

30 March 2021

Endline evaluation of the Discovery Project 2 (DP-2)

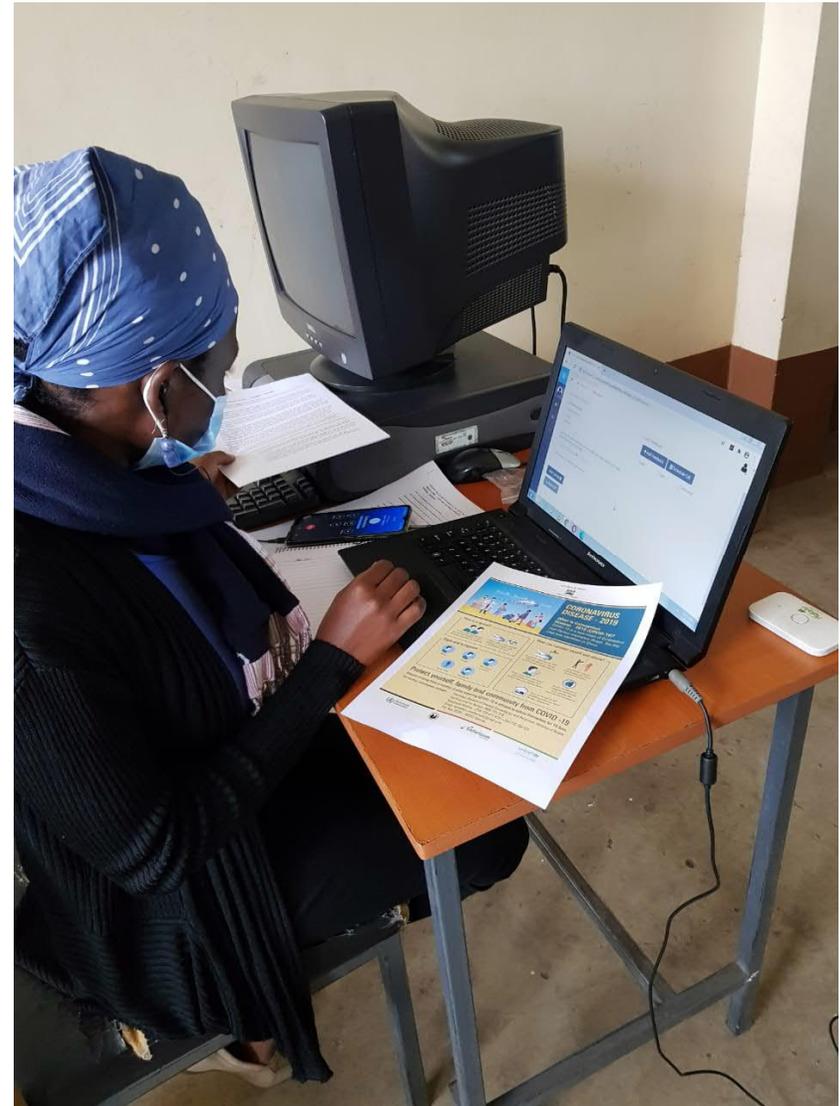


Girls'
Education
Challenge



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Introduction and methodology



The DP-2 project

DP-2 supports schools in Ghana, Kenya and Nigeria

Project components

- Teacher professional development (direct and step-down training, coaching and mentoring, Cell-Ed)
- Educational technology and media (learning centres)
- Support to remedial lessons
- Girls and boys' clubs with mentor training and life skills content (My Better World (MBW))
- Community action planning

Outcomes

- Final outcomes: Literacy and numeracy, self-efficacy, transition, sustainability
- Intermediate outcomes: Teaching quality, community attitudes and perceptions
- Not measured at endline: life skills, attendance

Evaluation methodology and endline redesign

Original design:

- Mixed-methods quasi-experimental theory-based impact evaluation
- Concurrent qualitative and quantitative evaluation at baseline, midline and endline
- Longitudinal research, following cohort girls, schools

