

**Final Evaluation Report
of the Community Action and Support for Education
(CASE) Project**

Submitted To:



**Hope for Children (H4C)
&
Regional Advisory Information and Network Systems (RAINS)
Ghana, West Africa**



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EXECUTIVE SUMMARY

Statistics from the Ministry of Education (MOE) and the Ghana Statistical Service suggest poor educational outcomes for students in the northern parts of Ghana. The evidence further highlights gender disparity in the school attendance and performance rates – mostly to the disfavour of females who are disadvantaged by the socio-cultural order that pertains in the north of Ghana. To address some of the critical challenges of the educational sector in some resource poor communities of northern Ghana, H4C and RAINS implemented the 3-year CASE project (April 2018 and March 2021) in the Savelugu-Nanton District (Zokuga, Nanton-Kurugu) and West Mamprusi District (Daboya II, Nayorku, Shelinvoya, and Loagri/Kukua).

The CASE project envisioned that every boy and girl in northern Ghana attains a high-quality basic education by the age of 15, from which they can progress to higher levels of education and employment to fulfil their potential in life. This vision falls in line with the global Sustainable Development Goals, specifically goals 4, 8 and 1 that seek to respectively ensure inclusive and quality education for all and promote lifelong learning; sustained and inclusive economic growth and decent work including the elimination of labour; and ending poverty in all its forms everywhere.

This report provides an assessment of the various programmes and interventions that were implemented by RAINS and H4C under the CASE project. The evaluation involved 410 individuals from the beneficiary groups (i.e. parents, women, children, teachers, headteachers and GES officials in the project locations). The evaluation process was largely exploratory, with the report organized along the key project objectives/indicators. Empirical results from the assessment reveal some staggering statistics that communicate some positive project outcomes but also provide some learning for future projects in the area.

- 1) There was a mixed trend in the dropout rate as observed in the 2019/2020 academic as against the baseline figures for the preschool level. Specifically, there is a decrease in dropout rate for boys than for girls at all levels. Although there is a general decrease in school dropout, there is an increase in the dropout for girls at the preschool level. Dropout rate was significantly influenced by the establishment of new private schools in two of the CASE project communities which attracted some students from the public schools.
- 2) There is 5% points increase in the level of very high satisfaction of children with their schools; a rise from 58% in midterm evaluation to the present 62.6%. The major reason for the increase in satisfaction is that the CASE training given to teachers has led to the use of child centred instructional methods.
- 3) All the parents (both male and female parents) interviewed (100%) indicated that they give the same educational rights to both boys and girls in their family. However, there is still some disparity in the work structure of boys and girls due to the gender norms pertaining in Ghana. Male children are still most engaged by their parents in farming while their female

counterparts are mostly engaged in the fetching of water, cooking and washing of dishes and clothes.

- 4) About 74% of the children indicated their involvement in all or some decisions of the household. About 97% of parents provide school exercise books, pens and pencils, while 79% provide school uniforms for their wards.
- 5) The percentage of parents able to identify practices harmful to children's rights has improved remarkably from 31.4% and 38.8% for mothers and fathers respectively at baseline to 75.9% and 71.2% for mothers and fathers presently. The major socio-cultural practices that influenced school attendance were domestic chores and the parents' attitude/remark towards education. The use of abusive disciplinary methods is low among parents although about three in every ten parents caned or spanked their children.
- 6) The CBA has had significant impact on improving the commitment of children towards school; their academic performance; and a reduction in gender discrimination and exploitation of children.
- 7) The results reveal that about 98% of the women (respondents) receiving share outs from their respective VSLAs compared to about 81% during the midterm reflection survey. The average and modal share out received under VSLA by the women was GHS450 and GHS500 respectively as against a midterm average of GHS327.
- 8) Also, 86% of sampled women have benefited from the Street Business Schools (SBS) organized by the CASE project. The street business school has had a significant effect on skills acquisition, financial management and access to markets. As a result, 80% of the women who indicated benefiting from SBS expressed satisfaction with the programme. Again, 92.7% of the respondents indicated their membership in well-functioning community-based advocacy (CBA) groups.
- 9) On child centred, gender responsive and disability inclusive teaching methods (CCT), about 82% of the teachers used all CCT methods that they had received training on. 82% of headteachers interviewed also ensured the use of CCT methods in their respective schools. About 95% of the headteachers (3% and 62% very satisfied and satisfied respectively) indicated their satisfaction with the application of CCT methods. Similarly, 91% of GES officials indicated that CCT methods are promoted and also practiced in the various schools. About 98% (25.4% and 62.7% very satisfied or satisfied respectively) of children were satisfied with how CCT methods are practiced in their various schools.
- 10) About 94% of the parents indicated that their children are actively participating in the CCA. All the female and 85% male parents indicated that the assemblies are functioning properly towards achieving their objectives. About 72.2% of the children indicated that they participate all the time in community clubs. The rest of the 27.8% of the children indicated some level of irregular participation in community clubs. There is high satisfaction with the performance of the children's club as mentioned by 80% of the children (49% were very

satisfied and 31% were satisfied). The children club has impacted the school attendance of 93% of the children and the ability to claim rights by some 89% of the children. Some 82% of the girls also participate in the girls' club - with 44% participating all the time while 38% participate irregularly in the activities of the girls' club. About 56% and 25% of the girls were either satisfied and very satisfied with the girls' club respectively. The girl's club has positively impacted the school acceptance rates of about 88% of the girls and has caused about 83% of the girls to work towards claiming their rights.

- 11) The COVID-19 intervention (CASE radio program on COVID-19 as well as CASE community change makers programme) has made significant impacts especially in raising awareness on COVID-19 symptoms and safety protocols among various groups and communities. The COVID intervention also mitigated the huge impact COVID-19 could have had on education of girls and boys in the various communities, and contributed largely to the enrolment of students in schools during the heat of the pandemic.

Generally, the CASE project achieved its set objectives by improving access and quality of education for children in the project intervention locations – basically through improvement in instructional methods being applied by teachers and selected schools and also, significant improvement in the understanding, attitudes and behaviour project communities on child-rights, child labour and other socio-cultural practices that prevent children, especially girls from attending school. Beneficiary mothers have enhanced capacities through targeted training and access to financial resources through the VSLAs and financial institutions – with which they have made substantial investments in their children's education. The CASE Covid-19 intervention created the necessary awareness to support the health needs of the beneficiary communities while ensuring that dropout rates at the various schools were low.

We recommend the replication of the CASE interventions in adjoining communities as a way of sustaining the efforts by RAINS/H4C. Efforts should be intensified to get the intervention logic of the CASE project embedded in the district level educational medium-term plans of the various assemblies in the Northern and North-East regions of Ghana as a way to improve educational outcomes for girls and boys in these locations.

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List of Acronyms/Abbreviations

CASE	Community Action and Support for Education
CBA	Community-Based Advocacy
CCA	Community Children's Assemblies
CCT	Child Centred, gender responsive and disability inclusive Teaching
DAC	Development Assistance Committee
FGD	Focus Group Discussion
GES	Ghana Education Service
GHS	Ghana Health Service
GSS	Ghana Statistical Service
H4C	Hope for Children
JHS	Junior High School
KII	Key Informant Interview
MOE	Ministry of Education
NGO	Non-governmental Organization
NNED	Northern Network for Education Development
OECD	Organization for Economic Co-operation and Development
RAINS	Regional Advisory Information and Network Systems
SDGs	Sustainable Development Goals
ToC	Theory of Change
ToR	Terms of Reference
VSLA	Village Savings and Loans Association
WHO	World Health Organization

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1. INTRODUCTION

1.1 Background

Good education has the power to change a life. What is critical is the demand for that change. Governments and stakeholders are investing more than ever in educating their citizens, eager for them to compete in the global workforce. The role of education in the development of every nation, for that matter Ghana, cannot be discounted. Generally, education provides the foundation upon which development can take place and the groundwork on which the economic and social wellbeing is built. The value and efficiency of labour is improved through education and as such has helped to reduce poverty, increase overall productivity and intellectual flexibility of the labour force. The implication is that education also helps to ensure that a country is competitive in the global market that is increasingly characterized by changing technology and production methods. As a matter of fact, the future of the country depends on the children of today and the kind of training and education they receive. Therefore, projects such as Community Action and Support for Education (CASE) that aim at improving children's education is right in place.

Hope for Children is an international development charity that passionately believes in a world where every child has a happy childhood that sets them up for a positive future. Hope for Children creates opportunities for overlooked, vulnerable and exploited children living in extreme poverty by improving their access to education and healthcare whilst empowering their families through sustainable livelihood initiatives to support and provide for their own children. Having implemented the project with the support of RAINS, an endline assessment was essential to ascertain the impact, successes and possible setbacks of the project. This report presents an account of independent evaluation of the CASE project in the target communities of northern Ghana.

1.2 Context of the CASE Project Intervention and Theory of Change

1.2.1 The project context

The CASE project run between April 2018 and March 2021 in northern Ghana: Savelugu-Nanton District (Zokuga, Nanton-Kurugu) and West Mamprusi District (Daboya II, Nayorku, Shelinvoya, and Loagri/Kukua). The project envisioned that every boy and girl in northern Ghana attains a high-quality basic education by the age of 15, from which they can progress to higher levels of education and employment to fulfil their potential in life. This vision falls in line with the global Sustainable Development Goal 4 to ensure inclusive and quality education for all and promote lifelong learning, SDG 8 for sustained and inclusive economic growth and decent work specifically to eliminate child labour, and SDG 1 to end poverty in all its forms everywhere.

Statistics from the Ghana Education Service (GES) show that for the 2014/2015 academic year, the Northern Region performed lowest for level of Primary school completion (and yet with increasing levels of enrolment this shows the problem is drop-out before completing). The region was the lowest for level of enrolment and completion in Junior High Schools. With only 43% of children making it to the final three years of Basic Education and only 60% of these actually

finishing. Again, the region was the lowest for the level of girls enrolling in Junior High School. These statistics have not changed much in recent years.

In the two targeted districts for this project, only 3.69% and 12.59% of pupils passed the Basic Education Certificate of Education, ranking them as 212th and 179th respectively out of 216 Districts across the country (MOE, 2015). Even more worrying is that within these low levels of general performance, girls are not achieving on the same level as their male peers. This situation is the result of a number of interrelated factors which include:

- Endemic levels of poverty which drive high-levels of child-labour causing children to drop out of school and preventing families affording even basic school requirements such as uniforms and books to send their children to school;
- Socio-cultural norms and practices which emphasize girls work in the house or on farms rather than school, the practice of fostering of girls to aunties or early marriage which contribute to the lower number of girls than boys completing school;
- Inadequate school infrastructure and teaching resources, resulting in lack of fit for purpose classrooms with basic furniture (chairs and desks) and children not having basic text books;
- Poor quality teaching linked to high pupil teacher ratios, teacher absenteeism, low knowledge and use of child-centred, gender and disability sensitive learning approaches and the use of practices that demotivate children (e.g. corporal punishment);
- Low “demand side” accountability by parents and communities which doesn’t push decision makers and authorities to deliver on promises to improve educational standards; and
- Weak implementation and enforcement by government agencies of education policies and policies to protect children from abuse, exploitation linked to lack of effectively coordinated and resourced actions.

1.2.2 The Theory of Change (ToC)

Based on the above, the CASE project was designed to improve the quality of education and retention of children, especially girls, in Northern Ghana (see the ToC in Figure 1). The project achieved this through five integrated strands of work with children (especially girls), women, communities, schools and government to support children’s access to a better-quality education, and more broadly to secure their basic human rights of protection, healthcare, participation and opportunities for a livelihood. These are:

1. Reducing child labour and socio-cultural barriers to education;
2. Reducing poverty that drives child labour and the financial barriers to education;
3. Improving quality of teaching in schools;
4. Empowering community members, leaders and children to be the drivers of change in their own communities to protect and promote the rights of children; and
5. Strengthening District level government institutions/Assemblies to protect children from exploitative labour and abuse.

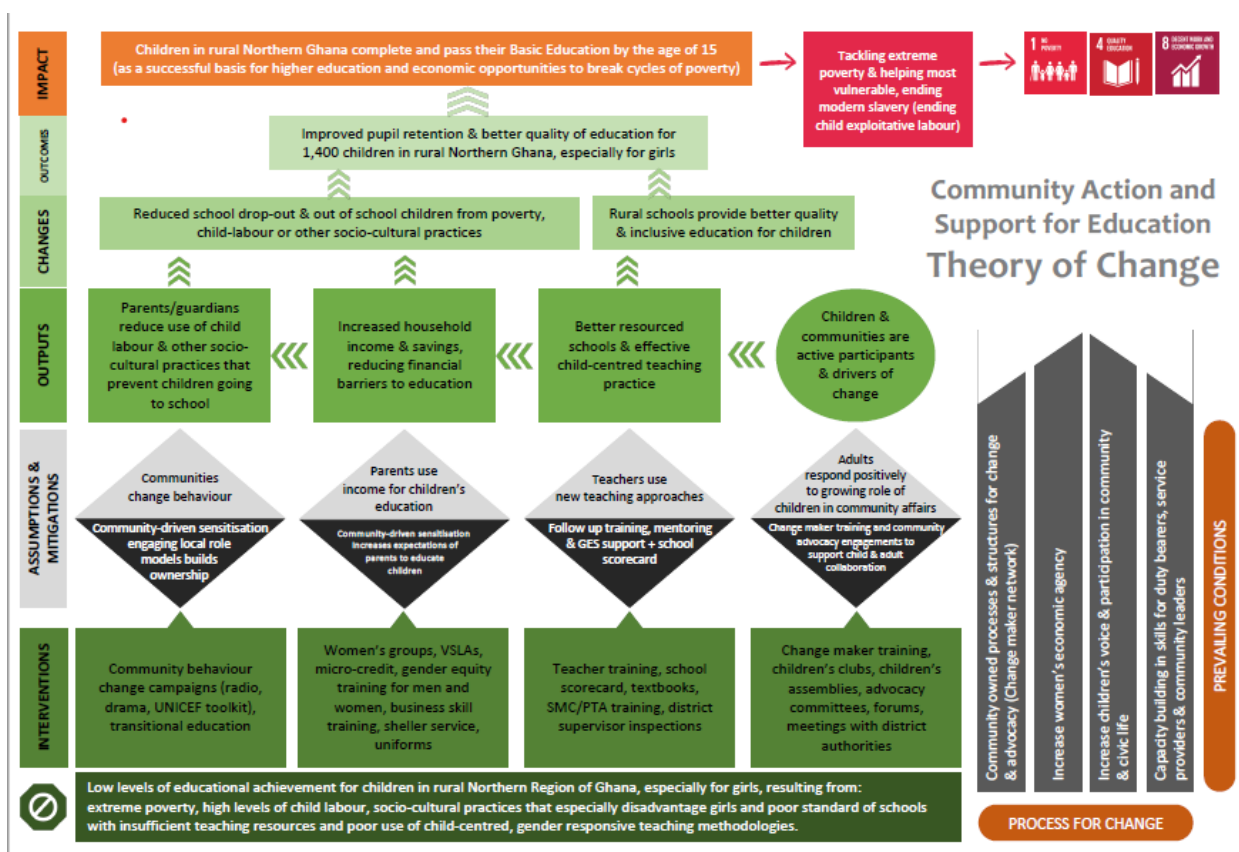


Figure 1: The CASE project Theory of Change

1.2.3 Description of the interventions per community

The following interventions were provided to the various communities as specified in Table 1: (i) Community Volunteers as Change Makers, (ii) Children's Clubs for in-School pupils, (iii) Complementary Basic Education programme for out-of-School children, (iv) Girls' Clubs, (v) Peer Mentorship programme, (vi) Children's Assemblies, (vii) Women Groups development programme (via Village Savings and Loans Associations, Micro-credit and the Street Business School (SBS) Programme), (viii) Community Advocacy Committees, and (ix) Covid support.

Table 1: Interventions per community

SN	Community	Specific Intervention(s)
1	Daboya II	Children Assembly and Teacher Capacity Building (a bit of covid support)
2	Nayorku	Children Assembly and Teacher Capacity Building (a bit of covid support)
3	Shelinvonya	All the interventions + covid support
4	Loagri/Kukua	All the interventions + covid support
5	Nanton-Kurugu	Teacher Capacity Building
6	Zokuga	Teacher Capacity Building

1.3 Purpose of the Evaluation

The evaluation provides Hope for Children and the local implementor, RAINS, with situational analysis for its final position on log frame outputs and outcomes on its Community Action and Support for Education (CASE) project. Some indicators of the project have changed since the baseline study, nonetheless, this report provides the project with direct comparisons to the baseline findings, to enable an assessment of the level of change for children and communities as a result of the project. Specifically, the evaluation:

1. Outlines current situation on child rights, child labour, access, retention and progression through Basic Education and educational performance of children in project communities. The evaluation provides an assessment of the project's performance to its Outcome and Outputs as measured using Key Indicators, making direct comparison to baseline data (provided by CASE team);
2. Provides narrative feedback on how key beneficiary groups have experienced the project, and what difference it has made to their lives. This includes an element on project interventions arising from the COVID-19 crisis and highlights what is learned from this experience (positive or critical) that can be used to improve similar crisis responses in the future, with recommendations where appropriate.

2. METHODOLOGY AND LIMITATIONS OF STUDY

2.1 Managing the Evaluation Process Amidst the Covid-19 Pandemic

Amidst the Covid-19 pandemic, safe data collection practices were followed. As a matter of priority, all safety measures were implemented based on the guidelines provided by GHS and WHO. These included maintaining social distance that significantly protected both the respondents and the surveyors. The evaluation team were provided with hand sanitizers and nose and mouth masks. All interviews were conducted in the open to ensure proper ventilation and with the appropriate social distancing observed. Numbers per FGDs were kept low (less than 10 participants) for safety. Personal hygiene and frequent hand washing were mandatory for every interviewer and interviewee.

2.2 The Study Communities

The study covered all six (6) communities that were served by the CASE project. These include Daboya II, Nayorku, Shelinvonya, Laogri/Kukua in the West Mamprusi District (North East region); and Nanton-Kurugu and Zokuga in the Savelugu-Nanton Districts (Northern region) of Ghana. These areas are largely agrarian, and are characterised by low literacy rates, poor access to good educational and health facilities, and high poverty levels among households (GSS, 2015).

2.3 Sampling and Data Collection

Both primary and secondary data were collected. The secondary data was obtained from RAINS and H4C, and included information from the baseline and project reports. Also, primary data was collected from CASE project staff, beneficiary children, parents, community leaders and teachers in the project communities and schools - using KII and questionnaire for individual survey and a checklist for Focus Group Discussion (FGDs).

Slovin's formula for sample size calculation ($n = \frac{N}{1+N*e^2}$, where e is assumed at 90% confidence level (0.1) and N is the population of the sample group) was used to estimate the sample for each sample category. For GES officials, the population was used. In all, 410 sample units were considered for the evaluation as follows in Table 2:

Table 2: Sample distribution

Sample category	Sample size
Children at high risk of drop-out	100
Drop-out (but enrolled) children	70
Mothers	50
Parents	100
Teachers	36
GES officials & Relevant officers	4
Total	410

2.4 Data Analysis

Descriptive statistics were employed to analyse the data especially on the perceptions of the respondents which was measured on a psychometric scale (Likert scale). Mean values and percentage distribution of the responses were also considered for the purpose of analysing the data. Principally, the results from this study are compared to the baseline or midterm evaluation figures to measure the progress or otherwise of the interventions of the CASE project. The evaluation is also done along the six criteria set by the OECD-DAC (i.e. relevance, coherence, effectiveness, efficiency, sustainability and impact).

3. PRESENTATION OF RESULTS

3.1 Characterization of the Respondents

3.1.1 Characteristics of parents and community leaders

Table 3 shows the percentage distribution of the characteristics of the parents and community leaders. This shows that the majority of the interviewed parents and community leaders were males (56.3%) and 43.7% are females. This is perhaps because there is a separate sample for women category, thereby, reducing the number of potential women being interviewed as parents. As high as about 95% of the parents are currently married while 5% are single. Most parents had no leadership position in their communities as only 25% indicated being a leader of any group in their communities. The level of education among the parents is low as about 66% had no formal education; a little over 10% of parents had secondary education or more. Most of the parents have between 4 and 6 children in their homes. There are others with as high as 19 children while some have as low as one child.

Table 3: Characteristics of the parents and community leaders

Category	Frequency	Percentage
Sex		
Female	42	43.7
Male	54	56.3
Marital status		
Single	5	5.2
Married	91	94.8
Community leadership position		
Non leader	72	75.0
Leader	24	25.0
Level of education		
No formal education	63	65.6
Primary	13	13.5
JHS	9	9.4
SHS	7	7.3
Diploma	3	3.1
Degree	1	1.0
Number of children in household		
1-3	16	16.7
4-6	39	40.6
7-9	20	20.8
10-12	11	11.5
13-15	3	3.1
16-18	5	5.2
19-21	2	2.1

3.1.2 Characteristics of women

The socioeconomic characteristics of the interviewed beneficiary women is shown in Table 4. This shows that the majority of women are non-household heads as only 11% are household heads. This is important because household status is crucial for decision making, for instance on children's education. Over 87% of the women are currently married while the remaining percentage are either widows or divorced. Most of the women either had no formal education or had only primary education.

Table 4: Characteristics of women

Category	Frequency	Percentage
Household headship		
No	91	89.2
Yes	11	10.8
Marital status		
Married	89	87.3
Divorced	10	9.8
Widow	3	2.9
Level of education		
No formal education	43	42.2
Primary	36	35.3
JHS	12	11.8
SHS	6	5.9
Diploma	5	4.9

3.1.3 Characteristics of children

The socioeconomic characteristics of the children is shown in Table 5. This shows that about 60% of the children are males while 40% are females. Thus, for every 10 sampled school children, six of them are males and four are females. The majority of the children have ages between 10 and 12 years. The children that were interviewed are in various levels of their primary education. However, most of them are in upper primary (classes four (24.1%), five (20.7%) and six (27.6)).

