

Evaluation of the Community Mobilization Component of Strategies for Advancing Girls' Education (SAGE)



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FINAL

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Acronyms

<u>Abbreviation</u>	<u>Full Name</u>
AED	Academy for Educational Development
CAPs	Community Action Plans
CBO	Community Based Organization
EGAT	Economic Growth, Agriculture and Trade
DGEOs	District Girls' Education Officers
DFID	Department for International Development
GESC	Girls' Education Sub-Committee
GEU	Girls' Education Unit (within the Ministry of Education)
GES	Ghana Education Service
GOG	Government of Ghana
HIV/AIDS	Human Immune Virus/Acquired Immune Deficiency Syndrome
ILP	Improved Learning through Partnerships
JSS	Junior Secondary School
MARS	Monitoring and Evaluation System
MSI	Management Systems International
NGO	Non-Governmental Organizations
PMP	Performance Monitoring Plan
PTA	Parent – Teacher Association
QUIPS	Quality Improvement in Primary Schools
RGEO	Regional Girls' Education Officer
SAGE	Strategies for Advancing Girls' Education
SMCs	School Management Committees
SO	Strategic Objective
SOW	Scope of Work
SSS	Senior Secondary School
STDs/STIs	Sexually Transmitted Diseases/Infections
USAID	United States Agency for International Development
WID	Women in Development

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The District Girls' Education Officers and the Regional Girls' Education Officer (all noted in Annex C) provided valuable information. Although this was a very busy period for them (with school just starting up), they took time out of their busy schedules to meet with us and look for data that we requested.

Lastly, but not in the least, the team would like to thank the Africa Bureau, particularly Janet Kerley, for supporting such a training in West Africa, and the facilitators from MSI Dr. Richard Blue and Molly Hageboeck for their constructive comments on this report, and for a wonderful course. In addition, we thank the other course participants for their thoughts, suggestions and comments, which we hope we have captured.

Executive Summary

Activities under the Strategies for Advancing Girls' Education (SAGE) in Ghana began in August 2001 and ended with in September 2004, and was implemented by the Academy for Educational Development (AED). The project had four components, which were: *Strengthening Capacity of the Girls' Education Unit (GEU)* through training on the use of the monitoring and Evaluation System (MARS) and on data collection analysis and report development; *Community Level Intervention* through capacity building for School Management Committees (SMC), Parent Teacher Association (PTA) and Girls Education Sub-Committees (GESC); *Mobilization of the Business Sector* through roundtables with top business leaders to foster the establishment of business-school partnerships to enlist their support; and *Mobilization of the National media* to provide coverage on girls' education to ensure the topic remains on the national agenda

This evaluation is focused on the Community Mobilization Component of the project, which sought to: (1) assist communities to develop and sustain community action plans; (2) train girls' education subcommittee members in leadership, facilitation, convening skills, guidance and counseling; (3) train members of the Girls' Clubs on self-esteem, self confidence, reproductive health and safe sexual behavior; (4) train members of the PTA/SMC/GESC in leadership, gender issues and girls' education; and (5) train girls' education subcommittee members to train parents to effectively address girls' education and health issues. The purpose of the evaluation was to determine (a) the people level results of SAGE; (b) which skills provided were the most effective and/or useful in meeting the project objectives; (c) if information provided to the girls' during the workshops and through the girls' clubs was retained and used, and (d) whether activities proposed through the community action plans had been completed and new activities planned.

The evaluation was conducted between September 6, 2004 and October 12, 2004, with the field studies taking place between September 26 and October 1. The Evaluation team visited five communities in three out of the four districts where SAGE was implemented in the Central Region. The team also met with the three District Girls' Education Officers (DGEO) and the Regional Girls' Education Officer (RGEO) located in Cape Coast as well as SAGE team members in Accra. The scope of the evaluation included six general questions: three questions as directed by the Certificate in Evaluation course participants and three developed by the team in collaboration with the Education Team at USAID Ghana and the acting Director of the SAGE project.