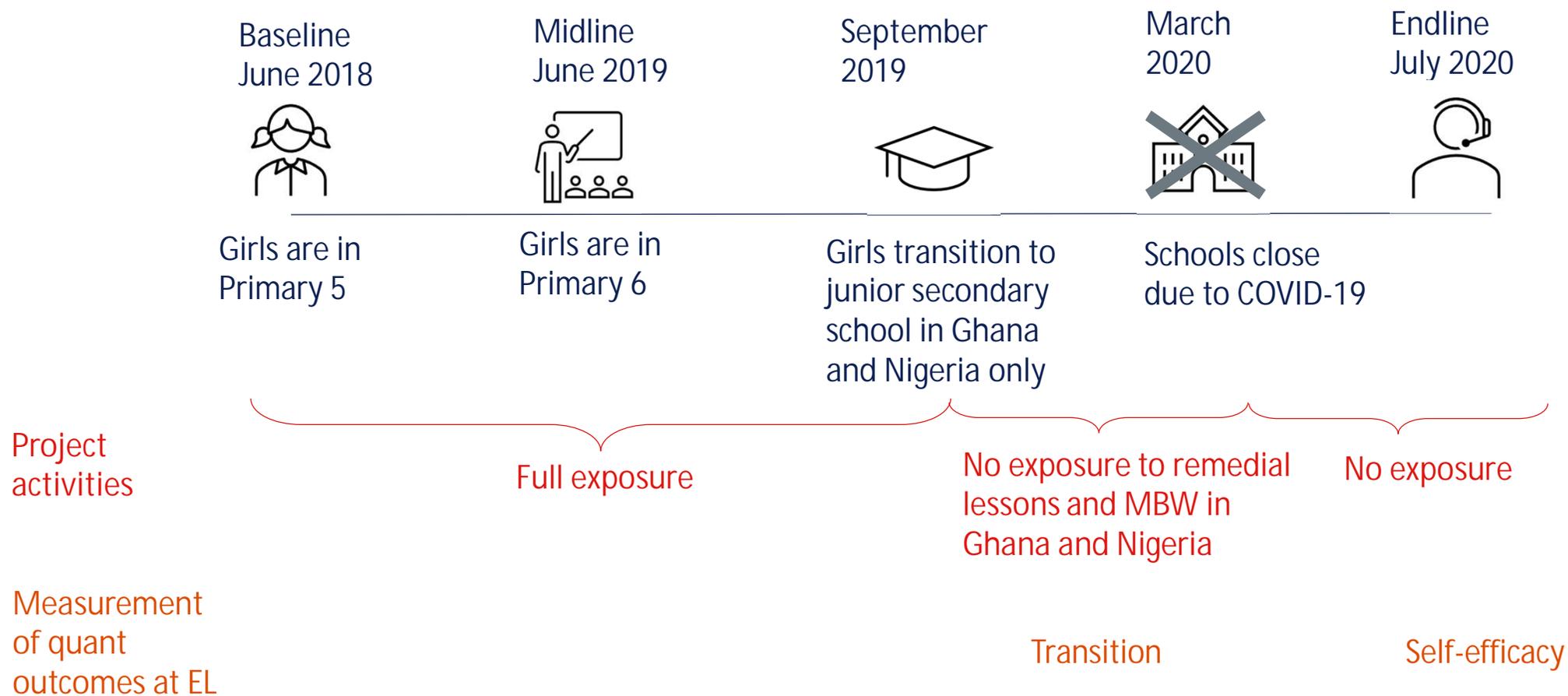
Redesign at endline:

- Remote data collection only
- Large-scale quantitative phone survey to measure transition and self-efficacy
- Qualitative data collection through phone survey
- Analysis of DP-2 monitoring data

Implications of redesign:

- Measurement of certain impact indicators was not possible
 - learning, teaching quality, life skills, attendance
- Phone interviews are shorter and provide less depth

Pathway of cohort girls



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Context: how COVID-19 disrupted education