Table 5: Characteristics of children

Category	Frequency	Percentage
Sex		
Female	69	39.7
Male	105	60.3
Age		
6-9	20	19.6
10-12	70	68.6
13-15	61	59.8
16-18	23	
Level of school		
One	3	1.7
Two	4	2.3
Three	22	12.6
Four	42	24.1
Five	36	20.7
Six	48	27.6
JHS 1	5	2.9
JHS 2	13	7.5
JHS 3	1	0.6

3.1.4 Teachers, Head teachers and GES officials

Figure 2 shows the education level of the head teachers, teachers and GES officials. This clearly shows that the majority of the teachers had diploma certificates, while the head teachers and GES officials had first degree. While 25% of the GES officials had master's degrees, none of the teachers and head teachers had such a high-level education.

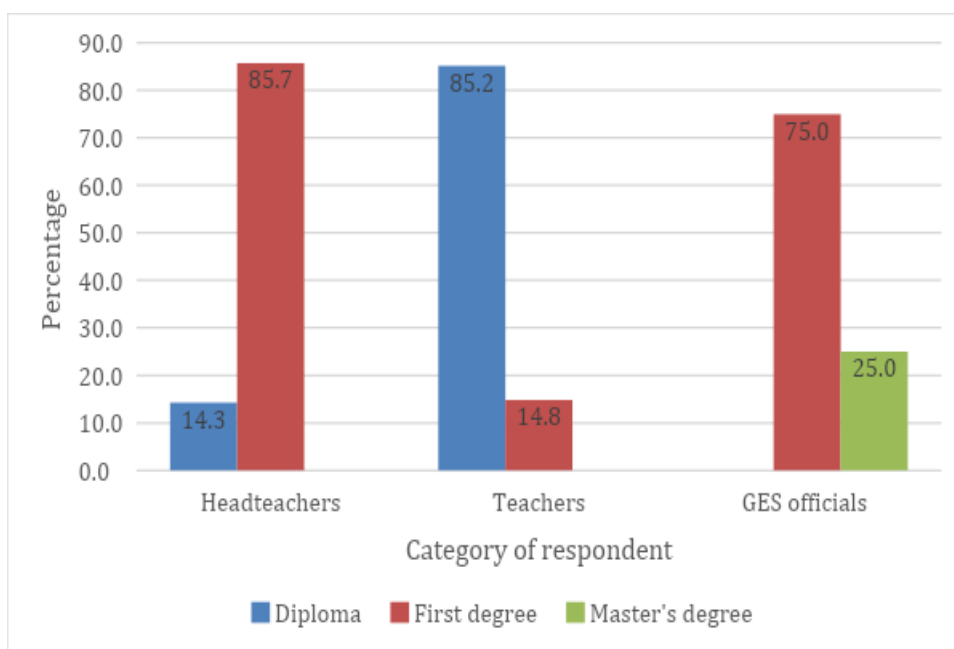


Figure 2: Educational level of head teachers, teachers and GES officials

3.2 Improved access and quality of education of children, especially girls, in West Mamprusi (Outcome)

3.2.1 Level of school drop-out, retention and progression rate among children

Table 6 shows the level of school drop-out, retention and progression rate among children in the target schools for the 2019/2020 academic year. The result show that the level of school dropout was high at preschool (KG2) level for both boys (13%) and girls (14%) and Basic 1 level for both boys (9%) and girls (11%). At the JHS level, the level of school dropout is high for girls in JHS1 and JHS2.

Overall, the average dropout in preschool for the 2019/2020 academic year is 12.5% for boys and 14% for girls. Thus, there is a decrease in dropout for boys but an increase in dropout for girls. At the basic (primary) level, the dropout for boys and girls for 2019/2020 academic year is 3.8% and 3.1% respectively.

Comparing these with the baseline figures, there is a 6.7% and 6.2% reduction in dropout rate respectively among boys and girls respectively. For the JHS level, there is a reduction in dropout from 14.5% to 2.5% (12%) for boys and from 10.4% to 4.3% (6.1%) for girls relating the base year to the endline.

School drop-out		
Level	Boys (%)	Girls (%)
Midterm (August 2019)		
KG	13	24
Primary	6.6	8.6
JHS	8	9.3
Baseline (2017/2018)		
KG	15.4	9.6
Primary	10.5	9.3
JHS	14.5	10.4
Source: Baseline report and midterm reflections report		

The high dropout rates observed in the evaluation at the preschool level was due to the establishment of new private schools in Nayorku and Loagri Kukua, which has attracted many of the KG2 students from the public schools in these schools/communities. A pictorial analysis of

the dropout rate for the base year, progress assessment and the end year is summarized in appendix 9.

Table 6: Level of school drop-out, retention and progression rate among children – 2019/2020

Grade	2019/2020		
	Boys	Girls	Total
KG2	12.5%	14.0%	13.3%
Basic 1	9.0%	10.5%	9.8%
Basic 2	5.0%	0.0%	2.5%
Basic 3	3.0%	0.0%	1.5%
Basic 4	6.0%	5.5%	5.8%
Basic 5	0.0%	2.5%	1.3%
Basic 6	0.0%	0.0%	0.0%
JHS 1	1.5%	6.0%	3.8%
JHS 2	2.5%	7.0%	4.8%
JHS 3	3.5%	0.0%	1.8%
Summary			
KG	12.5%	14.0%	13.3%
Primary	3.8%	3.1%	3.5%
JHS	2.5%	4.3%	3.4%

Source: CASE project M&E data (supplied by RAINS)

3.2.2 Children’s satisfaction and drivers of children’s happiness in school

3.2.2.1 Level of satisfaction in school

Figure 3 shows the level of children’s satisfaction in school. This clearly shows that nearly all the interviewed school children are satisfied in their schools. Specifically, as high as about 62.6% of the children indicated they were very satisfied or very happy while an additional and 31% of them were satisfied or happy with their schools. The level of happiness and satisfaction observed among the school children is higher than the 58% observed during the CASE midterm reflection survey.

“58% of children indicated that they were very satisfied with their schools.”

Source: Midterm reflections report

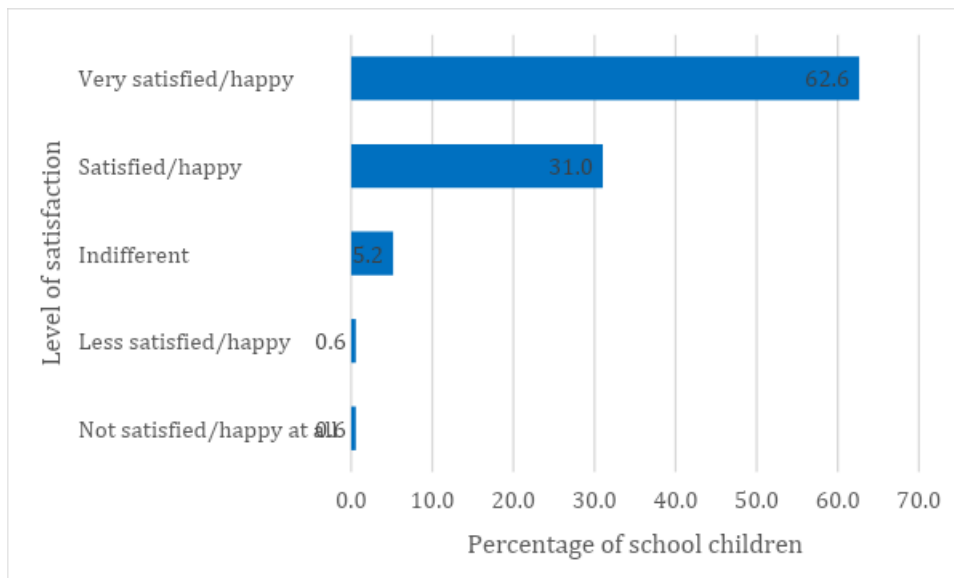


Figure 3: Level of satisfaction in school

3.2.2.2 Drivers of satisfaction of children in schools

To ensure children are always happy and to provide policy entry points, Table 7 was analysed. This revealed that the major factor that motivates the school children is the teaching method adopted by the teacher, how the children interact among themselves and engagement in extracurricular activities. For many children, their peers are important to them. Therefore, once their peers are in school, they will also be in school. It is welcoming that the children mentioned that the teaching method used by teachers is making them happy in the school. Thus, the CASE project in improving child centred teaching has actually made the children happy in their schools.

Table 7: Drivers of school children's satisfaction/happiness in schools

Factors/Drivers	Frequency	Percentage
Interaction with peer	131	75.3
Extracurricular activities. e.g. involvement in clubs, football, running etc	100	57.5
Good method of teaching by teachers	135	77.6
Good mode of punishment by teachers	4	2.3
Closeness of the school to my home	3	1.7
The neatness of my school	10	5.8
The presence of NGO supported projects	74	42.5

3.2.3 Socio-cultural practices that influence school attendance by children

Table 8 shows the percentage distribution of the socio-cultural practices that influence school attendance by children. This revealed that the major socio-cultural practice that influences school attendance is the engagement of children in domestic chores, feeding money and parents' attitudes. This suggests that engaging children in domestic and economic chores for the purpose of transferring home knowledge may have a negative effect on their school attendance.

Table 8: Socio-cultural practices that negatively influence school attendance by children

Socio-cultural practice	Frequency	Percentage
Domestic/economic chores	154	88.5
Parent's attitude/remark towards education	11	6.3
Discrimination between boys and girls	4	2.3
Number of siblings	1	0.6
Religion/attending to prayers	1	0.6
Foster parents	2	1.2
Early marriage	0	0.0
Disability	3	1.7
Sexual harassment	0	0.0
Bullying by teachers	0	0.0
Cost of school fees	2	1.2
Pocket money for feeding	19	10.9
Cost of books	2	1.2
Transport fair to school	0	0.0

Average = 8.2%

Note: Total sample is 174

3.2.4 Children's experience and perception of abusive practices

Table 9 details the children's experience of abusive practices due to an action that was offensive to parents. Although many children indicated not experiencing the outlined abusive practices, about three in every ten children were caned or spanked for their action or they were verbally abused, for instance through insults. Parents barely resorted to isolation of a child from their colleagues as punishment according to the children's report in Table 9 below.

Table 9: Children's experience of abusive practices

Mode of discipline	Yes		No	
	Freq	%	Freq	%
Caned/Spanked	120	29.3	290	70.7
Denied meal	11	2.7	399	97.3
Denied access to favourite game/play items	10	2.4	400	97.6
Verbal abuse. e.g. Yelled at me	112	27.3	298	72.7
Isolated from other people/friends/siblings	3	0.7	407	99.3
Assigned a specific home chore due to my action	17	4.2	393	95.9
I was asked to kneel down	37	9.0	373	91.0
I was shamed and made to feel guilty	8	2.0	402	98.1
I was reported to other elders and teachers	13	3.2	397	96.8

3.2.5 Impact of domestic/labour activities on school attendance

The impact of the various domestic and labour activities assigned to children on their school attendance is shown in Figure 4. This clearly indicated that except going to farm, collecting firewood for sale and burning of charcoal, the majority of the children who were engaged in domestic and labour activities indicated that engaging in these activities do not affect their school

attendance. This is because these activities are mostly performed outside the school hours mostly as domestic activity, for instance, cooking and washing dishes in the evening. However, the result indicated that engaging children in economic activities such as farming or collecting firewood/charcoal for sale have an impact on the school attendance of many children than engaging them in domestic activities.

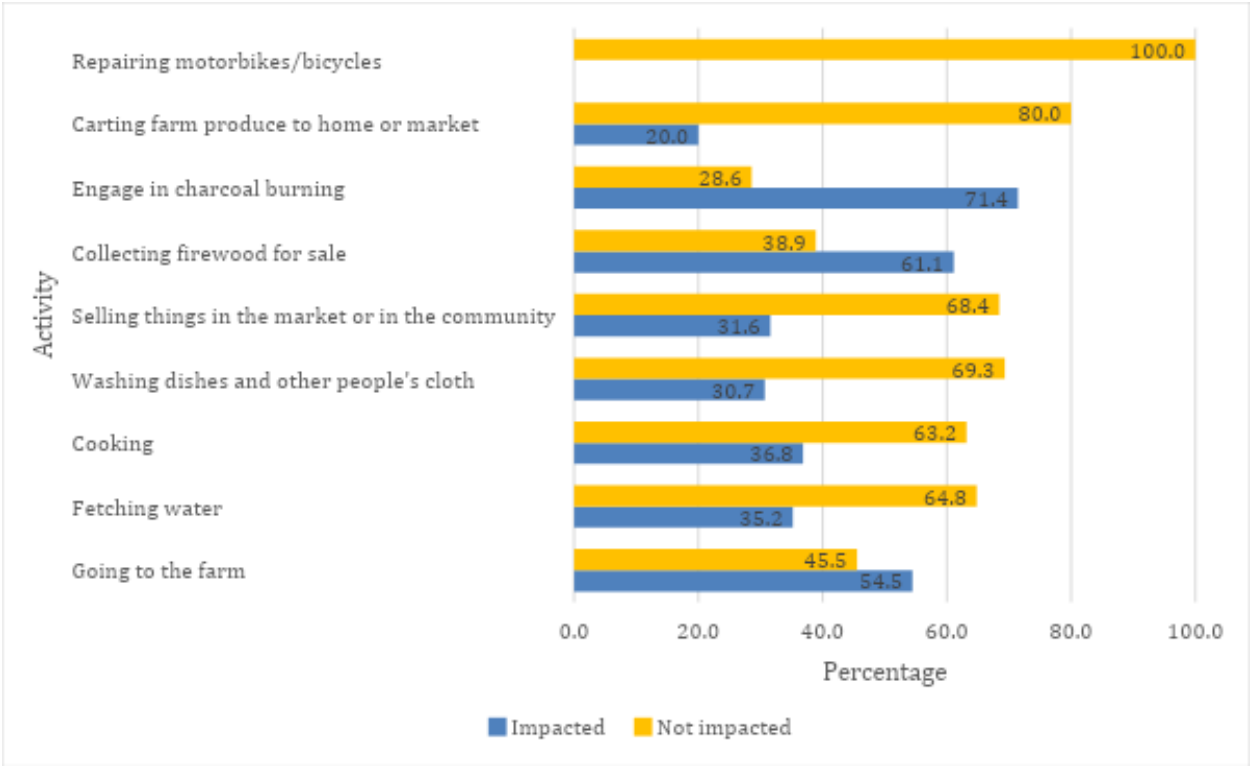


Figure 4: Impact of domestic/labour activities on school attendance

3.3 Improved understanding, attitudes and behaviour on child-rights, child labour and other socio-cultural practices that prevent children, especially girls, from attending school (Output 1)

3.3.1 Identification of practices harmful to children - by parents and community leaders

3.3.1.1 Awareness of rights of children

Table 10 shows the awareness of parents on the rights of children. This shows that many parents (both male and female parents) give equal rights to both boys and girls at home. However, a little more of the male parents than the female parents indicated giving equal rights to children irrespective of their gender. The result shows that the proportion of parents that give equal rights to children irrespective of their gender is higher than the proportion who thinks there is the need to give unequal rights to both boys and girls. About three in every ten sampled parents hold the view that parents should not give the same right to both boys and girls. This notwithstanding, about nine in every ten parents indicated that it is not a service to a child by sending them to school. Instead, it is a well deserving right that must be granted to the children. This means many parents would be willing to send their children to school unconditionally. All parents (both male and female parents) indicated that they give the same educational right to both boys and girls in their family. This is gratifying as it indicates a potential for bridging the low level of female education in the region.

Table 10: Awareness of children’s rights

Response by gender	No		Yes		Total freq.
	Freq.	%	Freq.	%	
Presence of equal rights					
Female	10	23.8	32	76.2	42
Male	12	22.2	42	77.8	54
Total	22	22.9	74	77.1	96
Should there be equal gender rights					
Female	12	28.6	30	71.4	42
Male	15	27.8	39	72.2	54
Total	27	28.1	69	71.9	96
School right					
Female	0	0.0	42	100.0	42
Male	0	0.0	54	100.0	54
Total	0	0.0	96	100.0	96
Service to child by sending him/her to school					
Female	3	7.1	39	92.9	42
Male	5	9.3	49	90.7	54
Total	8	8.3	88	91.7	96
Give same right at school to boys and girls					
Female	0	0.0	42	100.0	42
Male	0	0.0	54	100.0	54
Total	0	0.0	96	100.0	96

3.3.1.2 Disability and child rights

Figure 5 shows the percentage of parents who indicated the presence of disabilities in their households and the school attendance of those with disability. This shows that about 17% of interviewed female parents had disabled children while about 20% of interviewed males had disabilities in their homes. The data also shows that all parents (both males and females) send their disabled children to school. This demonstrates a significant impact of the CASE project on ensuring disabled children are given the right to education.

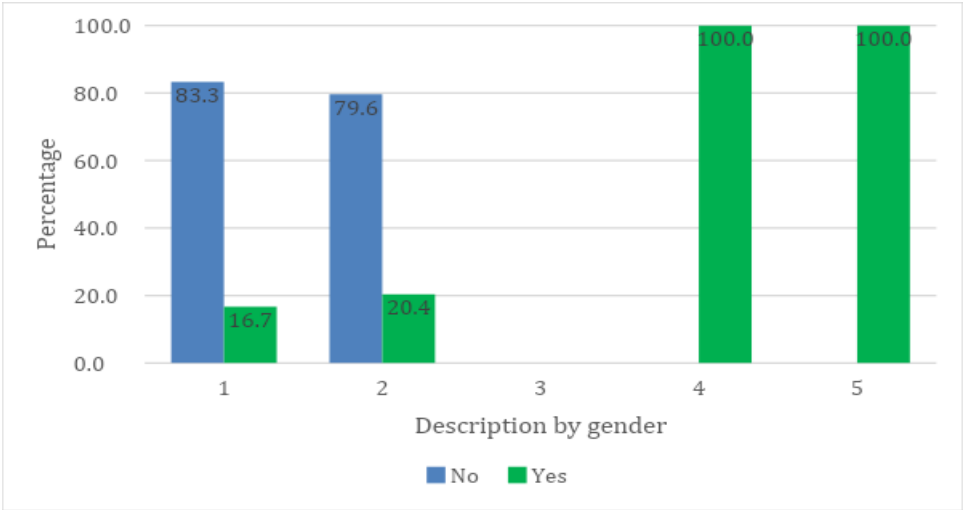


Figure 5: Presence of disabilities and their school attendance

3.3.1.3 Disciplinary attitudes and behaviour of parents towards children

Table 11 shows the disciplinary attitudes and behaviour of parents towards children and their awareness on the harmfulness of such practices. The majority of the male and female parents use caning/spanking as a correction method for an undisciplined act by a child although the majority of the male parents are aware it is a harmful practice. Denying children a meal is significantly low among parents and all parents indicated that they are aware it is harmful to deny a child a meal. Overall, the major disciplinary methods used by parents include caning/spanking and yelling or insulting children. Also, most parents do not explain to the children why their action(s) are wrong and the consequences for such behaviours, and most parents also do not hear from the children on why they engage in certain activities or behaviour before applying sanctions. All parents at least act or react to the behaviour of a child. On the other hand, most parents are unaware that yelling or insulting children or asking them to kneel down are harmful practices against the child. Overall, 75.9% and 71.2% of the sampled female and male parents indicated awareness of the harmfulness of these sociocultural practices.

Table 11: Disciplinary attitudes and behaviour of parents towards children

Approach	Gender	Application of approach			Awareness on harmfulness of approach		
		No (%)	Yes (%)	Total freq.	No (%)	Yes (%)	Total freq.
Caning/Spanking	Female	53.6	46.4	42	4.8	95.2	30
	Male	55.2	44.8	54	18.6	81.4	35
Denying meal/food	Female	97.6	2.4	42	0	100	1
	Male	98.1	1.9	54	0	100	1
Denying them access to what they love most	Female	100	0	42	100	0	0
	Male	100	0	54	100	0	0
Yelling/insulting	Female	45.2	54.8	42	5.2	94.8	23
	Male	48.1	51.9	54	20	80	28
Restrict children in social activities	Female	92.9	7.1	42	23.3	76.7	3
	Male	98.1	1.9	54	20.2	69.8	1
Do home chores like washing	Female	100	0	42	100	0	0
	Male	96.3	3.7	54	0	100	2
Asking them to kneel down	Female	92.9	7.1	42	16.7	83.3	3
	Male	96.3	3.7	54	33	67	2
Compared child with another in their presence	Female	100	0	42	100	0	0
	Male	98.1	1.9	54	0	100	1
Do nothing to the child	Female	100	0	42	100	0	0
	Male	100	0	54	100	0	0
Talk to them politely	Female	47.6	52.4	42	26.4	73.6	22
	Male	40.7	59.3	54	17.5	82.5	32
Explaining to them why they are wrong and the consequences of their actions	Female	85.7	14.3	42	100	0	6
	Male	85.2	14.8	54	100	0	8
Hear them out	Female	92.9	7.1	42	16.7	83.3	3
	Male	87	13	54	11.4	88.6	7
Average	Female	83.3	16.7	42	24.1	75.9	8
	Male	83.8	16.2	54	28.8	71.2	10

3.3.1.4 Work activities engaged by children

Table 12 shows the work activities parents assigned to their male and female children. This shows that the major activity parents engaged their male children in is farming while the major activity they engaged female children in is fetching water, cooking and washing dishes and clothes. This revealed that the male children were engaged more in economic activities while female children were engaged mostly in domestic activities. For instance, while only 1% of the parents engaged their male children in cooking, about 97% of the parents engaged their female children in cooking. Similarly, only male children were engaged in the use of animals for carting farm produce and other goods for the household.

