why",* and another two girls from Kaasi (Northern Region) had a similar feeling that boys are given preference over the girls because the girls get *"married out"* of the family***".*** A local leader from Bunbuna (Northern Region) also sympathised with such caregivers when explaining that: *"most of the girls don't finish*

[58] Girls that are currently employed are 8% of the overall sample, whilst 0.40% in Northern region.

*school, so if you spend money on them in school, you don't get any results. So most of us here are reluctant in sending the girls to school".*

**Reflections**

The high percentage of support for girls' education at baseline when combined with the mixed qualitative findings on support for girls suggests that there is some room for improvement on this indicator for the Formal Track. As support for girls' education is a core assumption of the project, it needs to be tracked to see if the high level of support remains. Further engagement with community and caregivers in support of girls' education is particularly needed where girls live one hour away from school and are employed.

**Targets**

90% - recommended by EE as a suitable target level that is felt to be both high and plausible.

**Table 23.6c: Intermediate outcome indicator 4.1 as per the Logframe – Non-Formal Track**

| IO | IO indicator | Sampling and measuring technique used | Who collected the data? | Baseline level | Target for next evaluation point | Will IO indicator be used for next evaluation point? (Y/N) |
|---|---|---|---|---|---|---|
| 4<br><br>Increased community and district support for inclusive girls' education (Non-Formal Track) | 4.1 % of caregivers who feel it is equally viable to invest in a girl's education as a boy's education even when funds are limited | Same sampling as Learning Test and Household Survey – see section 4.4 | EE | 82.8% | EE recommends 90%<br><br>Logframe says +20% on BL | Y |
| **Main qualitative findings** | | | | | | |
| See below in Main Findings section | | | | | | |

**Table 23.6d: Intermediate outcome indicator 4.1 as per the Logframe – by key characteristic subgroups, barriers and region. Non-Formal Track**

| | % |
|---|---|
| **All girls** | **82.8%** |
| **Disability subgroups:** | |
| Any Disability | 84.9% |

| | |
|---|---|
| Seeing | N/A |
| Walking | N/A |
| Hearing | N/A |
| Self-Care | N/A |
| Communication | N/A |
| Learning, Remembering and Concentrating[1] | N/A |
| Accepting Change, Controlling Behaviour and Making Friends | N/A |
| Mental Health (Anxiety and Depression) | 87% |
| **Subgroups** | |
| Mother | 86% |
| Married under 15 | 65.4% |
| Married | 76.3% |
| Lives with neither parent | 73.6% |
| 1+ hours to primary school | N/A |
| Impoverished: Unable to meet basic needs without charity | 88.8% |
| Currently employed | 81% |
| Employed and under 15 | N/A |
| High Chore Burden (Half a day or more) | 79% |
| **Barriers** | |
| Economic (Work or Costs) | 92.6% |
| Travel (Safety or Distance) | 100% |
| Disability (School cannot meet needs) | N/A |
| Social Norms (Disinterest by Parent/Girl) | 90.9% |
| School (Unsafe/Teacher Mistreats/Refused Entry) | 75% |
| Demographic (Age/Pregnant/Parent/Married) | 90% |
| **Language (Region)** | |
| Akuapim Twi (Eastern) | 100% |
| Dagaare (Upper West) | 93.1% |
| Fante (Central) | 100% |

| | |
|---|---|
| Likpakpaln (Northern) | 51.7% |
| Likpakpaln (Oti) | 82% |
| Source: Analytical Dataset<br>N=565 | |

**Main findings**

The findings from quantitative data show that a very high percentage of caregivers feel it is equally viable to invest in girl's education as boy's education, even when funds are limited. However, it is noted that the overall value for this indicator is lower than for the Formal track, which is likely explained by the higher age of Non-Formal girls on average. In fact, the almost totality of girls experiencing the demographic barrier in the Non-Formal track were girls that feel too old to be in school. Less caregivers of girls that are married (76.3%), that live with neither parents (73.6%), with a high chore burden (79%) and that are currently employed (81%) feel that it is equally viable to invest in girl's education as boy's education compared to the total sample (82.8%). Interestingly, the opposite is true for girls that are mothers (86%).

Regionally, as for the Formal track there is much less support for girls' education in the Northern region, Likpakpaln speakers (51.7%) where a higher prevalence of married girls and girls with high chore burden can be found with respect to the overall average.

This finding was supported by the qualitative findings which also found high support for investment in girls' education, and all caregivers interviewed across communities expressed positive sentiments about their girls gaining employment and saw vocational training as a great opportunity. The qualitative data found the main reason for this support was the hope that girlchild would return to the community and/or help the household once she gained employment, as one caregiver from Die (Upper West Region) put it: "*we expect them to be independent and no more rely solely on their husbands and parents in future for help for their basic needs"*.

**Reflections**

The high percentage of support for girls' education at baseline combined with the qualitative findings on support for girls suggests that there is little room for improvement on this indicator for the Non-Formal Track for most sub-groups and most regions; however, there might be room for improvement for some sub-groups based on the quantitative findings and in the Northern region, Likpakpaln speakers particularly. In any case, support for girls' education is a core assumption of the project and it needs to be tracked to see if the high level of support remains.

In addition, for all the above sections on IO 4.1, it must be carefully considered whether the reasoning given behind the support for girls education is not just embedded in gender norms, which place a dual-burden on the girls to provide both financial and reproductive support to their families and the community at large.

**Targets**

90% recommendation from EE.

**Table 23.7a: Intermediate outcome indicator 4.2 as per the Logframe – Formal Track**

| IO | IO indicator | Sampling and measuring technique used | Who collected the data? | Baseline level | Target for next evaluation point | Will IO indicator be used for next evaluation point? (Y/N) |
|---|---|---|---|---|---|---|
| 4<br><br>Increased community and district support for inclusive girls' education (Formal Track) | 4.2 Extent that religious and traditional leaders actively mobilise households to support excluded girls into education. | See section 4.5 on qualitative data collection | EE | 1 | Proposed 2 | Y |
| **Main qualitative findings** | | | | | | |
| See below in main findings | | | | | | |

**Main findings**

Analysis of the baseline qualitative data found local traditional leaders to verbally demonstrate high levels of support for girls' education, as one local leader from Demong (Northern Region) claimed: *"I think most of us have now realised the importance of girls' education. So we are doing our best to send them to school"*. Many stated the importance of education helping girls to get jobs and this will then increase a girl's ability to help the community and be good mothers, as a local leader from Demong (Northern Region) said: *"if you are poor and you manage to send your daughter to university or college she will help you later and you will not be poor again".* However, there are few examples of traditional leaders actively helping girls' education. Both the Headteachers and the caregivers from Bunbuna (Northern Region) and Demong (Northern Region) agreed that nothing is being done to help girls attend school. Even the local leaders in both communities admitted that there is no specific support apart from ALPS classes. Therefore, a score of 1 is given.

As noted in the qualitative methodology section, the sample baseline sample was not able to collect data from all planned districts, therefore, there is potential limitation on how representative this data is.

**Reflections**

It is recommended that a question(s) be added to the household survey in the Caregiver and girl sections to assess this issue. This would increase the sample size and coverage of information available on this issue.

**Targets**

The ambition to increase a level into level two is felt to be reasonable. Level 2 is described as "Community leaders are showing improved practices / behaviours towards girls education". It is felt reasonable to aim for leaders to progress from verbal support to actions in support of girls education.

**Table 23.7b: Intermediate outcome indicator 4.2 as per the Logframe – Non-Formal Track**

| IO | IO indicator | Sampling and measuring technique used | Who collected the data? | Baseline level | Target for next evaluation point | Will IO indicator be used for next evaluation point? (Y/N) |
|---|---|---|---|---|---|---|
| 4<br><br>Increased community and district support for inclusive girls' education (Non-Formal Track) | 4.2 Extent that religious and traditional leaders actively mobilise households to support excluded girls into education. | See section 4.5 on qualitative data collection | EE | 1 | 2 | Y |
| **Main qualitative findings** | | | | | | |
| See below in main findings | | | | | | |

**Main findings**

At baseline analysis of the qualitative data found local traditional leaders to verbally demonstrate high levels of support of girls education, vocational training and employment. The reason for this support was in the leaders recognition of the potential for girls with education and training to be more able to gain employment, and for this employment to contribute to poverty reduction in the community. This was seen as a need in communities. As one girl from Die (Upper West Region) notes: "*Our community now thinks well about girls' employment because it will reduce the hardship in women in the community and it will also prevent the early marriages of girls and teenage pregnancies*."

There were examples from one community where other stakeholders reported positive verbal support given by traditional leaders. Examples include girls reporting that local leaders have publicly stated their support for the ALPS and vocational training, local leaders encouraging families to support their girls to learn vocational skills and earn income, and two girls in Die (Upper West Region) mentioned that their community leaders are "*ready to assist girls with plots of lands*

*for their shops after internship training"*. Importantly, three local leaders we interviewed from Die (Upper West Region) and Egyeikrom (Central Region) recognised the importance of treating girls equally in the workplace, including supporting equal payments, as one of the local leaders from Die (Upper West Region) said: "*We should all try and pay the girls the right prices".* This sentiment is promising for sustainability as it demonstrates understanding of the support they can provide beyond the STAGE project.

Therefore, a score of 1 is given. Whilst there are some examples of active support from some traditional leaders, this support was found in just one of the communities visits for qualitative data (Die (Upper West Region) Community). Whilst the reason for this may be that respondents could not think of appropriate examples, one local leader in Nanjuro (Northern Region) expressed their frustration in not feeling equipped to know *how* to physically support their girls, and what kind of work to offer.

As noted in the qualitative methodology section, the sample baseline sample was not able to collect data from all planned districts, therefore, there is potential limitation on how representative this data is.

**Reflections**

It is recommended that a question(s) be added to the household survey in the Caregiver and girl sections to assess this issue. This would increase the sample size and coverage of information available on this issue.

**Targets**

The ambition to increase a level into level two is felt to be reasonable. Level 2 is described as "Community leaders are showing improved practices / behaviours towards girls education". It is felt reasonable to seek for leaders to progress from verbal support to actions in support of girls' vocational training/employment.

**Table 23.8a: Intermediate outcome indicator 4.3 as per the Logframe – Formal Track**

| IO | IO indicator | Sampling and measuring technique used | Who collected the data? | Baseline level | Target for next evaluation point | Will IO indicator be used for next evaluation point? (Y/N) |
|---|---|---|---|---|---|---|
| 4<br><br>Increased community and district support for inclusive girls' education | 4.3 Extent that relevant district agencies'(GES, Social Welfare, NFED) participate in monitoring, supervision and coaching visits of schools | See section 4.5 on qualitative data collection | EE | 0 | 1 | Y |

| | | | | | | |
|---|---|---|---|---|---|---|
| (Formal Track) | | | | | | |

| Main qualitative findings |
|---|
| See below in main findings |

**Main findings**

There were mixed findings in relation to district agencies. Positive comments from a caregiver were that local authority members were helpful in encouraging girls to go to school, supporting the parent teacher association and playing a role in monitoring the school activities. A teacher reported that district officials organise workshops and trainings on how to handle and support children's education. Less positive comments from another teacher were the lack of funds available from the district and ineffective monitoring visits.

As noted in the qualitative methodology section, the sample baseline sample was not able to collect data from all planned districts, therefore, there is potential limitation on how representative this data is.

**Reflections**

This indicator should remain as it is key to understanding the sustainability of the project.

**Targets**

It is recommended that level 1 is the next target. This will mean that local authorities are more involved in monitoring and supporting schools.

**Table 23.8b: Intermediate outcome indicator 4.3 as per the Logframe – Non-Formal Track**

| IO | IO indicator | Sampling and measuring technique used | Who collected the data? | Baseline level | Target for next evaluation point | Will IO indicator be used for next evaluation point? (Y/N) |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| 4<br><br>Increased community and district support for inclusive girls' education (Non-Formal Track) | 4.3 Extent that relevant district agencies'(GES, Social Welfare, NFED) participate in monitoring, supervision and coaching visits of schools | See section 4.5 on qualitative data collection | EE | 1 | 2 | Y |
| **Main qualitative findings** | | | | | | |
| See below in main findings | | | | | | |

**Main findings**

All local authority members interviewed were verbally supportive of girls' education. One official from Die (Upper West Region) gave an example of how they advocate for girls' employment at local meetings of other leaders: *"we always make the community members know that, permitting girls to learn trade skill is even more important than what they thought."* In addition, a local leader from Egyeikrom (Central Region) noted that the local authority on occasion *"invite those native in this community who have acquired vocations to come and the train these girls… and boys as well."*

However, whilst supportive and knowledgeable, there were not many other supportive actions mentioned. All local authority members reported passing by vocational training centres to see what activities are being carried out, however this is currently infrequent, largely due to long distances required to travel to visit each centre in the district. As one official from Otwetire (Eastern Region) said: "*I do visit the centers but not frequently. The distance to the district of the centre's is long and needs financial support to do so frequently. For the little I have I do my best to visit once every three months*"

As noted in the qualitative methodology section, the sample baseline sample was not able to collect data from all planned districts, therefore, there is potential limitation on how representative this data is.

**Reflections**

This indicator should remain as it is key to understanding the sustainability of the project.

**Targets**

It is recommended that the next target be level 2 by endline, with the local authorities moving from verbal support to more specific supportive actions.

## 5.2 Life Skills

**Methodology**

The Life Skills Index is based on the Life Skills Tool used to assess beneficiaries[59]. It has various questions according to six topics. The Life Skills tool asked questions of the beneficiary related to 6 topics:

1. Environment
2. Money Management
3. Gender Based Violence
4. Water, Sanitation, and Hygiene (WASH)
5. Sexual & Reproductive Rights
6. Self-awareness, including
    a. Self Confidence
    b. Self-Efficacy
    c. Self Esteem

The questions related to these topics were coded into three categories:

1. **Agency.** Whether or not girls feel able to make a strategic life choice based on what she thinks is desirable or possible.
2. **Attitudes**. What are the mindsets girls have towards a topic and the set of beliefs and values they hold at baseline about what is desirable?
3. **Knowledge**. What is the knowledge girls have about the topic?

While skills, resources and services, social capital, and gender norms were also considered categories, for the given items within the STAGE baseline Life Skills, the above three categories served most appropriately. This is because the topics within the STAGE Life Skills modules map almost completely across these three categories.

This section reports Life Skills in two ways: according to the topics described, and the LNGB-prescribed categories.

The Index was calculated as a 0-100 scale, representing beneficiary's responses by the six topics. The index was calculated as the mean of six topics sub scores. Each topic's sub scores were based on the percentage of desired responses given in that topic's section. Each item for each topic was assigned a score based on the desirability of the response. For example, beneficiaries who could correctly name at least one way to treat water would get one point, and zero points if they could not. Then, all the items for each category were averaged together to create a category

[59] The structure and nature of the questions used regarding self-confidence and self-esteem were suggested by the FM due to their use in other studies and seeming external validity. There is likely to be a data limitation in that – as noted by the project - there is a high likelihood of desirability bias with these questions: respondents are very likely to interpret them as having a preferred answer, resulting in a high percentage of agree and strongly agree responses. The Life Skills Index, by its very nature as an index, is an artificial construct that is meaningful when compared to itself (at future evaluation points). Our analysis suggests that: it measures a wide range among the respondents; higher values are better; and there are no floor or ceiling effects. However, not more can be said until we have multiple evaluation points. All this considered, it should be noted that: i) Life Skills are commonly measured through self-reporting; ii) if the level of desirability bias is the same at each evaluation point, it is possible to use these questions to measure progress. Whether this is true or not is unknown, as respondents may be less swayed by desirability bias as they get older. The evaluator acknowledges the weaknesses of these sets of questions but deferred to the FM's suggestion to use them.

sub score. To calculate the overall Life Skills Index, the average of all sub scores would be combined[60].

The Agency topic is comprised of three separate sets of questions: (1) the General Self-Efficacy Scale[61], (2) the Rosenberg Self-Esteem Scale[62], and (3) three questions on self-confidence from the core LNGB survey[63]. They were combined for the Life Skills Index, but are reported separately in the category table so that they may be compared with other studies.

In cases where beneficiaries chose not to give an answer, those items were excluded from their score calculations, and means taken from the remainder. In cases where beneficiaries did not know an answer, those items were included as zeros when calculating sub scores. In cases where girls completed some sections but not all, their scores will appear in the means for sub scores, but those observations were not included in the overall mean scores, as their overall Life Skills score could not be calculated.