Key Findings and Conclusions

1. Reduction in absenteeism and an increase in enrolment for girls were reported as one of the observed changes resulting from SAGE intervention, but team was unable to provide quantitative evidence to support this assertion. Enrolment data available collected at the school, district and national level was inconclusive. Other results of the project included reduction in the incidence of teenage pregnancy and the increase in provision of girls' school needs.
2. The GESCs, a creation of SAGE, existed in all the visited communities, but some members did not show adequate knowledge of their committee responsibilities. Services being provided by some of the members included: (a) conducting home visits to encourage and explain to parents

the importance of providing basic school needs to enable their girls attend school; and (b) holding discussions with the parents and Girls clubs members on reproductive health issues of girls. Though the GESCs provided the services outlined in the SAGE program description, their existence after the program ended seems threatened by the nature of its composition.

3. There was just one training for SMC/PTA and GESC during the SAGE project. Key topics noted by respondents included awareness about the need to enroll female children in school and leadership training (noted by all the 5 communities as being very effective). Knowledge acquired about HIV/AIDS and Counseling skills were mentioned by 4 out of 5 communities. These topics were confirmed by the RGEO and the DGEOs. Leadership and counseling were very important skills which together with knowledge about HIV/AIDS enhanced the ability of the GESC members, and the PTA/SMC members to play their expected roles.

4. The girls showed increased awareness about reproductive health and HIV/AIDS issues and had retained knowledge acquired through SAGE. A majority of the girls indicated that they had used the services of the GESC members as means for obtaining some school needs from their parents. The responsiveness of Girls' Clubs provides some assurance for its sustainability. Girls used the services of the GESC to a significant extent.

5. Other "education" projects being implemented in the communities visited by the evaluation team were not focused on girls' education. The improvements in Girls Education in the communities the team visited could be attributed solely to SAGE.

6. Communities had prepared Community Action Plans (CAPs) with assistance from SAGE with some actions completed. The Girls' Club has proved to be a viable grouping and was receiving some support from the Schools, community members and GOG officials. While PTAs/SMCs were well established structures, mandated by GOG the GESC is a SAGE creation that did not seem to be viable. The evaluation team concluded that the CAPs were not likely to be updated neither were GESCs likely to be sustained. Girls' Clubs on the other hand were more likely to be sustained.

Key Recommendations

- Data collection needs to be strengthened at the school and regional levels.
- Project interventions need to be intertwined with existing structures
- A "Training of Trainers" manual for strengthening girls' education should be produced.
- Girls' clubs should be institutionalized in the schools by the GES as part of the extra curricula activities.

1. Program Background

Strategies for Advancing Girls' Education is funded by the U.S. Agency for International Development, Bureau for Economic Growth, Agriculture, and Trade, Office of Women in Development, (USAID/EGAT/WID), and implemented by the Academy for International Development (AED) under the WIDTECH contract with Development Alternatives, Inc. This saw the implementation of SAGE Phase I in Ghana from July 2001 and ended on July 31, 2002. The Education team of USAID/Ghana then funded a second phase of the project for another year. Even though there was no break between SAGE project phases in Ghana, a number of major tasks needed to be accomplished to officially mark the end of phase I. Those tasks included finalization of Phase I (reporting and financial close-out) preparation of Phase II implementation plan and conducting a training of trainers' workshop.

Phase II funded by USAID/Ghana with \$1,088,837.00 was intended to build upon the lessons learned in implementing girls' education programs in the present five SAGE countries, as well as upon the collective experiences and best practices of girls' education throughout the world. SAGE Ghana Phase II was for the period August 1, 2002 to September 30, 2004. It had four components 1) Continued Capacity Strengthening of the Girls' Education Unit, GEU; 2) Continued mobilization of Communities; 3) Consciousness raising and mobilization of the private sector; and 4) Consciousness raising and mobilization of the media.

The evaluation, however, did not cover components I (continued capacity strengthening of the Girls' Education Unit at all levels), III (mobilization of the business sector) and IV (mobilization of the media). The reason for evaluating only Component II (i.e., community level interventions) is that it is the only component that had an NGO strengthening CBO activities and therefore meets the criteria for this training program. In addition, the team had time and budget constraints.

During year 2, SAGE Ghana consolidated work undertaken in the 35 year 1 communities. Five activities included were: 1) assessing activities completed under the community action plans, 2) training girls' education subcommittees in leadership, facilitation, convening skills, guidance and counseling, 3) training members of the Girls' Clubs on self esteem, self confidence, reproductive health and safe sexual behavior, 4) continuing the SMC training in leadership, gender issues and girls' education, and 5) participating in the in-service teacher training conducted by ILP.