Table 12: Work activities engaged by children

Activity	Parents engaging boys in activity		Parents engaging girls in activity	
	Freq.	%	Freq.	%
Going to the farm	91	94.8	50	52.1
Fetching water	21	21.9	93	96.9
Cooking	1	1.0	92	95.8
Washing dishes and other people's cloth	11	11.5	91	94.8
Selling things in the market or in the community	2	2.1	22	22.9
Collecting firewood for sale	18	18.8	38	39.6
Engage in charcoal burning	3	3.1	2	2.1
Use animals to plough or carting water/goods	25	26.0	0	0.0
Repairing motorbikes/bicycles	6	6.3	0	0.0

3.3.2 Socio-cultural practices as barriers to schooling – children's perspectives

Table 13 shows the children's account of the socio-cultural practices that serve as barriers to their schooling. Overall, the percentage of children who reported socio-cultural practices as influential in their school attendance is about 8%. This is lower than the 34% in the baseline and 15% in the midterm reflection. More specifically, the major socio-cultural practices that serve as barriers to schooling among most children is their engagement in domestic activities such as cooking. Other slightly dominating socio-cultural barriers include the lack of school feeding money from parents and the parent's general attitude and remarks on education. One important finding was that disability has almost negligible effect on schooling. Bullying by teachers, sexual harassment and early marriage have no effect on schooling, an indication that these practices are absent in the homes, communities or schools. The children also walk to the schools and therefore, transportation is no issue to prevent them from attending school regularly.

The percentage of children who report work and other socio-cultural practices as reasons for not attending school have reduced from 34% at baseline to 15% at midterm.
Source: Midterm reflection report

Table 13: Socio-cultural practices influencing children's schooling

Socio-cultural practice	Affects		No effect		Total
	Freq.	%	Freq.	%	
Domestic chores	154	88.5	20	11.5	174
Parent's attitude/remark towards education	11	6.3	163	93.7	174
Discrimination between boys and girls	4	2.3	170	97.7	174
Number of siblings	1	0.6	173	99.4	174
Religion / attending to prayers	1	0.6	173	99.4	174
Foster parents	2	1.1	172	98.9	174
Early married	0	0.0	174	100.0	174
Disability	3	1.7	171	98.3	174
Sexual harassment	0	0.0	174	100.0	174
Bullying by teachers	0	0.0	174	100.0	174
Economic		0.0	174	100.0	174
Cost of school fees	2	1.1	172	98.9	174
Pocket money for feeding	19	10.9	155	89.1	174
Cost of books	2	1.1	172	98.9	174
Transport fair to school	0	0.0	174	100.0	174
Average	14	8.0	164	92.0	174

3.3.3 Involvement of children in decision making

3.3.3.1 Children's perspectives

Table 14 revealed the perspective of children on their involvement in decision making in the house and their satisfaction with their involvement. Clearly, the majority of the children indicated that they were involved in all decisions in the house. However, while about 36% were involved in some decisions, about one in every four children were not involved in any decision of the household. Among the children who were involved in some or all decisions, as high as 57.4% and 35.7% were respectively satisfied or very satisfied with their level of involvement in the decision-making process.

Table 14: Children's account of their involvement in decision-making

Response	Frequency	Percentage
Children's involvement in decision making		
Not at all	45	25.9
Yes, all the time	67	38.5
Yes, but only sometimes	62	35.6
Total	174	100.0
Level of satisfaction with involvement in decision making		
Very satisfied/happy	46	35.7
Satisfied/happy	74	57.4
Indifferent	6	4.7
Less satisfied/happy	2	1.6
Not satisfied/happy at all	1	0.8
Total	129	100.0

3.3.4 Provision of educational materials and school uniforms to children

The provision of educational materials and school uniform to children is a responsibility of parents and this is evident in the result. From Table 15, as high as about 97% of the parents indicated that they provide school exercise books, pens and pencils to their children. About three in every four parents also provide school uniforms and sandals to their children. However, only about one in two (53%) parents provided money to their children for feeding in schools.

Table 15: Provision of educational materials and school uniforms to children

Item	Frequency	Percentage
School exercise books/pens/pencils	168	96.6
School textbooks	111	63.8
Pocket money for feeding	92	52.9
School uniform	137	78.7
School sandals	136	78.2

3.3.5 Functioning of community advocacy groups

3.3.5.1 Presence of CBA

Table 16 shows the percentage distribution of parents who indicated the presence of community-based advocacy (CBA) groups in their communities. Overall, over 90% of both male and female parents indicated the presence of CBA groups in their communities. This revealed the significant role of the CASE project intervention in promoting CBA groups in the various communities.

Table 16: Presence of CBA

Sex	Yes		No		Total freq.
	Freq	%	Freq	%	
Female	38	90.5	4	9.5	42
Male	51	94.4	3	5.6	54
Total	89	92.7	7	7.3	96

3.3.5.2 Description of CBA groups

Table 17 shows the description of the nature of the CBA groups in parents' communities. Over 80% of the parents (more of female parents than male parents) indicated that there is a CBA constitution that guides the operations and activities of the group. Consistently, over 80% of the parents also indicated that the CBA groups apply the constitution of the groups to all meetings and other activities of the group. Thus, there is a proper regard for established protocols on how meetings are conducted, and activities performed. The CBA groups meet periodically to discuss issues that affect their communities, particularly issues on child protection and safeguarding issues and take actions to address these issues. About 77% of the parents (more male parents than female parents) indicated that there are action plans for the groups, hence, the activities of the group are predefined and known to the group members. This is expected to raise the active participation of all group members. These are consistent with the observations in the midterm reflections report. Similarly, over 70% of the parents also indicated the presence of open communication among group members, clear commitment by members to the goals of the group, shared responsibility among group members and participatory leadership, effective utilization of the resources of the group and an effective self-evaluation by the groups. These indicate that the groups can be sustainable with external support and after the end of the CASE project.

'They [CBA] are expected to meet periodically to discuss issues that affect their communities, particularly issues on child protection and safeguarding issues and take actions to address these issues. ...the committees meet regularly almost on monthly basis. They develop action plans on issues that have been identified. They meet with the children through the children's assemblies to understand issues that affect them and jointly take actions to address them'.

Source: Midterm reflections report

Table 17: Description of CBA groups

Description	No		Yes		Don't know		Total freq.
	Freq	%	Freq	%	Freq	%	
Presence of a constitution that guides operations							
Female	4	10.5	34	89.5	0	0.0	38
Male	5	9.8	42	82.4	4	7.8	51
Total	9	10.1	76	85.4	4	4.5	89
Consistent in conducting meetings as stated in the constitution							
Female	5	13.2	33	86.8	0	0.0	38
Male	7	13.7	42	82.4	2	3.9	51
Total	12	13.5	75	84.3	2	2.2	89
Presence of an action plan through which activities are carried out							
Female	7	18.4	31	81.6	0	0.0	38
Male	10	19.6	38	74.5	3	5.9	51
Total	17	19.1	69	77.5	3	3.4	89
Carries out at least, one or two activities within a month							
Female	5	13.2	33	86.8	0	0.0	38
Male	10	19.6	35	68.6	6	11.8	51
Total	15	16.9	68	76.4	6	6.7	89
Open communication among members							
Female	9	23.7	28	73.7	1	2.6	38
Male	8	15.7	41	80.4	2	3.9	51
Total	17	19.1	69	77.5	3	3.4	89
Commitment to a common purpose and goal							
Female	8	21.1	30	78.9	0	0.0	38
Male	8	15.7	41	80.4	2	3.9	51
Total	16	18.0	71	79.8	2	2.2	89
Shared responsibility (members have equal responsibilities for the performance of the group)							
Female	9	23.7	29	76.3	0	0.0	38
Male	10	19.6	37	72.5	4	7.8	51
Total	19	21.3	66	74.2	4	4.5	89
Effective use of resources and talents within the group							
Female	8	21.1	30	78.9	0	0.0	38
Male	12	23.5	33	64.7	6	11.8	51
Total	20	22.5	63	70.8	6	6.7	89
Participatory leadership							
Female	9	23.7	25	65.8	4	10.5	38
Male	11	21.6	36	70.6	4	7.8	51
Total	20	22.5	61	68.5	8	9.0	89
Effective self-evaluation (group reflection to see if they are doing everything right and if something has to be done differently)							
Female	4	10.5	30	78.9	4	10.5	38
Male	5	9.8	40	78.4	6	11.8	51
Total	9	10.1	70	78.7	10	11.2	89

3.3.6 Impact of CBA groups on education-related matters

One of the prime objectives of CBA groups is to ensure proper education of children in the communities. Therefore, Table 18 shows the result on the impact of the CBA groups on key indicators using a five-point Likert-scale. This shows that the majority of the parents held the opinion that the introduction and presence of CBA groups have led to a very high or high decline in the level of school drop-out among children. This is because of the improved supervision of children in the community. Similarly, the majority of the parents indicated the academic performance of the children have improved significantly due to the presence of CBA groups in the community. The presence of CBA groups has led to an improvement in the school infrastructure. This is because the community members appreciate the essential role of child education and the role of improved infrastructure in that regard. For many parents (87.6%), the presence of CBA groups has led to an improvement in their commitment to the education of the children. This is as a result of proper information sharing among the group members on education. On other education related impacts, over 70% of the parents indicated that the presence of CBA groups has led to a reduction in bias between girl child and boy child as well as a reduction in the engagement of children in economic and domestic activities that would affect their education. This is because the groups engaged in jointly organizing community sensitization campaigns with the Children Assemblies and Change Makers, one on one visits to households with notable issues, and meetings with district level stakeholders.

Table 18: Impact of CBA groups on education-related matters

Indicator	Very high (%)	High (%)	Neutral (%)	Low (%)	Very low (%)	Total freq.
School drop-out						
Female	47.4	36.8	10.5	2.6	2.6	38
Male	43.1	39.2	9.8	5.9	2.0	51
Total	44.9	38.2	10.1	4.5	2.2	89
Improved academic performance						
Female	42.1	50.0	7.9	0.0	0.0	38
Male	52.9	39.2	7.8	0.0	0.0	51
Total	48.3	43.8	7.9	0.0	0.0	89
Improved school infrastructure						
Female	34.2	50.0	7.9	5.3	2.6	38
Male	41.2	31.4	21.6	5.9	0.0	51
Total	38.2	39.3	15.7	5.6	1.1	89
Improved commitment to child education						
Female	47.4	47.4	5.3	0.0	0.0	38
Male	41.2	41.2	9.8	5.9	2.0	51
Total	43.8	43.8	7.9	3.4	1.1	89
Reduced gender bias for children						
Female	42.1	47.4	7.9	2.6	0.0	38
Male	43.1	35.3	13.7	3.9	3.9	51
Total	42.7	40.4	11.2	3.4	2.2	89
Reduced children exploitation (exploitative labour)						
Female	44.7	39.5	10.5	5.3	0.0	38
Male	29.4	43.1	23.5	2.0	2.0	51
Total	36.0	41.6	18.0	3.4	1.1	89

3.4.7 Sustainability of community-based advocacy groups

Figure 6 details the parent’s opinion on the sustainability of the CBA groups in the communities. This shows that the majority (81.3%) of the parents indicated that the CBA groups are sustainable. This is especially higher among female parents (83.3%) than male parents (79.6%). This is an important indication that the project has used a proper engagement approach to reach out to the CBA groups. Also, the high indication of the sustainability of the CBA groups hint that even as the CASE project ends, the implemented activities of the project were learnt and can be implemented in the absence of the project.

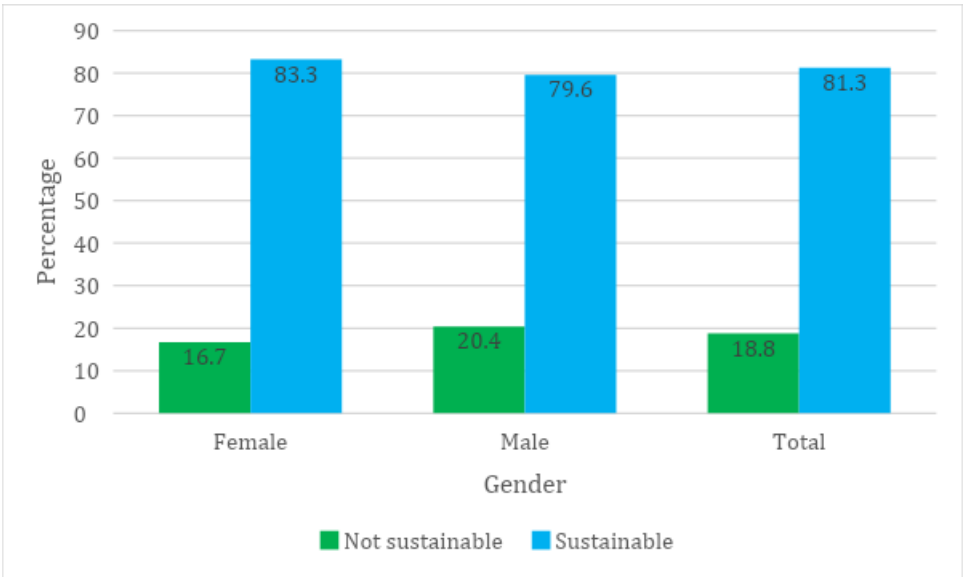


Figure 6: Sustainability of community-based advocacy groups

3.4 Enrolment for out of school children between ages of 8-15 years (OUTPUT 2)

3.4.1 Completion of CBE/transitional education programme - by gender

Table 19 shows the number of school children who completed the CBE/transitional education programme successfully. Overall, all the 106 males and 94 females that were enrolled have completed the programme. The number of children completing the program is higher than the 62 boys and 63 girls’ target by CASE. However, the equal gender ratio targeted was not achieved as the data shows that there are 53% of boys and 47% of girls. This represents a wider gender gap over the second cohort ratio but an improvement over the first cohort ratio.

CBE completion			
Cohort	Boys	Girls	Boys:Girls
First cohort	34	41	55%:45%
Second cohort	61	64	51%:49%
Target	62	63	50%:50%

Source: Midterm reflection report

3.4.2 Enrolment in school after CBE/transitional education programme - by gender

The result in Table 19 shows the number of children who completed the CBE/transitional education programme and have enrolled in school. This reveals that all the 106 boys and 94 girls who completed the programme have enrolled in school. The midterm report shows that there is a 100% retention in both the first and second cohorts. This indicates that the CASE CBE/transitional education programme is entirely successful and has made a significant impact in moving out of school children into schools.

Retention rate
There is 100% retention in both first and second cohorts.

Source: Midterm reflection report

3.4.3 Drop-out/retention in school for CBE graduates

Table 19 also revealed that there is a 0% drop out rate among the CBE graduates. This indicates that more children remained in school after they were enrolled.

Table 19: Completion of CBE programme, enrolment and dropout in schools

CBA Status	Male		Female		Total freq.
	Freq	%	Freq	%	
Completed	106	53.0	94	47.0	200
Enrolled	106	53.0	94	47.0	200
Drop-out	0	0.0	0	0.0	0

3.4.4 Head teachers' satisfaction with the skills, knowledge and understanding of children completing transitional course

Table 20 shows the level of satisfaction of head teachers with the performance of the children completing the CBE/transitional education programme and its impact on school enrolment. This shows that 57.1% of the head teachers were satisfied while 28.6% were very satisfied with the performance of the students in terms of their skills, demonstrable knowledge and their understanding of key educational concepts. The results also show that as high as about 86% of the head teachers indicated an increase in their school enrolment as a result of the CBE/transitional education programme.

Table 20: Head teachers' satisfaction with the CBE/transitional education programme and impact on school enrolment

Response	Frequency	Percentage
Level of satisfaction		
Very satisfied	2	28.6
Satisfied	4	57.1
Fairly satisfied	1	14.3
Impact on school enrolment		
Led to increase in enrolment	6	85.7
Has not led to increase in enrolment	1	14.3

3.5 Increased access to finances through VSLA groups and support for ward's education (OUTPUT 3)

3.5.1 Number of women receiving share outs from VSLA

Table 21 shows the number of women who received share outs from VSLA. This shows that as high as 98% of the sampled women received share outs while 2% did not. This has increased over the 81.4% of the women who received share outs in the previous distribution. This is an indication that the proportion of women benefiting financially from VSLA is high and increasing over time. The sampled women attributed their ability to receive share outs from VSLA to the training and sensitization provided by the CASE project.

“A total of 296 women shared out within the period” **Source:** Midterm reflection report

36.3% of 88 women accessed credit through VSLA/susu. **Source:** baseline report.

Table 21: Number of women receiving share outs from VSLA

Status	Current share out		Previous share out	
	Freq.	%	Freq.	%
Received	100	98.0	83	81.4
Not received	2	2.0	19	18.6
Total	102	100.0	102	100

3.5.2 Average share out received from VSLA

Table 22 details the amount of share outs received by 98% of the women. On the average, the current share-out received by a woman is GHS450 and this is higher than the previous average of GHS327. Nonetheless, the majority of the women received GHS500 share-out in the previous and current share outs. The percentage distribution also shows that 7% of the women received a current share out above GHS400 as against 4.8% who received above the GHS400 in the previous share out distribution.

“At share out including their totals savings and interest, each woman took an average of GhS 400” **Source:** Midterm reflection report

Table 22: Average share outs (GHS) received from VSLA

Amount (GHS)	Current share-out		Previous share-out	
	Frequency	Percentage	Frequency	Percentage
1-100	2	2.0	4	4.8
101-200	6	6.0	11	13.3
201-400	25	25.0	32	38.6
401-600	60	60.0	32	38.6
601-800	5	5.0	2	2.4
801-1000	2	2.0	2	2.4
Mean	450.3		326.6	
Mode	500		500	

3.5.3 Use of proceeds from VSLA for children’s education

One of the major expectations is that women would use the share outs received from VSLA to support the educational needs of their children. The results in Table 23 shows that out of the 100 women who indicated receiving share outs from VSLA, 87 of them used the share outs to support the educational budgets of their children. The remaining 13 women did not use the share outs received for educational expenditures. In terms of the amount used for educational budgets, a woman used about GHS232 while most of the women used GHS300 from the VSLA share outs to support the educational needs of their children.

In terms of specific educational budgetary items that the share outs were used for, the majority of the women indicated buying school books (textbooks and exercise books), buying school uniforms and providing daily feeding fee to their wards. About one in every five women also provide menstrual pads from the share outs received. Also revealing is the fact that about 24% of the women also use the share outs to organize extra classes for their wards. There is marginal increase in the percentage of parents providing uniform, books and pens/pencils over the baseline figures.

Percentage of parents providing various educational materials.
Uniform (97.4%), books (96.7%), pens/pencils (92.8%)
Source: Baseline report

Overall, the majority (86%) of the women indicated that the share outs have lessened the financial burden on them to ensure that their wards attend school and have the best educational care.

Table 23: Use of proceeds from VSLA for children's education

Response	Frequency	Percentage
Use loan for school budget		
No	13	13.0
Yes	87	87.0
Amount used (GHS)		
1-100	20	23
101-200	34	39.1
201-300	17	19.5
More than 300	16	18.4
Mean		231.6
Mode		300
Use of VSLA in education (*)		
Buy books	86	98.9
Buy uniforms	85	97.7
Daily feeding fee	71	81.6
Extra classes fee	21	24.1
Pay school fees	29	33.3
Buy menstrual pad	18	20.7
Effects of VSLA of educational financial burden		
Not lessened	12	13.8
Lessened	75	86.2

* Percentages are estimated over 100% for each use item.

3.5.4 Access to credit under CASE project microcredit scheme

Table 24 shows the percentage of the women who indicated receiving credit under the microcredit scheme of the CASE project. This shows that most of the interviewed women did not receive microcredit under the project. For many who received credit, they actually got the exact amount requested while others received less than requested amount. Others were not sure of the disparities in the amount received and amount requested. On the average, a woman received about GHS510 as credit while most of them received GHS500.

Table 24: Access to credit under CASE project microcredit scheme

Response	Frequency	Percentage
CASE microcredit beneficiary		
No	61	59.8
Yes	41	40.2
Amount requested and received		
Received exact amount	24	58.5
Received less	12	29.3
Not sure	5	12.2
Amount received		
400	1	2.4
500	39	95.1
1000	1	2.4
Mean		509.8

3.5.5 Use of credit received under CASE microcredit scheme for children’s education

Figure 7 shows the proportion of the women who used the credit received to support the educational needs of their children. Evidently, about 54% of the women did use the credit to support education of their children. This is an indication that providing microcredit assistance to women can help improve their investment in the education of their children.

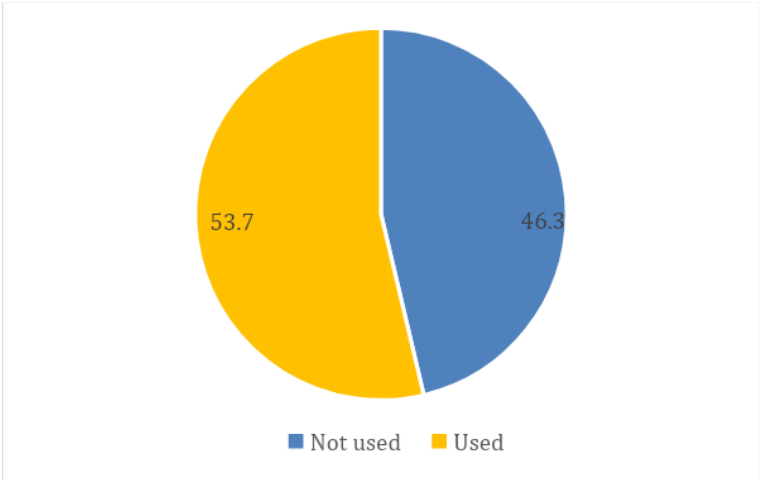


Figure 7: Use of credit received under CASE microcredit scheme for children’s education

3.5.6 Effects of the business development training (Street Business School)

The result in Table 25 explains the effect of business development training on the women. About 86% of the interviewed women have benefited from the street business schools organized by the CASE project. A total of 300 women were trained and mentored under the project.