**Findings:**

**Table 23.9a: Formal Track Life Skills Results - Index**

| Categories | Mean | SD | Non-learner 0% | Emergent learner 1%-40% | Established learner 41%-80% | Proficient learner 81%-100% |
|---|---|---|---|---|---|---|
| Environment | 54.0 | 15.9 | 0.3% | 19.3% | 75.9% | 4.6% |
| Money Management | 65.0 | 20.9 | 1.1% | 7.1% | 57.6% | 34.1% |
| Gender Based Violence | 76.5 | 18.3 | 1.3% | 1.7% | 47.8% | 49.2% |
| WASH | 61.9 | 15.3 | 0.1% | 17.9% | 72.5% | 9.5% |
| Sexual & Reproductive Rights | 18.8 | 20.3 | 20.3% | 63.7% | 14.1% | 1.9% |
| Self-awareness | 57 | 12.7 | 0% | 8.6% | 87.7% | 3.7% |
| - Self Confidence | 86.0 | 15.9 | 0% | 2% | 34% | 64% |
| - Self Efficacy (out of 40) | 23.1 | 10.2 | 5% | 43% | 40% | 12% |
| - Self Esteem (out of 40) | 28.0 | 3.5 | 0% | 1% | 96% | 3% |
| **Overall Score** | 56.0 | 10.1 | | | | |

**Table 23.9b: Non-Formal Track Life Skills Results - Index**

[60] We elected to treat each subject area of life skills equally in determining the index, as described on p.87.. We believe that we made an effective balance to weigh each subject area and items within in a way such that WEI can use the information provided.
[61] Schwarzer R & Jerusalem M. Generalized self-efficacy scale. J Weinman, S Wright, & M Johnston (1995) Measures in health psychology: A user's portfolio. Causal and control beliefs. Windsor, England: NFER-NELSON.
[62] Rosenberg, M. (1965). Society and the adolescent self-image. Princeton, NJ: Princeton.
[63] It should be noted that as self-confidence measurement is based on only 3 questions it is very sensitive and likely not precise.

| Topics | Mean | SD | Non-learner 0% | Emergent learner 1%-40% | Established learner 41%-80% | Proficient learner 81%-100% |
|---|---|---|---|---|---|---|
| Environment | 62.4 | 14.4 | 0.4% | 5.4% | 81.4% | 12.9% |
| Money Management | 81.5 | 15.9 | 0.4% | 3.0% | 33.5% | 63.1% |
| Gender Based Violence | 76.3 | 19.6 | 2.1% | 2.3% | 52.2% | 43.4% |
| WASH | 76 | 12.9 | 0% | 2.7% | 59.8% | 37.5% |
| Sexual & Reproductive Rights | 49.1 | 24.7 | 3.4% | 33.0% | 53.8% | 9.9% |
| Self-awareness | 65.1 | 13.8 | 0% | 5.9% | 76.7% | 17.4% |
| **Overall Score** | 68.6 | 11.1 | | | | |

**Table 23.9c: Formal Track Life Skills Results - Categories**

| Categories | Mean | SD | Non-learner 0% | Emergent learner 1%-40% | Established learner 41%-80% | Proficient learner 81%-100% |
|---|---|---|---|---|---|---|
| Knowledge | 49.1 | 13.5 | 0.1% | 22.7% | 74.3% | 2.9% |
| Attitudes | 40.3 | 12.4 | 0.9% | 41.0% | 58.1% | 0.0% |
| Self-awareness | 57 | 12.7 | 0% | 8.6% | 87.7% | 3.7% |
| Self Confidence | 86.0 | 15.9 | 0% | 2% | 34% | 64% |
| Self-Efficacy (of 40)[64] | 28.0 | 3.5 | 0% | 1% | 96% | 3% |
| Self Esteem (of 40) | 23.1 | 10.2 | 5% | 43% | 40% | 12% |
| Caregiver's Assessment | 61.3 | 16.4 | 0.0% | 10.3% | 77.5% | 12.3% |

**Table 23.9d: Non-Formal Track Life Skills Results - Categories**

[64] The Schwarzer Self-Efficacy Scale and Rosenberg Self Esteem scales are typically reported on a scale from 10 to 40. Both scales have 10 questions graded on a four-point scale from Strongly Agree (4 points) to Strongly Disagree (1 point).

| Categories | Mean | SD | Non-learner 0% | Emergent learner 1%-40% | Established learner 41%-80% | Proficient learner 81%-100% |
|---|---|---|---|---|---|---|
| Self-awareness | 65.1 | 13.8 | 0.0% | 5.9% | 76.7% | 17.4% |
| Self Confidence | 86.5 | 16.3 | 0% | 1% | 34% | 64% |
| Self-Efficacy (out of 40)[65] | 28.5 | 9.2 | 8% | 12% | 44% | 36% |
| Self Esteem (out of 40) | 28.6 | 2.6 | 0% | 0% | 97% | 3% |
| Attitudes | 47.3 | 15.9 | 0.7% | 30.5% | 65.9% | 2.9% |
| Knowledge | 67.6 | 15.3 | 0.2% | 4.8% | 68.1% | 26.9% |
| Caregiver's Assessment | 82.4 | 15.8 | 0.0% | 2.3% | 35.8% | 61.9% |

**Table 23.9e: Formal Track Life Skills scores by key characteristic subgroups, barriers and region**

| | Average life skills score |
|---|---|
| **All girls** | **56.0** |
| **Disability subgroups:** | |
| Any Disability | 51.1 |
| Seeing | N/A |
| Walking | N/A |
| Hearing | N/A |
| Self-Care | N/A |
| Communication | N/A |
| Learning, Remembering and Concentrating[66] | N/A |
| Accepting Change, Controlling Behaviour and Making Friends | N/A |
| Mental Health (Anxiety and Depression) | 51.5 |
| **Subgroups** | |
| Mother | 67.4 |
| Married under 15 | N/A |
| Married | N/A |
| Lives with neither parent | 55.8 |

[65] The Schwarzer Self-Efficacy Scale and Rosenberg Self Esteem scales are typically reported on a scale from 10 to 40. Both scales have 10 questions graded on a four-point scale from Strongly Agree (4 points) to Strongly Disagree (1 point). All other rows use a 100-point scale.

[66] The three disability combined categories are calculated as averages of the three categories per the LNGB Template

| | |
|---|---|
| 1+ hours to primary school | 58.3 |
| Impoverished: Unable to meet basic needs without charity | 54.0 |
| Currently employed | 50.8 |
| Employed and under 15 | 50 |
| High Chore Burden (Half a day or more) | 54.2 |
| **Barriers** | |
| Economic (Work or Costs) | 56.2 |
| Travel (Safety or Distance) | 55.2 |
| Disability (School cannot meet needs) | 57.8 |
| Social Norms (Disinterest by Parent/Girl) | 53.4 |
| School (Unsafe/Teacher Mistreats/Refused Entry) | 57.7 |
| Demographic (Age/Pregnant/Parent/Married) | 62.8 |
| **Language (Region)** | |
| Dagaare (Upper West) | 55.4 |
| Kasem (Upper East) | 56.8 |
| Kusaal (Upper East) | 49.9 |
| Likpakpaln (Northern) | 58.3 |
| Source: Analytical Dataset<br>N=705 | |

**Table 23.9f: Non-Formal Track Life skills scores by key characteristic subgroups, barriers and region**

| | Average life skills score |
|---|---|
| **All girls** | **68.6** |
| **Disability subgroups:** | |
| Any Disability | 60.6 |
| Seeing | N/A |
| Walking | N/A |
| Hearing | N/A |
| Self-Care | N/A |
| Communication | N/A |
| Learning, Remembering and Concentrating[67] | N/A |
| Accepting Change, Controlling Behaviour and Making Friends | N/A |

[67] The three disability combined categories are calculated as averages of the three categories per the LNGB Template

| | |
|---|---|
| Mental Health (Anxiety and Depression) | 61 |
| **Subgroups** | |
| Mother | 72.1 |
| Married under 15 | 67.3 |
| Married | 68.7 |
| Lives with neither parent | 69.1 |
| 1+ hours to primary school | N/A |
| Impoverished: Unable to meet basic needs without charity | 59.8 |
| Currently employed | 67.3 |
| Employed and under 15 | N/A |
| High Chore Burden (Half a day or more) | 66.3 |
| **Barriers** | |
| Economic (Work or Costs) | 70.1 |
| Travel (Safety or Distance) | 59.5 |
| Disability (School cannot meet needs) | N/A |
| Social Norms (Disinterest by Parent/Girl) | 62.8 |
| School (Unsafe/Teacher Mistreats/Refused Entry) | 61.5 |
| Demographic (Age/Pregnant/Parent/Married) | 67.8 |
| **Language (Region)** | |
| Akuapim Twi (Eastern) | 76.4 |
| Dagaare (Upper West) | 70.8 |
| Fante (Central) | 76.7 |
| Likpakpaln (Northern) | 61.8 |
| Likpakpaln (Oti) | 59.4 |
| Source: Analytical Dataset<br>N=565 | |

The Life Skills interventions of the STAGE project are appropriate as they have a significant amount of information on all the topics in both the knowledge and attitudes categories.

For both tracks, especially the Formal track, girls scored poorly on the SRH topic. As noted in Section 5.2 on barriers, a notable barrier to girls' continued attendance in school is becoming pregnant. Therefore, it is both good that the STAGE Life Skills course has a module on SRH and it is recommended that this module is introduced as early as feasible in the Life Skills course (the STAGE team may feel that due to its sensitive nature that SRH should not be the first module).

The sub-group "mothers" scored above average in Life Skills in both the Formal (67.4 compared to 56 for the total sample ) and Non-Formal (72.1 compared to 68.6 overall) tracks. This is likely

explained by the difference in age between mothers and non-mothers (mothers are on average 4.8 older, overall evaluation sample) and the fact that Life Skills results are higher for older girls.

Some trends can be noted across tracks in terms of sub-groups scoring below the total average on Like Skills, relating to: characteristics (impoverished and high chore burden; employed under 15 and married under 15, disability); regional (Northern region and Likpakpaln language); and barriers (Social Norms).

Those defining themselves as impoverished (Formal: 54 and Non-formal: 59.8) and with a high chore burden (Formal: 54.2 and Non-Formal: 66.3) scored below average in both tracks. In the Formal track, the sub-group from Upper East region, Kusaal language – who reported the highest incidence of impoverishment by far (76%) - scored lower (49.9) compared to other regions. The data also shows that those under 15 years old who are currently employed (Formal) and married (Non-Formal) scored below average, particularly those currently employed under 15 (50 and 67.3).

Regionally, the Non-Formal sub-group speaking Likpakpaln in Northern and Oti regions reported a mean score of 61.8 and 59.4 respectively, lower than elsewhere. Further, Life Skills scores by region seem to be consistent with Learning Outcomes results whereby the Likpakpaln speakers in Northern and Oti scored poorly compared to others in both literacy and numeracy (particularly in literacy). This is also consistent with CBE Ghana evaluation results (see Section 6.2). It is worth remembering that Northern and Oti have the highest prevalence of girls that are impoverished and affected by a high chore burden.

The findings above highlight that social norms are an important determinant in Life Skills, and hence awareness raising and behavioural change work with caregivers, heads of households and community leaders directed to changing social norms is expected to positively affect the Life Skills of girls. At the same time, poverty and the inability of households and girls to meet their basic needs seem to be an equally important factor impacting negatively on the Life Skills of girls.

**Project Response - Outcome and Intermediate Outcome findings:**

WEI and downstream partners will review the baseline figures in the LNGB Logframe targets and adjust the targets for midline and endline, where necessary to reflect the findings the LNGB Baseline Assessment.

**Project response - Life Skills**

The high levels in certain areas of life skills are partly due to self-reporting mechanism. It is very likely that, once girls have a deeper understanding about what the topics actually entail, that they will report lower levels. WEI intends to introduce/discuss SRH in the 10-14-year olds early enough since a notable barrier to girls' continued attendance in school is early pregnancy.

The program will review the Life Skills Curriculum for younger girls (10-14) to determine how Sexual and Reproductive Health issues can be incorporated in the sessions. Given the sensitive nature of these topics, STAGE will discuss this issue with national and regional stakeholders with specific expertise in SRH.

# 6. Conclusions

**Outcome findings**

**Formal track:**

The mean for the Formal track's **numeracy score** was 30.7, against at mean in the benchmark sample of 39.1. For the simpler/easier questions (number id, missing numbers and addition 1 and subtraction 1) most girls were emergent learners (score 1-40%). For the slightly harder questions (addition 2 and subtraction 2) most girls were non-learners (scoring 0).

The mean for the formal track's **literacy score** was 11.2, against a mean of 22.7 for the benchmark sample. Except for letter sounds (for which most girls were classed as emergent learners), for the literacy categories most girls were in the non-learner category. This was not felt to be a concern in relation to floor effect as for these categories there were some girls scoring higher marks.

These results under the benchmark sample might reflect an adequate targeting of very marginalised girls by the STAGE project.

For the Formal track, it was girls with a disability who scored the lowest in the learning tests (7), particularly those with a mental disability (4.9) which constitute the large majority of the disability sub-group. Those married under-15 and those impoverished also scored low, as did those that identified barriers to school of travel, school issues and/or demographics.

**Regarding regional trends**, girls from the Northern region (Likpakpaln language) score substantially lower on average than the total sample in both literacy and numeracy tests (respectively 2.6, and 14.6). This is consistent with findings for the CBE evaluation.

**Non-Formal track:**

The mean for the Non-Formal track's **numeracy score** was 38.8. For most categories, the majority of girls were classed as either emergent or established learners (scoring 41%-80%). The exceptions were for Missing Words were most girls were classes as emergent learners, and for addition 2 and subtraction 2 where most girls were classed as either non-learners or emergent learners.

The mean for the Non-Formal track's literacy score was 15.9. Except for letter sounds (for which most girls were classed as emergent learners), for the literacy categories most girls were in the non-learner category. This was not felt to be a concern in relation to floor effect as for these categories there were some girls scoring higher marks.

For the Non-Formal track, it was girls with a disability who scored the lowest in the learning tests.

**Sustainability:** In relation to **sustainability**, both the Formal and Non-Formal tracks' overall sustainability scores at baseline were found to be 1 (note – for both tracks approximately half of the sustainability scorecards are not measured at baseline as the indicators relate to activities which are yet to start). For both tracks parental support, local leaders and school leadership all scored level 1 which demonstrates foundational knowledge and support for girls' education/employment. All three groups currently lack taking the next step towards more concrete

and effective actions to support girls' education, though it must be recognised that a key reason for this is the economic barrier rather than a lack of awareness on the importance of girls' education/employment, as the qualitative data evidenced. It was also found that parents were unable to access services within their district for their children with disabilities. It was not clear what the barrier to accessing services is (lack of availability / access).

In relation to the transition outcome, the main findings relate to key characteristics and potential barriers and suitability of the Theory of Change – see following sections.

**Intermediate outcome findings**

**For Intermediate Outcome (IO) 3.1 Life Skills the Formal track** girls scored a mean score of 56/100 in the Index. Girls scored well on the topics of GBV (mean score of 76.5/100) and Money Management (mean score of 65/100) but scored very low on SRH (mean score of 18.8/100).

**For IO3.1 Life Skills the Non-Formal** girls scored a mean score of 68.6/100 in the Index. Girls scored well on most topics with the mean scores all over 75/100 for Money Management, GBV and WASH. Girls scored lower on SRH with a mean score of 48.1/100.

**For IO3.2 on parental perception of girl's Life skills the Formal track** baseline mean score was 61.3/100. Caregivers have high levels of confidence in their girlchild's knowledge on keeping the environment clean, somewhat high confidence in their girlchild's knowledge on money, their self-esteem and confidence, and low confidence in their girlchild's knowledge on personal hygiene and SRH. The qualitative data found that the majority of caregivers reported their girls were confident with high self-esteem. In terms of sub-group characteristics, the most notable differences relate to girls with disability – whereby caregivers of girls with disability have substantially confidence in the girls' knowledge on different Life Skills domains (50.1/100) of the total sample. When looking at girls with a mental health issue, results are even lower (48.4).

**For IO3.2 for the Non-Formal track** the baseline mean score was 82.3/100. It was found that Caregivers have high levels of confidence in all categories of their girlchild's Life Skills. In particular, the qualitative data found that caregivers reported high levels of confidence and self-esteem in their girls at baseline. Similar to the formal track, caregivers of girls with a disability and from impoverished households expressed a lower confidence in the girls' Life Skills compared to the overall average. Caregivers of girls that are mothers and are married express a higher level of confidence than the average.

**For IO4.1 'Percentage of caregivers who feel it is equally viable to invest in a girl's education** as a boy's' the Formal track found this to be 88%. Caregivers of girls that live over more than one hour away from school and of girls that are employed reported a lower level of support for a girl's and boy's education compared to the overall sample

**For IO4.1 for the Non-Formal track** this was 82.8%. However, caregivers of girls that are married, live with neither parents, with a high chore burden and currently employed reported a lower level of support for a girl's and boy's education compared to the overall sample. Interestingly, the opposite was true for girls that are mothers. Regionally, as for the Formal track there is much less support for girls' education in the Northern region, Likpakpaln speakers (51.7%) where a higher prevalence of married girls and girls with high chore burden can be found with respect to the overall average.

This was supported by qualitative findings in which caregivers consistently voiced support for girls 'education. Though given the qualitative findings, it must be carefully considered whether the reasoning given behind the support for girls education is not just embedded in gender norms, which place a dual-burden on the girls to provide both financial *and* reproductive support to their families and the community at large. Results at midline and endline will allow us to track changes and explore further on the reasons behind these initial findings.

**For IO4.2 'Extent that religious and traditional leaders actively mobilise households to support excluded girls into education'** for the Formal track a score of 1 is given (on a scale of 0-4). Traditional leaders do verbally demonstrate high levels of support of girls education. Many stated the importance of education helping girls to get jobs and that this then increases a girl's ability to help the community and be a good mother. However, there are few examples of traditional leaders actively helping girls' education which will require active engagement from the STAGE project and their DIPs to generate these practices in the community.

**For IO4.2 in the Non-Formal** track a score of 1 is given. Traditional leaders do verbally demonstrate high levels of support of girls education, vocational training and employment. There was one case of a traditional leader offering plots of land for girls to use once they had completed their vocational training, however, consistent and high-level active support from traditional leaders was not found in most communities, sometimes for lack of knowledge on how best to do this.

**IO4.3 for the Formal track, the extent that relevant district agencies' (GES, Social Welfare, NFED)** participate in monitoring, supervision and coaching visits of schools (Formal track) a score of 0 is given as whilst there is some actions by district agencies, these are not regular. For IO4.3 for the Non-Formal track, the Extent that relevant district agencies' (GES, Social Welfare, NFED) participate in monitoring, supervision and coaching visits of schools (Non-Formal track) a score of 1 is given because there was found to be some actions and engagement by local authorities with Non-Formal centres, however, this was infrequent, often due to the financial cost of travel.

**Key characteristic subgroups and barriers faced**

The STAGE project's profile and understanding of both Formal and Non-Formal direct beneficiaries and the barriers they face is **matched to a good extent** with the baseline evaluation's findings.