2. Program Design, SAGE-Component II

2.1 Approach

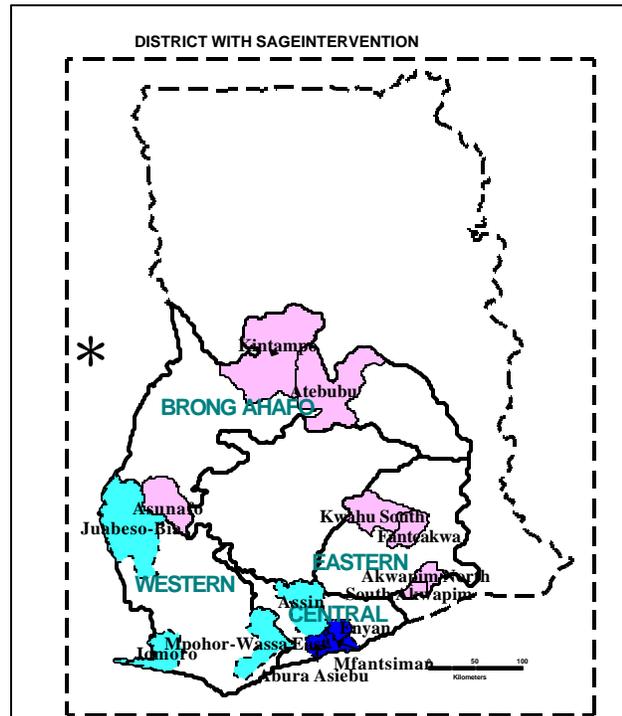
Selection of regions, districts and communities for SAGE interventions generally followed the following criteria:

- The communities/schools must be rural
- There should be low girls' enrolment, retention and achievement
- The communities should be easily accessible
- There must be at least one female teacher in the school, where possible

- There should be no chieftaincy disputes in the communities
- At least two communities must be closer where possible
- The head teacher of the selected schools in the communities should remain at post at least for the next two years.

Even though the District Directors and the Girls' Education teams used these criteria as much as possible, many communities and schools had to be adjusted as the process went on. In particular, many communities and schools were not close to one another and not easily accessible (however, they were selected based on the other criteria).

In Phase II, the SAGE team began a community remobilization effort in the central and western regions between September 2002 and November 2002. The purpose of the remobilization was to re-energize the communities in order to sustain



their interest and commitment in promoting girls' education in their communities. Key activities in the remobilization effort were: (1) to review the community action plans developed during SAGE Phase I, (2) to provide trainings for the PTA, SMC and GESC on various topics concerning community development advancing girls education, and (3) to provide trainings for the girls' club members. In addition, women membership of SMCs and the PTAs in the communities were documented by the SAGE facilitators, and the activities of the Girls' club and GESC were reviewed. Action plans were revised and updated by the communities.

Training of trainers workshop were held for the DGEOS to review the goals for, and implementation of, SAGE Phase II and review constraints to girls' education and strategies for addressing those constraints. A second training of trainers workshop was also held to provide skills to trainers who would in turn (1) train parents to acquire skills to effectively address girls' education and girls' health issues in the communities, and (2) train members/patrons of the girls' clubs in school so that the girls' would acquire self esteem, assertiveness, goal setting strategies and knowledge in reproductive health. In August 2003, SAGE Facilitators and Girls Education Teams from the Central regions were training specifically in the following topics: gender and girls' education issues; guidance and counseling; girls' health issues; STI's/HIV/AIDS; violence against women and girls; self esteem; goal setting; peer pressure; and others. Apart from gaining knowledge and skills in these topics, participants were able to develop, at the end of the workshop, training modules and action plans based on the topics discussed.

Before the training started, the participants were given a pre-test, and a post-test was administered at the end of the workshop to determine the effectiveness of the training.

2.2 Implementation

SAGE facilitators conducted trainings for SMC, PTA and GESC members in the Central region in May 2003. In the Mfantseman District, 125 participants (67 were women) attended the workshops in the five communities, including Amissakrom-Ekroful and Duadze Opem. In the Enyan-Essiam-Ajumako district there were 107 participants (64 women) from five communities, including Nkwodwo and Kwesigyan. Technical assistance was provided to Communities for the preparation of action plans.