Activity/target:
4-days of advanced enterprise training plus mentoring for 300 women (100 per year) with existing small enterprises to take these to a higher level through additional skills training, forming group ventures/ cooperatives, improving knowledge of markets and access to potential markets for their products and linking them into existing government services and support for rural development.
Source: Project summary document

About 99% of the beneficiary women indicated that they have acquired new skills while all the beneficiary women indicated that the training has helped improve their financial management skills. Similarly, about 99% of the beneficiary women indicated that the training has helped improve their knowledge in the market and how they can access the market. This is important to improve the economic rewards from the socioeconomic activities of the women. Again, the majority (81%) of the women indicated that they have entered new businesses because of the training they have received.

Table 25: Effects of the business development training (Street Business School)

Response	Frequency	Percentage
Participation in business training		
No	14	13.7
Yes	88	86.3
Acquisition of new skills		
No	1	1.1
Yes	87	98.9
Improved financial management skills/knowledge		
No	0	0.0
Yes	88	100.0
Improved market knowledge and access to market		
No	1	1.1
Yes	87	98.9
Entry into new businesses		
No	17	19.3
Yes	71	80.7

3.5.7 Level of satisfaction with business development training

Figure 8 shows the level of satisfaction of the beneficiary women in the business development training. This shows that all the beneficiary women were satisfied or very satisfied with the training. This suggests that the project has made significant impacts in the livelihood development of the women.

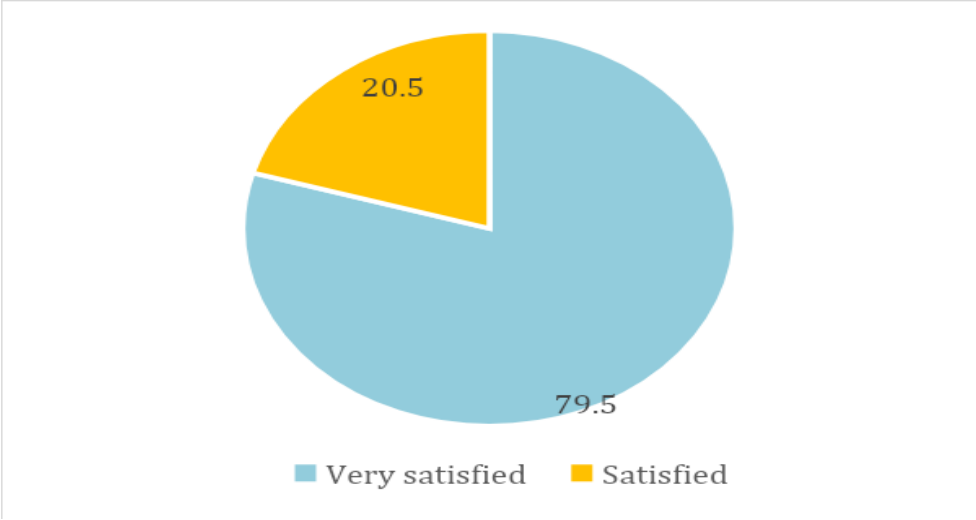


Figure 8: Level of satisfaction with business development training

3.5 Increased skills to implement and support quality teaching

Six child centred teaching methods were evaluated. The average responses are discussed in this section while the specific details on each CCT are provided in annex 9.

3.5.1 Use of child centred, gender responsive and disability inclusive teaching methods by teachers

Table 26 shows the distribution of teachers using the key CCT methods examined. From the result, over 75% of the teachers used each of the CCT methods. Thus, about three in every four teachers used the CCT methods. Specifically, about 88% of the teachers ensured that they properly planned their lessons and also gave interesting introductions to the lessons in order to attract the attention of the students to the topic. The least practiced CCT method is how to ensure that there is proper clarity on the lessons to the children. The result suggests that most of the schools have improved teaching and learning practice.

Table 26: Use of child centred, gender responsive and disability inclusive teaching methods by teachers

CCT	Frequency	Percentage*
Lesson planning and introduction of topics	24	87.7
Friendly environment for teaching and learning	23	86.1
Active participation in lesson periods by pupils	21	78.4
Clarity of presentation of subject concepts and content	21	76.9
Inclusivity and gender responsiveness	22	80.7
Evaluation of lesson	22	80.2

* Each percentage computed over the total number of teachers interviewed.

3.5.2 Child centred, gender responsive and disability inclusive teaching methods that are promoted by head teachers

The headmasters of the various schools indicated the various CCT methods that they promote in their schools and the result is shown in Table 27. This shows that most of the headmasters promote the various CCT methods. Specifically, all the headmasters ensure that teachers in their school plan the lessons and give proper introduction on each lesson. About 86% of the head teachers also ensured that there is a friendly and conducive teaching and learning environment in the school. This is essential for the active learning of the school children. For instance, all the head teachers indicated that they ensure that the teachers create a climate in which learners display initiative and assume a personal responsibility for learning while over 80% indicated that the school classrooms are well arranged to enhance effective teaching and active participation by all children. The head teachers (81%) also ensure that there is a high inclusivity and consideration to the gender diversity in the school as well as proper evaluation of the school children to ensure that the children are not demoralized but rather, promote competitiveness among the children to ensure that all the children are given the needed attention.

Table 27: Percentage distribution of child centred, gender responsive and disability inclusive teaching methods that are promoted by head teachers

CCT method	Frequency	Percentage
Lesson planning and introduction of topics	7	100.0
Friendly environment for teaching and learning	6	85.7
Active participation in lesson periods by pupils	5	71.4
Clarity of presentation of subject concepts and content	5	71.4
Inclusivity and gender responsiveness	6	81.0
Evaluation of lesson	6	82.9

Note: frequencies and percentages are averages from a number of indicators under each method. Refer to appendix.

3.5.2.1 Head teachers' satisfaction with CCT practiced by teachers

Table 28 shows the level of satisfaction expressed by the headteachers on how CCT methods are being used by the teachers and appreciated by the school children. This shows that there is high satisfaction among the headteachers on the CCT methods. Overall, all the headteachers were either satisfied or very satisfied with lesson planning and introduction of lessons, improved teaching and learning environment, active participation of children, clarity on lessons and proper evaluation of children by teachers. However, only 87.8% of the head teachers were satisfied or very satisfied with proper use of teaching and learning materials.

Table 28: Head teachers' satisfaction with CCT practiced by teachers

CCT	Very satisfied (%)	Satisfied (%)	Not satisfied (%)	Unsatisfied (%)
Lesson planning and introduction of topics	19.1	76.2	4.8	0.0
Friendly environment for teaching and learning	52.1	47.9	0.0	0.0
Active participation in lesson periods by pupils	40.0	60.0	0.0	0.0
Clarity of presentation of subject concepts and content	35.0	65.0	0.0	0.0
Use of teaching and learning tools and resources	16.7	61.1	11.1	11.1
Inclusivity and gender responsiveness	30.7	65.3	0.0	4.0
Evaluation of lesson	39.7	54.8	5.6	0.0

3.5.3 GES officials' knowledge on child centred, gender responsive and disability inclusive teaching methods practiced in schools.

The GES officials also indicated their awareness and knowledge on the CCT methods in the various schools. Table 29 shows that all GES officials indicated they promote five CCT methods, 75% of them indicated that they promote the implementation of inclusivity and gender responsive teaching methods while 50% indicated promoting the use of group assignment and discussions. The headteachers also indicated their awareness on the practice of the CCT methods. This shows that all the headteachers were aware of the practice of CCT methods in all schools while 75% were aware of the practice of three of the CCT methods.

Table 29: GES officials' knowledge on child centred, gender responsive and disability inclusive teaching methods practiced in schools

CCT method	Promoted (%)	Practiced in schools (%)
Lesson planning and introduction of teaching	100	75
Friendly environment for teaching and learning	100	100
Active participation in lesson periods by pupils	100	100
Use of group assignment and discussions	100	100
Clarity of presentation of subject concepts and content	50	75
Use of teaching and learning tools and resources	100	100
Inclusivity and gender responsiveness	75	75
Evaluation of lesson	100	100

3.5.4 Children's satisfaction with child centred, gender responsive and disability inclusive teaching methods

Table 30 shows the children's satisfaction with the CCT methods used in their schools. The majority of the children indicated that they are satisfied with the various CCT methods while a significant proportion also indicated that they are very satisfied. This is an indication that the CCT methods are well implemented and would lead to an improved educational outcome in the various schools.

Table 30: Children's satisfaction with child centred, gender responsive and disability inclusive teaching methods

CCT method	Very satisfied	Satisfied	Fairly satisfied	Unsatisfied	Very unsatisfied
Lesson planning and introduction of teaching	33.3	57.5	9.2	0.0	0.0
Friendly environment for teaching and learning	23.6	66.7	8.6	0.6	0.6
Active participation in lesson periods by pupils	25.3	63.8	10.3	0.6	0.0
Clarity of presentation of subject concepts and content	20.7	66.7	12.1	0.6	0.0
Use of teaching and learning tools and resources	19.0	68.4	0.0	12.1	0.6
Gender inclusiveness during lessons	27.0	55.2	16.7	1.2	0.0
Lesson evaluation	28.7	60.9	10.3	0.0	0.0

3.5.5 Involvement of children in decision making at schools

3.5.5.1 Children’s perspectives

Figure 9 details the level of involvement of children in decision making at the school. It thus indicates whether or not the children are considered during decision making of the school. This shows that the majority of the children indicated that their views are always considered in the decision making of the school while an additional 27.6% indicated their views are only sometimes considered. The result thus suggests that the views of the children are generally considered especially as it relates to them.

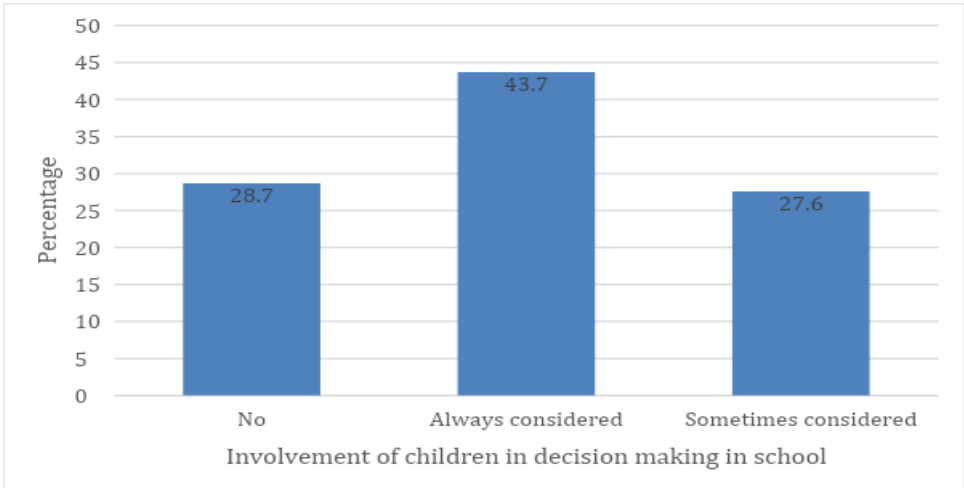


Figure 9: Children’s perspective on their involvement in decision making at school

3.6 Platforms established to support children to learn about, understand and meaningfully participate in efforts to promote their rights (OUTPUT 5)

3.6.1 Children’s Assemblies

Community children’s assemblies (CCAs) were established to engage and influence the adults in their communities. Table 31 shows that about 73% of the parents indicated that the CCAs were established in their communities. This was expected since not all communities benefited from the CCAs component of the CASE project. As high as about 94% of the parents indicated that the children are actively participating in the CCAs. While all female parents indicated that the assemblies are functioning properly towards achieving their objectives of influencing the behaviour of the community adults, only about 85% of the male parents indicated the same.

Table 31: Children’s assembly

CCA description	No		Yes		Total freq.
	Freq.	%	Freq.	%	
Established in community					
Female	11	26.2	31	73.8	42
Male	15	27.8	39	72.2	54
Total	26	27.1	70	72.9	96
Active participation of children					
Female	1	3.2	30	96.8	31
Male	3	7.7	36	92.3	39
Total	4	5.7	66	94.3	70
Functioning towards objectives					
Female	0	0.0	31	100.0	31
Male	6	15.4	33	84.6	39
Total	6	8.6	64	91.4	70

3.6.1.1 Satisfaction with CCAs

Figure 10 shows the level of satisfaction of parents with the CCAs. This shows that the majority of the female parents were satisfied with the CCA while the majority of the male parents were very satisfied with the performance of the CCAs. While none of the female parents were either neutral or unsatisfied, about 17.9% and 2.6% of the male parents were.

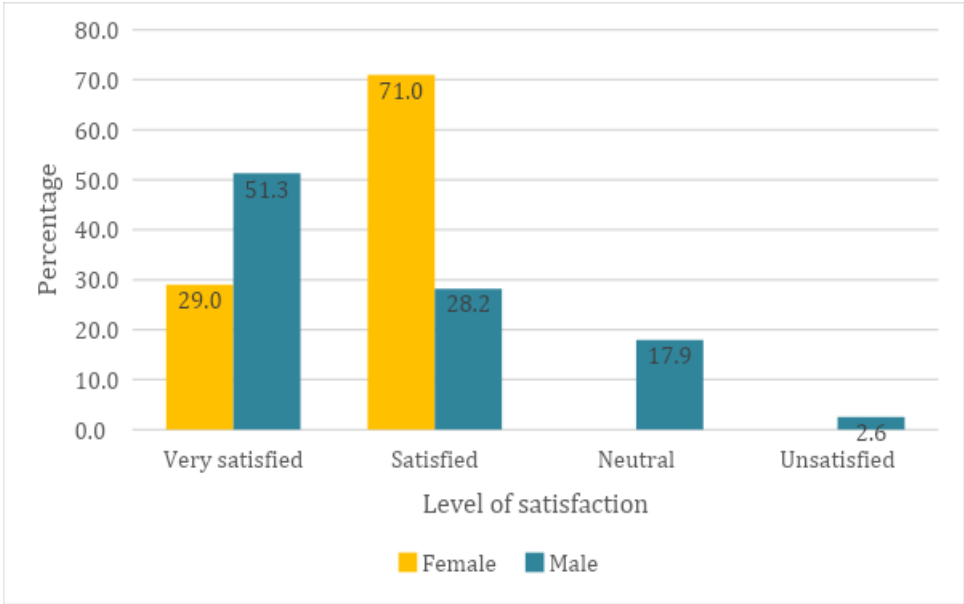


Figure 10: Level of satisfaction with CCAs

3.6.1.2 Sustainability of CCAs and its ability to continue its advocacy in the communities

Based on their assessment of the CCAs, the parents expressed their opinion on the sustainability of the CCAs and their ability to continue to deliver on their goals. From Figure 11, as high as 97% of female parents and 87% of male parents indicated that the CCAs are sustainable and would continue to be a relevant tool for community development.

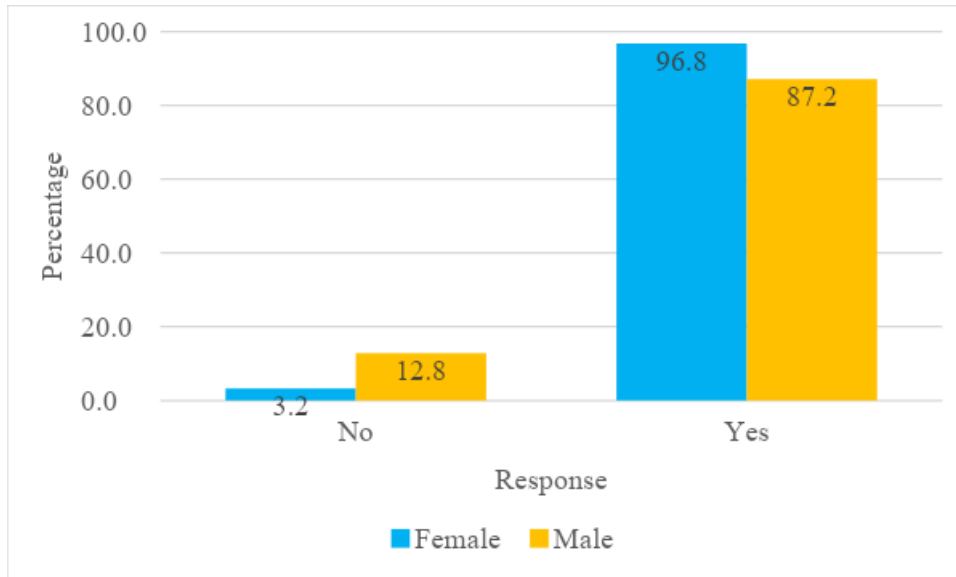


Figure 11: Sustainability of CCAs and its ability to continue its advocacy in the communities

3.6.2 Children's clubs

3.6.2.1 Frequency of participating in children's club

The children's clubs were established for a purpose. Each club is supported by a Change Maker (a community volunteer) referred to as the club Animator. The Animators have been trained by the project on group dynamics, group facilitation/animation, coaching and mentoring, child safeguarding and protection, Gender Equality and Social Inclusion and other relevant areas necessary for them to effectively handle children clubs and women groups. The children themselves are also being trained on these issues in addition to life skills such as confidence building, believing in oneself, sexual and reproductive health and rights, child rights and protection among others (source: Midterm reflections report).

Figure 12 shows the percentage distribution of how frequent the children participate in the children's club. This is evident that the highest proportion (72.2%) of the children participate in all activities of the club while the remaining 27.8% participate in only some activities.

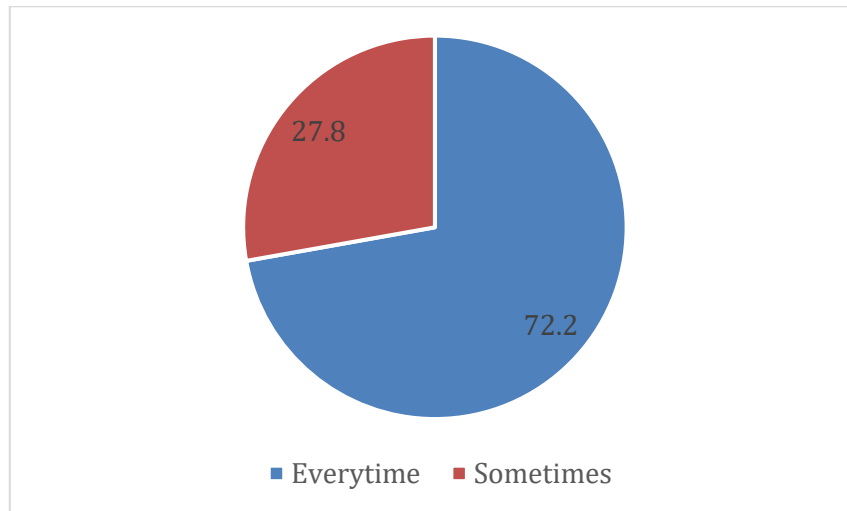


Figure 12: Frequency of children's participation in children's club

3.6.2.2 Level of satisfaction with children's club

The children outlined their level of satisfaction with the children's club (Figure 13). This shows that 49.2% and 31.4% of the children were very satisfied and satisfied with the performance of the children's club while 8.9% were less satisfied or happy with the children's club. This indicates that the children's club has performed creditably well.



Figure 13: Level of satisfaction with children's club

3.6.2.3 Impacts of children’s club

The level of impact on the school attendance and ability to reclaim rights is presented in Figure 14. This is an important objective for the establishment of the children’s club. From the result, 93.4% of the children indicated that the children’s club has had a positive impact on their school attendance. Also, 89.2% of the children indicated that they were able to claim their rights anytime someone wanted to infringe on them. Most specifically, the rights to education. There is about a 13% points improvement in the number of children who are able to reclaim their rights since the midterm reflection assessment. This means that there is an improvement over the years in children’s ability to insist on their rights.

‘the club level activities offer them a range of opportunities, to socialize among themselves, to engage in play and other forms of recreational activities, to learn, to collectively engage with parents and adult members of the communities, teachers and district level stakeholders on issues that affect them.’
About 76% of children can reclaim rights
Source: Midterm reflections report

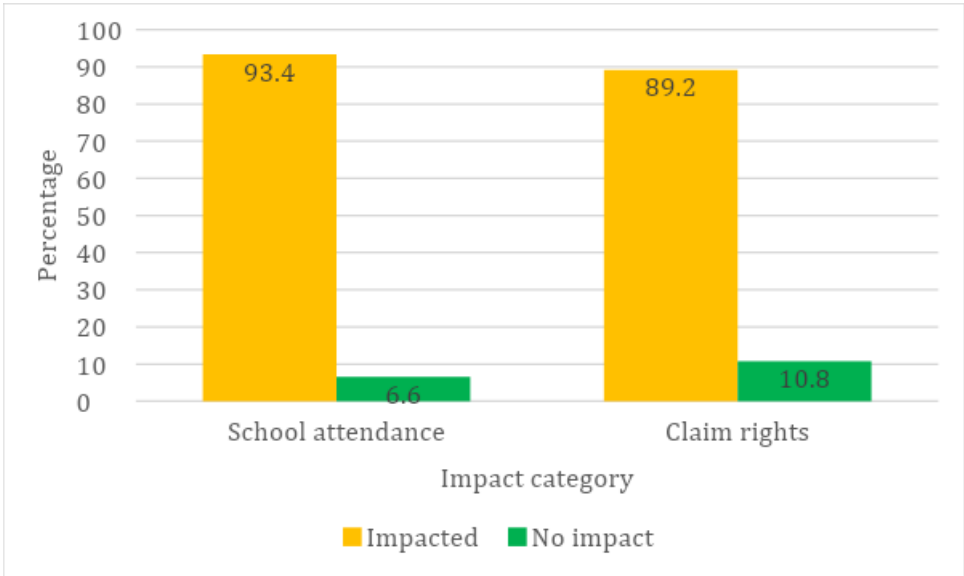


Figure 14: Impact of children’s club on school attendance and claiming of rights

3.6.3 Girls' clubs

3.6.3.1 Frequency of participation in girls' club

Figure 15 shows the frequency of participation in girls' clubs. This shows that the highest percentage (43.8%) of the children indicated participation in the girl's club every time. While 37.5% indicated participating sometimes in girls' clubs, and 18.8% rarely participated. This indicates that overall, the participation in girls' clubs is high.