**The STAGE project's profile of Formal track** is girls aged 10-14 from household's with a high level of poverty. Many girls who had not been to school, those with school experience had dropped out, many lacked physical access to school, 10% were mothers and a 3% have a disability. The baseline evaluation matched this profile for age, school experience, poverty and distance to school. The baseline found 91% of the sample to be aged 10-14 years old with an average age of 11.7 years. 63.7% of the Formal track sample had never been to school whilst 24.8% had dropped out, 35.6% were classified as impoverished and 13.6% lived 1+ hours from a primary school. Additionally, 40.8% of the total sample reported being affected by high chore burden. Slightly different from the STAGE project's expectation was that only 1.6% were mothers, although for the Non-Formal sample which contained older girls this was 58.2%, suggesting girls have a high probability of soon becoming mothers. In terms of disability, 2.1% of girls in the Formal Track reported having a disability other than anxiety and depression. Additionally, higher percentages of girls fell in the milder disability category (having 'some' difficulty in performing a task) which were not counted for the purposes of this evaluation as 'having a disability'. This was noted particularly in the Socio-Cognitive difficulty domains in both tracks and to a lesser extent, in physical domains (walking, seeing and hearing).

Eight percent of girls (56 girls) reported being currently employed. The majority of currently employed girls in the Formal reported being self-employed (56.4%) or employed in household's income generating activities (32.7%). By type of activity, the most common activity is subsistence farmers or fishermen. The great majority of jobs are temporary (81.8%) and part-time (80%). In terms of job safety, for a small percentage of girls work is very unsafe (6 cases). For the majority, it is somewhat safe (Formal 69.1%). It is felt that most of the jobs are not paid fairly, which in many cases means no payment at all (72.7%) or payment in kind (20%). The qualitative data helps to nuance this. Given the poverty in these regions, the tight-knit communities and the lack of bye-laws on payments, this lack of (regular) payment is common, with customers or employers often paying for goods or services in credit, in-kind, or sometimes not at all.

**Regional analysis.** Quantitative findings from the evaluation indicate that girls from the Northern region present higher levels of marginalisation than in other regions which may be reflected in poorer learning outcome scores, prevalence of girls who never attended school and – for the Non-Formal track – Life Skill scores.

Girls in Northern reported higher than average prevalence of impoverishment, high chore burden, disability, living more than one hour away from primary school, and girls that are married and married under 15 years old. The area reporting the highest prevalence of impoverishment was Upper East, Kusaal language (76%) and girls in this region scored poorly on literacy (but higher than average in numeracy).

The STAGE project's expectation of the **barriers** to education that the **Formal track** girls face is poverty and travel together with gendered issues of early marriage, pregnancies and high chore burden, whilst those with a disability face issues around both social norms which do not believe education is realistic or worthwhile for those with a disability and issues with accessible schools/travel. The baseline evaluation also found these same barriers with economic costs related to uniform, books and shoes the most common reason. As a girl from Kaasi (Northern Region) succinctly summarised:

"*Poverty is the main problem our parents do not have monies to feed us well not to talk about taking us to school. There is no money to pay school fees, buy books, uniforms, shoes and books.*"

In addition, further disaggregation of the 'demographics' barrier revealed that the almost totality of responses concern a perception of being not mature enough to be in school.

When looking at the disaggregation of issues in the School barrier, the great majority of observations (10.3%) relate to girls feeling that not being able to use the toilet prevents them from going to school whilst the smallest percentage (1.7%) relates to the child being mistreated by the teacher.

**The STAGE project's profile of Non-Formal girls** is girls aged 15-19, with some previous school experience, approximately 20% are mothers, mostly dependent on subsidence agriculture and a high proportion with a disability. The baseline evaluation findings found are similar to the STAGE project expectation with 61.2% of the sample having been to school but had now dropped out (36.6% never been to school) and nearly all not employed and reliant on irregular agricultural subsistence tasks. Slightly different from the STAGE project's expectation was that the girls were towards the high end of the age range with many aged 18, whilst 58.2% were mothers, 27% married and 20.5% impoverished. Over nine percent were found to have a disability of which 5.4% of girls reported a disability other than anxiety and depression. Similar findings to the Formal track were noted when looking at milder levels of disability.

3.77% of girls (21) reported being currently employed, the majority of which being self-employed 76.2%, in temporary (80.9%) and part time (85.7%) jobs. By type of activity, the most common activity is subsistence farmers or fishermen. It is felt that most of the jobs are not paid fairly, mostly through payments in kind (61.9%).

Quantitative findings from the evaluation indicate that girls speaking Likpakpaln language (in Northern and Oti regions) present higher levels of marginalisation than in other regions which may be reflected in poorer learning outcome scores, prevalence of girls who never attended school and Life Skill scores. Likpakpaln speakers in reported substantially higher than average levels of impoverishment, high chore burden, disability and married girls (though less girls that are mothers compared to the other regions).

**The STAGE project's expectation for the barriers to vocational training and fair employment** that the girls from the Non-Formal track face are similar to the Formal track (poverty, distance to training and gender roles and norms which restrict time and opportunity for training and employment) plus the lack of employment opportunities in rural areas. The baseline evaluation also identified these as the main barriers for the non-formal track, which the economic barrier being the most prominent again. An account from a caregiver in Die (Upper West Region) perfectly captures the variety of costs that caregivers are commonly struggling to cover:

> "*The little money I have with me were given to her always to send to [vocational] school for practical's, and other items/ materials needed for her to complete the course. Transportation fare back to school was difficult for me to give to my daughter, and I have to give her food to be feeding on, because the school don't feed them. Most times during the dry season that there is no farming activity, I sacrifice to travel to the southern part for the country to find manual jobs that pays to support my daughter's education/ training. I was relief a bit when she completed from the vocational school and came home."*

Regarding the barrier 'Issues with school' the majority of respondents who reported experiencing this barrier did so in relation to being refused entry into the school, whilst there were no observations on being mistreated by the teacher at school. We learnt in the qualitative data that entry is often refused due to owed school fees.

**Barriers, sub-group characteristics:**

In terms of the **intersection between perceived barriers, sub-group characteristics and region/language**, findings are less clear cut for the Non-Formal track than for the Formal. In the f**ormal**, Northern and/or Upper East (Kusaal speakers) reported higher perceived levels of barriers compared to other regions in all areas which is consistent with the prevalence of some marginalisation characteristics.

For the **Non-Formal** track, the almost totality of those experiencing barriers in the Eastern, Upper West and Central regions reported being affected by the economic barrier. However, these three regions reported substantially lower levels of impoverishment and high chore burden than the Likpakpaln speakers in Northern and Oti (albeit the highest prevalence of mothers).

Further disaggregation of the 'demographics' barrier revealed that the almost totality of responses concern a perception of being too old to be in school for the Non-Formal track, and contrarily, not being mature enough for being in school for the Formal track.

**Theory of Change**

The majority of theory of change is judged appropriate in relation to the baseline evaluation's findings on barriers and plausible pathways to the project's goals. However, some key assumptions that the project will need to monitor to ensure success in transition pathways relate to: high prevalence of the economic barrier among all project participants and how impoverishment seems to negatively affect learning outcomes and Life Skills; how disability seems to affect learning scores and Life Skills; limited monitoring of Formal Track schools by district agencies; and potentially limited decent employment opportunities for the Non-Formal track. The recommendations expand on these conclusions. It is also evident that the STAGE project has considered the findings and recommendations of the CBE Ghana evaluation, and it is clear that both girls and their caregivers are supportive of the intervention generally.

**In the Formal track** the literacy and numeracy training with Life Skills respond to the gaps in the girls learning scores and their low scores in the Life Skills, especially the SRH category. Similarly, the inclusion of SRH is key with the pregnancy a major cause of girl's dropping out of school. It will be important to introduce this topic early in the Life Skills training.

In relation to the economic barrier it is positive that the STAGE ALPS classes are free and that girls are provided with transition packs for the first and second year in formal school (transition packs contain uniforms, bags, stationary and books – all of which were identified by qualitative findings as key barriers). Supporting this is the farming subsidy information dissemination to caregivers and households. In relation to responding to the travel barrier, the STAGE ALPS training will be done in girl's communities, and then bicycle banks established for girls living in more remote communities. Another useful activity is the periodic visits of formal teachers to ALPS to allow the teachers and girls to build a relationship that can facilitate the transition to formal school. However, given the significance of the economic barrier for all project beneficiaries, STAGE must regularly monitor whether these interventions remain sufficient in addressing it.

Other notable barriers were gendered social norms related to **chore burden** meaning that girls had less time to travel to school and attend school. The STAGE programme has content to address this issue through at least two home support visits a month by either facilitators, supervisors, teachers, and/or a member of the community oversight committee. This frequency, continuation and total (approximately 50 or more planned visits to each household during the project) is a good approach given both the time required for social norms to change, and the likely recurring challenges and decision points that households will face throughout the project. However, the STAGE project needs to consult with those responsible for home visits and carefully consider any barriers they may face in fulfilling this obligation. It cannot be assumed that they can afford the journeys, as our qualitative data found. In addition, the content of any community sensitisation must be designed to have maximum impact on those with high chore burdens.

In relation to the **risk of pregnancy**, it is relevant that there are peer education programmes in each community with both girl and boy peer educators identified. Having both girls and boy peer educators should help challenge both social norms and risks related to girls education and early pregnancy. It will be important to ensure the peer education programme for boys involves content of taking responsibility for contraception, avoiding early pregnancies for girls and also taking on chores.

**In the Non-Formal track,** the economic and travel barriers should be overcome by having the ALPS and vocational training free and either located in communities or transport is provided. This will help overcome the economic and travel barriers girls face in this area. As noted in section 5.2 more than half of the girls have children so it will be important to make sessions accessible for

them, and it will also be crucial to consult with girls and their caregivers on the appropriateness of interventions suggested, such as the bicycle banks.

A major barrier identified for girls was the lack of **employment opportunities**. The STAGE programme will use local market research to constantly inform its selection of the jobs girls can train in, and that there will be 5-6 options for the girls to choose from. This increases the likelihood that there will be both a market/demand for the job/skill and there will not be over supply of new skills from the trained girls. It will be important for the STAGE team to regularly monitor the status of the opportunities and be able to both seize opportunities when they come, or adapt to explore alternative opportunities when initial plans no longer hold (for example, potential employers decide not to offer jobs, or change in the market related to one job). Related, it is good to see that after girls complete vocational training the STAGE programme supplies and advises on the use of grant funding for either a start-up or further vocational training. Further, this is strengthened through a three-month follow up monitoring to ensure the grant is used appropriately. This offers an opportunity to give further advice and to collect learning from the Cohort 1 group which could help inform further Non-Formal cohorts.

Lastly, given the norms around irregular, in-kind payments or unpaid work in several communities, the project must also consider how best to address this barrier to ensure girls new employment ventures are sustainable if this norm persists.

**Gender Equality and Social Inclusion**

The main gender issues found by the baseline evaluation related to pregnancy, high chore burden, and, for the Non-Formal track, being a mother and being married. The main Inclusion issues found by the baseline evaluation related to inability to meet basic needs (impoverishment) and disability. Further, higher levels of marginalisation were noted in some regions.

**Gender**

The findings from the Non-Formal track suggest that being a mother and being married are barriers to school attendance. Here, a higher percentage of girls that are married never attended school, compared to the overall sample. When looking at girls that are mothers, a higher percentage dropped out of school compared to the total sample. The demographics barrier (being too old to be in school) is felt by mothers, married and girls living with neither parent more than by other sub-groups (it should be noted that mothers are average 4.8 years older than non-mothers).

STAGE has activities to tackle issues related to pregnancy and high chore burden within its SRH in the Life Skills training, parent support visits, peer education, community awareness raising and working with local leaders.

As part of the Life Skills module on GBV, there is content related to gender attitudes, norms and relations. An option to consider for the STAGE team is the benefit of bringing some of this content into the Life Skills training earlier and/or mainstreaming gender aspects within each Life Skills module to expand girls' knowledge of their roles for women beyond their traditional roles. This recommendation is based on the baseline finding of the high prevalence of the chore burden on many girls. .

It is good that parental support and peer education activities are planned to last throughout the programme in recognition of both the time needed to change social norms and the need for

ongoing support as different risks are encountered during the programme's implementation. Relatedly, the peer education is a likely good approach as it builds future role models in the community which can help contribute to sustainable changes in social norms.

It will be important to ensure gender attitudes and norms and the barriers they create for girls education (high chore burden, pregnancy) are core parts of their awareness raising and behavioural change work with caregivers, heads of households and community leaders. In addition, whilst the assumption that caregivers are supportive of girls' education and employment holds true, there were several instances in the qualitative data where the girl is expected to continue doing the household work whilst earning income for the household. STAGE must ensure the interventions around social norms and reducing chore burdens address the issue of the 'double burden', as supporting girls into employment will not be transformative whilst there remains a disparity in household responsibilities. Altering wording around 'crafts' and 'chores' to 'technical work' and 'unpaid work' could be beneficial in changing the narrative around the perceived value of 'women's work'.

Local leaders were found to understand and be supportive of girls education, however, they lacked clear understanding of ways to promote this in the community. In the STAGE project's work with this group it will be important to identify practical supportive actions for local leaders to take and monitor the results of this support.

It will be important that behavioural change activities are developed and refined in response to continual feedback from girls, caregivers, boys and other community actors. This is so that the content remains valid and responds to the girls and community members changing needs and experiences.

**Social Inclusion**

Based on the quantitative findings, other sub-group characteristics such as disability and poverty seem to negatively affect the learning outcomes and Life Skills more than being a mother or married. In fact, learning outcomes (literacy and numeracy) of married girls and mothers are about in line with the overall average for the Non-Formal track, and much higher for mothers in the Formal track (statistically significant). Whilst learning scores are lower for girls with disability in both tracks and for impoverished girls in the Non-Formal track. For the Formal track, impoverished girls scored lower than average in literacy.

The same is noted on **Life Skills**. Mothers and married girls score higher or in line with the overall average on Life Skills in both tracks, though it is noted that this is likely related to age (Life Skills results are higher for older girls). Instead, it is noted that in both tracks girls with disability score poorly, with the majority of those with a disability classified as having anxiety and depression. Further, those from impoverished backgrounds and with a high chore burden score lower than average.

Regarding **disability**, it is relevant that the STAGE Life Skills training involves numerous activities related to self-esteem. These include building girls' assertive skills, public speaking confidence and relationship building. Similarly, it is good that this is complemented by peer educators to utilise the guidance from girls the same or similar age to the project girls. However, a risk remains in terms of how STAGE is seeking to address this challenge in terms of learning outcomes (see below under Risks). However, as several community members reported being unsure what work they could offer to them, it is important to also provide more sensitisation on opportunities available for girls with disabilities so the community can best support these girls.

In terms of regions, it is noted that the Northern region and Likpakpaln language speakers (in Northern and Oti) present higher levels of marginalisation in various domains and overall score more poorly than other regions in learning outcomes and most Life Skills domains. In Life Skills, other regions score more poorly on SRH and STDs. Hence, the project should put particular effort in considering the marginalisation characteristics and relative difficulties of each region in order to design and deliver targeted interventions.

Overall, the findings above highlight that social norms are an important determinant in Life Skills, and work directed to changing social norms is expected to positively affect the Life Skills of girls. However, poverty and the inability of households and girls to meet their basic needs are an equally important factor negatively affecting the Life Skills of girls.

**Risks**

**Disability:** The major disability experienced by girls was found to be anxiety or depression. This sub-group also scored poorly on the learning tests. It is not clear how the project seeks to address this challenge and support these girls and their caregivers.

In both tracks there were low levels of girls identified with other disabilities, though these increase when milder forms of disability are considered . It is not clear if this is a result of girls with a disability not being included but it would be good for the STAGE team to review if the recruitment process for girls was inclusive of girls with disability.

**Safeguarding:** The quantitative data identified only 1.7% of girls in the Formal track that dropped out of their previous school because of mistreatment by a teacher. The STAGE project seeks to return girls to schools, therefore, there is a risk that by returning girls to schools they will come into contact with the same teachers that mistreated them. It is important to note, that the survey asked girls about their previous years school experience so that, it is very likely that that small percentage of teachers are not in the same post and girls will not be receiving classes from them in the future. The evaluation at midline will enquire this aspect thoroughly and we suggest that STAGE projects will closely monitor this issue with the totality of girls who are part of the intervention.

Lastly, whilst the baseline data collection did not identify any girls in modern slavery, it was noted that the STAGE project community mapping data did identify some girls in modern slavery. The project will need to provide specific support to these specific group of girls initially identified in their community mapping and enrolment exercise.

**Sustainability:** It is good that activities are focused at multiple levels of girl, caregiver, school, community and government levels, and that activities are focused on barriers and also are ongoing throughout the project (home visits, peer education) and involve some permanent transfer of resources to girls (income generation/vocational training grant, uniforms and books) and communities (bicycles). The multi-level and ongoing nature of activities suggest sustainability of outcomes is achievable.

As mentioned above, the findings highlight that social norms are an important determinant in Life Skills, and STAGE work directed to changing social norms is expected to positively affect the Life Skills of girls. However, poverty and the inability of households and girls to meet their basic needs could affecting negatively on the Life Skills of girls. Further, the data has also showed how being impoverished influences negatively on learning outcomes. Whilst some of the economic barriers are being addressed by STAGE through a range of means (as mentioned above), it will be

important for the evaluation to analyse at midline and endline if the economic barriers are being addressed in a sufficient way that the other non-economical interventions can support girls progressing on learning and life skills; or else, whether economic constraints are blocking the girls' progress in these areas.

# 7. Recommendations

The baseline findings suggest that there are notable economic and social barriers for girls to transition to formal education or decent employment. It is noted that the STAGE project appears well designed to tackle the barriers to transition. To complement this design, it is recommended that the STAGE team ensure it regularly collects feedback from girls, caregivers, teachers, master craftsmen and other stakeholders on how effective the project activities are and the likelihood of transition. This feedback will help the STAGE team to check that the design remains relevant throughout the implementation period.