Based on a Participant Training Data report, a total of 9,116 participants were trained over the life of the project (of which, 7,789 were women). Of this overall number, 6,063 were girls through the girls' club training program. A total of 2,123 (1,041 females) were SMC/PTA/GESC members who were in leadership training. An additional 607 (464 females) GESC and SMC/PTA members were trained in guidance and counseling, reproductive health and other topics. The remaining 323 participants were involved with TOT training, and included Regional/District Girls' Education Officer and SAGE facilitators.

The GESC were trained to conduct household visits to girls' homes who were not in school and also to encourage the parents to send their girls' to school. Through this training each of the GESC in the 35 communities were expected to develop a mission, goals and objectives. They were also equipped with skill to become counselors/educators to the young women and young men of their communities on reproductive health and safe sexual behavior.

A major problem the SAGE project implementing teams had was difficulty in assembling on time the community members for the activities. Generally community members were not punctual at the meetings and often the turnout was low.

A critical analysis of the results from the assessment of action plans in many of the communities have highlighted a challenge that has consistently confronted SAGE – the lack of provision for micro grants to support activities identified in the community action plans. Most SAGE communities are very poor, thus the communities find it difficult to raise funding for priorities such as gender sensitive urinals and toilet facilities

The use of video show seemed to attract community members to participate in project activities. This medium was especially effective in attracting new community members to the meetings. [The videos used were from the SARA series, which is a package of communication materials that include comic books, users' guide, animated films/videos and posters. This series was produced by UNICEF in Eastern and Southern Africa, and highlight issues and constraints to girls' education.]

3. Evaluation Purpose

The purpose of the evaluation on the community mobilization component of SAGE is (1) to determine the key results of the capacity building training provided by SAGE, (2) to determine which training topics were the most important to the community and students, (3) to inform

USAID/Ghana education team on effective interventions which lead to improvements in girls' education (such as increasing attendance, retention and achievement), and (4) to determine the implementation of, or effectiveness of, community action plans. The evaluation covers SAGE from August 2002 until September 2004.

Under the new Strategic Objective 8, "Improved Quality of, and Access to, Basic Education," key indicators focus on improving the enrolment rate for girls' and decreasing the percentage of target students/youth practicing risky sex (i.e. not using a condom). In addition, Intermediate Result 1 calls for increased educational opportunities for girls' in underserved areas and Intermediate Result 4 targets increased community advocacy for and contribution to quality education (mobilizing PTAs/SMCs). These new targets were built on many of the perceived successes of education projects such as SAGE.

The major emphasis of the evaluation is on providing a review of accomplishments in the community mobilization component and recommendations for modification of activities and implementation procedures to achieve program results under the new strategy. The understanding of the evaluation team is that the Mission intends to share the data with the new partners implementing the current strategy.

4. Methodology, Team Composition and Problems Encountered

4.1 Methodology

The evaluation was conducted between September 6, 2004 and October 8, 2004, with the field studies taking place between September 26 and October 1. The basic methodology used for the evaluation consisted of:

- A thorough review of documents (including quarterly reports and data from the Girls' Education Unit in the Ministry of Education) at USAID, SAGE, Girls Education Unit and other district level reports.
- Individual interviews (e.g. Regional/District Girls' Education Officers, SAGE staff, Girls' Education Unit officials, USAID Education Team members, etc).
- Group interviews (PTAs, SMCs and or Girls' Education Sub-committee members, etc).
- Questionnaire/survey of girls' who participated in the training provided by SAGE (Girls' club members).

Selected "**Results Indicators**" that were investigated included (taken from the SAGE Phase II agreement between AED and USAID):

- Increase in number of girls attending school (looking specifically at enrolment)
- Decrease in number of girls dropping out of school
- Decrease in girls' absenteeism rate
- RGEO and DGEOs provide training to SMCs/PTAs/GESC members on key community issues (such as girls' education issues, HIV/AIDS guidance and counseling skills, facilitation and team building skills, reproductive health, conflict resolution, etc)
- SMCs/PTAs/GESC members visit households to discuss girls' education support (providing school needs for girls and boys; equal household chores for boys and girls; etc)

- SMCs/PTAs/GESC members support and/or provide guidance through a patron to girls' clubs at the school
- GESC members provide information to girls' and/or parents on reproductive health
- Girls' club members increase knowledge of STD/HIV/AIDS and reproductive health issues, become more assertive and have more self esteem.
- Communities have successfully implemented their (community) action plans

The documents at the team's disposal included Quarterly Reports submitted by SAGE to USAID. These reports contained a broad overview of accomplishments within the reporting period on each of the four components. The Performance Monitoring Plan and the Semi-Annual Portfolio Reviews

Individual interviews with USAID Education team members, SAGE officials, Regional/District Girls' Education Officers, and Members of the Girls Education Unit were conducted by all members of the team. Questions used were from the SMC/PTA Questionnaire (see Annex D) and adjusted for the situation.