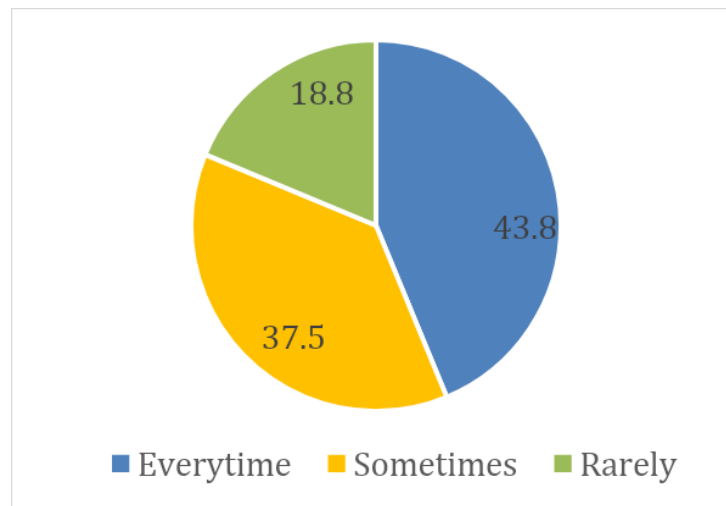


Figure 15: Frequency of participation in girls' club

3.6.3.2 Satisfaction with girls' club

The level of satisfaction with the girl's club is shown in Figure 16. overall, 56.2% and 25% of the girls indicated satisfaction and very high satisfaction with the girl's club respectively. However, about 18.8% of the participating girls indicated they are indifferent in their level of satisfaction with girls' clubs in their communities.

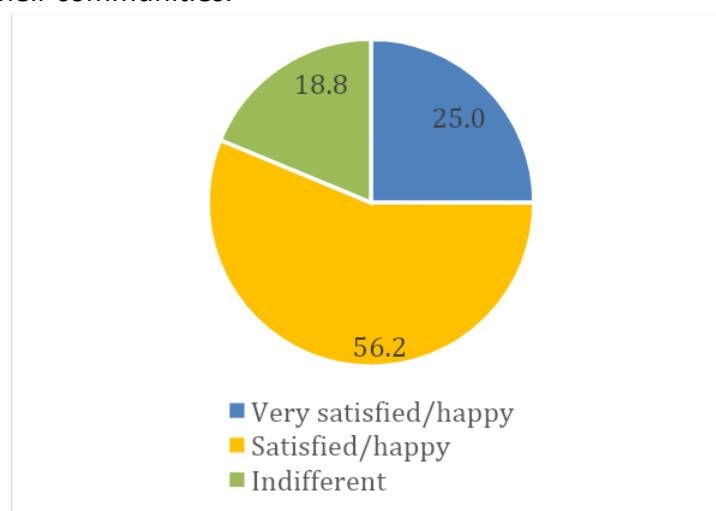


Figure 16: Level of satisfaction with girls' club

3.6.3.3 Impacts of girls' club on school attendance and claiming of rights

Figure 17 shows the respondents' indication of the impact the girl's club have had on their school attendance and ability to claim rights. This shows that the girl's club had a significant impact on school attendance and claiming of rights. Specifically, 87.9% and 82.5% of the girls indicated that the girl's club led to a positive impact on their school attendance and their ability to claim their rights, respectively.

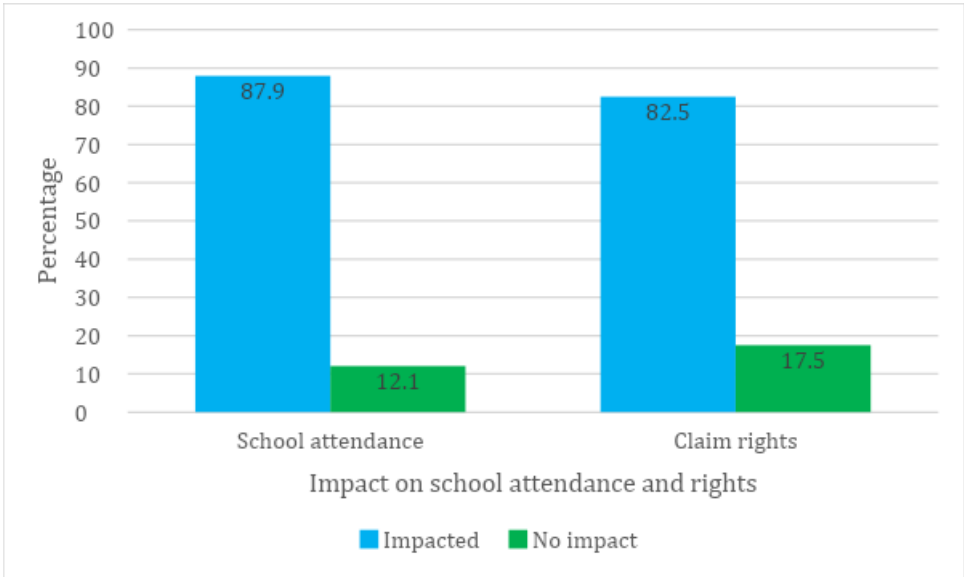


Figure 17: impact of girls' club on school attendance and claiming of rights

3.6.4 Peer mentors

3.6.4.1 Frequency of participation in peer mentor club's meeting

Figure 18 shows the frequency of participation in peer mentor meetings. Overall, all the members of the peer mentor's club participate every time in its meetings or they participate sometimes.

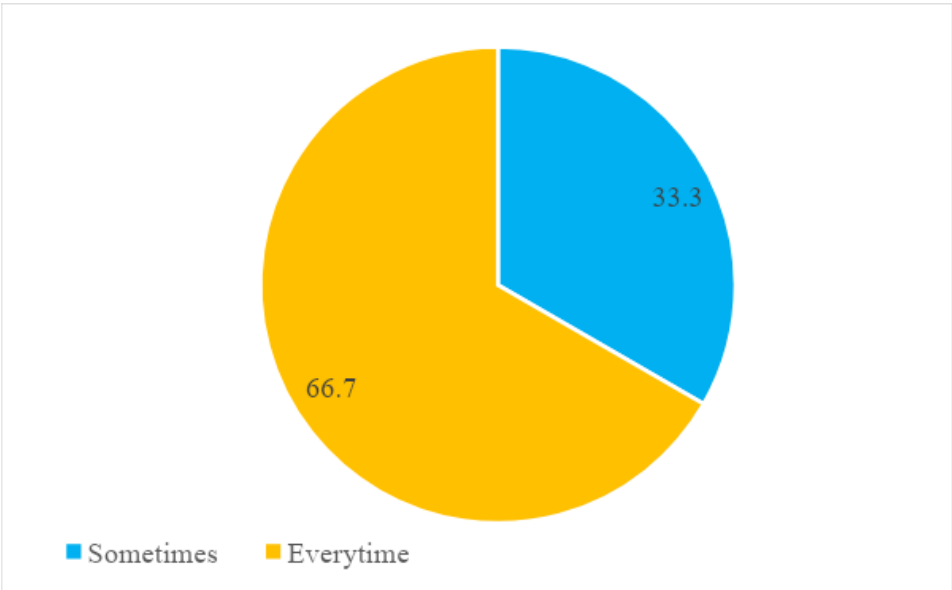


Figure 18: Frequency of participation in peer mentor club's meeting

3.6.4.2 Satisfaction with children's club

Figure 19 shows the level of satisfaction with the peer mentor's clubs. This shows that as high as 89% of the members were satisfied with the performance of the club while the remaining 11% were very satisfied with the performance of the peer mentor's club.



Figure 19: Satisfaction with children's club

3.6.4.3 Impact of children's club on reclaiming of rights

Figure 20 shows the respondents' opinions on the impact of the presence of peer mentors on school attendance of children and their ability to claim their rights. Evidently, all the respondents indicated that the peer mentor groups have led to an increase in school attendance. Also, 77.8% of the respondents indicated that the peer mentor clubs have resulted in the ability of children to claim their rights, and thus, not allow their rights to be impinged upon.

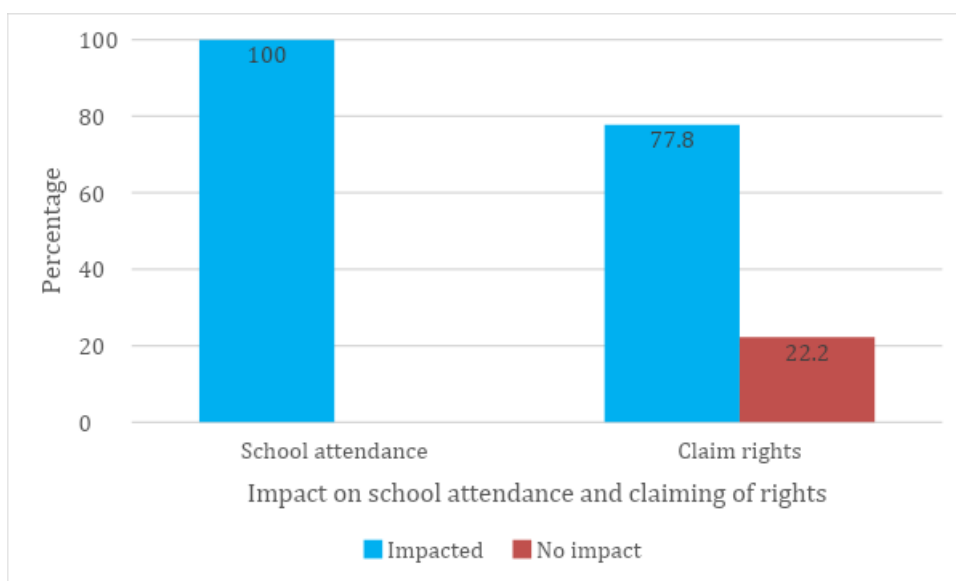


Figure 20: Impact of peer mentor's club on school attendance and claiming of rights

4. REFLECTIONS ON COVID-19 RESPONSE

4.1 Awareness of symptoms of COVID-19

Table 32 shows the respondent's awareness of the symptoms of COVID-19. Overall, the GES officials indicated very high awareness of all outlined symptoms. Majority of the headteachers and the teachers also revealed awareness on most of the symptoms of COVID-19. There is low awareness of children on the symptoms of COVID-19.

Table 32: Awareness of symptoms of COVID-19

Symptom	Category of respondents (%)					
	Parents/Community	Women	Children	Headteachers	Teachers	GES officials
High fever	40.6	50.0	30.0	57.1	51.9	100.0
Sore throat	8.3	47.6	41.0	28.6	40.7	50.0
Runny nose	11.5	39.6	32.0	42.9	37.0	50.0
Frequent sneezing	64.6	62.0	53.0	42.9	59.3	75.0
Persistent coughing	76.0	71.6	54.0	57.1	59.3	100.0
Headache	55.2	46.1	45.0	57.1	51.9	75.0
Total freq.	96	102	174	7	27	4

4.2 Impact of CASE on access to information on COVID-19

Table 33 shows the sources of COVID-19 information and the use of information received. The result shows that the major source of first-time information on COVID-19 for all interviewed stakeholders is either the CASE radio program or the CASE community change makers. This is specifically high for parents/community leaders and the women groups. For instance, 87.5% of the parents first heard of COVID-19 on the radio under the CASE radio program. For the headteachers and teachers, the CASE radio program and TV were their main sources of information on COVID-19. This result demonstrated that the CASE intervention on COVID-19 has had significant impact in providing the needed information to the communities. Overall, there is a significant use of the information, for instance, keeping to the safety protocols by the stakeholders.

Table 33: Impact of CASE on access to information on COVID-19

Response	Category of respondent (%)			
	Parents/Community leaders	Women	Headteachers	Teachers
Source of information				
CASE Radio program	87.5	83.3	57.1	55.6
CASE community change maker(s)	67.1	63.7	14.3	18.5
TV	79.2	37.3	57.1	70.4
Friends	29.2	24.5	14.3	33.3
School	6.3	22.5	14.3	14.8
Market place	9.4	15.7	14.3	7.4
Church/Mosque	27.1	37.3	14.3	14.8
Use of information				
No	25.0	2.9	50.0	21.1
Yes	75.0	97.1	50.0	78.9
Total freq.	96	102	7	27

4.3 Impact of COVID-19 on education

The impact of COVID-19 on education is presented in Table 33. The result outlines the respondents' levels of agreement on specific impact items. Overall, the majority of the respondents strongly agreed on the itemized impacts of COVID-19 on education. For instance, about 71%, 67%, 50% and 79% of the parents/community leaders, women, headteachers and teachers respectively indicated that the emergence of COVID-19 has led to a delay in the academic calendar. Similarly, the highest proportion of the respondents in all sample groups strongly agreed that COVID-19 has resulted in a decline in the reading skills of school children as well as a reduction in their overall academic performance. On the other hand, majority of the respondents in almost all sample groups agreed that COVID-19 initially affected the desire of parents to allow their children to go to school. It also caused an initial decline in the desire of the children themselves to go to school – resulting in increased children's participation in economic activities. There was also a decline the interaction among children as well as a decline in the learner-teacher relations (interactions) during the Covid period. However, interaction with the change makers suggest that most of these expected impacts had been minimized due to the interventions on COVID-19 provided by the CASE.

Table 34: Impact of COVID-19 on education

Impact	Category of respondent	Level of agreement (%)					Strongly Disagreed
		Strongly agreed	Agreed	Undecided	Disagreed	Strongly Disagreed	
The pandemic has led to a delay in academic work	Parents/Community leaders	70.8	28.1	1.0	0.0	0.0	
	Women	66.7	32.4	1.0	0.0	0.0	
	Headteachers	50.0	50.0	0.0	0.0	0.0	
	Teachers	78.9	21.1	0.0	0.0	0.0	
The pandemic has reduced student's ability to read	Parents/Community leaders	64.6	31.3	3.1	0.0	1.0	
	Women	58.8	35.3	4.9	0.0	1.0	
	Headteachers	75.0	25.0	0.0	0.0	0.0	
The pandemic has led to a reduction in academic performance	Parents/Community leaders	68.8	25.0	5.2	1.0	0.0	
	Women	51.0	45.1	3.9	0.0	0.0	
	Headteachers	100.0	0.0	0.0	0.0	0.0	
	Teachers	57.9	31.6	5.3	5.3	0.0	
The pandemic has led to a decline in desire by parents to send their wards to school	Parents/Community leaders	46.9	41.7	8.3	2.1	1.0	
	Women	29.4	51.0	17.6	0.0	2.0	
	Headteachers	25.0	50.0	0.0	25.0	0.0	
	Teachers	36.8	42.1	10.5	5.3	5.3	
The pandemic has led to a decline in the desire by children to go to school	Parents/Community leaders	38.5	50.0	9.4	1.0	1.0	
	Women	22.5	64.7	12.7	0.0	0.0	
	Headteachers	25.0	50.0	0.0	25.0	0.0	
	Teachers	36.8	42.1	10.5	10.5	0.0	
The pandemic has led to children's engagement in economic activities	Parents/Community leaders	34.4	43.8	20.8	0.0	1.0	
	Women	28.4	33.3	35.3	0.0	2.9	
	Headteachers	50.0	50.0	0.0	0.0	0.0	
	Teachers	36.8	42.1	15.8	5.3	0.0	
	Parents/Community leaders	39.6	40.6	12.5	3.1	4.2	
	Women	36.3	29.4	25.5	0.0	8.8	

The pandemic has led to increased school drop-outs.	Headteachers	25.0	75.0	0.0	0.0	0.0
	Teachers	36.8	52.6	0.0	0.0	10.5
The pandemic has led to a reduction in engagement in extracurricular activities (sports and club meetings).	Parents/Community leaders	26.0	52.1	16.7	2.1	3.1
	Women	22.5	30.4	41.2	3.9	2.0
	Headteachers	25.0	75.0	0.0	0.0	0.0
	Teachers	52.6	26.3	21.1	0.0	0.0
The pandemic has led to a deterioration of teacher-student relationship	Parents/Community leaders	19.8	45.8	27.1	6.3	1.0
	Women	14.7	39.2	41.2	2.0	2.9
	Headteachers	0.0	50.0	25.0	25.0	0.0
	Teachers	31.6	47.4	21.1	0.0	0.0
The pandemic has led to a reduction of interaction among students	Parents/Community leaders	20.8	47.9	25.0	3.1	3.1
	Women	16.7	38.2	42.2	1.0	2.0
	Headteachers	25.0	50.0	0.0	25.0	0.0
	Teachers	21.1	42.1	36.8	0.0	0.0
The pandemic has led to a reduction in children's rights	Parents/Community leaders	16.7	49.0	28.1	4.2	2.1
	Women	15.7	33.3	46.1	2.0	2.9
	Headteachers	25.0	0.0	50.0	25.0	0.0
	Teachers	21.1	36.8	31.6	5.3	5.3

4.4 Impact of CASE project on the use of COVID-19 safety protocols

Given that the majority of the respondents have had first COVID-19 information through activities of CASE, Table 34 presents the impact of the CASE COVID-19 activities in the keeping of COVID-19 safety protocols by the participants. This shows that the majority of the respondents in all sample groups keep all COVID-19 safety protocols. However, there are some few who indicated that they do not keep the safety protocols or cannot attribute their decisions to the COVID-19 activities by CASE. For instance, among the parents, about 93%, 82%, 79%, 91% and 82% indicated that they frequently wash their hands with soap, use alcohol-based hand sanitizers, avoid shaking hands with others, wear nose masks once they step out of their homes and as much as possible, avoided crowded places.

Table 35: Impact of CASE project on the use of COVID-19 safety protocols

Safety protocol	Response	Category of respondent (%)			
		Parents/leaders	Women	Headteachers	Teachers
Frequently washing of hands with soap	No	3.1	6.9	0.0	0.0
	Yes	92.7	88.2	100.0	100.0
	Don't Know	4.2	4.9	0.0	0.0
Use of alcohol -based hand sanitizer	No	6.3	5.9	0.0	0.0
	Yes	82.3	79.4	100.0	100.0
	Don't Know	11.5	14.7	0.0	0.0
Avoid shaking hands	No	3.1	14.7	0.0	0.0
	Yes	79.2	52.9	100.0	100.0
	Don't Know	17.7	32.4	0.0	0.0
Wearing of nose mask once you step out of home	No	5.2	6.9	0.0	5.3
	Yes	90.6	85.3	100.0	94.7
	Don't Know	4.2	7.8	0.0	0.0
Social distance from people or avoid crowded places	No	3.1	26.5	25.0	10.5
	Yes	82.3	52.9	75.0	89.5
	Don't Know	14.6	20.6	0.0	0.0
Total freq.		96	102	4	19

4.5 Impact of CASE project in reducing the impact of COVID-19 on education

The respondents’ opinion on the impact of CASE’s COVID-19 activities in mitigating the overall impact on education is presented in Figure 21. This clearly indicates that most of the respondents agreed that the CASE activities have resulted in minimizing the overall effects of COVID-19 on the education of the children in the various communities. Specifically, all women and headteachers indicated that the COVID-19 activities of CASE have had an impact on the education sector of the various communities.

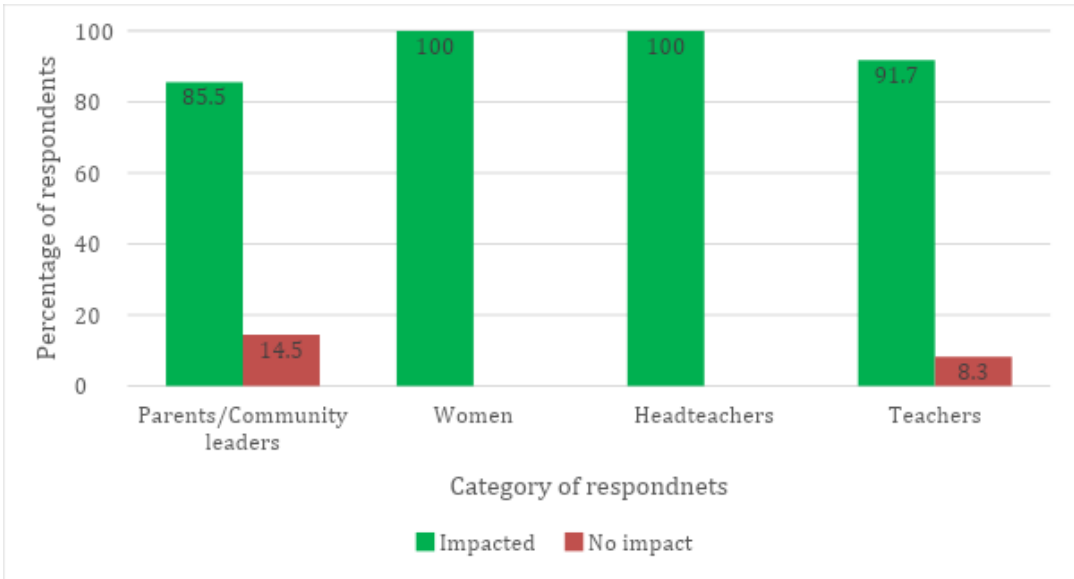


Figure 21: Impact of CASE project in reducing the impact of COVID-19 on education

5. PROJECT RELEVANCE, COHERENCE, EFFECTIVENESS, IMPACT AND SUSTAINABILITY

This section discusses the performance of the project within the context of the relevance of the interventions, the coherence, effectiveness of the programming, the associated impacts and sustainability of the activities. Largely, the section reflects the views of the project implementing organization - RAINS and H4C.