**Design and Implementation**

As stated in the above two sections (Key characteristic subgroups and barriers faced and Theory of Change), the baseline evaluation findings suggest that the project is well designed. There are some recommendations that the STAGE team might consider including/strengthening to further improve the project's relevance:

| Area | Recommendation |
|---|---|
| Life Skills | • The project should put particular effort in considering the marginalisation characteristics and relative difficulties of each region in order to design and deliver targeted interventions for example in Life Skills. |
| Transition | • Ensure there are appropriate options available for girls with disabilities and sensitise the employers on what is possible.<br>• Monitor and be ready to be adaptive to the challenge of helping girls find employment opportunities.<br>• Given the significance of the economic barrier for all project beneficiaries, STAGE should regularly monitor whether these interventions remain sufficient in addressing it.<br>• Ensure sensitisation for community leaders includes guidance on practical steps they can take to enable girls' education and decent employment. |
| Gender | • Whilst sensitisation at community, ALP and household levels is an important first step to relieving girls of their high chore burden, the STAGE project should carefully consider how the content of the awareness raising can be designed to have maximum impact on those with high chore burdens. The inclusion of boys and husbands in this intervention will be of paramount importance.<br>• Consider specifically targeting married girls and their caregivers and/or dependents on the Non-Formal track in the work around changing social norms, given they feel the barrier most.<br>• Consider including content on gender roles and job choices within the awareness activities for parents, boys and community members in the Non-Formal communities. |

| | |
|---|---|
| | • Consult with Non-Formal participants and identify timings when they can attend trainings given many are mothers and/or have high chore burden.<br>• Consider altering wording around ‘crafts’ and ‘chores’ to ‘technical work’ and ‘unpaid work’ |
| Disability | • Include effective support to girls who have anxiety and depression, together with guidance for caregivers on how to support girls with this challenge.<br>• Develop approach to targeting girls with disability in the ALPs given lower learning outcomes for these girls. Consider how to sensitise employers and the wider community on the roles and opportunities available for girls with disabilities (including both physical and learning difficulties).<br>• Monitor closely progress of these specific groups of girls as these characteristics could affect their future performance. |
| Safeguarding | • Monitor closely any safeguarding issues that may arise due to girls going back to school given their experiences of mistreatment by their previous teachers, not only for the small sample of girls who reported this, but for the overall intervention.<br>• Consider further review and analysis of the data on ‘modern slavery’ to distinguish ‘child labour’ and those in the ‘worst forms of child labour’, as these will need differing degrees of support and safeguarding. Definitions must be carefully formed to ensure the line of questioning is capturing the correct girls,<br>• Consider how girls who report being in child labour or modern slavery will be safeguarded throughout the project intervention.<br>• Ensure the issue of girls’ high prevalence of chore burden is included and sufficiently addressed in behavioural change for parents, boys and community members.<br>• Ensure the topic of SRH is covered early in the Life Skills training, and that peer educators, especially boys, have training on the risks of early pregnancy and how and why to avoid it. |
| Sustainability | • Given the prevalence of the economic barrier and potential challenges noted in terms of transition to employment, the project should monitor whether the fund given to girls to assist with their transition is sufficient enough to ensure sustainability of the intervention.<br>• Consider how the limited involvement of relevant district agencies in monitoring responsibilities could affect the Formal track intervention. |
| General Delivery | • Consider consulting with those responsible for home visits and ensure they do not face any barriers fulfilling their obligations for this. |

**Project Monitoring, Evaluation & Learning**

| Area | Recommendation |
|---|---|
| M&E | The baseline findings suggest that there are notable economic and social barriers for girls to transition to formal education or decent employment. It is noted that the STAGE project appears well designed to tackle the barriers to transition. To complement this design, it is recommended that the STAGE team ensure it regularly collects feedback from girls, caregivers, teachers, master craftsmen and other stakeholders on how effective the project activities are and the likelihood of transition. This feedback will help the STAGE team to check that the design remains relevant throughout the implementation period. The project should consider:<br>• Implementing an M&E system that allows for regular tracking of attendance rates<br>• Developing clear definitions of what 'decent employment' entails, given for example the challenges in determining what is 'fairness of payment' in the context where STAGE takes place.<br>• Identifying and monitor employment opportunities categorising them according to the different attributes of 'decent employment'<br>• Consulting with girls (if not already) on the appropriateness of bicycle banks for them, conserving issues of safety and whether the girls can/want to ride a bicycle. |
| Learning | The baseline findings suggest some notable opportunities for the STAGE team to learn about effective transitions. The EE recommends learning opportunities could be especially valuable on:<br>• How to support girls to gain decent employment, including how to address the barrier of irregular payments in the community<br>• How to change social norms on high chore burden for girls to mitigate the 'double burden' risk<br>• How to change social norms and behaviours on early pregnancy |

**Evaluation**

| Area | Recommendation |
|---|---|
| Evaluation questions | All of evaluation questions are judged to be relevant with no need for additional questions to be added. The questions cover the key areas of the extent of the changes in key outcomes (learning/transition), how these outcomes have occurred, what worked, how sustainable the changes will be and the value for money of the activities. |
| Evaluation framework | One indicator could be added to the sustainability scorecard in the Learning Space section for both tracks. This indicator would assess the extent that parents who report their child has a disability do not report that a barrier for attending school is related to the child's disability. Measuring this would indicate the extent that school is inclusive for girls with a disability. |

| | |
|---|---|
| Measurement tools | Measurement for IO4.2 “Extent that religious and traditional leaders actively mobilise households to support excluded girls into education” includes a question(s) in both the girls and caregiver surveys (both tracks). This will enable this indicator to be reported on using quantitative data from a larger sample. The survey question would seek to understand the views of girls and caregiver in relation to the support of local leaders for girls’ education. The question will be piloted before use. |

# 8. Annexes

## 8.1 Annex 1: Baseline evaluation submission process

Please submit all baseline reports and accompanying Annexes to your respective evaluation officer. Please note, some Annexes can be sent for FM review separately and before the baseline report analysis is completed. We advise projects and EEs to follow the sequence outlined below to speed up the review process and avoid unnecessary back and forth. Where possible, we also advise that projects and EEs do not begin their baseline report analysis until Annex 8 is signed off by the FM.

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

- Annex 3: Cohort approach evaluation
- Annex 4: Beneficiaries table (sample data)
- Annex 5: Beneficiaries table (Project mapping data)
- Annex 6: MEL framework
- Annex 7: External evaluator's inception report (where applicable)
- Annex 8: Data collection tools used for baseline
- Annex 9: Datasets, codebooks, and programmes
- Annex 10: Learning test pilot and calibration
- Annex 11: Sampling framework
- Annex 12: Disability breakdown by severity: Formal and Non-Formal Tracks
- Annex 13: Employment Breakdown: Formal and Non-Formal Tracks
- Annex 16: Useful Resources

**Annexes to finalise after Annex 9 'Datasets, codebooks and programmes' is signed off by the FM:**

- Annex 2: Logframe
- Annex 14: External evaluator declaration
- Annex 15: Project management response

## 8.2 Annex 2: Logframe

Version to be provided after Annex 9 ‘Datasets, codebooks and programmes’ is signed off by the FM (as per above instructions).

## 8.3 Annex 3: Cohort approach evaluation

- The third and final Non-Formal Cohort will be evaluated internally by the STAGE team, not the external evaluator.
- STAGE will assess learning scores using the ASER test.
- STAGE will also collect data against outputs, including Output Indicator 3.1: # of STAGE Girls who complete Accelerated Learning Programme Instruction, Output Indicator 3.2: % of STAGE Girls who report satisfaction with Vocational Training with Master Craftsmen (non-formal track), and Output Indicator 4.3: # of Income Generating Activities successfully started.
- It will not be possible to assess the transition of cohort 3 to decent income because the programme activities end at the same time as the end of cohort 3 (note, the External Evaluator is conducting a tracer evaluation of cohort 2 at the end of the programme).

## 8.4 Annex 4: Beneficiaries table (sample data)

**Table 24: Characteristic subgroups and barriers of sample for portfolio level aggregation and analysis**

| Characteristic/Barrier | Proportion of FORMAL baseline sample (%) | Proportion of NON-Formal baseline sample (%) |
|---|---|---|
| Single orphans | 6.8% | 27.8% |
| Double orphans | 0.9% | 12.9% |
| Living without both parents | 3.4% | 26.2% |
| Living in female headed household | 16.3% | 31.5% |
| Married | 0.9% | 27.0% |
| Mother under 18 | 1.6% | 10.6% |
| Mother under 16 | 1.6% | 1.4% |
| Difficult to afford for girl to go to school | 94.7% | 93.9% |
| Household does not own land for themselves | 18.4% | 46.4% |
| Material of the roof (material to be defined by evaluator) | 33.8% | 2.5% |
| Household unable to meet basic needs | 35.6% | 20.5% |
| Gone to sleep hungry for many days in past year | 18.4% | 9.4% |
| Language of Instruction (LoI) different from mother tongue | N/A | N/A |
| Girl does not speak LoI | N/A | N/A |
| Head of Household (HoH) has no education | 79.7% | 63.7% |
| Primary caregiver has no education | 84.7% | 58.1% |
| Didn't get support to stay in education and do well (%) | N/A | N/A |

| | | |
|---|---|---|
| *Sufficient time to study:* High chore burden (evaluator to specify threshold, %) | 40.8% | 59.2% |
| Source:<br>N = | 705 | 565 |

## 8.5 Annex 5: Beneficiaries table (Project mapping data)

### Methodology used by WEI for calculating the number of beneficiaries

The number of direct beneficiaries is a count of the total number of girls recruited for both Formal and Non-Formal Cohort 1 (the numbers for Non-Formal Cohort 2 and 3 are not yet known until community mapping is conducted in these locations). This number is arrived at based on the number of girls that meet the project recruitment characteristics, with no more than 25 girls per community. The community mapping for the Non-Formal track was conducted using paper survey forms that were then entered into Excel. The community mapping for the Formal track was conducted using the digital survey software ODK, with data then transferred to Excel.

The characteristics of girls was recorded during household visits as part of community mapping. This information was verified again at the start of project activities to ensure that only girls meeting the desired criteria participated in the project.

The method to calculate the number of indirect beneficiaries is given in Tabl2 29. Some of these calculations (for example, boys) is calculated based on planned beneficiary numbers per community multiplied by number of communities (or schools). Some is based upon available data for number of community members with access to radio in project communities.

The project has developed a management information system to track beneficiaries and manage monitoring data.

**Table 25: Direct beneficiaries by age**

| Age (adapt as required) | Proportion of Formal cohort 1 direct beneficiaries (%) | Proportion of Non-Formal cohort 1 direct beneficiaries (%) | Data source – Project monitoring data, data from sample used in external evaluation or assumption? |
|---|---|---|---|
| Aged <10 | 0 | | Formal Track mapping data |
| Aged 10 | 20.8% (1669) | | |
| Aged 11 | 26.0% (2089) | | |
| Aged 12 | 20.1% (1613) | | |
| Aged 13 | 21.9% (1760) | | |
| Aged 14 | 11.1% (894) | | |
| Aged 15 | | 13.3% (364) | Non-formal Track Community Mapping and Animation Report |
| Aged 16 | | 10.0% (274) | |
| Aged 17 | | 11.8% (322) | |
| Aged 18 | | 24.0% (657) | |

| | | | |
|---|---|---|---|
| Aged 19 | | 34.4% (941) | |
| Aged 20 + | | 0% | |
| Unknown | | 6.4% (175) | |
| N= | **8025** | **2733** | |

**Table 26: Target groups - by out of school status**

| Status | Proportion of Formal Track direct beneficiaries (%) | Proportion of Non-Formal Track Cohort 1 direct beneficiaries (%) | Data source |
|---|---|---|---|
| Never been to formal school | 34.9% (2803) | 26.9% (735) | **Formal and Non-formal Track Community Mapping and Animation Report** |
| Been to formal school, but dropped out | 63.3% (5076) | 72.6% (1984) | |
| Could not answer directly | 1.8% (146) | 0.5% (14) | |
| N | **8025** | **2733** | |

**Table 27: Direct beneficiaries by drop out grade**

Table 27 deleted as complete data each cohort not collected in community mapping or baseline. As complete data not collected it is not possible to calculate the proportion of each cohort that dropped out at each grade.

Data that was collected showed that of the 5076 FT that went to school, 4790 dropped out *before* P4 (94%). It was not possible to calculate which grade they dropped out.

**Table 28a Other selection criteria**

| Selection criteria | Proportion of direct beneficiaries Formal and Non-Formal Track (%) | Data source – Project monitoring data, data from sample used in external evaluation or assumption? |
|---|---|---|
| Pregnant girls and Teenage mothers | 1,573 (14.6%) | FT and NFT Community Animation & Mapping Report |
| Girls living in extreme poverty | 3,897 (36.1%) | FT and NFT Community Animation & Mapping Report |
| Child brides | 106 (0.9%) | FT and NFT Community Animation & Mapping Report |

| | | |
|---|---|---|
| Girls with any form of disability: Girls with difficulties seeing, hearing, walking, communication, and intellectual and emotional/behavioural disabilities | 343 (3.1%) | FT and NFT Community Animation & Mapping Report |
| Fostered girls/Girls survivors of early marriage | 1,229 (11.3%) | FT and NFT Community Animation & Mapping Report |
| Girls who have never attended school | 3,538 (32.8%) | FT and NFT Community Animation & Mapping Report |
| Girls who dropped out before class 4 (for formal track only) | 4790 (44.3%) | FT and NFT Community Animation & Mapping Report |
| Girls living in remote locations with no physical access to schooling. | 1677 (15.5%) | FT and NFT Community Animation & Mapping Report |
| Girls who are survivor of gender-based violence | 438 (4.1%) | FT and NFT Community Animation & Mapping Report |
| Elopement | 193 (1.8%) | FT and NFT Community Animation & Mapping Report |
| Girls who are in modern forms of slavery - bonded labour (with particular emphasis on child labourers) | 222 (2.1%) | FT and NFT Community Animation & Mapping Report |
| N = | | |

**Table 28b Formal Track Marginalisation Subgroups**

| Marginalisation Category | # Girls | % Girls |
|---|---|---|
| Dropped out before class 4 | 4790 | 59.7% |
| Never attended school | 2803 | 34.9% |
| Girls living in extreme poverty | 2548 | 31.8% |
| Girls living in remote location | 1196 | 14.9% |
| Fostered girls | 1115 | 13.9% |
| Girls who are survivors of gender-based violence | 431 | 5.4% |
| Teenage mothers | 367 | 4.6% |

| | | |
|---|---|---|
| Girls with disability | 263 | 3.3% |
| Girls involved in slavery or bonded labour | 211 | 2.6% |
| Eloped girls | 85 | 1.1% |
| Child brides | 71 | 0.9% |
| Pregnant girls | 53 | 0.7% |
| **Total beneficiaries (note, beneficiaries can be present in more than one sub-group)** | 8025 | |

**Table 28c Non-formal Track Cohort 1 Marginalisation Subgroups**

| Marginalization Subgroups | # Girls | % Girls |
|---|---|---|
| Teenage mothers or pregnant girls | 1,153 | 42.2% |
| Child brides/Girls survivors of early marriage | 35 | 1.3% |
| Fostered girls living away from their biological parent's homes often with relatives or non-relatives | 114 | 4.2% |
| Girls living in extreme poverty | 1,349 | 49.4% |
| Girls living in remote locations with no physical access to schooling. | 481 | 17.6% |
| Girls with disabilities: Girls with difficulties seeing, hearing, walking, communication, and intellectual and emotional/behavioural disabilities. | 80 | 2.9% |
| Girls who are in modern forms of slavery - bonded labour (with particular emphasis on child labourers) | 11 | 0.4% |
| Girls who are survivors of gender violence | 7 | 0.3% |
| Other (Elopement, etc) | 108 | 4.0% |
| **Total beneficiaries (note, beneficiaries can be present in more than one sub-group)** | **2733** | |

**Table 29: Other beneficiaries**

| Beneficiary type | Total project number for cohort 1 | Total number by the end of the project. | Comments | Data source – Project monitoring data, data from sample used in external evaluation or assumption? |
|---|---|---|---|---|
| **Learning beneficiaries (boys)** – as above, but specifically counting boys who will get the same exposure and therefore be expected to also achieve learning gains, if applicable. | 0 | 0 | N/A | N/A |
| **Broader student beneficiaries (boys)** – boys who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes. | 1,179 | 1,845 (999 NF communities + 846 formal communities) | 3 boys trained as peer educators across 111 NFT cohort 1 and 282 FT cohort 1 communities. Additional 3 boys trained as peer educators in 111 NFT cohort 2 and 111 NFT cohort 3 communities – aiming for 1,845 boys at the end of the project. | Project monitoring data |
| **Broader student beneficiaries (girls)** – girls who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes. | 5,880 (15 girls per 392 communities) | 9,210 (15 girls per 614 communities | 5 girls reached per community during peer education and at least an estimated 10 girls reached through the wider community campaigns on BCC, animation and community education sessions. | Project monitoring data |

| | | | | |
|---|---|---|---|---|
| **Teacher / tutors beneficiaries** – number of teachers/tutors who benefit from training or related interventions. If possible /applicable, please disaggregate by gender and type of training, with the comments box used to describe the type of training provided. | 600 teachers/ tutors | 600 teachers/tutors | Teachers/tutors who would undergo training for the formal track cohort who would engage beneficiaries who would transition into formal school | |
| **Broader community beneficiaries (adults)** – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc. | 78,600 | 78,600 | Community members living in STAGE communities who listen to radio and attend community animation sessions. | Total by end of project - by estimation |

External Evaluator comment on Project monitoring data:

- The survey form used to collect girls' data as part of the community mapping is detailed and contains the key girl characteristic and household characteristic information needed to identify beneficiaries.
- The introduction of digital data collection tools for the Formal track mapping is a good step as it reduces the time required and potential errors in data entry.
- The verification step is sensible as this process double checks the numbers of beneficiaries and their characteristics.
- When comparing the samples' data with the monitoring data some notable differences were identified. These will be discussed with WEI, followed by any needed adjustments to monitoring or Midline/Endline data collection activities. Notable differences:
    - The Non-Formal track sample (Table 9) has 0.2% as aged 19, but the monitoring data (Table 25) has 34.4%. Similarly, the Non-Formal track has 62.8% aged 18, whilst the project monitoring data has 24%.
    - The Formal track sample (Table 20a) has 63.7% of girls never having attended school, but the monitoring data (Table 26) has 34.9%. Similarly, the Formal track has 24.8% who had attended but dropped out, the project monitoring data has 63.3% for this category.