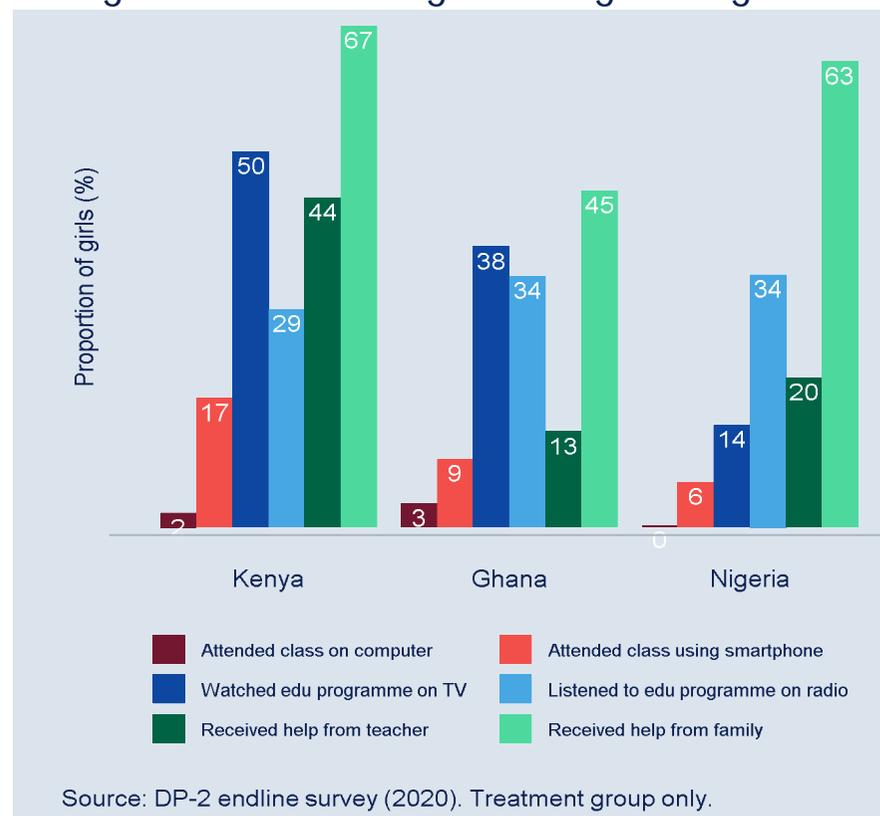
Learning

- Governments have rolled out distance learning
- Uptake is fairly low because of lack of access and cost
- Parents who can afford it are sending their children to private tuition
- Girls are engaging more in chores and economic activities

Transition

- Almost all parents intend to send their children back to school
- But concerns about learning loss and school-related costs

How girls are accessing learning during COVID-19



Findings



Learning

At midline:

- Large, positive impact in Nigeria
- No impact in Ghana or Kenya (except in Wajir)

At endline:

- DP-2 is changing perceptions towards learning positively
- Girls feel that they are learning better, interacting more with their teachers and each other, and are more confident
- We cannot report on impact at endline

What has contributed?

- Teacher professional development (see later slides)
- Remedial lessons

Learning – contribution of remedial lessons

Positive contribution of remedial lessons

- Remedial lessons linked to positive outcomes in regression analysis
- Remedial lessons are perceived positively
- Small class sizes →
 - focus on individual students' needs
 - more class participation
 - more teaching time
- DP-2 monitoring data shows that girls are improving on their foundational skills

Challenges and conditions

- Remedial lessons are most likely to contribute if remedial / extra support is not widespread
- Finding a good time to deliver remedial lessons is challenging
- Compensation is needed to motivate teachers

Remedial students' average score in Nigeria (DP-2 monitoring data)



Self-efficacy

Inconsistent quantitative and qualitative findings

Quantitative findings:

- Positive impact in Ghana, impact primarily generated in Year 01
- Increase in self-efficacy between midline and endline in Kenya and Nigeria but no impact recorded

Qualitative findings:

- Steady increase in self-efficacy from baseline to endline in all three countries

What has contributed?

- Positive link between self-efficacy participating in the girls' club and positive recollection of MBW videos
- Also links between growing older and being tasked with greater responsibility at home

Challenges in attribution: Transition to JSS, COVID-19

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I was shocked to see that Amina was a footballer and how people encouraged her even when she did not perform so well, she was not mocked or laughed at. She was very determined. Despite her failure, she was still able to carry on.