5.1 Resource use and efficiency

An interview with project staff at RAINS revealed that the human resource was efficiently utilized to the maximum. Capacities of the human resource were built periodically to engender creativity, innovation in programming and response to the needs of the project that cropped up during the implementation process to ensure the realization of project objectives. For H4C, the amount of time necessary to manage the project was initially under budgeted at Hope. Projects always have complications, and the initial allocation of time was only sufficient for minimum management and reporting without allowing for additional activity around annual reports and partner issues such as arose with NNED. An increased resource allocation in the second year would have been sufficient under normal conditions but did not allow for the exceptional circumstances of the pandemic. This was managed on goodwill, so in budget/resource terms was unbalanced.

The index for the performance of the CASE project on the delivery of results in an economic and timely manner is pegged averagely at 95% despite the few challenges encountered at the start of the intervention. Of interest is the speed and agility with which the project was able to respond to the challenges posed by the Covid-19 pandemic in the course of implementation. Collaborating with GHS and Eagle FM to start delivering Covid-19 information through radio programmes in March 2020, and using community change makers to ensure that community members were listening to the programmes enhanced the impact of the CASE intervention.

5.2 Coherence of interventions

The CASE project aligned with Ghana's educational policies such as making early childhood education free, compulsory and accessible to all including those with special needs, and promoting equitable education for girls and boys. There have been high collaborations among communities, partners and all other key project stakeholders. There were series of consultations and engagement meetings with all stakeholders for their input and to improve their participation right from the design to implementation stages of the project. There has been an excellent collaboration between Hope and RAINS. RAINS had previously implemented projects in the CASE communities. This made it easy for alignment/introduction of the CASE and to avoid duplication of project activities and interventions. According to H4C, learning from the CASE project was necessary to support both the organizational approach and similar projects that were running in the area. The CASE project was 100% logical and consistent with the expectations of the project beneficiaries as it has resulted in an increased awareness and income of the beneficiaries, increased enrolment and retention of pupils, increased performance in class, reduction in child labour and child abuse cases.

5.3 Relevance of interventions

Given the high stakeholder involvement in the project, the intervention had been focused on meeting the needs of the beneficiaries. Within the implementation perspective, all activities and strategies were adopted from a series of engagements with all relevant stakeholders. The project has been relevant in addressing the school dropout rates, improving incomes and access to credit for rural mothers to support their wards' education. The rolled out COVID-19 intervention had been very effective in providing information to members of local communities to prevent the devastating impacts of the pandemic on school drop-outs and academic performance of children of school going age. The project was very much influenced by the pandemic. Covid restrictions undermined every element of the Theory of Change. This resulted in the refocusing of energies and resources on responding to the pandemic rather than trying to maintain normal project activities, most of which were rendered impossible by the restrictions during the pandemic.

5.4 Effectiveness of the interventions

Almost all project indicators showed satisfactory results and improvements over the baseline and midterm figures. The requisite involvement of all stakeholders in the implementation process contributed to the effectiveness of the implementation strategies resulting in the successes chalked by the project. Although there have been disruptions to objectives involving teachers, headteachers and GES, which were initially not well defined according to the distinct groups, the departure of NNED led to an update of objectives to recognize different roles. Again, although the final solution was the best possible approach in the circumstances, it is quite different to the original plan. Nonetheless, the quest to achieve equitable education for girls and boys in a gender balanced society has been achieved with the CASE project.

5.5 Impact project

In terms of impact, many more children are in school and likely to stay there - with improved terminal performance in exam scores. Women have sustainable, steady incomes. Communities have made a big step forward in their understanding of child rights, with most of them successfully advocating for themselves and their needs with local authorities. Hope and RAINS have continued to build on their relationship with strong potential to successfully conduct similar work together in the future. Even though the project targeted and supported a specific number of pupils to be in school, it has also built the capacity of so many teachers and other GES officials who will pass on the knowledge gained to other children within the District as a result of official transfers. More children are completing their education, but in an area where job opportunities are limited. This causes them and their families to question the value of education.

5.6 Sustainability interventions

There is a general belief for the sustainability of the CASE project interventions as many of the benefits of the project will endure for a long time. The communities have been engaged deeply and sensitively on the reasons for change, and have been encouraged and supported to own the process for themselves. The model builds on experience from a previous collaboration between H4C and RAINS (Childhood Regained Project) and the key elements of this (especially the community change makers) continue to endure several years later. The incorporation of sustainability measures in the project implementation have prepared the beneficiaries well enough to sustain the gains after the close-out of the project. Beneficiaries are conversant with conducting the project activities from which they have benefited so much in terms of improving gender relations and child rights. Constitution and good leadership with right succession plans have been put in place to guide project communities to run the advocacy committees, clubs, and VSLAs.

The project was built to ensure that the communities were engaged with the need for change rather than having it pushed upon them. In the last 6 months of the project, the local team has kept sustainability at the forefront of their minds and taken every opportunity to step back and encourage the community to take responsibility for the activities themselves, e.g. in making local authorities accountable for promises made in advocacy meetings. The project was embedded within a community/local governance structure to enjoy local support. Constitutions have been instituted for various committees and groups to guide succession processes. Some beneficiaries have been supported with capacity building and diversification of their livelihood via alternative income generation activities as a way of sustenance.

5.7 Lessons learnt and the way forward for H4C and RAINS collaboration

The collaboration between H4C and RAINS in the implementation of the CASE project could be described as one that was very effective and fruitful at maximizing the little resources to achieve the greatest impact in educational programming in the north of Ghana. In terms of what went well with the collaboration, there were monthly meetings (keeping minutes and actions) which accelerated to weekly during the very busy period especially at the onset of the covid-19 pandemic which coincided with the ending of year 2 and the beginning of year 3 of the project. Between this period, the organizations relied on emailing for communication that required a record trail, and WhatsApp for quick informal exchanges. There has been the development of a safe environment of mutual respect where project staff are honest and open, ask questions, make suggestions, admit freely to errors or oversights, and support and learn from each other.

In the Words of Anna Childs from H4C *“I have thoroughly enjoyed my experience —of working on CASE”*.

In terms of what could/should have been done differently, colleagues from H4C bemoaned the challenges posed by the replacement of up to 3 Project Managers from Hope in the first 13 months of the project. The first was a long-term employee who left as part of normal career progression. The second was an employee who did not stay with Hope after his probation period. The third (Anna Childs) was taken on as a consultant working on CASE alone.

“Not sure there’s a ‘could have been done differently’ here, but the staff changes were not ideal for the project” - The words of Anna Childs (CASE PM at H4C, UK).

During the Covid crisis, Hope’s long term finance manager, who oversaw finance for CASE, was made redundant. This was a very difficult time for the charity, and the circumstances meant that a proper handover (to the incoming finance consultant) didn’t take place. Some key information (e.g. method for setting exchange rate) was lost. This should have been managed with a full handover and period of ongoing availability to answer questions arising, but it just wasn’t possible. Looking into the future, H4C envisions an empowered RAINS that will speak up confidently on areas where their expertise should have taken the lead. RAINS will continue to own their expertise and advocate that strongly in future negotiations.

6. CONCLUSIONS AND RECOMMENDATIONS

This report evaluated the various programmes that were implemented by RAINS and H4C under the CASE programme between March 2018 and March 2021 in Northern Ghana: Savelugu-Nanton District (Zokuga, Nanton-Kurugu) and West Mamprusi District (Daboya II, Nayorku, Shelinvoya, and Loagri/Kukua). The evaluation involved 410 individuals from the beneficiary groups (parents, women, children, teachers, headteachers and GES officials). The data has led to the following key findings and conclusions.

Improved access and quality of education children

There has been improvements in the dropout rates at all grades, but slightly higher for the preschool (12.5% and 14% for boys and girls respectfully) compared to 3.8% and 31.% for girls and boys at the primary level; and 4.3% and 3.4% respectfully for boys and girls at the JHS level.

About 62.6% of the children were very satisfied or very happy and 31% of them were satisfied or happy with their schools. The level of very high satisfaction with their school is about 5% point over the observed 58% in the midterm reflection survey. The major reason for the increased satisfaction is that the CASE training given to teachers has led to the use of good teaching methods by the teachers. The major socio-cultural practices that influenced school attendance were domestic/economic chores and the parent’s attitude/remark towards education. The use of abusive disciplinary methods is low among parents although about three in every ten parents caned or spanked their children.

Improved understanding, attitudes and behaviour on child-rights, child labour and other socio-cultural practices that prevent children, especially girls, attending school (Output 1)

Both male and female parents give equal rights to both boys and girls at home. All parents (both male and female parents) indicated that they give the same educational right to both boys and girls in their family. Nonetheless, about three in every ten parents hold the view that parents should not give the same right to both boys and girls instead, priorities should be set for boys and girls differently. The major activity parents engage their male children in includes farming while the major activity they engage female children in is fetching water, cooking and washing dishes and clothes. About 74% of the children indicated their involvement in all or some decisions

of the household. It is also concluded that there is a high supply of school needs as 97% of parents provide school exercise books, pens and pencils, while 79% provide school uniforms.

The CBA groups in the communities are meeting regularly, using appropriate organizational procedures such as constitutions, and are performing towards a sustainable goal achievement. The CBA has had significant impact in improving the commitment of children towards school, academic performance, and gender discrimination and exploitation of children.

Increased access to finances through VSLA groups and support for ward's education

The data shows that 98% (588 women) have received share outs from VSLA. The average and modal share out received under VSLA by the women was GHS450 and GHS500 respectively. The average is GHS123 higher than the midterm average of GHS327. The use of VSLA share outs in financing children's education is high as 87% did use the share out for education materials such as books and uniforms. Over 40% of the women also received credit under the CASE microcredit program and the majority of these women have used the monies received to finance children's education. About 86% of the sampled women have benefited from the street business schools organized by the CASE project. The street business school has had a significant effect on skills acquisition, financial management and access to markets. As a result, 80% of the beneficiaries were satisfied with the programme.

Use of child centred, gender responsive and disability inclusive teaching methods by teachers.

Averagely, about 82% of the teachers used all CCT methods, and this is especially high for proper planning and introduction of teaching by the teachers. Also, an average of about 82% of headteachers ensured the use of CCT methods in their schools. There is high satisfaction among the headteachers on the use of CCT methods in their schools as 33% and 62% respectively were very satisfied and satisfied. Within the perspective of the GES officials, averagely, 91% each indicated that the CCT methods are promoted and also practiced in the various schools. Also, 25.4% and 62.7% of the children respectively indicated they were very satisfied or satisfied with how CCT methods are practiced in their schools.

Platforms established to support children to learn about, understand and meaningfully participate in efforts to promote their rights.

As high as about 94% of the parents indicated that the children are actively participating in the CCA. All female and 85% male parents indicated that the assemblies are functioning properly towards achieving their objectives. Also, all female and 79.5% male parents were satisfied with the performance of children in the CCA. As high as 97% female and 87% male parents are confident the CCA are sustainable and would continue to be a relevant tool for community development.

About 72.2% and 27.8% of the children participate every time and sometimes in community clubs respectively. There is high satisfaction with the performance of the children's club as 49.2% and 31.4% of the children were very satisfied and satisfied. The children club has impacted the school attendance of 93% of the children and the ability to claim rights of 89% of the children. In the girls' club, 44% and 38% of the girls participate every time and sometimes. A little over 56% and 25% of the girls were satisfied and very satisfied with the girl's club respectively. The girl's club

has positively impacted the school characteristics of 88% of the girls and has caused about 83% of the girls to claim their rights.

Reflections on COVID-19 response

There is high awareness among the various groups except children on COVID-19 symptoms. In addition to TV programs on COVID-19, the major source of first-time information on COVID-19 is the CASE radio program on COVID-19 as well as CASE community change maker(s) and children. The CASE radio program has had a significant impact in terms of providing COVID-19 information especially to the parents/community leaders and the women groups. There is a general awareness of the impacts of COVID-19 on education, especially, in causing a delay in academic calendar, school children's ability to read, academic performance and school dropout. The CASE programme on the use of COVID-19 safety protocols was successful as a greater percentage of the various sample groups kept the safety protocols. There is a general agreement by the beneficiary stakeholders that the CASE COVID-19 programme has led to a reduction in the expected impact of COVID-19 on education.

Overall implications and recommendations

Generally, the CASE project has been successful and achieved the set project goals despite the challenges especially with COVID-19 and the introduction of private schools in some CASE project communities that affected the performance some project indicators. There has improvement in instructional methods being applied by teachers and selected schools, as well as significant improvement in the understanding, attitudes and behaviour of project communities on child-rights, child labour and other socio-cultural practices that prevent children, especially girls from attending school as well enhanced capacities of women through targeted training and access to financial resources through the VSLAs and microcredit schemes.

The target for children reporting that parent support their cost of education was missed by 40%. Future programming or intervention should highlight that fact that children's education is a shared responsibility between the state and the parents. There should be serious sensitization about the need for parents to invest in their children's education for improved outcomes.

The CASE intervention should be replicated in adjoining communities as a way of sustaining and upscaling the gains made. Efforts should be intensified to get the intervention logic of the CASE project embedded in the district level educational medium-term plans of the various assemblies in the Northern and North-East regions of Ghana as a way to improve educational outcomes for girls and boys in these locations.

Although most of the beneficiaries are satisfied with the various clubs and guarantee their sustainability, there is the need for RAINS and H4C to keep in touch with the various groups and communities as a way of reinforcement to engender sustainability.

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- CASE logframe Y3 revision

ANNEXES

Annex 1: Updated Indicator Performance Matrix (IPM)

IMPACT	Indicator(s)	Baseline	LoP Target (year 2020)	Endline	Remarks
Children in West Mamprusi, Ghana, complete and pass their Basic Education by age 15, as a successful basis for further education and economic opportunities to break cycles of poverty. Contributes to: SDG 4 "Inclusive and Quality Education for All"; SDG 8 "Decent Work & Economic Growth" with elimination of child labour; and SDG 17 "Partnership for the Goals"	Percentage of children completing basic cycle of education	Northern Region: Primary 66% boys 70% girls. Secondary 31.8% boys 27.8% girls (Ghana DHS 2014).	Not indicated in the logframe	Pre-School: 87.5%% boys, 86% girls) Primary: 96.2% boys, 96.9% girls) JSH: 95.7% boys, 96.6% girls) (Endline report, Asdev Consult).	There is significant progress in completion rates for both boys and girls at all grades.
OUTCOME	Outcome Indicator 1				
Improved access and quality of teaching practice in schools for 1,400 children*, especially girls, in West Mamprusi. [200 initially out of school and 1200 in the supported schools, including children of women being supported within the project].	Drop-out rate each academic year in targeted schools by grade and gender	Boys (KG=30%; Primary=11.8%; JHS=7.3%); Girls (KG=25%; Primary=13.7%; JHS=17%)	Boys KG=18%; Primary=7.1%; JHS=4.4%) Girls (KG=15%; Primary=8.2%; JHS=10.2%)	KG: 12.5% Boys, 14% girls) Primary: 3.8% boys, 3.1% girls JHS: 4.3% boys, 3.4% girls (Endline report, Asdev Consult).	The target for dropout rate was over achieved for all the grades.
	Outcome Indicator 2				
	Number of teachers adequately using child-centred teaching methodologies in the classroom.	0	20	39	This has been over achieved by 19.
	Outcome Indicator 3				
Percentage of children that report being "very satisfied" with school.	0	65 (for year 2020)	62.60%	There was significant progress. But the target has been missed by 2.4 percentage points.	

OUTPUT 1		Output Indicator 1.1			
2,000 parents and community leaders with improved understanding, attitudes and behaviour on child-rights, child labour and other socio-cultural practices that prevent children, especially girls, attending school.	Percentage of parents able to identify practices harmful to children's rights.	Mothers = 31.4; Fathers = 38.8	Mothers = 60; Fathers = 60 (for year 2020)	Mothers = 75.9%; Fathers = 71.2%	The target has been over achieved by 15.9% and 11.2% respectively for mothers and fathers.
	Output Indicator 1.2				
	Percentage of children reporting work or other negative socio-cultural practices as reasons for not attending school. Includes 200 out of school children plus 600 at risk.	34	10	8%	This target was over achieved marginally by 2%.
	Output Indicator 1.3				
Functioning community-based Advocacy Committees (<i>functioning defined against criteria for membership, frequency of meetings, evidence of actions, meeting independently, formulating and acting on plans</i>)	0 (2 Advocacy Committees existed but were not adequately functioning).	2	2	There was a 100% success with this indicator.	
OUTPUT 2		Output Indicator 2.1			
200 out of school children between ages of 8-15 years enrol in and remain in school.	Number of children who complete 9-month transitional education course by gender.	0	Boys 37: Girls 38	Boys: 106, Girls: 94	Over achieved by 69 for boys and 56 for girls.
	Output Indicator 2.2				
	Number of children from transitional classes enrolling in school by gender.	0	Boys 37: Girls 38	Boys: 106, Girls: 94	Over achieved by 69 for boys and 56 for girls.
Output Indicator 2.3					

	Number of enrolled children remaining in school 6-months after enrolment, by gender	0	Boys 37: Girls 38	Male: 106, Female: 94	Over achieved by 69 for boys and 56 for girls.
OUTPUT 3	Output Indicator 3.1				
600 women with increased access to finances through VSLA groups are using them to support their children's education.	Number of women receiving saving share-outs from VSLAs	0	296	588	The LoP target was exceeded by 292.
	Output Indicator 3.2				
	Percentage of children who report parents support the costs of their education. *Mothers of these children are included in the 600 women being supported by the VSLA.	55	90	54	This LoP target was missed by about 40%.
OUTPUT 4	Output Indicator 4.1a				
48 teachers, 9 headteachers and 4 GES officials have increased skills to implement and support quality teaching.	Number of teachers demonstrating increased knowledge on child-centred, gender responsive and disability inclusive teaching methods in the classroom	0	20	36	This has been exceeded by 16.
	Output Indicator 4.1b				
	Number of headteachers and GES officials demonstrating increased knowledge on child-centred, gender responsive and disability inclusive teaching methods, and able to apply this knowledge to their role	0	0	10	Remarkable result
Output Indicator 4.2					

	Number of schools that children score as being “very satisfied” with their experience of teachers & teaching practice	1	4	6	This was over achieved by 2.	
OUTPUT 5						
Output Indicator 5.1						
Platforms are established and successfully support 900 children in 4 communities to learn about, understand and meaningfully participate in efforts to promote their rights.	Number of children participating in Children's Clubs	0	Boys 450: Girls 450	Boys: 604; Girls: 608 (source: CASE logframe Y3 revision).	This target has been over achieved by 154 for boys and 158 for girls.	
	Output Indicator 5.2					
	Percentage of children with improved knowledge of and ability to claim their rights as a consequence of participation in the platforms.	0	90	90.2% (source: CASE logframe Y3 revision)	The target was achieved	
	Output Indicator 5.3					
	Number of established and functioning community level Children's Assemblies (established and functioning refer to criteria for selection, membership, frequency of meetings, evidence of actions)	2	4	4	The target was achieved by 100%	
COVID-19 INTERVENTION						
COVID-19 response: Community engagement and awareness raising	Number of radio programmes broadcast	0	n/a	36 Radio broadcasts by 31/08/2020	Sourced from CASE activity monitoring framework for Covid-19.	
	Number of listeners	0	n/a	289,020 number of listeners by 31/03/2020	Sourced from CASE activity monitoring framework for Covid-19.	
	Number of Peer Mentors	0	n/a	40 peer mentors (20 males, 20 females) by 31/05/2020	Sourced from CASE activity monitoring framework for Covid-19.	

	Number of children reached by peers on Covid-19 education	0	n/a	600 (295 males, 305 females) children by 31/07/2020	Sourced from CASE activity monitoring framework for Covid-19.
	Number of PPE kits purchased	0	n/a	100 face masks, 25 packets of gloves and 50 hand sanitizers purchased and distributed by 31/05/2020	Sourced from CASE activity monitoring framework for Covid-19.
	Number of people trained	0	n/a	25 (11 males, 14 females) persons trained by 31/05/2020	Sourced from CASE activity monitoring framework for Covid-19.
	Number of households reached by the Team	0	n/a	800 households by 31/07/2020.	Sourced from CASE activity monitoring framework for Covid-19.
	Number of participating Community Change Makers	0	n/a	16 change makers reached (12 males, 4 females) by 31/05/2020	Sourced from CASE activity monitoring framework for Covid-19.
COVID-19 response: WASH (incl. hand-washing related activities)	Number WASH kits distributed	0	n/a	40 WASH kits distributed by 31/05/2020	Sourced from CASE activity monitoring framework for Covid-19.
	Number of groups using WASH Kits to improve handwashing practice	0	n/a	50 groups using Kits by 31/05/2020	Sourced from CASE activity monitoring framework for Covid-19.
	Number of items produced	0	n/a	5000 face masks, 1000 soap and 1000 pomade produced by 31/07/2020	Sourced from CASE activity monitoring framework for Covid-19.
	Number of items distributed	0	n/a	5000 face masks, 1000 soap and 1000 pomade distributed by 31/07/2020	Sourced from CASE activity monitoring framework for Covid-19.
	Number of meetings held with GES	0	n/a	4 meetings held by 31/07/2020	Sourced from CASE activity monitoring framework for Covid-19.
	Number of tippy tap wash centres provided	0	n/a	12 tippy tap wash centres provided by 31/07/2020	Sourced from CASE activity monitoring framework for Covid-19.