## 8.6 Annex 6: MEL framework

See separate document name: STAGE MEL Framework October 30, 2019

## 8.7 Annex 7: External evaluator's inception report (where applicable)

This is within the MEL Framework submitted as part of Annex 6.

## 8.8 Annex 8: Data collection tools used for baseline

File names (shared separately):

- Learning Tests:
  - 7. EGRA English FINAL BASELINE 2020 (local language versions available if required)
  - EGMA Likpakpaln_ BASELINE_FINAL 2019 Rev. 14.01.20 (other local language versions available if required)
  - 1. EGMA Baseline Stimulus Sheets_2019 12.23.19
- Household Survey Tests:
  - LNGB HH survey STAGE Ghana Formal Track baseline v4 Baseline
  - LNGB HH survey STAGE Ghana Non-Formal Track baseline v4 201219
- Life Skills Test (asked as part of household survey to girls)
  - Life Skills Index Composition Draft Baseline V6
- Qualitative Formal Track
  - STAGE Qual Girls Formal Track KII Baseline
  - STAGE Qual Girls Formal Track FGD Baseline
  - STAGE Qual Caregiver Formal Track KII Baseline
  - STAGE Qual Boys Formal Track KII Baseline
  - STAGE Qual School HEAD Teachers Formal Track KII Baseline
  - STAGE Qual School Teachers Formal Track KII Baseline
  - STAGE Qual Local Leaders Formal Track KII Baseline
  - STAGE Qual Local Authority Formal Track KII Baseline
- Qualitative Non-Formal Track:
  - STAGE Qual Girls Non-Formal Track KII Baseline
  - STAGE Qual Girls NON-Formal Track FGD Baseline
  - STAGE Qual Caregiver Non-Formal Track KII Baseline
  - STAGE Qual Boys NON-Formal Track KII Baseline
  - STAGE Qual Local Leaders NON-Formal Track KII Baseline
  - STAGE Qual Local Authority NON-Formal Track KII Baseline

## 8.9 Annex 9: Datasets, codebooks and programmes

Submitted via FM portal.

## 8.10 Annex 10: Learning test pilot and calibration

# Ghana/STAGE Learning Assessment Pre-Test Results

### Early Grade Reading Assessment (EGRA)
### Early Grade Mathematics Assessment (EGMA)

Date: 16 January 2020

## Introduction

This document describes the results for the Ghana/STAGE pre-testing. The report includes eight sections that include: (1) Objectives of the assessment, (2) Description of fieldwork and sampling;

(3) pre-test development and adaptation; (4) comparability assessment to assess the significance of differences in mean scores and reliability testing; (5) Results of the EGRA/EGMA pre-test by subtask, age group and difficulty; (6) EGRA/EGMA conclusions, which correspond to the objectives; (7) challenges and limitations with protocol administration; and, (8) Description of final revisions to the EGRA/EGMA tools.

### Objectives

The pre-test of the Ghana/STAGE Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) aimed to achieve the following objectives:

1. To determine which version of the EGRA (easy or difficult) is most appropriate for the target population (10-19 years old) and ability levels
2. To determine the comparability of the three versions of the subtasks (baseline, midline, endline)
3. To determine which subtasks were most appropriate for showing learning growth from baseline to endline (minimising floor and ceiling effects)
4. To identify any issues with administration protocol and test items

## Description of Fieldwork and Sampling

The pre-test took place between November 19th and 22nd, 2019. The Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA) were administered in six local languages targeted by the STAGE project: Akuapim Twi, Fante, Dagaare, Kusaal, Kasem and Likpakpaln. The locations, communities and sample size per language are illustrated below.

| Language | Sample Size | Location | | | Interviewed Dates |
|---|---|---|---|---|---|
| | | Region | Administrative District | Community | |
| Fante | 30 | Central | KEEA | Jukwa | 19th Nov '19 |
| | | | | Abodo & Sefwi | 20th Nov '19 |
| Akwapim | 30 | Eastern | Akwapim North | Okrakwadwo | 21st -22nd Nov '19 |
| Likpakpaln | 15 | Northern | Saboba | Biloliib | 19th Nov '19 |
| | | | | Kunkunzoli | 20th Nov '19 |
| | | | | Kunbong | 21st Nov '19 |
| | | | | Sanbang | 22nd Nov '19 |
| Kusal | 25 | Upper East | Kasena –Nankana West | Kajelo-Nabueo | 20th -21st Nov '19 |
| | | | | Nani | 22nd Nov '19 |
| Kasem | 35 | Upper East | Bawku West | Lamboya | 21st -22nd Nov '19 |
| Dagaare | 30 | Upper West | Jirapa Municipal | Sigri | 19th -20th Nov '19 |
| | | | | Bombaa | 21st -22nd Nov '19 |
| **Total** | **165** | | | | |

Through convenience sampling, we targeted 30 girls per language group. We assessed a total of 165 girls between the ages of 10 to 19. The assessment took place in primary schools or vocational training centers to facilitate logistics and Safeguarding. Girls 14 and below were in primary schools and those 15 and above were in vocational training sites. All girls were out of school girls who would not be participating in the STAGE project. Thus, the sample was comparable to the target population and to the formal and non-formal tracks of the STAGE project.

## EGRA Test

The EGRA test consisted of six subtasks: Letter Sound, Familiar Word, Oral Reading Fluency, Reading Comprehension, Listening Comprehension and Dictation. Multiple versions of each subtask were tested for baseline, midline and endline. Considering the broad age range of the target population (10-19) and varying educational experiences, an easy and difficult version of the test was developed for four subtasks: Oral Reading Fluency (ORF), Reading Comprehension, Listening Comprehension, and Dictation. The objective was to determine which version was most appropriate for the majority of the target population. There were slight differences in the Reading and Listening Comprehension stories with the difficult version having more complex plots, more inferential questions and more words than the easier version. The Dictation difficult subtask had more words and more difficult vocabulary than the easier version. All versions of each subtask were developed for P3 learners.

**EGRA Subtasks and Versions Developed**

| EGRA Subtasks | Versions | Baseline | Midline | Endline |
|---|---|---|---|---|
| Letter Sound | One version | X | X | X |
| Familiar Word | One version | X | X | X |
| Oral Reading Fluency | Easy version | X | X | X |
| | Difficult version | X | X | X |
| Reading Comprehension | Easy version | X | X | X |
| | Difficult version | X | X | X |
| Listening Comprehension | Easy version | X | X | X |
| | Difficult version | X | X | X |
| Dictation | Easy version | X | X | X |
| | Difficult version | X | X | X |

## EGMA Test

Only one difficulty level of the EGMA test was developed consisting of eight subtasks (see table below). For each subtask, equivalent baseline, midline and endline versions were developed and piloted. Rather than creating a separate version of the tool to capture varying abilities within the target group (as was done with the EGRA), instead we added more difficult items (e.g., 4-digit numbers) to each subtask. The exception was the Word Problems subtask, which was originally thought to be the appropriate level.

**EGMA Subtasks and Versions Developed**

| EGMA Subtasks | Baseline | Midline | Endline |
|---|---|---|---|
| Number Identification | X | X | X |
| Quantity Discrimination | X | X | X |
| Missing Number | X | X | X |
| Addition Level 1 | X | X | X |
| Addition Level 2 | X | X | X |
| Subtraction Level 1 | X | X | X |
| Subtraction Level 2 | X | X | X |
| Word Problems | X | X | X |

During the assessment, each girl was assigned two EGRA subtasks and two EGMA subtasks. For each subtask, they took three versions (baseline, midline and endline). For example, for the EGRA pilot, girls were assessed three times in either (1) the Letter Sound (LS) and Familiar Word (FW) subtasks; (2) the Oral Reading Fluency (ORF) and Reading Comprehension (RC) subtasks; or, (3) the Listening Comprehension (LC) and Dictation subtasks. For EGMA, we divided the eight subtasks into pairs of two and also administered baseline, midline and endline versions of those two subtasks.

## Scoring

The timed subtasks are scored according to the number of items correct per minute. The untimed subtasks are scored as a percentage of the total number of items. The EGRA/EGMA pre-test results show the mean scores for each subtask (e.g., number of letters correct, number of words correct, percentage of questions answered correctly), as well as the number of test-takers (N) disaggregated by age group per the request of the Fund Manager. However, due to irregularities in reporting the time remaining, we were unable to reliably calculate items per minute, and will therefore base our reporting on the raw scores (total number of items correct). Further complicating the analysis is the fact that while the ORF and Listening Comprehension passages used were translated from the same original versions, the total number of words in each passage vary by language. Training will be strengthened during the baseline to ensure accurate understanding and recording of time remaining prior to data collection.

**Timed Subtasks**

| EGRA | EGMA |
|---|---|
| Letter Sound Identification | Number Identification |
| Familiar Word | Addition Level 1 |
| Oral Reading Fluency | Subtraction Level 1 |

**Untimed Subtasks**

| EGRA | EGMA |
|---|---|
| Listening Comprehension | Quantity Discrimination |
| Reading Comprehension | Missing Number |
| Dictation | Addition Level 2 |
| | Subtraction Level 2 |
| | Word Problems |

## Comparability Across Assessments

To determine whether there are significant differences between the versions of each subtask,

mean scores (in percent or correct items per minute) were calculated for each of the three versions of the subtask. Student's T tests for equality were calculated independently, comparing the baseline to midline (B&M), baseline and endline (B&E), and midline and endline (M&E) scores. Although there is some variation in the mean scores, there is only one statistically significant difference among all subtask comparisons: students scored significantly lower on the baseline version of the listening comprehension assessment than the midline version. Though not to a statistically significant degree, this is true on several subtasks. This is likely due to a re-testing effect: students would take the baseline version of the subtask, then the midline, then endline. As

such, they likely became more comfortable with the structure of the subtask upon repetition. This is demonstrated best by the lower score on the letter sounds subtask, where students scored lowest on the baseline versions, despite the fact that the only difference is that the same characters are in slightly different randomized orders. Given the similar scores across the three versions of the subtasks, we do not think it would be necessary or helpful to change the instruments from its current design. The differences observed are small and due to random variation so equating the main sample is not necessary and could potentially introduce new bias into the data.

| **Tests for Equality between Assessments** | | | | **P-Values** | | |
|---|---|---|---|---|---|---|
| **EGRA Subtask** | **Baseline Mean** | **Midline Mean** | **Endline Mean** | **Base & Mid** | **Base & End** | **Mid & End** |
| Letter Sounds | 22.0 | 28.5 | 29.8 | 0.540 | 0.403 | 1.000 |
| Familiar Words | 13.4 | 15.0 | 14.8 | 0.996 | 0.974 | 1.000 |
| List. Comp. Easy | 81% | 80% | 80% | 1.000 | 1.000 | 1.000 |
| List. Comp. Hard | 76% | 84% | 82% | **0.031*** | 0.796 | 1.000 |
| ORF Easy | 12.0 | 9.8 | 12.6 | 1.000 | 1.000 | 0.941 |
| ORF Hard | 12.2 | 15.0 | 16.9 | 0.587 | 0.768 | 1.000 |
| Dictation Easy | 29% | 33% | 30% | 0.754 | 1.000 | 0.855 |
| Dictation Hard | 25% | 28% | 27% | 0.935 | 1.000 | 1.000 |
| **EGMA Subtask** | | | | | | |
| Number ID | 13.1 | 13.6 | 13.4 | 1.000 | 1.000 | 1.000 |
| Quant Disc. | 71% | 69% | 67% | 1.000 | 0.985 | 0.957 |
| Missing Number | 52% | 48% | 53% | 0.999 | 1.000 | 0.801 |
| Addition Lvl 1 | 11.1 | 12.0 | 10.8 | 0.972 | 1.000 | 0.634 |
| Addition Lvl 2 | 51% | 47% | 47% | 0.918 | 1.000 | 1.000 |
| Subtraction Lvl 1 | 8.8 | 9.9 | 8.8 | 1.000 | 1.000 | 0.988 |
| Subtraction Lvl 2 | 36% | 36% | 41% | 1.000 | 0.999 | 0.964 |
| Word Problems | 63% | 64% | 63% | 1.000 | 1.000 | 1.000 |

### EGRA Results

The EGRA results per subtask and version are presented below.

### Letter Sound

Overall, mean letter sound scores showed progressive increases in performance from baseline to endline. The greatest increases were for the 13 to 16-year-old age group whose scored jumped 3 points from 28.9 at baseline to 31.5 at endline. This could be due to the re-test effect. Girls in the 13 to 16-year-old age group also had the highest mean scores and lowest percentage of zero scores. Results indicate no ceiling effects; however, there was a high percentage of zero scores (37 percent). This finding is likely not because of the test's difficulty, but rather due to a lack of letter sound knowledge.

**Mean number of correct letter sounds (100 letters)**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **15** | 10 to 12 | 20.9 | 26.5 | 25.9 |
| **10** | 13 to 16 | 28.9 | 27.9 | 31.5 |
| **16** | 17 to 19 | 20.4 | 30.4 | 30.1 |
| **41** | **Overall** | **22.7** | **28.4** | **28.9** |

**Percentage scoring zero on Letter Sound subtask**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **15** | 10 to 12 | 40% | 40% | 40% |
| **10** | 13 to 16 | 20% | 20% | 20% |
| **16** | 17 to 19 | 44% | 44% | 44% |
| **41** | **Overall** | **37%** | **37%** | **37%** |

### Familiar Word

Overall, mean scores were similar for baseline, midline and endline. When disaggregated by age group, we observe slight variances in mean scores. Younger girls in the 10 to 12 age group tended to perform better than the older girls. However, they also had the highest percentage of zero scores while girls in the 17 to 19 age group had the lowest percentage of zero scores.

In terms of scores across each version of the test, performance is consistent for two of the three age groups, but shows some variation across the oldest age group. Fatigue, re-testing, and unfamiliarity with test-taking may unpredictably affect scores, particularly when students are asked to repeat similar assessments. There are no ceiling effects, and the percentage of zero scores is consistent with performance on the letter sound subtask. Older test-takers have slightly higher abilities to recognize at least one word (as demonstrated by lower zero scores), which is in line with a minimal level of functional word recognition in daily life, despite not having significantly higher overall scores.

**Mean number of correct Familiar Words (50 words)**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| **15** | 10 to 12 | 15.6 | 16.1 | 16.9 |
| **10** | 13 to 16 | 11.7 | 11.3 | 11.5 |
| **16** | 17 to 19 | 12.5 | 16.3 | 14.8 |
| **41** | **Overall** | **13.4** | **15.0** | **14.8** |

**Percentage scoring zero on Familiar Word subtask**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **15** | 10 to 12 | 47% | 47% | 47% |
| **10** | 13 to 16 | 40% | 40% | 50% |
| **16** | 17 to 19 | 25% | 19% | 19% |
| **41** | **Overall** | **37%** | **34%** | **37%** |

### Oral Reading Fluency

Girls read an average of 16 correct words per minute (cwpm) on the easy ORF passage and 20 cwpm on the difficult version. For the easy ORF passage, older girls scored higher than younger girls, and baseline and endline scores were higher than midline scores. On the difficult passage, girls showed progressive increases in performance from baseline to endline. When compared to the easy ORF passage, girls who took the difficult version scored lower on the baseline, but significantly higher on the midline and endline. Thus, overall performance was better on the difficult version of this subtask.

Zero scores for both the easy and difficult versions were similar with about 40 percent of girls unable to read one word in either reading passage. There were no ceiling effects on either passage, and floor effects are in line with previous subtasks given the greater difficulty of this subtask.

**ORF mean number of correct words (40 to 67 words) Easy Version**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **29** | 10 to 12 | 16.0 | 11.3 | 17.0 |
| **21** | 13 to 16 | 18.7 | 13.2 | 17.0 |
| **24** | 17 to 19 | 20.0 | 14.5 | 19.0 |
| **74** | **Overall** | **18.1** | **12.9** | **17.6** |

**Percentage scoring zero on ORF Easy Version**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **29** | 10 to 12 | 51.7% | 48.3% | 48.3% |

| | | | | |
|---|---|---|---|---|
| **21** | 13 to 16 | 33.3% | 33.3% | 38.1% |
| **24** | 17 to 19 | 37.5% | 33.3% | 37.5% |
| **74** | **Overall** | **41.9%** | **39.2%** | **41.9%** |

**ORF mean number of correct words (63 to 110 words) Difficult Version**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **29** | 10 to 12 | 17.0 | 18.9 | 24.3 |
| **21** | 13 to 16 | 16.7 | 21.4 | 21.7 |
| **24** | 17 to 19 | 18.8 | 21.7 | 22.6 |
| **74** | **Overall** | **17.5** | **20.5** | **23.0** |

**Percentage scoring zero on ORF Difficult Version**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **29** | 10 to 12 | 48.3% | 44.8% | 44.8% |
| **21** | 13 to 16 | 38.1% | 28.6% | 28.6% |
| **24** | 17 to 19 | 37.5% | 25.0% | 33.3% |
| **74** | **Overall** | **41.9%** | **33.8%** | **36.5%** |

## Reading Comprehension

About two-thirds of girls tested could not comprehend any of the easy passage and close to 70 percent scored zero on the midline and endline difficult versions. Overall, girls comprehended about one-quarter of each passage, with slightly higher scores on the easier version. Mean scores and zero scores were comparable within age groups and across the three versions of the test. No ceiling effects were observed, and the high floor effects can be expected given 40 percent of girls cannot read one word of the story (see ORF zero scores) and are reading well below fluency rates required to read with comprehension (20 cwpm versus 45-60 cwpm).