Interview with old cohort girl, Nigeria



Transition

Nigeria:

- DP-2 has led to a 5 percentage point improvement in transition between BL and EL
- Most impact between BL-ML when girls were transitioning through primary school
- Impact was largely sustained between ML-EL but no further impact generated

What contributed to the positive impact in Nigeria?

- Remedial lessons and TPD → improvements in learning → lower grade repetition
- High levels of CAP engagement associated with higher rates of transition

Ghana and Kenya:

- DP-2 has not had an impact on transition in Ghana and Kenya
- Limited room for improvement given high transition rates at baseline
- DP-2 aimed to maintain the transition rate relative to the control group – this has been achieved

What barriers to transition remain?

- Structural barriers to transition to junior secondary school – lower availability of schools, norms around early marriage, poverty

Teaching quality

At midline:

- Consistent positive impact in Nigeria
- Positive impact on some teaching practices in Ghana and Kenya

At endline:

- Teachers can clearly recall what they have learnt from training
- Teachers use strategies from training and observe improvements in learning outcomes
- Teachers report encouraging more active participation, tailoring strategies to needs of individual students, and building students' confidence

Contributions and challenges:

- Direct training, coaching and mentoring was well implemented and useful
- Implementation of step-down training was varied → delivered infrequently in many schools, duration much shorter than direct training
- Uptake of Cell-Ed was varied

Community attitudes and perceptions

At endline:

- Increase since midline in CAP members' participation in the school and community
- Increase in the efforts made to implement plans at endline
- Efforts focus on increasing awareness, improving attendance and school infrastructure

Kenya: limited evidence of action plans or of schools and communities working collectively at midline, progress at endline

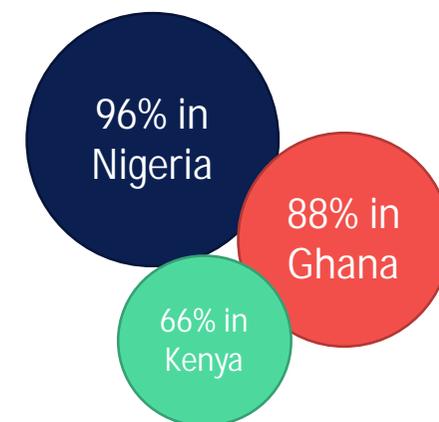
Ghana: consistent awareness raising efforts resulted modest reduction in children's household chores and involvement in local business by endline

Nigeria: steady progress at each stage towards diversifying membership, increasing parents' awareness, supporting school's most pressing infrastructural needs

Challenges:

- Mobilising resources
- Raising awareness in the context of poverty
- Ownership of process by school or community leaders

Schools that had action plans at midline



Sustainability

Component	Ghana		Kenya		Nigeria	
	BL	EL	BL	EL	BL	EL
CAP	2	2	2	2	2	4
Learning Centres	1	2	2	2	2	2
TPD & remedial	1	3	2	2	2	4
Girls' clubs	1	3	2	3	2	2
System level	1	3	1	2	2	3
<i>Total</i>	<i>1</i>	<i>3</i>	<i>2</i>	<i>2</i>	<i>2</i>	<i>3</i>

1. Latent – developed knowledge & changed attitudes
2. Emerging – some beginning to put project activities into practice
3. Becoming Established – critical mass driving implementation of project activities, some DP-2 support
4. Established – practices are institutionalised and implemented without DP-2 support

Community level – more likely to be sustained if a diverse group of stakeholders are involved and are engaged

School level - more likely to be sustained where outcomes are tangible, project value add is clear, engagement with relevant stakeholders is sustained, and resources are available

System level - more likely to achieve sustainability with systematic engagements at different levels of government and where DP-2 can demonstrate the value-add of investments