	Number of behaviour change talking walls provided	0	n/a	4 behaviour change talking walls provided by 31/07/2020	Sourced from CASE activity monitoring framework for Covid-19.
COVID-19 response: Income support.	Number of virtual meetings held with disbursing bank	0	n/a	Two Meetings held by 31/05/2020	Sourced from CASE activity monitoring framework for Covid-19.
COVID-19 response: Mental health and psychosocial support.	Number households receiving sensitizations on Child Rights and Protection, SGBV Issues	0	n/a	800 households including 5,759 people have received at least one visit (1,167 men, 1445 women, 1,507 boys and 1,640 girls) by 31/07/2020	Sourced from CASE activity monitoring framework for Covid-19.
	Number of review meetings held	0	n/a	3 Review meetings held by 31/07/2020	Sourced from CASE activity monitoring framework for Covid-19.
COVID-19 response: Health system support including clinical intervention.	Number of Sanitary pads to be produced and distributed	0	n/a	200 pads pads produced and distributed by 31/07/2020	Sourced from CASE activity monitoring framework for Covid-19.
	Number households reached	0	n/a	800 households received at least one sensitization visit by 31/07/2020	Sourced from CASE activity monitoring framework for Covid-19.

Annex 2: Questionnaire for Parents/Community Leaders

Preamble: This questionnaire is designed to elicit information from you on your involvement in the RAINS/Hope for Children’s project “Community Action and Support for Education”. Your views are important at this stage to help assess the project and to make recommendations for future projects in this regard. The opinions you express in this survey would be treated confidentially and used solely for the purpose of this evaluation. You have the right to decline any question if that has any effect on you personally or decline participation in the entire exercise.

Kindly contact Madam Munira Musah from RAINS on the following Telephone numbers if you have any concerns about this survey: +233 207185625 | +233 243418532

Please do you agree to be considered for survey and thereby willing to provide answers to the questions contained in this questionnaire? (1) Yes (2) No

Thank you for agreeing. We can now proceed.

Section A: Demographic information

1. Name of respondent (Optional):
2. Telephone number (Optional)
3. Name of district (1) West Mamprusi (2) Savelugu-Nanton
4. Name of community (1) Daboya II (2) Nayorku (3) Shelinvonya (4)Loagri/Kukua (5) Nanton-Kurugu (6) Zokuga
5. Sex of respondent: (1) Male (2) Female
6. Marital status: (1) single (2) married (3) divorced (4) separated (5) widow (6) widower
7. Do you hold a leadership position in the community? (1) Yes (2) No
8. Educational level of respondent: (1) No formal education (1) Primary (2) JHS (3) SHS (4) Diploma (5) Degree (6) Vocational
9. How many children are living in your home?

Section B: Community-based advocacy group(s)

10. Are there community-based advocacy groups on education in your community?
(1) Yes (2)No

11. How best can you describe presently, the community-based advocacy group in this community?

Effect	(1)Yes (2)No (3) I don't know
Presence of a constitution that guides operations	
Consistent in conducting meetings	
Presence of an action plan through which activities are carried out	
Carries out at least, one or two activities within a month	
Open communication among members	
Commitment to a common purpose and goal	
Shared responsibility (members have equal responsibilities for the performance of the group)	

Effective use of resources and talents within the group	
Participatory leadership	
Effective self-evaluation (group reflection to see if they are doing everything right and if something have to be done differently)	

12. What is the level of effect of the community-based advocacy group on the following?

Effect	(1) Very high (2) High (3) Neutral (4) Low (5) very low
School drop-out	
improved academic performance	
Improved school infrastructure	
Improved commitment to child education	
Reduced gender bias for children	
Reduced children exploitation (exploitative labour)	

13. Are you still an active member of this community-based advocacy group? (1) Yes (2)No

14. Do you think the group can sustainably continue its advocacy in the community beyond the project? (1) Yes (2)No

15. How can the sustainability of the project be achieved or what has been done to show that community advocacy programme can be sustainable?

.....

Section C: Community children's assembly

16. Do you have an established community children's assembly in this community?

(1) Yes (2)No

17. If yes, do you think the children are actively participating in this group? (1) Yes (2)No

18. Do you think the groups are functioning in the direction of the set objectives? (1) Yes (2)No

19. What is your level of satisfaction with this assembly? (1) Very satisfied (2) Satisfied (3) Neutral (4) Unsatisfied (5) Very unsatisfied

20. Do you think the group can sustainably continue its advocacy in the community? (1) Yes (2)No

21. If YES, how can this be done or what has been done to show that community advocacy can be sustainable?

22. If NO, what has to be done to ensure a continued community-based advocacy in your community?

Section D: Parents and community leaders attitudes and behaviour on child rights, child labour and other socio-cultural practices that prevent children from attending school.

23. Please do you think boys and girls should have equal responsibility towards household chores? (1) Yes (2) No

24. In your opinion, should boys and girls have equal rights to family inheritance?

(1) Yes (2) No

25. Are you aware that children have the right to go to school? (1) Yes (2) No

26. Do you think you are doing the children a service by sending them to school? (1) Yes (2) No
27. Do you think boys and girls should have equal rights to education in this community?
(1) Yes (2) No
28. Do you give boys and girls the same educational rights? (1) Yes; Same rights for both girls and boys (2) No; more rights to boys than girls (3) No; more rights to girls than boys.
29. Are there any disabled child/children in your household? 1) Yes (2) No
30. If there is any disabled child in this household, does he/she go to school? 1) Yes (2) No
31. If no, why is he/she not in school? _____

32. Which of these approaches do you usually apply to discipline your ward(s)?

Mode of discipline	Tick appropriately	Do you think this is harmful to the child? (1) Yes (2) No
Caning/Spanking		
Denying meal/food		
Denying them access to what they love most		
Yelling/insulting		
Restrict children in social activities		
Do home chores like washing		
Asking them to kneel down		
Compared child with another in the presence of the child		
Do nothing to the child		
Talk to them politely		
Explaining to them why they are wrong and the consequences of their actions		
Hear them out		

33. Which of the following do children in your household engage in?

Activity	Engaged in? (1)Yes (2) No	
	Males	Females
Going to the farm		
Fetching water		
Cooking		
Washing dishes and other people's cloth		
Selling things in the market or in the community		
Collecting firewood for sale		
Engage in charcoal burning		
Use animals to plough or carting water/goods		
Repairing motorbikes/bicycles		
None		

34. Please tell us your opinion about engaging children on activities outside of school: _____

Annex 3: Questionnaire for women beneficiaries

This questionnaire is designed to elicit information from you on your involvement in the RAINS/Hope for Children’s project “Community Action and Support for Education”. Your views are important at this stage to help assess the project and to make recommendations for future projects in this regard. The opinions you express in this survey would be treated confidentially and used solely for the purpose of this evaluation. You have the right to decline any question if that has any effect on you personally or decline participation in the whole exercise.

Kindly contact Madam Munira Musah from RAINS on the following Telephone numbers if you have any concerns about this survey: +233 207185625 | +233 243418532.

Please do you agree to be considered for survey and thereby willing to provide answers to the questions contained in this questionnaire? (1) Yes (2) No

Thank you for agreeing. We can now proceed.

Demographic

1. Name of respondent (optional):
2. Phone number (Optional):
3. Name of district (1) West Mamprusi (2) Savelugu-Nanton
4. Name of community (1) Daboya II (2) Nayorku (3) Shelinvonya (4)Loagri/Kukua (5) Nanton-Kurugu (6) Zokuga
5. Marital status: (1) single (2) married (3) divorced/separated (4) widow/widower
6. Are you the head of your household? (1) Yes (2) No
7. Do you hold a leadership position in the community? (1) Yes (2) No
8. Educational level of respondent: (1) No formal education (1) Primary (2) JHS (3) SHS (4) Diploma (5) Degree (6) Vocational
9. How many children are living in your home?

Access to finances through VSLA groups

1. Do you belong to a VSLA? (1) Yes (2) No
2. Has your involvement in VSLA led to an increase in your savings? (1) Yes (2) No
3. How much do you save under VSLA in a month?GHC
4. How much did you receive during the last two VSLA share-outs?

Period	GHC
Current share-out received	
Last previous share-out received	

5. Have you received any loan from the VSLA? (1) Yes (2) No
6. If yes, how much was given to you?GHC.

Access to Finance through microcredit from rural bank

7. Did you benefit from the CASE project microcredit scheme from the rural bank? (1) Yes (2) No
8. If you benefit from the CASE project microcredit scheme, how much was given to you?GHC
9. Was the credit amount received what you actually requested for? (1) Yes (2) No (3) Received less (4) Received more
10. Did you use part of this credit for your children’s education? (1) Yes (2) No
11. Do you think it became easier to access credit due to CASE/RAINS’ intervention? (1) Yes (2) No

12. Would you agree generally, that the credit received has been beneficial to you and your household? (1) Yes (2) No

Application of income by the women

13. Have you used any part of the money you received from the VSLA to support your children’s education? (1) Yes (2) No
 14. If yes, how much was used on average to support children’s education last year?GHC.
 15. Do you think your involvement in the VSLA has lessened the financial burden on you to cater for your children’s school needs? (1) Yes (2) No
 16. What specific educational supports did you provide using the money received from the VSLA?

Use of money	(1) Yes (2) No
Buy books for school	
Buy uniform	
Provide daily feeding grants to ward(s)	
Organise extra tuition for ward(s)	
Pay school fees	
Providing menstrual pad for female children	
did not apply the money to ward’s education	

Enterprise training (Street Business School (SBS))

17. Did you receive training regarding business development/management from the CASE project? (1) Yes (2) No
 18. Did you receive additional training from others apart from what was delivered by the CASE project? (1) Yes (2) No
 19. Do you think the business development training provided by the CASE project led to you acquiring new skills? (1) Yes (2) No
 20. Has the business development training improved your understanding of financial management? (1) Yes (2) No
 21. Has the business development training helped you to know who to sell to? (1) Yes (2) No
 22. Has the business development training helped you to know how to reach potential buyers? (1) Yes (2) No
 23. Were you into any business before the business development training? (1) Yes (2) No
 24. Have you started a new business after the business development training? (1) Yes (2) No
 25. Have you increased the income from your business as a result of the business development training? (1) No, it rather reduced (2) No, it has remained the same (3)Yes, a little increase (4) Yes, much increase
 26. Indicate your level of satisfaction with the business development training received from the CASE project? (1) Very satisfied (2) Satisfied (3) Don't know (4) Unsatisfied (5) Very unsatisfied

Annex 4: Questionnaire for Children

This questionnaire is designed to elicit information from you on your involvement in the RAINS/Hope for Children’s project “Community Action and Support for Education”. Your views are important at this stage to help assess the project and to make recommendations for future projects in this regard. The opinions you express in this survey would be treated confidentially and used solely for the purpose of this evaluation. You have the right to decline any question if that has any effect on you personally or decline participation in the entire exercise.

Kindly contact Madam Munira Musah from RAINS on the following Telephone numbers if you have any concerns about this survey: +233 207185625 | +233 243418532.

Please do you agree to be considered for survey and thereby willing to provide answers to the questions contained in this questionnaire? (1) Yes (2) No

Thank you for agreeing. We can now proceed.

1. Name of community (1) Daboya II (2) Nayorku (3) Shelinvonya (4)Loagri/Kukua
2. Sex (1) Male (2) Female
3. Age.....
4. Class: (0) Pre school (1) One (2) Two (3) Three (4) Four (5) Five (6) Six (7) JHS 1 (8) JHS2 (9) JHS3

Socio-cultural practices that influences school attendance

5. Since the beginning of this academic semester, have you been absent from school? (1) Yes (2) No
6. Which of the following factors/practices influence your attendance to school?

Socio-cultural practice	Tick if yes
Domestic chores	
Parent’s attitude/remark towards education	
Discrimination between boys and girls	
Number of siblings	
Religion / attending to prayers	
Foster parents	
Early married	
Disability	
Sexual harassment	
Bullying by teachers	
Economic	
Cost of school fees	
Pocket money for feeding	
Cost of books	
Transport fair to school	

Child labour and abusive practices

7. Which of the following did you receive for any of your actions in the past few weeks?

Mode of discipline	Tick if yes
Caned/Spanked	

Denied meal	
Denied access to favourite game/play items	
Verbal abuse. e.g Yelled at me	
Isolated from other people/friends/siblings	
Assigned a specific home chore due to my action	
I was asked to kneel down	
I was shamed and made to feel guilty	
I was reported to other elders and teachers	

8. Which of the following activities did you engage in the past one month? Did they prevent you from going to school or studying?

Activity	Engaged in? (1)Yes (2) No	Does it prevent you from studying or going to school? (1)Yes (2) No
Going to the farm		
Fetching water		
Cooking		
Washing dishes and other people's cloth		
Selling things in the market or in the community		
Collecting firewood for sale		
Engage in charcoal burning		
Carting farm produce to home or market		
Repairing motorbikes/bicycles		

Involvement of children in Decision Making and Satisfaction in school

9. Do your parents involve you in any decision process related to your education? (1) Yes, all the time (2) Yes, but only sometimes (3) Not at all
10. If yes, what is your satisfaction level with your involvement in decision making? (1) Very satisfied/happy (2) Satisfied/happy (3) Indifferent (4) Less satisfied/happy (5) Not satisfied/happy at all
11. Do you think the views of children are considered in the decisions taken by your school? (1) Yes (2) No (3) Children's views are sometime considered
12. What is your level of satisfaction at school? (1) Very satisfied/happy (2) Satisfied/happy (3) Indifferent (4) Less satisfied/happy (5) Not satisfied/happy at all
13. Which of the following makes you happy about your school?

Activity	Tick if applicable
Interaction with peers	
Extracurricular activities. e.g involvement in clubs, football, running etc.	
Good method of teaching by teachers	
Good mode of punishment by teachers	
Closeness of the school to my home	
The neatness of my school	
The presence of NGO supported projects	

Provision of school items

27. Do your parents/guardians provide the following to you when you need it?

Use of money	(1) Yes (2) No
School exercise books/pens/pencils	
School text books	
Pocket money for feeding	
School uniform	
School sandals	

Children's club

14. Do you belong to a children's club in your community? (1) Yes (2) No
15. How often do you participate in the activities of the children's club? (1) Every time the club meets (2) Sometimes when the club meets (3) Rarely when the club meets (4) I do not participate
16. What is your level of satisfaction with belonging to the children's club? (1) Very satisfied/happy (2) Satisfied/happy (3) Undecided (4) Less satisfied/happy (5) Not satisfied/happy at all
17. Has this club helped you to attend school regularly? (1) Yes (2) No
18. Do you think the club has helped you to claim your right(s) whenever it is abused? (1) Yes (2) No

Satisfaction with Child Centred Teaching approach

19. What is your level of satisfaction with each of the following Child Centred Teaching approaches used by your teachers in the school?

CCT	(1) Very satisfied (2) Satisfied (3) Fairly satisfied (4) Unsatisfied (5) Very unsatisfied
LESSON PLAN AND INTRODUCTION	
The teacher demonstrates evidence of SMART objectives and expected outcomes in the lesson.	
Diversity in the learning/teaching objectives of teachers.	
The teacher builds the concept of the topic during lesson introduction	
LEARNING ENVIRONMENT	
The teacher creates a climate in which learners display initiative and assume a personal responsibility for learning	
Teacher ensures the classroom is well arranged so that it is easy for learners to interact.	
Teachers accept errors as a natural part of the learning process.	
Teacher encourages learners to ask questions about the lesson.	
ACTIVE LEARNING ACTIVITIES	
The teacher uses/asks question that will promote critical thinking	
Teachers encourage learners to express their opinions, make decisions and solve problems creatively and cooperatively?	
Teachers stimulate learners' independent thinking and fosters respect for diverse points of view among learners.	
The teacher encourages learners to build on each other's comments and ideas	
The teacher incorporates learners' ideas in the teaching and learning process.	

The teacher speaks at a pace that allows learners to comprehend what is said.	
CLARITY OF CONCEPTS AND CONTENT	
The teachers help learners to explain new terms or concepts	
The teachers elaborate or repeat complex information.	
The teachers use a variety of examples to explain content.	
The teachers pause during explanations to allow learners to ask questions.	
TEACHING AND LEARNING RESOURCES	
Teaching and learning resources are matched with the topic/lesson	
Teaching and learning resources are used at the right time	
Teaching and learning resources are user friendly	
INCLUSIVITY AND GENDER RESPONSIVENESS	
Teachers create a learning environment where all learners benefit from a variety of child centred teaching. e.g. group work, oral fluency, debate, etc	
The teachers use gender friendly words	
Teachers create an equitable and inclusive classroom that respects gender differences	
The teacher uses strategies to provide additional visual, oral, auditory and/ or physical support for learners who need them	
The teacher accommodates learners who require additional explanation	
EVALUATION OF LESSON	
Teachers use a variety of assessment task/styles (e.g class exercises/test, assignments, projects, debates, presentations etc)	
The assessment task are related to the learning objectives by the teachers	
The teacher assess the lesson throughout the teaching process	

20. Are you now able to affirm your rights as a child at school? (1) Yes, all the time (2) Yes, but only sometimes (3) Not at all
21. Are you now able to affirm your rights as a child at home? (1) Yes, all the time (2) Yes, but only sometimes (3) Not at all

Annex 5: Questionnaire for Headteachers

This questionnaire is designed to elicit information from you on your involvement in the RAINS/Hope for Children’s project “Community Action and Support for Education”. Your views are important at this stage to help assess the project and to make recommendations for future projects in this regard. The opinions you express in this survey would be treated confidentially and used solely for the purpose of this evaluation. You have the right to decline any question if that has any effect on you personally or decline participation in the entire exercise.

Kindly contact Madam Munira Musah from RAINS on the following Telephone numbers if you have any concerns about this survey: +233 207185625 | +233 243418532.

Please do you agree to be considered for survey and thereby willing to provide answers to the questions contained in this questionnaire? (1) Yes (2) No

Thank you for agreeing. We can now proceed.

NOTE: A CHILD IN THIS STUDY IS ANY PERSON NOT MORE THAN 18 YEARS ON THE DAY OF THE INTERVIEW

1. Sex of respondent: (1) Male (2) Female
2. Community
3. What is your level of education? (1) SHS (2) Diploma (Teacher training college or polytechnic) (3) First degree (4) Master’s degree

Knowledge and support for use of child centred teaching methodologies

4. Do you have knowledge on the following child centred teaching methods?

CCT	Do you ensure teachers use this CCT method? Tick if yes	If used, what is your level of satisfaction? (1)Very satisfied (2)Satisfied (3) Not sure (4)Unsatisfied (5)Very unsatisfied
LESSON PLAN AND INTRODUCTION		
The teacher demonstrates evidence of SMART objectives and expected outcomes in the lesson.		
Teachers' lesson plans explicitly include diversity of learning objectives.		
Teacher able to build the concept of the topic during lesson introduction		
LEARNING ENVIRONMENT		
The teacher creates a climate in which learners display initiative and assume a personal responsibility for learning		
Teacher ensures the classroom is well arranged so that it is easy for learners to interact.		
Teachers accept errors as a natural part of the learning process.		
Teacher encourages learners to ask questions about the lesson.		
ACTIVE LEARNING ACTIVITIES		
The teacher uses/asks question that will promote critical thinking		
Teachers encourage learners to express their opinions, make decisions and solve problems creatively and cooperatively?		

Teachers stimulate learners' independent thinking and fosters respect for diverse points of view among learners.		
The teacher encourages learners to build on each other's comments and ideas		
The teacher incorporates learners' ideas in the teaching and learning process.		
The teacher speaks at a pace that allows learners to comprehend what is said.		
CLARITY OF CONCEPTS AND CONTENT		
The teachers help learners to explain new terms or concepts		
The teachers elaborate or repeat complex information.		
The teachers use a variety of examples to explain content.		
The teachers pause during explanations to allow learners to ask questions.		
TEACHING AND LEARNING RESOURCES		
Teaching and learning resources are matched with the topic/lesson		
Teaching and learning resources are used at the right time		
Teaching and learning resources are user friendly		
INCLUSIVITY AND GENDER RESPONSIVENESS		
Teachers create a learning environment where all learners benefit from a variety of child centred teaching. e.g. group work, oral fluency, debate, etc		
The teachers use gender friendly words		
Teachers create an equitable and inclusive classroom that respects gender differences		
The teacher uses strategies to provide additional visual, oral, auditory and/ or physical support for learners who need them		
The teacher accommodates learners who require additional explanation		
EVALUATION OF LESSON		
Teachers use a variety of assessment task/styles (e.g class exercises/test, assignments, projects, debates, presentations etc)		
The assessment task is related to the learning objectives by the teachers		
The teacher assesses the lesson throughout the teaching process		

Number of Out of school children completing CBE/Transitional Education programme and remaining in school after one year

5. What is your level of satisfaction with the skills, knowledge and understanding of children who have transitioned into your classes after completing CBE? (1) Very satisfied (2) Satisfied (3) Fairly satisfied (4) Unsatisfied (5) Very unsatisfied
6. Do you think your school enrolment has increased due to the students who completed the CBE program and enrolled in your school? (1) Yes (2) No

Annex 6: Questionnaire for Teachers

This questionnaire is designed to elicit information from you on your involvement in the RAINS/Hope for Children’s project “Community Action and Support for Education”. Your views are important at this stage to help assess the project and to make recommendations for future projects in this regard. The opinions you express in this survey would be treated confidentially and used solely for the purpose of this evaluation. You have the right to decline any question if that has any effect on you personally or decline participation in the entire exercise.

Kindly contact Madam Munira Musah from RAINS on the following Telephone numbers if you have any concerns about this survey: +233 207185625 | +233 243418532.

Please do you agree to be considered for survey and thereby willing to provide answers to the questions contained in this questionnaire? (1) Yes (2) No

Thank you for agreeing. We can now proceed.