**Percent correct on Reading Comprehension (5 questions) Easy Version**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **29** | 10 to 12 | 24.1% | 21.4% | 25.5% |
| **21** | 13 to 16 | 27.6% | 24.8% | 24.8% |
| **24** | 17 to 19 | 36.7% | 35.8% | 30.0% |
| **74** | **Overall** | **29.2%** | **27.0%** | **26.8%** |

**Percentage scoring zero on Reading Comprehension Easy Version**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **29** | 10 to 12 | 72% | 72% | 69% |
| **21** | 13 to 16 | 62% | 67% | 62% |
| **24** | 17 to 19 | 54% | 50% | 63% |
| **74** | **Overall** | **64%** | **64%** | **65%** |

**Percent correct on Reading Comprehension (5 questions) Difficult Version**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **29** | 10 to 12 | 22.1% | 23.4% | 19.3% |
| **21** | 13 to 16 | 22.9% | 17.1% | 21.0% |
| **24** | 17 to 19 | 30.8% | 26.7% | 32.5% |
| **74** | **Overall** | **25.1%** | **22.7%** | **24.1%** |

**Percentage scoring zero on Reading Comprehension Difficult Version**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **29** | 10 to 12 | 72% | 72% | 76% |
| **21** | 13 to 16 | 67% | 67% | 71% |
| **24** | 17 to 19 | 58% | 63% | 58% |
| **74** | **Overall** | **66%** | **68%** | **69%** |

### Listening Comprehension

In contrast to low reading performance, girls demonstrated exceptionally high listening comprehension skills with girls averaging 80 percent correct across both the easy and difficult passages. As would be expected, zero scores were the lowest on this subtask averaging 3 to 6 percent. Language comprehension thus is not likely an issue for the target population and would not show much growth over the life of the project. Thus, we recommend dropping this subtask from the final EGRA tool.

**Percent correct on Listening Comprehension (5 questions) Easy Version**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **24** | 10 to 12 | 77.1% | 76.0% | 76.0% |
| **13** | 13 to 16 | 76.9% | 75.0% | 78.8% |
| **23** | 17 to 19 | 88.0% | 88.0% | 85.9% |
| **60** | **Overall** | **81.3%** | **80.4%** | **80.4%** |

**Percent scoring zero on Listening Comprehension Easy Version**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **24** | 10 to 12 | 4% | 8% | 8% |
| **13** | 13 to 16 | 0% | 8% | 0% |
| **23** | 17 to 19 | 4% | 0% | 4% |
| **60** | **Overall** | **3%** | **5%** | **5%** |

**Percent correct on Listening Comprehension (5 questions) Difficult Version**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **19** | 10 to 12 | 61.8% | 69.7% | 71.1% |
| **13** | 13 to 16 | 76.9% | 88.5% | 82.7% |
| **21** | 17 to 19 | 88.1% | 94.0% | 90.5% |
| **53** | **Overall** | **75.9%** | **84.0%** | **81.6%** |

**Percentage scoring zero on Listening Comprehension Difficult Version**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **19** | 10 to 12 | 11% | 5% | 11% |
| **13** | 13 to 16 | 8% | 8% | 8% |
| **21** | 17 to 19 | 0% | 0% | 0% |
| **53** | **Overall** | **6%** | **4%** | **6%** |

### Dictation

Mean scores were slightly higher on the easier version of the Dictation subtask. Yet, zero scores were much higher averaging 40 percent on the easy very versus 16 percent on the difficult version. Interestingly, girls scored highest on the midline test for both versions. Girls in the 10 to 12-year-old age group scored highest across both versions, but there was little variance between the youngest and oldest age groups. There were no ceiling effects on either version of this subtask. Floor effects are aligned with reading abilities, as reading and writing skills are interdependent.

**Percent correct on Dictation Easy Version**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **24** | 10 to 12 | 33.7% | 37.0% | 31.5% |
| **13** | 13 to 16 | 17.7% | 21.1% | 19.5% |
| **23** | 17 to 19 | 29.6% | 35.7% | 33.0% |
| **60** | **Overall** | **28.7%** | **33.0%** | **29.5%** |

**Percentage scoring zero on Dictation Easy Version**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **24** | 10 to 12 | 29% | 29% | 29% |
| **13** | 13 to 16 | 46% | 46% | 39% |
| **23** | 17 to 19 | 48% | 44% | 48% |
| **60** | **Overall** | **40%** | **38%** | **38%** |

**Percent correct on Dictation Difficult Version**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **19** | 10 to 12 | 26.3% | 31.5% | 32.3% |
| **13** | 13 to 16 | 25.0% | 24.0% | 21.4% |
| **21** | 17 to 19 | 23.0% | 27.6% | 26.8% |
| 53 | **Overall** | **24.7%** | **28.1%** | **27.4%** |

**Percentage scoring zero on Dictation Difficult Version**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **19** | 10 to 12 | 16% | 16% | 16% |
| **13** | 13 to 16 | 16% | 16% | 16% |
| **21** | 17 to 19 | 15% | 17% | 17% |
| 53 | **Overall** | **16%** | **16%** | **16%** |

### EGRA Conclusions

The EGRA results can be analysed against three questions reflecting the objectives of the pre-test.

**Which difficulty level is most appropriate for the target audience?** We propose selecting the more difficult version of the EGRA test since there were no significant differences in performance on the more difficult subtasks and no observable trends by age groups. The difficult version would also enable the project to show the greatest gains from baseline to endline.

**To what degree are the baseline, midline and endline tests comparable?** While none of the means are completely equated, the difference in means are minimal and not statistically significant. Thus, equating the main sample is not necessary and could potentially only introduce new bias into the data. (See Comparability of Assessments section for more details).

**Which subtasks are most appropriate for showing learning growth from baseline to endline (no ceiling or floor effects)?** All of the subtasks, with the exception of Listening Comprehension, demonstrated ample opportunity for learning growth. We recommend removing the Listening Comprehension subtask and retaining all others. Although the reading subtasks showed a high proportion of zero scores, this is not necessarily associated with the difficulty of the test, but rather the fundamental reading skills of the girls assessed. Prevalence of zero scores increased slowly and predictably as the difficulty of the subtasks increased, suggesting that the difficulty level does not unreasonably jump between subtasks. As girls become more proficient in reading letter sounds and familiar words and their fluency levels and comprehension rates increase, we should observe a predictable decline in zero scores and increase in mean scores.

## EGMA Results

The EGMA results are organized by subtask.

### Number Identification

There was a strong degree of comparability among mean scores on this subtask. Overall scores averaged 13 numbers correct per minute and 2.2 percent zero scores across all versions. Girls in the oldest age range scored the highest; however, mean scores were comparable for baseline, midline and endline within all three age groups. Results indicate no ceiling effects.

**Mean number of correct numbers identified (20 items)**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **19** | 10 to 12 | 12.7 | 13.3 | 12.7 |
| **11** | 13 to 16 | 10.3 | 10.1 | 9.6 |
| **15** | 17 to 19 | 15.7 | 16.6 | 16.9 |
| **45** | **Overall** | **13.1** | **13.6** | **13.4** |

**Percentage scoring zero on Number Identification subtask**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **19** | 10 to 12 | 5.3% | 5.3% | 5.3% |
| **11** | 13 to 16 | 0.0% | 0.0% | 0.0% |
| **15** | 17 to 19 | 0.0% | 0.0% | 0.0% |
| **45** | **Overall** | **2.2%** | **2.2%** | **2.2%** |

### Quantity Discrimination

Mean scores were considerably high across all versions of this subtask, averaging 70 percent correct. Older girls scored the highest with ability to discriminate numbers accurately for over 80 percent of the items tested. The percentage of girls scoring zero was extremely low, ranging from 2.2 to 4.4 percent. Given girls are able to differentiate between low and high numbers, including four-digit numbers, we recommend dropping this subtask from the final EGMA.

**Percent correct on Quantity Discrimination (10 items)**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **19** | 10 to 12 | 66.3% | 65.8% | 64.7% |
| **11** | 13 to 16 | 60.9% | 52.7% | 46.4% |
| **15** | 17 to 19 | 84.0% | 86.0% | 84.0% |
| **45** | **Overall** | **70.9%** | **69.3%** | **66.7%** |

**Percentage scoring zero on Quantity Discrimination subtask**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **19** | 10 to 12 | 5.3% | 10.5% | 10.5% |
| **11** | 13 to 16 | 0.0% | 0.0% | 0.0% |
| **15** | 17 to 19 | 0.0% | 0.0% | 0.0% |
| **45** | **Overall** | **2.2%** | **4.4%** | **4.4%** |

### Missing Number

Overall, mean scores on the three versions were similar, with slightly lower scores on the midline version. The results show a divergence in scores between those under 13 and those 13 and above, suggesting that the skills on this assessment are capturing a divergence in abilities commensurate with their age. The variation in zero scores among the younger two groups is consistent with the concept that the skill is mastered by very few in the youngest group and that the 13 to 16 group have some but not necessarily consistent mastery of the concept.

**Percent correct on Missing Number (9 items)**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **12** | 10 to 12 | 35.2% | 38.9% | 39.8% |
| **12** | 13 to 16 | 62.0% | 50.0% | 53.7% |
| **15** | 17 to 19 | 58.5% | 54.1% | 63.0% |
| **39** | **Overall** | **52.4%** | **48.1%** | **53.0%** |

**Percentage scoring zero on Missing Number subtask**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **12** | 10 to 12 | 16.7% | 8.3% | 16.7% |
| **12** | 13 to 16 | 0.0% | 8.3% | 16.7% |
| **15** | 17 to 19 | 0.0% | 0.0% | 0.0% |
| **39** | **Overall** | **5.1%** | **5.1%** | **10.3%** |

### Addition Level 1

There was overall consistency in performance from baseline to endline, and zero scores were consistent. However, mean scores were slightly lower for the endline, which may be attributed to test fatigue; the endline Addition Level 1 would be the twelfth (of twelve) assessments they had taken . Girls in the oldest age group performed the highest on Addition Level 1 problems and none of the girls from 13 to 19 scored zero. There were no ceiling effects.

**Mean number of items correct (20 items)**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **12** | 10 to 12 | 10.5 | 10.4 | 8.8 |
| **12** | 13 to 16 | 10.8 | 11.8 | 10.2 |

| | | | | |
|---|---|---|---|---|
| **15** | 17 to 19 | 11.7 | 13.5 | 12.9 |
| **39** | **Overall** | **11.1** | **12.0** | **10.8** |

**Percentage scoring zero on Addition Level 1 subtask**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **12** | 10 to 12 | 8.3% | 8.3% | 8.3% |
| **12** | 13 to 16 | 0.0% | 0.0% | 0.0% |
| **15** | 17 to 19 | 0.0% | 0.0% | 0.0% |
| **39** | **Overall** | **2.6%** | **2.6%** | **2.6%** |

### Addition Level 2

Girls' performance progressively declined from baseline to endline on this subtask. This trend was also present in each age group, but, as with the other subtasks, not to a significant degree. Zero scores were highest for the 10 to 12-year-old age group, followed by the 17 to 19-year-old age group; while curious, it is consistent with the mean scores. Given there were only 8 girls in the 13 to 16 age group, it is likely that random selection simply resulted in those girls being of higher ability than their peer group. Between the low zero scores in Addition Level 1 and the lower scores on the Level 2 questions, the difficulty level of the addition questions appears appropriate to include both levels.

**Percent correct on Addition Level 2 (6 questions)**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **14** | 10 to 12 | 41.4% | 38.1% | 36.9% |
| **8** | 13 to 16 | 62.5% | 54.2% | 56.3% |
| **16** | 17 to 19 | 53.8% | 52.1% | 50.0% |
| **38** | **Overall** | **51.1%** | **47.4%** | **46.5%** |

**Percentage scoring zero on Addition Level 2**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **14** | 10 to 12 | 35.7% | 35.7% | 28.6% |
| **8** | 13 to 16 | 0.0% | 0.0% | 0.0% |
| **16** | 17 to 19 | 25.0% | 18.8% | 18.8% |
| **38** | **Overall** | **23.7%** | **21.1%** | **18.4%** |

### Subtraction Level 1

In line with the closely correlated Addition Level 1 subtask, mean scores were similar across all versions and performance was consistent within each age group. Older girls performed better than younger girls, which is evidenced by the higher mean scores and absence of zero scores.

**Mean number of items correct on Subtraction Level 1 (20 items)**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **14** | 10 to 12 | 6.5 | 8.7 | 7.9 |
| **8** | 13 to 16 | 8.5 | 8.0 | 7.8 |
| **16** | 17 to 19 | 11.0 | 11.8 | 10.2 |
| **38** | **Overall** | **8.8** | **9.9** | **8.8** |

**Percentage scoring zero on Subtraction Level 1**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **14** | 10 to 12 | 7% | 7% | 0% |
| **8** | 13 to 16 | 0% | 0% | 0% |
| **16** | 17 to 19 | 0% | 0% | 13% |
| **38** | **Overall** | **3%** | **3%** | **5%** |

### Subtraction Level 2

Girls correctly responded to about one-third of the questions. Results were comparable across all tests and age groups. There was, however, some variance in the proportion of zero scores per age group and point of assessment. Similar to the addition levels, the combination of the Level 1 and Level 2 questions appear to successfully capture the breadth of difficulty needed to have no floor or ceiling effects.

**Percent correct on Subtraction Level 2 (6 items)**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **13** | 10 to 12 | 33.3% | 33.3% | 42.3% |
| **5** | 13 to 16 | 36.7% | 33.3% | 36.7% |
| **14** | 17 to 19 | 38.1% | 39.3% | 41.7% |
| **32** | **Overall** | **35.9%** | **35.9%** | **41.1%** |

**Percentage scoring zero on Subtraction Level 2**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **13** | 10 to 12 | 31% | 39% | 31% |
| **5** | 13 to 16 | 20% | 40% | 20% |
| **14** | 17 to 19 | 7% | 21% | 21% |
| **32** | **Overall** | **19%** | **31%** | **25%** |

### Word Problems

Girls scored very high on all word problems, averaging over 60 percent correct. Test-takers scored between 70 to 80 percent correct on the first two questions, and between 47 to 68 percent correct on the remaining questions. Older girls scored highest, averaging 70 percent correct. These findings were not surprising to our field team, as the same trend was observed during the CBE evaluation. The explanation provided was that the children are familiar with problem-solving, as they do this type of math on a daily basis in the market or during household routines. The percentage of students scoring zero was relatively low, especially for the oldest age group which did not obtain any zero scores.

This subtask was not adapted from its original version prior to the pilot because it was considered sufficiently challenging. However, after further analysis and based on the high test results, we have revised the subtask so that each question will include a two-digit number. In the previous test, word problems and responses did not exceed 10, which made it easy to use counters to perform the calculations. In the revised version, the numbers in the questions and responses will go up to 20, so the assessors will need to be provided with 20 counters to offer the girls who need manipulatives to perform the exercises. Having a standardized approach to using the counters could support the younger learners with performing the calculations. There were no ceiling effects, and the more difficult questions should provide more room for growth from baseline to endline.

**Percent correct on Word Problems (6 problems)**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **13** | 10 to 12 | 57.7% | 61.5% | 61.5% |
| **5** | 13 to 15 | 53.3% | 50.0% | 50.0% |
| **14** | 17 to 19 | 71.4% | 70.2% | 69.0% |
| **32** | **Overall** | **63.0%** | **63.5%** | **63.0%** |

**Percentage scoring zero on Word Problems subtask**

| N | Age | Baseline | Midline | Endline |
|---|---|---|---|---|
| **13** | 10 to 12 | 23.1% | 23.1% | 23.1% |
| **5** | 13 to 15 | 20.0% | 20.0% | 20.0% |
| **14** | 17 to 19 | 0.0% | 0.0% | 0.0% |
| **32** | **Overall** | **12.5%** | **12.5%** | **12.5%** |

### EGMA Difficult Items

The table below shows the percentage of girls who correctly answered the most difficult items (4-digit numbers), which were added to the original GES/RTI EGMA in order to align with the P3 math curriculum. While over three-quarters of girls correctly identified the 4-digit number on the Number Identification subtask, a little over half were able to discriminate the 4-digit numbers, and about a third could accurately add or subtract 4-digit numbers. Therefore, as the level of subtask difficulty increases, performance decreases. This trend is aligned with overall performance on the EGMA. Given nearly all girls assessed (80% to 100% of total subtask sample) attempted each

question, the difficult questions should be retained in the final EGMA and used to assess progress over time.

| N | Subtask | Question | Percent Correct |
|---|---|---|---|
| 45 (100%)* | **Number ID** | 19 and 20 | 78% |
| 36 (80%) | **Quant Discrimination** | 10 | 55% |
| 39 (100%) | **Missing Number** | 6 | 50% |
| 38 (100%) | **Addition Lvl 2** | 5 and 6 | 34% |
| 32 (100%) | **Subtraction Lvl 2** | 5 and 6 | 30% |

*Percentage of girls who attempted the difficult question from the total number who took the subtask

### Tests for Reliability

To test for reliability of the data, Chronbach's Alpha statistics were calculated for each subtask. As discussed above, each test-taker was assigned a portion of subtasks from the EGRA and a portion of the EGMA, so that no single student was burdened with taking the entire test three times. As a result, Chronbach's Alpha statistics could not be calculated for entire tests, but could be calculated within each subtask. All calculated alpha statistics exceeded a minimum 0.80 threshold.

| Subtask | Cochrane's Alpha |
|---|---|
| Letter Sounds | 0.9957 |
| Familiar Words | 0.9943 |
| Listening Comp. Easy | 0.8688 |
| Listening Comp. Difficult | 0.986 |
| ORF Easy | 0.9951 |
| ORF Difficult | 0.9962 |
| Dictation Easy | 0.9835 |
| Dictation Difficult | 0.9807 |
| Number Identification | 0.9952 |
| Quant Discrimination | 0.9562 |
| Missing Number | 0.9483 |
| Addition Lvl 1 | 0.9692 |
| Addition Lvl 2 | 0.9332 |
| Subtraction Lvl 1 | 0.9579 |
| Subtraction Lvl 2 | 0.9443 |

| Subtask | Cochrane's Alpha |
|---|---|
| Word Problems | 0.9943 |

### EGMA Conclusions

The results can be analysed against two questions reflecting the objectives of the pre-test.

**Which subtasks and items are most appropriate for capturing test-takers' abilities over the course of the project (no ceiling or floor effects?** All of the subtasks assessed demonstrated some room for improvement; however, the degree varied. For the subtasks, where students scored above 60 percent correct (Number Identification and Word Problems), we recommend adding more difficult items to provide greater room for learning growth from baseline to endline. The addition and subtraction subtasks appear to be appropriately targeting the levels of the learners and provide sufficient room for growth. The high mean scores (70% overall and over 80% for older girls) on Quantity Discrimination suggest that girls have mastered this skill; we recommend dropping it and concentrating on assessing the core math skills.