Recommendations



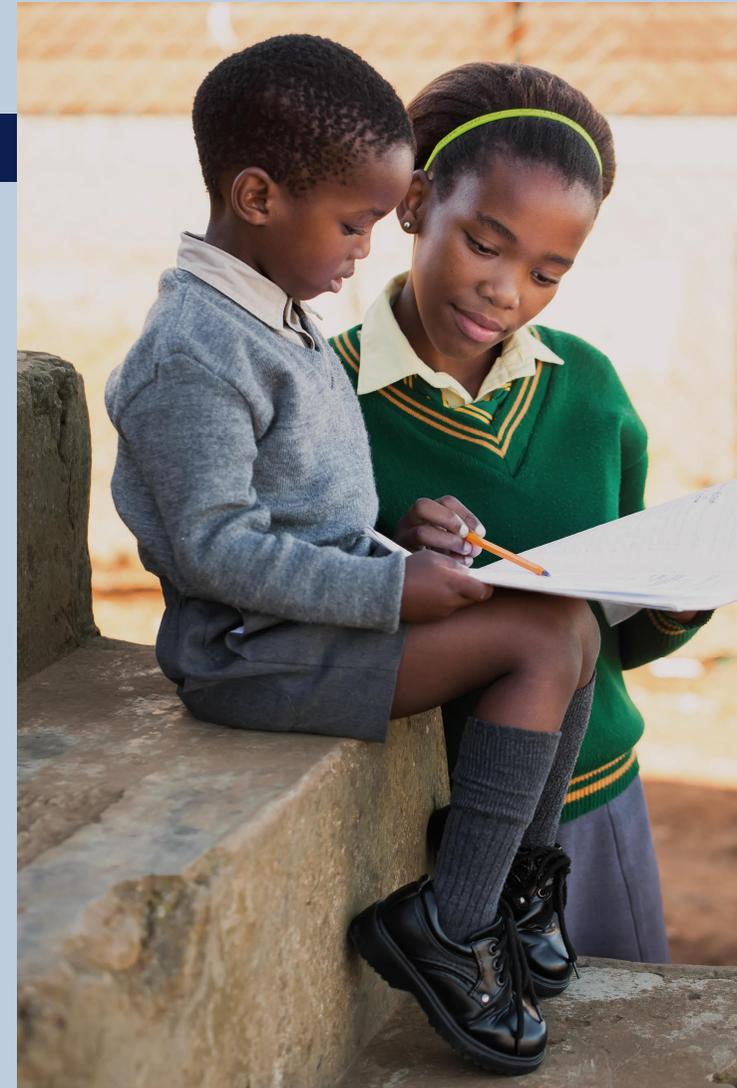
Recommendations

- Ensure all activities are focussed on need – and avoid blanket requirements for investments of time, resources, and energy
- TPD has improved teaching quality – but pay early attention to the capacity of institutions who will take this to scale to ensure sufficient fidelity to original design
- Remedial classes have contributed to improved learning – but need and ‘how’ of implementing is dependent on context → In Nigeria remedial classes are an innovation, in Kenya paid tuition is common.
- My Better World has shown promising early results – and assessments of its efficacy should continue
- Educational media can be used to engage students – but special focus needs to be given to its sustainability in low resource environments
- Community action plans can play a role in identifying and addressing barriers – future implementation should follow the ‘best practice’ example in Nigeria which early on identified ‘champions of change’ and had diverse membership

Research in Phase 2 schools

Context:

- Research at endline only, 3 schools in each country
- Based on perceptions of RTs and head teachers: teacher training, step-down training, use of learning centers and educational media, and the CAP process



Research in Phase 2 schools

Training:

- All head teachers and RTs attribute improvement in teaching practice, especially preparation and delivery of lessons and management of classes to DP-2 training
- Step-down training conducted, but frequency varied in all three countries

Learning centers:

- Nigeria: lack of funds to power generators because of frequent power outages, and extensive workload of teachers limited use of learning center
- Ghana and Kenya: learning centers used, and perceived to increase children's motivation to learn

CAP:

- Kenya and Ghana: Head teachers could not provide detailed information about the progress of the action plan in their schools.
- Nigeria: CAP participants support school infrastructure improvement and replenishing learning materials, currently working on a back-to-school campaign

Head teachers and RT perceive that teacher training and use of learning centers have in turn improved students' engagement in the classroom and accelerated learning

Thank you



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