NOTE: A CHILD IN THIS STUDY IS ANY PERSON NOT MORE THAN 18 YEARS ON THE DAY OF THE INTERVIEW

1. Name (optional).....
2. Phone number (optional)
3. Sex of respondent: (1) Male (2) Female
4. Community
5. Name of school.....
6. What is your level of education? (1) SHS (2) Diploma (Teacher training college or polytechnic)
(3) First degree (4) Master’s degree

Knowledge and use of child centred teaching methodologies

7. What is your level of satisfaction with the training received on CCT? (1)Very satisfied (2)Satisfied (3)Neutral (4)Unsatisfied (5)Very unsatisfied
8. Do you apply the following child centred teaching (CCT) methods?

CCT	Tick if yes
LESSON PLAN AND INTRODUCTION	
Use of SMART objectives and expected outcomes in lessons	
Plan how to diversity learning objectives.	
How to build the concept of topic during lesson introduction	
LEARNING ENVIRONMENT	
How to create a climate in which learners display initiative and assume a personal responsibility for learning	
How to ensure that classrooms are well arranged to improve interaction among learners.	
How to accept and correct errors during lessons.	
How to encourage learners to ask questions during lessons.	
ACTIVE LEARNING ACTIVITIES	
How to promote critical thinking among learners	
How learners can express their opinions, make decisions and solve problems creatively and cooperatively	
How to stimulate learners’ independent thinking and fosters respect for diverse points of view among learners.	
How learners can build on each other’s comments and ideas	

How to incorporate learners' ideas in the teaching and learning process.	
The teacher speaks at a pace that allows learners to comprehend what is said.	
CLARITY OF CONCEPTS AND CONTENT	
How to help learners to explain new terms or concepts	
How to elaborate or repeat complex information.	
How to use a variety of examples to explain content.	
When to pause during lessons.	
TEACHING AND LEARNING RESOURCES	
How to match teaching and learning resources with topic/lesson	
The right timing for the use of teaching and learning resources	
Friendly use of teaching and learning resources	
INCLUSIVITY AND GENDER RESPONSIVENESS	
How to create a learning environment where all learners benefit from a variety of child centred teaching. e.g. group work, oral fluency, debate, etc	
How to use words to within gender groups	
How to create an equitable and inclusive classroom that respects gender differences	
How to accommodate the differences in IQ of learners	
EVALUATION OF LESSON	
How to integrate a variety of assessment task/styles (e.g. class exercises/test, assignments, projects, debates, presentations etc)	
How to make assessment tasks related to learning objectives	
How to assess learners throughout the teaching process	

Annex 7: Questionnaire for Children

This questionnaire is designed to elicit information from you on your involvement in the RAINS/Hope for Children's project "Community Action and Support for Education". Your views are important at this stage to help assess the project and to make recommendations for future projects in this regard. The opinions you express in this survey would be treated confidentially and used solely for the purpose of this evaluation. You have the right to decline any question if that has any effect on you personally.

Kindly contact Madam Munira Musah from RAINS on the following Telephone numbers if you have any concerns about this survey: +233 207185625 | +233 243418532.

Please do you agree to be considered for survey and thereby willing to provide answers to the questions contained in this questionnaire? (1) Yes (2) No

Thank you for agreeing. We can now proceed.

NOTE: A CHILD IN THIS STUDY IS ANY PERSON NOT MORE THAN 18 YEARS ON THE DAY OF THE INTERVIEW

1. Sex of respondent: (1) Male (2) Female
2. What is your level of education? (1) SHS (2) Diploma (Teacher training college or polytechnic) (3) First degree (4) Master's degree
3. location: (1) Daboya II (2) Nayorku (3) Shelinvonya (4) Loagri/Kukua

GES official's knowledge level on child centred, gender responsive and disability inclusive teaching methods

4. In your opinion, which of the following are child children centred teaching methodologies?

CCT method	Tick
Lesson planning and introduction of teaching	
Friendly environment for teaching and learning	
Active participation in lesson periods by pupils	
Use of group assignment and discussions	
Clarity of presentation of subject concepts and content	
Use of teaching and learning tools and resources	
Gender inclusiveness during lessons	
Lesson evaluation	

5. In your opinion, which of the following are practiced in the basic schools located in your location?

CCT method	Tick
Lesson planning and introduction of teaching	
Friendly environment for teaching and learning	
Active participation in lesson periods by pupils	
Use of group assignment and discussions	
Clarity of presentation of subject concepts and content	
Use of teaching and learning tools and resources	
Gender inclusiveness during lessons	
Lesson evaluation	

Annex 8: COVID-19 Intervention - For All Respondents

In this section, I would like to ask you questions on the recent COVID-19 pandemic and its impact on your involvement in this project.

1. Are you aware of COVID-19? (1) Yes (2) No
2. If yes, TICK which of the following are the symptoms of COVID-19 have you heard about?

Symptoms	TICK
High fever	
Sore throat	
Runny nose	
Frequent sneezing	
Persistent coughing	
Headache	
Do not know	

3. Where did you hear about COVID-19 and its symptoms? (1) Radio programme on Eagle FM (2) CASE community change maker(s) (3) TV (4) Friends (5) From the School (6) Market place (7) Church/mosque (8) Others
4. Was the information received about Covid-19 useful? (1) Yes (2) No
5. Did you use your knowledge acquired through the CASE project to educate family and/or community members on COVID-19? (1) Yes (2) No
6. On a scale of 1-5 (1 being very concerned and 5 not concerned at all), how concerned are you about the spread of the COVID-19 in your community/school? (1) Very concerned (2) Concerned (3) Partly concerned (4) Not very concerned (5) Not concerned at all.
7. Do you think there are safety measures put in place before the resumption of schools after the COVID-19 school break? (1) Yes (2) No
8. What is your level of risk (possibility of contracting) to COVID-19? (1) Very high (2) High (3) don't know (4) Low (5) Very low
9. Do you think COVID-19 has had some effect on education in your community? (1) Yes (2) No
10. Please state your view about the following statement(s) on the effect of COVID-19 on education?

Effect	1) Strongly agreed (2) Agreed (3) Undecided (4) Disagreed (5) Strongly disagreed
The pandemic has led to a delay in academic work	
The pandemic has reduced student's ability to read	
The pandemic has led to a reduction in academic performance	
The pandemic has led to a decline in desire by parents to send their ward's to school	
The pandemic has led to a decline in the desire by children to go to school	
The pandemic has led to children's engagement in economic activities (Child labour)	
The pandemic has led to increased school drop-outs	
The pandemic has led to a reduction in engagement in extracurricular activities (sports and club meetings)	
The pandemic has led to a deterioration of teacher-student's relationship	

The pandemic has led to a reduction of interaction among students	
The pandemic has led to a reduction in children's rights	

11. Do you or your family do the following to prevent COVID-19?

Control measures	Yes/No
Frequently washing of hands with soap	
Use of alcohol -based hand sanitizer	
Avoid shaking hands	
Wearing of nose mask once you step out of home	
Social distance from people or avoid crowded places	

12. Did you benefit from the PPEs (hand sanitizers, nose masks, etc.) distributed by the CASE project during the onset of Covid-19? (1) Yes (2) No

13. Was the PPEs supplied by the CASE project useful in the fight against Covid-19? (1) Yes (2) No

14. Compared to the expected impacts of Covid-19, what is your level of agreement on the effect of CASE's intervention (supply of PPEs and sensitization) on the following academic indicators?

Effect	1) Strongly agreed (2) Agreed (3) Undecided (4) Disagreed (5) Strongly disagreed
Improved student's ability to read	
Overall academic performance by children	
Improved parent's desire to send their wards to school	
Improved the desire of children to go to school	
Reduced the rate of likely school drop-outs	
Improved engagement in extracurricular activities (sports and club meetings)	
Improved teacher-student's relationship	
Improved interaction among students	
Improved the rights of children	

Annex 7: Interview Guide for CASE Project Staff

This questionnaire is designed to elicit information from you on your involvement in the RAINS/Hope for Children's project "Community Action and Support for Education". Your views are important at this stage to help assess the project and to make recommendations for future projects in this regard. The opinions you express in this survey would be treated confidentially and used solely for the purpose of this evaluation. You have the right to decline any question if that has any effect on you personally.

Kindly contact Madam Munira Musah from RAINS on the following Telephone numbers if you have

Resource use and efficiency

1. How well have the following resources been used by H4C/RAINS? Please explain.
Capital: _____
Labour/human resource: _____
2. On a scale of 0 (completely irrelevant) to 10 (extremely relevant), to what extent did the interventions deliver results in an economic and timely manner? Explain your response: _

Coherence of interventions

3. What is the level of collaboration and networking among and between partners, communities and other relevant stakeholders for synergy? _____
4. Did the interventions support or undermine other interventions within the organisation or other external interventions? Explain your response: _____
5. On a scale of 0 (completely illogical and inconsistent) to 10 (completely logical and relevant), to what extent was the CASE project logical and consistent with the expectations of the project beneficiaries? Explain why your given score: _____

Relevance of interventions

6. On a scale of 0 (completely irrelevant) to 10 (extremely relevant), to what extent do project activities, strategies, and objectives contribute to meeting project needs? _____
7. Do you think there may be other factors (outside the project interventions) that influenced the target beneficiaries in meeting the objectives of the project? Explain your response: _____
8. On a scale of 0 (completely irrelevant to beneficiaries) to 10 (extremely relevant to beneficiaries), how would you score the extent to which the project aligned with the priorities of beneficiaries? Explain your given score: _____

Effectiveness of the interventions

9. Do you think the interventions achieved the intended objectives? (1) Yes (2) No (3) I don't know
10. To what extent have planned project objectives been delivered and received as perceived by all key stakeholders? _____
11. On a scale of a scale of 0 (complete failure) to 10 (complete success), how would you score the extent to which the objectives of the projects were met? _____
Explain your answer: _____

Impact project

12. What are the major long-term changes - direct or indirect, intended or unintended, positive or negative - produced or contributed to by the project? _____
13. What is the role of the outcomes of the project in promoting universal education in the district?

Sustainability interventions

14. Do you think the benefits of the project will last? (1) Yes (2) No (3) I don't know
Please explain your answer: _____
15. Are there measures put in place to sustain the outcomes of the project? (1) Yes (2) No (3) I Don't know
If yes, what measures were instituted? _____

16. To what extent are the net benefits of the interventions going to continue or likely to continue?

Collaboration between RAINS and H4C

- 17. How will you describe the collaboration between H4C and RAINS in the implementation of the Community Action and Support for Education project?
- 18. What went well with the collaboration?
- 19. What could/should have been done differently?
- 20. State any suggestions for improvement in future relationship with RAINS/H4C?

OTHER INFORMATION TO BE PROVIDED BY RAINS/H4C

- 1. A brief description of the various interventions and what went into each
- 2. School Enrolment and Drop-out rate for the project period - up to 2020/2021 academic year

Form/Class	Number of students enrolled at the beginning of the 2018/2019 academic year.		Number of students enrolled who dropped out at the end of the 2018/2019 academic year.		Number of students enrolled at the beginning of the 2019/2020 academic year.		Number of students enrolled who dropped out at the end of the 2019/2020 academic year.	
	male	female	male	female	male	female	male	female
Pre-school								
Class 1								
Class 2								
Class 3								
Class 4								
Class 5								
Class 6								
JHS 1								
JHS 2								
JHS 3								

CBE/Transitional Education programme

- 7. How many children have completed the CBE/transitional education programme successfully?
 # of males.....
 # of females.....
- 8. How many of the children who completed the CBE/transitional education programme have enrolled in school?
 # of males.....
 # of females.....
- 9. How many of these children who enrolled have dropped out of school?
 # of males.....
 # of females.....

Annex 8: Other expanded results

Use of child centred, gender responsive and disability inclusive teaching methods by teachers.

CCT	Freq.	%
LESSON PLAN AND INTRODUCTION	24	87.7
The teacher demonstrates evidence of SMART objectives and expected outcomes in the lesson.	24	88.9
Diversity in the learning/teaching objectives of teachers.	23	85.2
The teacher builds the concept of the topic during lesson introduction	24	88.9
LEARNING ENVIRONMENT	23	86.1
The teacher creates a climate in which learners display initiative and assume a personal responsibility for learning	24	88.9
Teacher ensures the classroom is well arranged so that it is easy for learners to interact.	22	81.5
Teachers accept errors as a natural part of the learning process.	24	88.9
Teacher encourages learners to ask questions about the lesson.	23	85.2
ACTIVE LEARNING ACTIVITIES	21	78.4
The teacher uses/asks question that will promote critical thinking	24	88.9
Teachers encourage learners to express their opinions, make decisions and solve problems creatively and cooperatively?	22	81.5
Teachers stimulate learners' independent thinking and fosters respect for diverse points of view among learners.	21	77.8
The teacher encourages learners to build on each other's comments and ideas	19	70.4
The teacher incorporates learners' ideas in the teaching and learning process.	20	74.1
The teacher speaks at a pace that allows learners to comprehend what is said.	21	77.8
CLARITY OF CONCEPTS AND CONTENT	21	76.9
The teachers help learners to explain new terms or concepts	19	70.4
The teachers elaborate or repeat complex information.	18	66.7
The teachers use a variety of examples to explain content.	24	88.9
The teachers pause during explanations to allow learners to ask questions.	22	81.5
TEACHING AND LEARNING RESOURCES	19	69.1
Teaching and learning resources are matched with the topic/lesson	20	74.1
Teaching and learning resources are used at the right time	17	63.0
Teaching and learning resources are user friendly	19	70.4
INCLUSIVITY AND GENDER RESPONSIVENESS	22	80.7
Teachers create a learning environment where all learners benefit from a variety of child centred teaching. e.g. group work, oral fluency, debate, etc	19	70.4
The teachers use gender friendly words	24	88.9
Teachers create an equitable and inclusive classroom that respects gender differences	23	85.2
The teacher uses strategies to provide additional visual, oral, auditory and/ or physical support for learners who need them	20	74.1
The teacher accommodates learners who require additional explanation	23	85.2
EVALUATION OF LESSON	22	80.2
Teachers use a variety of assessment task/styles (e.g class exercises/test, assignments, projects, debates, presentations etc)	19	70.4
The assessment tasks are related to the learning objectives by the teachers	22	81.5
The teacher assesses the lesson throughout the teaching process	24	88.9

3.5.2 Child centred, gender responsive and disability inclusive teaching methods that are promoted by headteachers.

CCT method	Freq.	%
LESSON PLAN AND INTRODUCTION	7	100.0
The teacher demonstrates evidence of SMART objectives and expected outcomes in the lesson.	7	100.0
Teachers' lesson plans explicitly include diversity of learning objectives.	7	100.0
Teacher able to build the concept of the topic during lesson introduction	7	100.0
LEARNING ENVIRONMENT	6	85.7
The teacher creates a climate in which learners display initiative and assume a personal responsibility for learning	7	100.0
Teacher ensures the classroom is well arranged so that it is easy for learners to interact.	6	85.7
Teachers accept errors as a natural part of the learning process.	6	85.7
Teacher encourages learners to ask questions about the lesson.	5	71.4
ACTIVE LEARNING ACTIVITIES	5	71.4
The teacher uses/asks question that will promote critical thinking	5	71.4
Teachers encourage learners to express their opinions, make decisions and solve problems creatively and cooperatively?	5	71.4
Teachers stimulate learners' independent thinking and fosters respect for diverse points of view among learners.	5	71.4
The teacher encourages learners to build on each other's comments and ideas	5	71.4
The teacher incorporates learners' ideas in the teaching and learning process.	5	71.4
The teacher speaks at a pace that allows learners to comprehend what is said.	5	71.4
CLARITY OF CONCEPTS AND CONTENT	5	71.4
The teachers help learners to explain new terms or concepts	5	71.4
The teachers elaborate or repeat complex information.	5	71.4
The teachers use a variety of examples to explain content.	5	71.4
The teachers pause during explanations to allow learners to ask questions.	6	85.7
TEACHING AND LEARNING RESOURCES	6	81.0
Teaching and learning resources are matched with the topic/lesson	6	85.7
Teaching and learning resources are used at the right time	6	85.7
Teaching and learning resources are user friendly	5	71.4
INCLUSIVITY AND GENDER RESPONSIVENESS	6	82.9
Teachers create a learning environment where all learners benefit from a variety of child centred teaching. e.g. group work, oral fluency, debate, etc	5	71.4
The teachers use gender friendly words	6	85.7
Teachers create an equitable and inclusive classroom that respects gender differences	6	85.7
The teacher uses strategies to provide additional visual, oral, auditory and/ or physical support for learners who need them	5	71.4
The teacher accommodates learners who require additional explanation	7	100.0
EVALUATION OF LESSON	7	95.2
Teachers use a variety of assessment task/styles (e.g. class exercises/test, assignments, projects, debates, presentations etc)	6	85.7
The assessment tasks are related to the learning objectives by the teachers	7	100.0
The teacher assesses the lesson throughout the teaching process	7	100.0

Headteachers satisfaction with CCT practiced by teachers

CCT	Very satisfied	Satisfied	Not sure	Unsatisfied
LESSON PLAN AND INTRODUCTION	19.1	76.2	4.8	0.0
The teacher demonstrates evidence of SMART objectives and expected outcomes in the lesson.	14.3	71.4	14.3	0.0
Teachers' lesson plans explicitly include diversity of learning objectives.	14.3	85.7	0.0	0.0
Teacher able to build the concept of the topic during lesson introduction	28.6	71.4	0.0	0.0
LEARNING ENVIRONMENT	52.1	47.9	0.0	0.0
The teacher creates a climate in which learners display initiative and assume a personal responsibility for learning	28.6	71.4	0.0	0.0
Teacher ensures the classroom is well arranged so that it is easy for learners to interact.	50.0	50.0	0.0	0.0
Teachers accept errors as a natural part of the learning process.	50.0	50.0	0.0	0.0
Teacher encourages learners to ask questions about the lesson.	80.0	20.0	0.0	0.0
ACTIVE LEARNING ACTIVITIES	40.0	60.0	0.0	0.0
The teacher uses/asks question that will promote critical thinking	100.0	0.0	0.0	0.0
Teachers encourage learners to express their opinions, make decisions and solve problems creatively and cooperatively?	20.0	80.0	0.0	0.0
Teachers stimulate learners' independent thinking and fosters respect for diverse points of view among learners.	20.0	80.0	0.0	0.0
The teacher encourages learners to build on each other's comments and ideas	40.0	60.0	0.0	0.0
The teacher incorporates learners' ideas in the teaching and learning process.	40.0	60.0	0.0	0.0
The teacher speaks at a pace that allows learners to comprehend what is said.	20.0	80.0	0.0	0.0
CLARITY OF CONCEPTS AND CONTENT	35.0	65.0	0.0	0.0
The teachers help learners to explain new terms or concepts	20.0	80.0	0.0	0.0
The teachers elaborate or repeat complex information.	40.0	60.0	0.0	0.0
The teachers use a variety of examples to explain content.	40.0	60.0	0.0	0.0
The teachers pause during explanations to allow learners to ask questions.	40.0	60.0	0.0	0.0
TEACHING AND LEARNING RESOURCES	16.7	61.1	11.1	11.1
Teaching and learning resources are matched with the topic/lesson	16.7	83.3	16.7	0.0
Teaching and learning resources are used at the right time	0.0	66.7	16.7	16.7
Teaching and learning resources are user friendly	33.3	33.3	16.7	16.7
INCLUSIVITY AND GENDER RESPONSIVENESS	30.7	65.3	0.0	4.0

Teachers create a learning environment where all learners benefit from a variety of child centred teaching. e.g. group work, oral fluency, debate, etc	40.0	40.0	0.0	20.0
The teachers use gender friendly words	20.0	80.0	0.0	0.0
Teachers create an equitable and inclusive classroom that respects gender differences	20.0	80.0	0.0	0.0
The teacher uses strategies to provide additional visual, oral, auditory and/ or physical support for learners who need them	33.3	66.7	0.0	0.0
The teacher accommodates learners who require additional explanation	40.0	60.0	0.0	0.0
EVALUATION OF LESSON	39.7	54.8	5.6	0.0
Teachers use a variety of assessment task/styles (e.g. class exercises/test, assignments, projects, debates, presentations etc)	57.1	42.9	0.0	0.0
The assessment tasks are related to the learning objectives by the teachers	33.3	50.0	16.7	0.0
The teacher assesses the lesson throughout the teaching process	28.6	71.4	0.0	0.0

Appendix 9: Summary of baseline and midterm reflection on dropout rates

Grade	Baseline Estimates (Based on dropout rates from 2015/2016 to 2017/2018 academic years)			2018/2019 dropout rates			2019/2020		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KG2	30%	25%	28%	13%	24%	19%	13%	14%	13%
Basic 1	16%	31%	21%	2%	4%	3%	9%	11%	10%
Basic 2	20%	12%	17%	7%	18%	11%	5%	0%	3%
Basic 3	6%	16%	10%	8%	5%	5%	3%	0%	2%
Basic 4	6%	3%	6%	2%	3%	2%	6%	6%	6%
Basic 5	9%	9%	9%	8%	10%	9%	0%	3%	1%
Basic 6	14%	11%	12%	13%	12%	13%	0%	0%	0%
JHS 1	17%	20%	19%	15%	19%	17%	2%	6%	4%
JHS 2	3%	7%	5%	4%	5%	5%	3%	7%	5%
JHS 3	2%	7%	5%	5%	4%	5%	4%	0%	2%

Note:



Base year information



Indicates no change between baseline and progress assessment.



Indicates no change in base year and end year.



Indicates an increased dropout in progress assessment over base year.



Indicates an increased dropout in final year over base year.



Indicates a reduction in progress assessment over base year.



Indicates a reduction in dropout in final year over base year.