**To what degree are the baseline, midline and endline tests comparable?** None of the mean scores are identical, but the differences are inconsequential and not statistically significant. While there is some variation among age groups, this is likely due to sample sizes of subgroup analysis; the total sample produces consistent results. Thus, equating the main sample is not necessary and could potentially introduce new bias into the data. (See Comparability of Assessments section for more details).

### Challenges and Limitations with Protocol and Administration

- Time remaining was recorded as time elapsed (e.g., 57 seconds) in some cases. More training is needed on how to record time elapsed on the EGMA and EGRA
- (EGRA) Auto-stop feature did not work properly for the DAGAARE and KASEM group. The test did not auto-stop when the first line of questions was marked wrong, so assessors had to stop manually. This may have been a technical glitch that was not reported during the assessment, but did not affect EGRA scores.
- EGMA Addition Level 1 subtask, the assessors treated the first problem of the baseline version as an example, so all girls scored 100% correct on the baseline question #1. The item was excluded from the analysis of the pilot results so we have a total of 19 items rather than 20 for the baseline results[68]. The revised version now includes an example for Addition Level 1 and Subtraction Level 1 to avoid this confusion in the future.
- Question #6 on EGMA Addition Level 2 was not inputted into the tablet and thus was skipped. However, we suspect that performance on this number would be similar to the other difficult items, and will work with the data collection manager to ensure that it is inputted into the tablets and included in the training and administration of the EGMA.
- EGMA: The method used to solve the word problem was not recorded (whether they used finger/tick marks/counters, paper/pencil, or solved the problem in their head). Feedback from the enumerators is that the children did not use counters, but mostly answered off the top of their head. For the younger girls (aged 10-15), many of them used paper and

[68] Note that this was not an issue on the midline and endline; so, perhaps, the assessors realized the error or did not feel the need to give an example for the subsequent assessments since the girls were already familiar with the test.

pencil, while a few counted on their fingers. Because the counters were not provided to all assessors in advance, but were expected to find stones at the school, it is possible that not all assessors used counters for students who missed the sample question. For the baseline, all enumerators should have 20 counters available (e.g., strips of paper, beans, or other local resources)

- EGMA: The language used for each subtask was to be recorded in case students responded in their mother tongue or another local language. This information was not recorded in the tablet. According to the field survey manager, all girls were able to respond in the language of the assessment; thus, language was not an issue during the pilot. For the baseline, we will only record the language used at the end of the test, not for each subtask to verify this finding.

### EGRA Final Revisions

- Deleted “Difficult Version” from heading since that was only for the pilot and going forward only one version of the EGRA will be used
- Removed “Listening Comprehension” subtask due to ceiling effects
- Re-numbered subtasks, including separating ORF and Reading Comprehension subtasks so that they are Subtasks 3 and 4, rather than 3a. and 3b. This will hopefully ensure that none of the subtasks are skipped and that all are recorded and analysed separately.

### EGMA Final Revisions

- Increased the number of difficult items on Number Identification (from two to three items) and Word Problem subtasks
    - Word problems revised so that each problem includes at least one two-digit number. Calculations are now up to 20, which means each assessor will need 20 counters.
- Removed “Quantitative Discrimination” subtask due to ceiling effects
- Added example to Addition Level 1 and Subtraction Level 1 subtasks to avoid treating the first problem as an example
- While all file names are labelled baseline, midline or endline, the EGMA baseline did not have this designation on the test itself. The heading has been revised to “Early Grade Mathematics Assessment (EGMA) (language) BASELINE”
- EGMA Word Problem #3 was revised to make the question clearer.
- Technique used to solve word problems was revised to capture those who used, “counters” specifically.
- Language used for activity was removed for each subtask and included at the end of the EGMA test.

## 8.11 Annex 11: Sampling framework

See file names (submitted separately)

- Appendix G Formal 2020-05-10
- Appendix G Nonformal 05-12-2020

## 8.12 Annex 12: Disability breakdown by severity: Formal and Non-Formal Tracks

**Formal track**

| | | None | Some | A lot | Cannot do at all | Don't Know' | N |
|---|---|---|---|---|---|---|---|
| 2 | Difficulty seeing when wearing her glasses or contact lenses | 92.6% | 7.4% | 0.0% | 0.0% | 0.0% | 27 |
| 3 | Difficulty seeing | 97.5% | 2.1% | 0.1% | 0.0% | 0.3% | 674 |
| 5 | Difficulty hearing sounds like peoples' voices or music when using her hearing aid | 96.8% | 3.2% | 0.0% | 0.0% | 0.0% | 31 |
| 6 | Difficulty hearing sounds like peoples' voices or music | 98.2% | 1.2% | 0.3% | 0.0% | 0.3% | 670 |
| 8 | Difficulty walking 100 yards/ meters without her equipment or assistance | 0.0% | 81.8% | 0.0% | 9.1% | 9.1% | 11 |
| 9 | Difficulty walking 500 yards/ meters without her equipment or assistance | 0.0% | 90.0% | 0.0% | 0.0% | 10.0% | 10 |
| 10 | Difficulty walking 100 yards/ meters with her equipment or assistance | 81.8% | 9.1% | 0.0% | 9.1% | 0.0% | 11 |
| 11 | Difficulty walking 500 yards/ meters with her equipment or assistance | 81.8% | 18.2% | 0.0% | 0.0% | 0.0% | 11 |
| 12 | Difficulty walking 100 yards/ meters compared with children of the same age | 97.4% | 1.2% | 0.0% | 0.0% | 1.4% | 690 |
| 13 | Difficulty walking 500 yards/ meters compared with children of the same age | 95.8% | 2.8% | 0.0% | 0.0% | 1.4% | 690 |
| 14 | Difficulty with self-care such as feeding or dressing him/her | 92.6% | 6.3% | 0.1% | 0.1% | 0.9% | 701 |
| 15 | Difficulty being understood by people inside the household when speaking | 97.0% | 2.4% | 0.4% | 0.0% | 0.1% | 701 |
| 16 | Difficulty being understood by people outside the household when speaking | 90.0% | 7.0% | 0.3% | 0.0% | 2.7% | 701 |
| 17 | Difficulty learning compared with children of same age | 91.0% | 7.8% | 0.4% | 0.0% | 0.7% | 701 |
| 18 | Difficulty remembering compared with children of same age | 86.6% | 11.6% | 0.3% | 0.1% | 1.4% | 701 |
| 19 | Difficulty concentrating | 92.2% | 7.0% | 0.1% | 0.1% | 0.6% | 701 |
| 20 | Difficulty accepting changes in her routine | 82.0% | 12.7% | 0.9% | 0.1% | 4.3% | 701 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 21 | Difficulty controlling his/her behaviour compared with children of same age | 83.3% | 12.6% | 1.0% | 0.1% | 3.0% | 701 |
| 22 | Difficulty making friends | 91.9% | 5.8% | 0.1% | 0.1% | 2.0% | 701 |
| | | **Yes** | **No** | | | | **N** |
| 1 | Beneficiary wear glasses or contact lenses | 3.9% | 96.1% | | | | 701 |
| 4 | Beneficiary use a hearing aid | 4.4% | 95.6% | | | | 701 |
| 7 | Beneficiary use any equipment or receive assistance for walking | 1.6% | 98.4% | | | | 701 |
| | | **Daily** | **Weekly** | **Monthly** | **A few times a Year** | **Never** | **N** |
| 23 | How often does beneficiary seem very anxious nervous or worried? | 9.4% | 10.3% | 3.1% | 40.7% | 36.5% | 701 |
| 24 | How often does beneficiary seem very sad or depressed? | 3.7% | 11.1% | 4.9% | 46.8% | 33.5% | 701 |

**Non-Formal Track**

| | | **None** | **Some** | **A lot** | **Cannot do at all** | **Don't Know'** | **N** |
|---|---|---|---|---|---|---|---|
| 2 | Difficulty seeing when wearing her glasses or contact lenses | 68.2% | 31.8% | 0.0% | 0.0% | 0.0% | 22 |
| 3 | Difficulty seeing | 95.8% | 3.9% | 0.2% | 0.0% | 0.2% | 542 |
| 5 | Difficulty hearing sounds like peoples' voices or music when using her hearing aid | 63.6% | 31.8% | 4.5% | 0.0% | 0.0% | 22 |
| 6 | Difficulty hearing sounds like peoples' voices or music | 98.7% | 1.3% | 0.0% | 0.0% | 0.0% | 542 |
| 8 | Difficulty walking 100 yards/ meters without her equipment or assistance | 0.0% | 70.0% | 10.0% | 20.0% | 0.0% | 10 |
| 9 | Difficulty walking 500 yards/ meters without her equipment or assistance | 0.0% | 85.7% | 14.3% | 0.0% | 0.0% | 7 |
| 10 | Difficulty walking 100 yards/ meters with her equipment or assistance | 40.0% | 20.0% | 30.0% | 10.0% | 0.0% | 10 |
| 11 | Difficulty walking 500 yards/ meters with her equipment or assistance | 30.0% | 30.0% | 30.0% | 10.0% | 0.0% | 10 |
| 12 | Difficulty walking 100 yards/ meters compared with children of the same age | 97.1% | 2.7% | 0.2% | 0.0% | 0.0% | 554 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 13 | Difficulty walking 500 yards/ meters compared with children of the same age | 97.7% | 2.0% | 0.2% | 0.0% | 0.2% | 554 |
| 14 | Difficulty with self-care such as feeding or dressing him/her | 95.6% | 3.2% | 1.2% | 0.0% | 0.0% | 564 |
| 15 | Difficulty being understood by people inside the household when speaking | 98.2% | 1.4% | 0.2% | 0.2% | 0.0% | 564 |
| 16 | Difficulty being understood by people outside the household when speaking | 97.2% | 2.5% | 0.0% | 0.0% | 0.4% | 564 |
| 17 | Difficulty learning compared with children of same age | 81.6% | 12.1% | 1.2% | 0.2% | 5.0% | 564 |
| 18 | Difficulty remembering compared with children of same age | 74.1% | 16.5% | 2.1% | 0.2% | 7.1% | 564 |
| 19 | Difficulty concentrating | 85.8% | 8.2% | 0.7% | 0.0% | 5.3% | 564 |
| 20 | Difficulty accepting changes in her routine | 85.1% | 8.9% | 0.2% | 0.0% | 5.9% | 564 |
| 21 | Difficulty controlling his/her behaviour compared with children of same age | 87.9% | 7.1% | 0.2% | 0.4% | 4.4% | 564 |
| 22 | Difficulty making friends | 87.8% | 9.0% | 1.6% | 0.0% | 1.6% | 564 |
| | | **Yes** | **No** | | | | **N** |
| 1 | Beneficiary wear glasses or contact lenses | 3.9% | 96.1% | | | | 564 |
| 4 | Beneficiary use a hearing aid | 3.9% | 96.1% | | | | 564 |
| 7 | Beneficiary use any equipment or receive assistance for walking | 1.8% | 98.2% | | | | 564 |
| | | **Daily** | **Weekly** | **Monthly** | **A few times a Year** | **Never** | **N** |
| 23 | How often does beneficiary seem very anxious nervous or worried? | 3.0% | 14.2% | 28.2% | 37.2% | 17.4% | 564 |
| 24 | How often does beneficiary seem very sad or depressed? | 2.3% | 15.2% | 29.4% | 37.1% | 16.0% | 564 |

## 8.13 Annex 13: Employment Breakdown: Formal and Non-Formal Tracks

| Employment | Formal | Non-Formal |
|---|---|---|
| Girl currently employed | 8% | 3.77% |
| Source: Analytical Dataset<br>N= | 700 | 557 |
| **Nature of employment** | | |

| | | |
|---|---|---|
| Informal employment | 7.2% | 4.7% |
| Self-employment | 56.4% | 76.2% |
| Employment in HH income-generating activities | 32.7% | 9.5% |
| Don't know | 3.6% | 9.5% |
| **Occupation** | | |
| Farmer or fishermen using produce for subsistence only | 72.7% | 85.7% |
| Unskilled sales and service worker (e.g. street vendor, hawker, shoe cleaner, domestic helper, cleaner, doorkeeper, garbage collector) | 7.3% | 4.8% |
| Domestic chores inside the home (non-agricultural, e.g. child raising, cooking) | 3.6% | 4.8% |
| Farmer or fishermen selling produce | 3.6% | 4.8% |
| Students | 3.6% | - |
| Does not have an occupation | 9.1% | - |
| **Status in employment** | | |
| Contributing family worker | 83.7% | 4.8% |
| Worker not classifiable by status | 1.8% | 80.9% |
| Does not know | 14.5% | 14.3% |
| **Type of occupation (permanent, temporary, seasonal)** | | |
| Permanent | 3.6% | - |
| Temporary | 81.8% | 80.9% |
| Seasonal | 9.1% | 4.8% |
| Does not know | 5.4% | 14.3% |
| **Working pattern (full time, part time)** | | |
| Full-time | 3.6% | 9.5% |
| Part-time | 80% | 85.7% |
| Does not know | 16.4% | 4.8% |
| **Are your working conditions safe?** | | |
| Very Safe | 10.9% | 4.8% |
| Somewhat Safe | 69.1% | 71.4% |
| Somewhat Unsafe | 9.1% | 14.3% |
| Very Unsafe | 10.9% | 4.8% |
| Does not know | - | 4.8% |
| **Are you paid fairly in that job?** | | |
| Yes, very | 5.4% | 19.1% |
| Yes, Somewhat | 10.9% | 14.3% |
| No | 72.7% | 42.7% |
| Does not know | 10.9% | 23.8% |
| **Type of payment** | | |
| Cash | 5.4% | 4.8% |

| | | |
|---|---|---|
| Kind | 20% | 61.9% |
| Not Paid | 72.7% | 14.3% |
| Does not know | 1.8% | 19.1% |
| Source: Analytical Dataset<br>N= | 55 | 21 |

## 8.14 Annex 14: External evaluator declaration

To be provided after Annex 9 'Datasets, codebooks and programmes' is signed off by the FM (as per above instructions).

**Name of project:**

**Name of External evaluator and contact information:**

**Names of all members of the evaluation team:**

_____ (Name) certify that the independent evaluation has been conducted in line with the Terms of Reference and other requirements received.

Specifically:

- All of the quantitative data was collected independently ((Initials: ____).
- All data analysis was conducted independently and provides a fair and consistent representation of progress (Initials: ____).
- Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed (Initials: ____).
- The recipient has not fundamentally altered or misrepresented the nature of the analysis originally provided by _____(Company) (Initials: ____).
- All child protection protocols, and guidance have been followed ((initials: ____).
- Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols (Initials: ____).

_____

(Name)

_____

(Company)

_____

(Date)

## 8.15 Annex 15: Project management response

To be provided after Annex 9 'Datasets, codebooks and programmes' is signed off by the FM (as per above instructions).

## Response from the Project

**Project to complete**

- **What is the project's response to the key findings in the report? Make sure to refer to main conclusions**

This is an opportunity to describe where the project feels the evaluation findings have confirmed or challenged existing understanding and/or added nuance to what was already known. For instance, have findings shed new light on relationships between outputs, intermediate outcomes, and outcomes and the significance of barriers for certain groups of girls – and how these can be overcome? This should include critical analysis and reflection on the project theory of change and the assumptions that underpin it.

The findings and conclusions arrived on by the evaluator are largely confirmed by the mapping and preliminary surveys undertaken by the project before and within the first month of project implementation. For instance, the findings on numeracy and literacy are not too different from what project found for both the formal and informal tracks, as a large proportion of girls (66%) in both the formal and informal tracks could not identify letters, whereas 45% of Non Formal and 54% Formal track girls could not identify numbers. The conclusions on the GESI analysis of the beneficiary girls are largely confirmed by the project's own mapping and baseline data that showed the intersections among various sub-groups/marginalisations however the Project's data on girls with disability is slightly different than was captured by the External Evaluator (EE).

The findings on disability by the EE is slightly not similar to what the Project found during mapping phase and 4 months after ALPs operation, when the project employed the UNICEF's Child Functioning Assessment Tool (CFT). The survey using the UNICEF Child Functioning Tool (CFT) showed that out of 10,870 beneficiary girls (representing 99% of the girls), 0.25 % of the girls have various degrees of visual impairments, 1.6% are hearing impaired, 5.7% have intellectual disabilities, 0.9% have speech impairments. Further, 24 % of the girls show signs of anxiousness, nervousness, or worriedness while 24% are showing signs of sadness or depression. In all, the total percentage of the girls with the disabilities is about 12.2 percent.

The severity ranges from severe, profound and moderate to mild. These are the percentages of the severity: 1.7% are in the severe category, 8.1% of the girls with disabilities are in the profound to moderate category and 2.4% from moderate to mild. However, 62.1 % of the girls have some level difficulties in some of the domains.

Comparatively, these figures are close to what we proposed to reach at the Proposal stage even though only the Formal track and Non Formal cohort 1 girls are currently in the project and these were the respondents to this survey. W? If yes, please state this confirmation. If No, please comment on the difference and how we think it will affect outcomes. The high differences in girls with emotional and intellectual disabilities potentially can affect negatively the uptake of the girls in terms of learning outcomes. The project is managing this through counselling support services. Counselling for girls in the formal track will be done by the guidance and counselling unit of the GES while the District Social Welfare will lead and where necessary liaise with relevant institutions to support Non Formal Track girls in this direction.

These has influenced our internal reflections/analysis of the theory of change as well as the logframe - the output, outcome and intermediate outcome indicators post the submission of proposal. These also led to reflections on the monitoring tools and how it how be structured to measure progress on the various sub-groups/marginalisations. All monitoring data is therefore measured along these marginalisations.

- **What is the project's response to the conclusions and recommendations in the report?**

The management response should respond to the each of the external evaluator's recommendations that are relevant to the grantee organisation. The response should make clear what changes and adaptations to implementation will be proposed as a result of the recommendations and which ones are not considered appropriate, providing a clear explanation why.

