



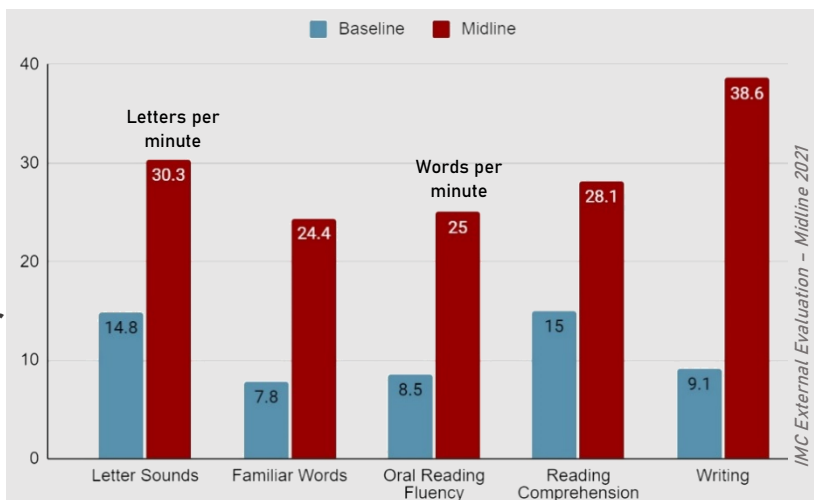
TEACHING AND LEARNING

A total of 8333 out of school girls between 10 and 14 years enrolled in our Accelerated Learning Programme (ALP) for 9 months. More than 95% of these girls successfully transitioned to formal education. Literacy and numeracy skills improved significantly during the ALP. A number of girls outperformed their peers in school. This brief outlines key elements in the STAGE Teaching and Learning component that lead to this impact.

The chart shows findings from an external midline evaluation. On average, girls read connected text three times faster in the Early Grade Reading Assessment at the end of the ALP. Similar gains are seen in familiar word reading and other reading and writing competencies. The Early Grade Mathematics Assessment showed equal improvements. STAGE has developed the teaching & learning material and pedagogy together with the Ministry of Education's linguists, Complimentary Education Agency with technical support from World Education Inc. Based on prior research¹, we aimed to improve Complementary Basic Education materials by;

1. Including easy-to-use formative assessments for literacy and numeracy.
2. Linking specific remedial teaching techniques to assessment outcome data.
3. Targeting coaching and supervision strategies to strengthen facilitator skills
4. Designing a 2-month foundational early grade literacy course before using the official student material.

These adaptations have been very important



75% of girls had higher literacy scores and 80% higher numeracy after the 9 month ALP.

strengthening pedagogical skills among community based facilitators who are leading the ALP. It provided them with simple routines they would apply daily to help the girls in their learning. Assessment and remedial teaching time is built into the curriculum. The high transition rates and learning gains signal the need for a discussion on how to further improve CBE and help more out of school children back into school.



Figure 1 – Three girls, who just enrolled in the ALP, are seeing the student book for the first time

¹ Learning from CBE in Ghana; an exploration into effectiveness and best practices across different contexts, Hayford et al, Crown Agents, 2017



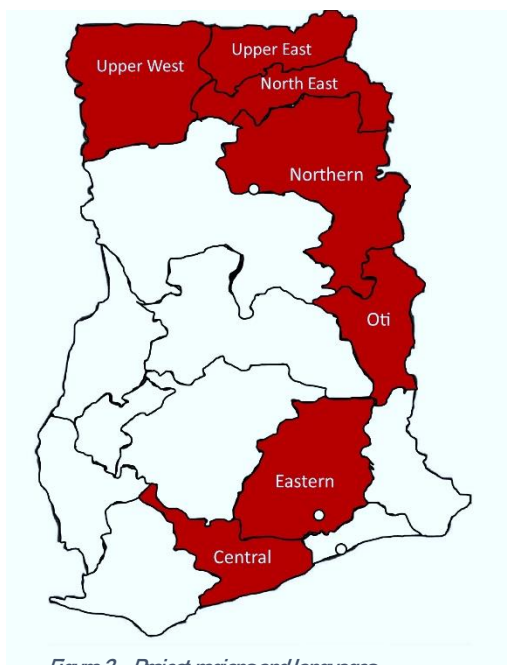


Figure 2 – Project regions and languages

Mother tongue education is a key-ingredient in the CBE approach. STAGE has worked with linguists in Ghana to develop the foundational literacy teaching and [learning](#) materials in the nine different languages in the regions where we work. Additionally, a complete new set of materials for *Ewe* has been piloted and is currently being used in the Oti region.

Community based facilitators have been trained to apply gender sensitive and inclusive pedagogy and are being assisted by a Community Oversight Committee (CoC) in organising their lessons and conducting animation sessions to ensure that girls are supported to attend the ALP. WEI works with seven local NGOs to organise ongoing monitoring and collect data on attendance and learning. Findings are discussed with all partners, after which targeted support and supervision is provided where needed.

Disability, Inclusion and Learning

Girls with impairments, ranging from physical to learning disabilities, anxiety or depression, receive individual support. Using data from our referral mapping, we support families in applying for government support as well as assist in disability screening. When in school, girls with visual or learning disabilities receive assistive devices or appropriate student material. A Mentor Teacher is trained in each school to work with Ghana Education Services and STAGE to monitor girls' learning and well-being. During COVID-19, STAGE has supported girls with increased anxiety and depression by keeping them engaged in learning when school were closed. Peer educators CoC members provided additional support and home visits. When schools re-opened, many of these girls were able to go back to formal education.



Looking forward, lessons are learned to further strengthen STAGE and CBE in general. A continuing issue for transitioned girls is the use of English in upper primary. Girls who transitioned to grade 4 and higher have difficulties using or understanding the English instruction. STAGE has provided girls with a 2-month English course during the ALP, but this has not been sufficient. Additionally, corporal punishment in schools continues to threaten girls' retention. Read our Child Safeguarding brief for more on this. Lastly, gaps remain in girls' knowledge about sexual and reproductive health. Support from stakeholders is needed to train and empower girls and boys and avoid drop out due to teenage pregnancy. STAGE is currently preparing to discuss these findings with the government of Ghana.

This brief is part of a Strategic Approaches to Girls' Education Best Practice series.

Read about [Income Generation Activities](#), [Child Safeguarding](#) and more on www.worlded.org.