



# PROJECT FINDINGS & LESSONS LEARNED

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Strategic Approaches to  
Girls' Education (STAGE)  
2018—2023

Close out event  
February 2023

Girls'  
Education  
Challenge



# WHAT DID WE DO?

## PROGRAM CYCLE ACTIVITIES

### Participatory community mapping

- Identify out of school girls
- Engage village leaders and local government to promote girls' education and address negative gender norms.
- Establish learning centers
- Strengthen referral mechanisms, access to education, other assets that contribute to girls' well-being and education



### Community based education

- Enhanced pedagogy; remediation, assessment and structured pedagogy routines.
- CoC to support attendance and learning, also during Covid-19.
- Promotion of inclusive education through improved pedagogical routines, assistive devices and better access to primary schools.

## IN EACH OF THE FOUR COHORTS IN STAGE



- Safe vetting and training of facilitators and a community oversight committee (CoC) to support the programme.
- Joint training sessions with Ministry, universities and other organizations.
- Supervision and coaching conducted with Ghana Education Services (GES).

### Training and coaching



## FINAL RESULTS

17,793 GIRLS  
REACHED IN 652  
COMMUNITIES  
IN 7 REGIONS

9,548 GIRLS  
BETWEEN 15 AND  
19 YEARS TRAINED  
IN 20 TRADES

8,245 GIRLS  
BETWEEN 10 AND 14  
YEARS COMPLETED  
CBE PROGRAMME

94% GIRLS STARTED  
INCOME GENERATING  
ACTIVITIES IN THEIR  
COMMUNITIES



### Strengthen support systems

- Life Skills education to improve practices around personal hygiene, sexual and reproductive health and to strengthen social skills.
- Community events, girls' education campaigns for parents, caregivers with support from local stakeholders.



- Working with GES, Complementary Education Agency and the Department of Social Welfare to monitor impact and provide training and coaching
- Conduct research to identify successes, inform program adaptation.
- Focus on learning, transition and sustainability

### Joint monitoring and supervision



- Continuous risk assessments; strengthen prevention of abuse, case management, referral and survivor support mechanisms.
- Create safe recruitment, reporting mechanisms for projects working with vulnerable people.
- Trained mentor teachers in schools to support girls in their transition.

### Safeguarding

**615 MASTER CRAFTSPERSONS & 411 MENTOR TEACHERS TRAINED IN INCLUSIVE GENDER SENSITIVE PEDAGOGY**

**AFTER 2 YEARS , OVER 90% OF GIRLS ARE STILL IN SCHOOL & LEARNING GAINS ARE VERY HIGH**

**98% OF PARENTS AND CAREGIVERS SUPPORTS GIRLS' EDUCATION**

**300 GIRLS WITH DISABILITIES ARE REGISTERED WITH DISTRICT ASSEMBLY**



# WHAT DID WE LEARN?

- The STAGE participatory community mapping tool enables implementers of CBE programme to identify ALL out of school learners.
- The Reading Reinforcement Programme, coupled with continuous assessment and remediation strategies, strengthened CBE pedagogy and led to very high learning and transition rates.
- After-school catch up classes, organized by mentor teachers, combined with continued community support keeps girls in school.
- Community based safeguarding training and strengthening of reporting and survivor support mechanisms is crucial to keep learners safe.
- Vocational skills training should be combined with information sessions about profitability of various trades per community and region.
- Financial constraints remain the main threat to enrollment and retention. Transition kits are crucial for families living in extreme poverty,

Together with our local partners, World Education has been able to enroll highly marginalized girls, who face a variety of barriers. Teenage mothers, child brides, children living in extreme poverty or remote places all participated in STAGE and continued further education or entered into the world of work. More than 1000 girls with impairments have been transitioned to regular education. This would not be possible without the continuous support from Ghana Education Services, the Ministry of Education, USAID and the many stakeholders in the region and communities.

# WHAT'S NEXT?

However, STAGE has worked with a group of 19 girls like Amina, shown on the photo on the left. She is blind and her community school was not able to help her. Many teachers in regular schools are not trained to teach children who are blind and the teaching learning material is not appropriate for them.

STAGE has supported Amina to enter into a school for the blind. She already knows how to write and read braille. Amina likes to do math and wants to become a teacher. Unfortunately, she is afraid that she is not able to finish her school. Her parents are poor and not able to pay for the transport and provisions. World Education is committed to helping girls like Amina in special schools. We are conducting research to identify the best ways to support them. Follow us on twitter and visit [worlded.org](http://worlded.org) to stay tuned.

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International Child Development Programme



RAINS  
Empowering the vulnerable



ProNet North  
Integrating communities for sustainable development