Project response in blue fonts in the to each of the external evaluator's recommendations in the table below:

| Area | Recommendation |
|---|---|
| Life Skills | • The project should put particular effort in considering the marginalisation characteristics and relative difficulties of each region in order to design and deliver targeted interventions for example in Life Skills.<br><br>The current Life Skills curriculum was done with inputs from stakeholders across the various regions where STAGE works and has factored in the peculiarity of issues confronting beneficiaries including marginalisations. The coverage of the current curriculum will support a holistic development of girls in the formal track and especially older teenagers in the Non formal track. |
| Transition | • Ensure there are appropriate options available for girls with disabilities and sensitise the employers on what is possible.<br>• Monitor and be ready to be adaptive to the challenge of helping girls find employment opportunities.<br>• Given the significance of the economic barrier for all project beneficiaries, STAGE should regularly monitor whether these interventions remain sufficient in addressing it.<br>• Ensure sensitisation for community leaders includes guidance on practical steps they can take to enable girls' education and decent employment.<br><br>STAGE partners will strengthen engagements with community leaders, relevant partners and potential employers within project impact area on how beneficiary girls especially marginalised girls will be integrated into the work environment. Currently, STAGE is setting up an alumni network in order to track |

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| | the girls who have transitioned into formal school system or into employment or other vocational training setup. |
| Gender | • Whilst sensitisation at community, ALP and household levels is an important first step to relieving girls of their high chore burden, the STAGE project should carefully consider how the content of the awareness raising can be designed to have maximum impact on those with high chore burdens. The inclusion of boys and husbands in this intervention will be of paramount importance. This recommendation is well taken. Lifeskills and Peer Educators curriculum currently considers the inclusion of boys and men to support girls as well support from other members of the household.<br>• Consider specifically targeting married girls and their caregivers and/or dependents on the Non-Formal track in the work around changing social norms, given they feel the barrier most. Noted.<br>• Consider including content on gender roles and job choices within the awareness activities for parents, boys and community members in the Non-Formal communities. Noted, this is partly captured in the Lifeskills curriculum. STAGE will however increase engagements with community leaders and men at the community level during community animations.<br>• Consult with Non-Formal participants and identify timings when they can attend trainings given many are mothers and/or have high chore burden. Noted. Vocational Skills training and ALP classes are collectively determined/suggested by the girls including the marginalised girls based on their domestic and economic schedules<br>• Consider altering wording around 'crafts' and 'chores' to 'technical work' and 'unpaid work'. Very well noted. The Project will re-word these terms in order not to connote any safeguarding or GESI unresponsive concerns. |
| Disability | • Include effective support to girls who have anxiety and depression, together with guidance for caregivers on how to support girls with this challenge. Considering that a larger proportion of girls fell in this category as an identified area of disability, this will be followed up on.<br>• Develop approach to targeting girls with disability in the ALPs given lower learning outcomes for these girls. Consider how to sensitise employers and the wider community on the roles and opportunities available for girls with disabilities (including both physical and learning difficulties). This is very well noted and has been adopted already for the STAGE curriculum and other strategies being used by the project. For instance, the stage manuals contain lessons on disabilities, to sensitize all the STAGE girls on issues about disabilities. The girls are also seated in ways that helps them to participate fully in the class and they are also encouraged to work in groups |

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| | where they help each other. GWDs are given more time to complete a task and the facilitator also have remedial classes for girls who need more time and support to understand the lessons. The girls also enjoy a lot of peer support in the class.<br>• Monitor closely progress of these specific groups of girls as these characteristics could affect their future performance. Noted, this is being done on routine basis. |
| Safeguarding | • Monitor closely any safeguarding issues that may arise due to girls going back to school given their experiences of mistreatment by their previous teachers, not only for the small sample of girls who reported this, but for the overall intervention. Per the STAGE MTRP STAGE plans to liaise with GES in advocating for child friendly schools through sensitization and advocating for the implementation of the GES anti-Corporal punishment policy. This will be done by GES counsellors and the GEU of the GES.<br>• Consider further review and analysis of the data on 'modern slavery' to distinguish 'child labour' and those in the 'worst forms of child labour', as these will need differing degrees of support and safeguarding. Definitions must be carefully formed to ensure the line of questioning is capturing the correct girls. This is very well noted.<br>• Consider how girls who report being in child labour or modern slavery will be safeguarded throughout the project intervention. This is very well noted.<br>• Ensure the issue of girls' high prevalence of chore burden is included and sufficiently addressed in behavioural change for parents, boys and community members. These responses are gathered from respondents during the Mapping of girls for the project. While no DSP has reported that any girl living with their relatives has been prevented from accessing ALP sessions, The Project feels that any anticipated DNH and SGs have been captured in the risk register, if not the SHE platform. The Project is working with partners to encourage all girls to not only go the ALPs but also to transition either into formal schools, into continuous skills training, setting up their own business or employed into a decent employment. However, this is noted and will be worked on with relevant stakeholders during the life of the project for both tracks and also as part of the transition planning for the Formal track girls so as not to hinder their education where there are huge chore burden.<br>• Ensure the topic of SRH is covered early in the Life Skills training, and that peer educators, especially boys, have training on the risks of early pregnancy and how and why to avoid it. Issues of SRH is adequately covered for in both the Life Skills and Peer Educators manual/curriculum. |

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| Sustainability | • Given the prevalence of the economic barrier and potential challenges noted in terms of transition to employment, the project should monitor whether the fund given to girls to assist with their transition is sufficient enough to ensure sustainability of the intervention. This is being considered considering the available project funds and the local economic context.<br>• Consider how the limited involvement of relevant district agencies in monitoring responsibilities could affect the Formal track intervention. This is noted and will be worked on with relevant stakeholders as part of the transition planning for the Formal track girls. |
| General Delivery | • Consider consulting with those responsible for home visits and ensure they do not face any barriers fulfilling their obligations for this. CoCs, responsible for home visits have been trained and safely vetted for this task. The downstream partners will continue to encourage them to undertake home visits to ensure the safety, available and participation of the girls in the STAGE project. |

**Project Monitoring, Evaluation & Learning**

| Area | Recommendation |
|---|---|
| M&E | The baseline findings suggest that there are notable economic and social barriers for girls to transition to formal education or decent employment. It is noted that the STAGE project appears well designed to tackle the barriers to transition. To complement this design, it is recommended that the STAGE team ensure it regularly collects feedback from girls, caregivers, teachers, master craftsmen and other stakeholders on how effective the project activities are and the likelihood of transition. This feedback will help the STAGE team to check that the design remains relevant throughout the implementation period. The project should consider:<br>• Implementing an M&E system that allows for regular tracking of attendance rates. Attendance are marked on daily basis and it reflected on our routine monitoring dashboard on daily/weekly basis depending on connectivity in communities.<br>• Developing clear definitions of what 'decent employment' entails, given for example the challenges in determining what is 'fairness of payment' in the context where STAGE takes place. STAGE's context, the local economy and the vocational choice of girls determined the streams of vocational skills that is currently accommodated by the STAGE project. To this effect, all vocational skills are contextually relevant and economically viable.<br>• Identifying and monitor employment opportunities categorising them according to the different attributes of 'decent employment'. Decent employment is also context-specific/determined and this was factored in |

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| | the choice of vocational skills being rolled out for girls within their local economies. While STAGE will work with relevant partners for effective market linkages for trained STAGE girls, the project will also work to ensure that start-up capital given is used to it utmost use.<br>• Consulting with girls (if not already) on the appropriateness of bicycle banks for them, conserving issues of safety and whether the girls can/want to ride a bicycle. The local context within which STAGE operates the formal from where transitioned girls will have to use bicycles is conducive for girls/women ride bicycles and motors. To this extent, it is contextually appropriate and highly patronised. |
| Learning | The baseline findings suggest some notable opportunities for the STAGE team to learn about effective transitions. The EE recommends learning opportunities could be especially valuable on:<br>• How to support girls to gain decent employment, including how to address the barrier of irregular payments in the community. Decent employment is also context-specific/determined and this was factored in the choice of vocational skills being rolled out for girls within their local economies.<br>• How to change social norms on high chore burden for girls to mitigate the 'double burden' risk. This is noted and will be further researched to provide useful information to inform decision and local level adaptations.<br>• How to change social norms and behaviours on early pregnancy. This is noted and will be further researched to provide useful information to inform decision and local level adaptations. |

**Evaluation**

| Area | Recommendation |
|---|---|
| Evaluation questions | All of evaluation questions are judged to be relevant with no need for additional questions to be added. The questions cover the key areas of the extent of the changes in key outcomes (learning/transition), how these outcomes have occurred, what worked, how sustainable the changes will be and the value for money of the activities. The project confirm same. |
| Evaluation framework | One indicator could be added to the sustainability scorecard in the Learning Space section for both tracks. This indicator would assess the extent that parents who report their child has a disability do not report that a barrier for attending school is related to the child's disability. Measuring this would indicate the extent that school is inclusive for girls with a disability. This will be effected and measured to ensure that girls with disability are effectively tracked and supported. |
| Measurement tools | Measurement for IO4.2 "Extent that religious and traditional leaders actively mobilise households to support excluded girls into education" includes a question(s) in both the girls and caregiver surveys (both tracks). This will enable |

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|---|---|
| | this indicator to be reported on using quantitative data from a larger sample. The survey question would seek to understand the views of girls and caregiver in relation to the support of local leaders for girls' education. The question will be piloted before use. This will be effected and measured to ensure that the activities of religious and traditional leaders are effectively tracked. Additionally, STAGE will support the EE to explore this during the Midline for the Formal Track and EL for the Non Formal Track 1. Currently, this data is collected with the community animation monitoring, that tracks all engagements and sensitisation at the community and district level with relevant stakeholders. |

- **Does the external evaluator's conclusion of the projects' approach to addressing gender inequalities** across activities correspond to the projects' ambitions and objectives?
  The project can confirm that the external evaluator's conclusion of the projects' approach to addressing gender inequalities across activities correspond to the projects' ambitions and objectives. Some steps have been taken by the Project being intentional in aligning interventions and monitoring/collecting routine data to assess the progress of the various sub-groups.

- **What is the project's response to any GESI risks identified by the evaluator?**
  All GESI risks identified is confirmed by the project's initial mapping data, Child functioning survey and other rapid assessments carried out by the project. While some were reported on the SHE platform or risk register, some especially around sub-groups are being monitored routinely in order to ensure that marginalisations do not hamper the learning of girls at the ALPs and Vocational Training centers.

- **What changes to the logframe will be proposed to DFID and the fund manager?**

The management response should outline any changes that the project is proposing to do following any emergent findings from the baseline evaluation. This exercise is not limited to outcomes and intermediate outcomes but extends also to outputs.

To a large extent, initial mapping data and the Baseline findings has influenced how we intend to measure some of the indicators in the logframe (at outcome, intermediate outcome and also the outputs levels). For instance, a software Application has been developed to track routine data (attendance to literacy and numeracy classes, vocational skills training, home visits by community volunteers and drop-out) from all 411 communities currently under implementation that has a remote repository and dashboard on weekly basis. This enables project management at both WEI and its downstream partners to promptly take decisions and make adaptations to programmatic interventions.

- **What are the project's reflections on the ambition of the project?**

Given the learning base levels and characteristics of beneficiaries presented, does the project propose to change its learning and/or transition pathways and targets originally articulated?

The project intends to keep its current learning and transition pathways but will reduce our targets for attendance rates to ALPs

**Can STAGE provide more info on possible drop-out reasons?**

Documented reasons for drop-out by beneficiaries of the project include the following:

- Girls married and relocated permanently
- Migrated from communities with families (temporarily)
- Migrated/Travelled Permanently for economic reasons
- Re-enrolled in Formal School
- Seasonal farming and may return after farming is over
- Pregnancy
- Deceased
- Withdrawn by parents
- Conflict with Islamic classes
- Lost interest/ALP seen as not relevant
- Enrolled in Vocational Training
- Became (self-) employed

**Can the project please look at their response on pages 69-73 and ensure that it is fully SG compliant and working towards GESI transformative approaches.**

- The Project has had some preliminary discussions with the Safeguarding Advisor (Danielle) and Portfolio Manager (Michelle) on the issues raised and are expecting the feedback on these.

**Can WEI make reference to what they will do to determine if there are beneficiaries which are "underage" for the formal cohort?**

The only way ''underage'' girls can/may find their way into the Formal track is if their parents or guardians connive with community leaders to get these girls to join and benefit from the project under the guise that their identity or birth certificates cannot be verified or lost. Indeed, in the communities where STAGE works, acquisition of a birth certificate is not so easy. Therefore, to determine underage girls in the programme, WEI intends to move away from the use of the birth certificate which is mostly not acquired by everybody but rather use the National Identity Card or its register (which though very credible is still ongoing in its registration and compilation). That system is free nation-wide and is the best database to determine the correct ages of project beneficiaries. This will reliably let us know how widespread or otherwise there may be underage in the programme. That said, all girls in the formal track were found to ineligible and subsequently have been exposed to months of literacy and numeracy at the ALP level and would be transitioned into the formal school system in the next academic term. Lessons from identity and age verification has been learnt for adaptation in the subsequent NF cohort beneficiary mapping exercise.

**Can you reflect if this extrapolation still accurate? Should the figures be revised down and if so what will STAGE's strategy be to reach the GWD beneficiary target?**

The project has had cause to disagree a bit with the findings on GWD data shared by the EE in the LNGB Baseline report as that data is slightly at variance with what the project found during the beneficiary mapping assessment and during the Child Functioning screening assessment (4 months after the mapping assessment).

The STAGE project targeted to reach 10% of the girls with disabilities out of the total number of the target girls within the project implementation period of 4 years. The mapping data gave us a total of 3.3% for the formal track and the non-formal was 4.4 %. After the ASER verification to sort out ineligible girls using the ASER tool, the Non formal track the total percentage increased to 10.05%.

The child functioning Tool was used to validate the data collected from the mapping and also collect data on some of the disabilities that were missed during the mapping because they are not obvious. The tool was to be used Two (2) months into the ALPs. It was expected that the facilitators would have interacted more with the girls and so they would have picked on some of the difficulties that the girls may have in relationship to learning and being part of the ALPs.

The onset of COVID 19 and its restrictions delayed the data collection process by 3 months. However, using the UNICEF child functioning screening tool subsequently, the total percentage of girls with disabilities stands at about 10.65%, with the break down as follows:

- Vision impairments (0.25%),
- Hearing impairments (1.6%),
- Physical disabilities (2.2%),
- Intellectual disabilities (5.7%)
- Speech impairments (0.9%)
- Anxious, nervous or worried (24%)
- Very sad or depressed (24%).

All the girls with disability have been physically and medically verified during our routine monitoring and with trained assessors to date and have been confirm as such. To this effect, the project will not target lower figures for GWD but maintain the current 10% since we are not doing too badly in that area.

**Can WEI make reference to how they might monitor cases where the LOI is different from the languages spoken at home?**

WEI intends to engage its downstream partners to elicit data in the few communities where there are migrant girls whose Language at Home (LAH) was different from language of Instruction (LOI) at the ALP classrooms. Going forward, however, WEI and its downstream partners will be intentionally during beneficiary identification/mapping assessments to take data on LAH and LOI for all participants in order to avoid such situations.

**EE/Project: More contextual analysis is required around the presentation of the ASER results. Can you explain why this data contributes to setting a benchmark and the limitations of the data (if any)?**

ASER is used globally in low-income settings for low-cost rapid surveys on literacy and numeracy. Its methodology, results and conclusions are generally reliable and scientifcally generalisable for an entire population of benficiaries/students. To this effect, the STAGE Project utilised the ASER literacy and numeracy tools in order to identify eligible beneficiaries to be enrolled or included in the programme. ASER is also used for routine monitoring to track the progress of girls in literacy and numeracy in the life of the ALP. However, for STAGE, it's a 100% population that is used, not a sample – every girl is assessed.

The only limitation the Project has found with the use of ASER test is that fact that if the same tool is used routinely, beneficiary girls tend to memorise the questions and so with time become familiar with the tool. To curtail this, the Project develops several versions of the literacy and numeracy tools based on the teaching and learning curriculum of the project.

**Given there is limited quant data to further explore "decent employment" by the EE, the FM would suggest that a subsequent meeting outside the BL process is held (e.g. RAM) to further discuss the transition pathways and defining "decent employment" - please acknowledge to follow this up**

The EE and the project has dropped the use of the term ''crafts''. However, it is worth mentioning that decent employment is also context-specific and relevant for the target group of beneficiaries. All the vocational skills chosen for beneficiary girls were influenced by the girl's choice of interest, demand from the local economy (within and around their communities) and ability of such skills to bring fair income much like other workers in the same trade. To this end, the vocational skills chosen by STAGE is not only context-appropriate but also satisfies the ILO standard decent work pillars – *creates opportunities, work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration.* The project confirms to engage further the FM on this issue.

## 8.16 Annex 16: Useful Resources

**Evaluation, analysis and reporting:**

- World Bank, 2016, *Impact Evaluation in Practice – 2nd Edition* - https://www.worldbank.org/en/programs/sief-trust-fund/publication/impact-evaluation-in-practice
- HM Treasury, 'The Green Book: Appraisal and Evaluation in Central Government'. 2018 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/685903/The_Green_Book.pdf
- J-PAL, Introduction to Evaluations - https://www.povertyactionlab.org/sites/default/files/resources/Introduction%20to%20Evaluations%20%281%29.pdf
- Better Evaluation - https://www.betterevaluation.org/

**Gender and power analysis:**

- Sida, 2013, *Power Analysis: Experiences and challenges* (Concept note). Stockholm: Swedish International Development Cooperation Agency (Sida) - https://www.sida.se/contentassets/83f0232c5404440082c9762ba3107d55/power-analysis-a-practical-guide_3704.pdf
- DFID, 2009, 'Gender and Social Exclusion Analysis How To Note', A Practice Paper, Department for International Development, London, UK - http://www.gsdrc.org/docs/open/se9.pdf
- European Bank for Reconstruction and Development, Gender Tools and Publications - https://www.ebrd.com/gender-tools-publications.html