The field study was focused in the Central REegion and the team visited three out of the four Districts in the Region (Mfantseman, Ajumako-Enyan-Essiam, Abura-Asebu-Kwamankese – the team did not visit Assin). A total of five communities were visited (Amissakrom-Ekroful, Korado, Kwesigyan, Nkwodwo and Duadze Opem). The decision not to visit the Eastern and Brong Ahafo Regions is based on the fact that interventions in those regions were very recent – in 2004 – and it is too early to expect significant people level results. Faced with time and budget constraints field visit did not cover the Western Region because the two coastal regions had a lot in common terms of their socio-cultural and economic factors that are likely to influence people's behavioral and attitudinal changes and, hence, decisions to invest in girls education. Besides the Central Region provided excellent access as well as being an area that was covered in the first year of the SAGE project (thus having more time for results to be realized).

Group interviews in communities with PTAs, SMCs and/or Girls' Education Sub-committee were conducted in the village, in an open format. Group size ranged from 10 to 15 participants (see Annex C). The questions used were from the SMC/PTA Questionnaire (see Annex D), with one facilitator (Adeline) asking the questions in the local language and another recording (Avril). The team also met with the three District Girls' Education Officers as well as the Regional Girls' Education Officer located in Cape Coast.

Ms. Prudence Ami Ackumey administered a structured questionnaire (true/false as well as open-ended) to students (girl's) who participated in SAGE trainings and belonged to the Girls' club. She began by providing an introduction to the evaluation and the reason for doing this questionnaire. For the close-ended questions (true/false), the girls' would put their heads on the table with their eyes closed. Then the question would be read and a show of hands would indicate whether the girls' thought it was true or false (this method was used successfully in the pre- and post-test during the SAGE workshop). The method ensured that girls' would not be pressured into answering a question the same way a friend would.

The Scope of Work for the evaluation is found in Annex A, while Annex B provides the Field Visit Schedule and Annex C lists all the communities visited and people interviewed. Finally, Annex provides a copy of the two questionnaires used in the field.

4.2 Team Composition

The Evaluation Team was composed of four people, including three from USAID (Avril Kudzi, Adeline Ofori-Bah and Tim Donnay) and one hired consultant (Prudence Ami Ackumey). Ms. Kudzi is a Program Coordinator for the Democracy and Governance SO Team, and has been with the organization for 12 years. Ms. Ofori-Bah is the Agricultural Economist for the Economic Growth SO Team, and has been with the organization for three years. Mr. Donnay (Team Leader) is the Project Development Officer in the Program Development and Coordination Office, and has been with USAID for two years and in Ghana for 2 months. Prior to USAID, he was the Education Director for the Institute for Sustainable Communities and worked for the US Peace Corps as Country Director and Program and Training Officer. Ms. Ami Ackumey was hired on a ten day consultancy to coordinate the site visit and administer the girls' questionnaire. She was a trainer for the SAGE project for two years prior to the consultancy.

4.3 Problems Encountered

The Evaluation Team faced a number of problems during the collection of data that included:

- The lack of reliable and complete data at the school/community and district level concerning enrolment, absenteeism and drop-out. Although we received bits and pieces, there was no systematic way of ensuring the data we received from the schools and districts was verifiable. As a result the team was forced to rely to a considerable extent on hand written documentation by one source and rough data, which often was not very complete.
- Limited time for field interviews given that communities to be visited were very remote. Thus the team could not cover a large sample of SAGE communities and non-SAGE communities (for comparative data).
- Language was an important issue, as the interviews with PTAs/SMCs as well as the students needed to be in the local language. One of the three team members could not speak the local language.
- The team often could not find Community Action Plans or minutes of PTA meetings. The information was always in another place or with a person who was not at the meeting. Because of time limitations, we could not follow-up with collecting and analyzing the information at a later date.

