



GHANA



800

School communities



448

Girls clubs established



4,010

Community and school leaders trained



104,365

Girls reached in project schools (over 216,000 student learners in total)

7,450 girls in remedial classes (15,037 learners in total)



4,983

Teachers trained



4,000,000

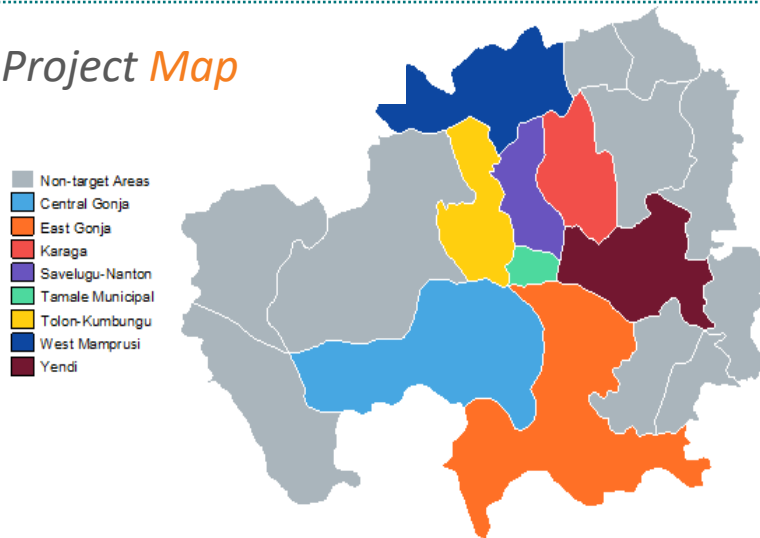
TV audience reach (estimated) through MBW broadcaster

The Discovery Project

The Discovery Project has worked since 2014 in two phases (DP1 from 2014-2017 and DP2 from 2017-2020) to improve the quality of education in Ghana, with a special emphasis on increasing girls' access to education and life opportunities. It has provided intensive teacher training and coaching, compelling educational videos, sustainable classroom technology, community mobilisation in support of education for all children, and after-school girls and boys clubs to a total of 800 primary and junior high school communities across 11 districts in northern Ghana. Implemented by Impact(Ed) International with support from UK Aid through the Girls' Education Challenge and in collaboration with the Ministry of Education and Ghana Education Service, **the project's goals in the second phase (DP2) were to increase students and especially girls':**

- Learning, self-efficacy and life skills; and
- Progression through primary and transition to secondary.

Project Map



Source: DP-2 Ghana: Baseline Survey (2018)

Note: Tamale Metropolitan constitutes both Sagnarigu and Tamale Metro

"I am able to spell words correctly by forming the sounds of the letters on my own."

- Girl from DP2 school



Project Activities

In partnership with District Education Offices and participating schools in Northern Ghana, the project undertook the following activities:

- Provided sustainable technology, educational video content, and teacher professional development to improve the quality and gender-inclusiveness of education at the primary and junior secondary levels.
- Conducted primary and junior secondary school leadership and community training to mobilise actions – defined in community action plans (CAPs) – to address barriers to girls’ attendance, learning, and transition.
- Provided intensive teacher training to improve students’ literacy and numeracy outcomes in primary school while reinforcing child-centred and gender-responsive teaching methods.
- Introduced a remedial education program to support low-performing upper primary learners to master foundational literacy and numeracy skills.
- Produced new Impact(Ed) video and open-sourced digital content designed to improve literacy and numeracy outcomes in project schools.
- Provided robust training for club mentors to bring a range of life skills content and support to girls and boys in school-based clubs, complemented by project partner CAMFED’s Learner Guides and bursary support for the most vulnerable girls to stay in school.
- Produced *My Better World*, a new television and radio life skills series based on themes from CAMFED’s print curriculum, to develop students’ and especially girls’ knowledge, attitudes and skills as well as to shift parent and community norms in support of gender equality and social inclusion. The series was distributed at schools and through national television.

In response to the global pandemic and resulting school closures in March 2020, the Discovery Project shifted activities in line with Government of Ghana COVID-19 response priorities to meet the new imperatives of keeping girls safe and learning. Activities since March 2020 have included:

- Raising COVID-19 awareness through phone calls, virtual meetings, WhatsApp and SMS, and town criers and mobilising communities to take appropriate public health and child protection precautions during the pandemic, including prioritising continued learning for children. These efforts **reached more than 100,000 community members across project areas**.
- Broadcasting Impact(Ed)’s animated life skills series, *My Better World*, weekly on Tumpaani TV, starting in September 2020, and re-producing *My Better World* for radio broadcast. Across Ghana, the **estimated audience size for Tumpaani TV is 4 million households!**
- Providing **mobile phone-based support to 4,796 teachers** comprising refresher training and check-ins on teachers’ well-being, including recognition of their stresses and challenges and shared problem solving on how best to support girls and boys during closures.
- Developing and **distributing 25,338 Learner Packs** to re-engage remedial learners in the learning process and prepare them for the reopening of schools in January.
- Producing a school readiness package designed to support schools in developing school-community action plans that address the wide range of new or exacerbated barriers to education stemming from COVID-19 and associated school closures and seek to ensure the most vulnerable and struggling learners re-enrol and get extra support upon re-entry.

“Children can now speak fluently. They can converse with their friends in the English language. They can also do mathematics, which they could not do before. It made them very confident. Previously, some of them were shy to participate in mathematics lessons, but now it has given them the confidence to participate. It is now a friendly atmosphere in the classroom, and they are free to express themselves.”

- Teacher of Remedial Classes

Project Impact

Independent evaluations showed the following project impacts:

Girls' Life Skills and Self-Efficacy: Girls clubs and *My Better World* support positive change in self-efficacy and life skills. Compared to the control group, **girls involved in the project saw a 3.7 point increase in self-efficacy overall, which was higher for girls participating in girls clubs (5.6 point increase).** These improvements are shown in girls being more self-confident, active in the classroom, aware of their environment, and assertive, and also in girls handling difficult topics and building stronger relationships with their siblings and friends.

"If my mark is high, it makes me happy and proud. When the teacher asks me a question and I am able to answer, that makes me proud."

-Girl from DP2 school

Girls reported *My Better World's* use of role models as being particularly supportive, helping them to believe that their aspirations were real and achievable. This is a continuation of previous gains. In the evaluation of DP1, the number of girls who believed they had more decision-making power over their schooling and future aspirations rose from 46% to 86% in project schools, compared to 77% (up from 56%) in control schools.

Girls' Learning: Literacy scores for girls in project schools improved measurably in Ghana, by over 9%, and in numeracy by nearly 6%. While gains were also seen in the control group, **evaluation data indicated a strong link between project interventions (teacher professional development and remedial classes) and learning improvements.** Periodic assessments of remedial students' learning progress over the course of DP2 project implementation have shown **steady improvements in basic literacy and numeracy skills.**

"Basic operations such as addition, subtraction, multiplication and division were always difficult to explain to my students in abstract until the introduction of the Impact(Ed) video library and content. It's making teaching and learning more real and practical."

- Math Teacher

Teaching Practice: There is strong evidence linking the project's teacher professional development with improved teaching quality and better learning outcomes as well as some evidence supporting a link between the use of educational media and improved teaching. At the end of DP1, 23% of project school teachers met high-quality teaching practice standards, compared to only 6% of teachers in control schools. In DP2, **teachers in project schools demonstrated effective approaches to teaching numeracy more than 80% of the time, over 35% above teachers in control schools. Teachers in project schools were also 20% more likely to provide a safe and inclusive space than their counterparts in control schools and 15% more likely to carry out successful formative assessment strategies.**

"Now the child takes the centre stage in learning instead of the teacher just lecturing them!"

- Teacher

Girls' Enrolment, Attendance and Transition: At project end, attendance was high in all schools (94%) and the transition rate (96%) was significantly higher than baseline benchmarking (87%). In DP1, girls' enrolment and attendance in rural project schools rose significantly while declining in rural control schools.

Community Engagement: Participants in the project-facilitated community action plan (CAP) process carried out community-level activities to address barriers to girls' education and were involved in school activities (e.g. clubs and remedial classes). Participants in the CAP process reported encouraging parents to decrease girls' household chores and reduce work outside the home, key barriers identified at baseline. **These efforts have had a positive effect on parents' attitudes towards the importance of girls' education and have encouraged them to continue sending their daughters to school.**

"My plan was just to encourage her to be serious with her education, so that she can become a responsible person in future. I envisage her becoming a nurse or a teacher, even a minister for Ghana, so that the country can move forward."

- Parent



Project Partnerships and Sustainability

The project focus was closely aligned with government priorities in Ghana's Education Strategic Plan 2010-2020 (now ESP 2018-2030) and the project worked closely with the Ghana Education Service (GES), Regional Education Office of Northern Ghana and the District Education Offices responsible for DP2-supported schools. This included investing significantly in strengthening the capacity of local GES officials responsible for teaching quality and school monitoring and support. The project's final evaluation found **evidence supporting community, school and system-level sustainability of the project**, specifically District and Municipal Director of Education ownership evidenced in district-level sustainability plans and human resources designated to carry them out. These include District Training Officers, Community Participation Officers, and Gender Desk Officers, all of whom have been working on the project and will be tasked to continue supporting TPD, the remedial programme, clubs and the CAP process. Additionally, HTs and Resource Teachers at project schools were found to have assumed responsibility and to be sufficiently prepared for sustaining project investments.

In addition to government, the project partnered with non-governmental organisations to advance its goals, notably:

- **CAMFED:** Impact(Ed) collaborated with CAMFED Ghana to further strengthen girls' life skills, learning, and transition across five of the project districts, integrating CAMFED's Learner Guide program and bursary scheme in 250 primary and 175 junior secondary schools.
- **Cell-Ed:** Using Cell-Ed's mobile platform, Impact(Ed) provided teacher training courses reinforcing in-person training and also extensive text messaging promoting healthy behaviours, child protection and learner engagement to families and stakeholders in project areas during COVID-19 school closures.

LEARNING

SUSTAINABILITY

TRANSITION

"Now I can observe a lesson and hold post-lesson delivery discussions with a teacher successfully without rancour. I achieve my target and [the] teacher improves!"

- GES Official, East Gonja