5. **Principal Findings, Conclusions and Recommendations**

This section provides the principal findings, conclusions and recommendations of the evaluation. It is acknowledged that the principal findings were based on often incomplete or questionable data – but this was accepted in the absence of better data. The recommendations for the most part are framed in a way to be useful to the new implementing partner for the education program (SO 8) of USAID/Ghana. It should be noted that at the time this report was being written, the final SAGE report was also being drafted. The data required for this report was, for the most part, unavailable to the team due to SAGE closing its offices and transferring the data to the University – i.e. much of the data was *in transit*.

Question Set 1: *Intended and measurable people-level results – what skills did SAGE provide to PTA/SMC/GESC members and how were those skills used?*

Findings

The District Girls' Education Officers (DGEOs) participated in a training of trainers workshop whereby they received training on girls' education issues, HIV/AIDS guidance and counseling, facilitation and team building, reproductive health, conflict resolution, and organizing communities. All three DGEOs noted that HIV/AIDS guidance and counseling was the most useful and relevant skill for transferring to the PTA/SMC/GESC members. Other important training topics included organization and facilitation, conflict resolution and girls education issues.

DGEOs do use their skills to promote girls' education in communities they serve, both SAGE and non-SAGE communities. One District Girls' Education Officer, for example, had introduced the concept of using girls' education clubs to enhance girls' education in about 20 new communities while the other two indicated their plans to do the same during the 2004/05 school year using funds from DFID. Two of the three DGEOs noted that they had received numerous requests from communities (PTAs, SMCs and Chiefs) to conduct similar girls' educational training in their communities.

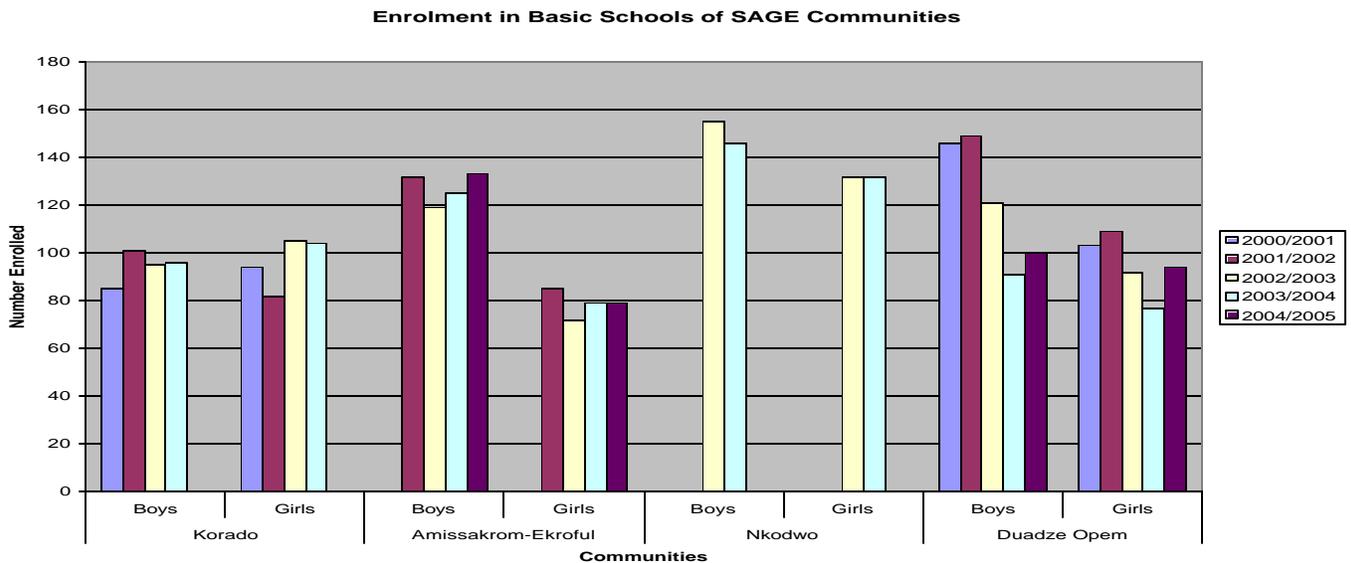
Training was a one time event for the various groups in the communities; thus, most members could not remember some of the topics discussed during training.

Four out of five communities reported increases in attendance/enrolment for girls since the beginning of SAGE interventions. This view was endorsed by the RGEO, the three DGEOs. Unfortunately, the enrolment data available as presented in Figure 1 was not adequate to confirm this assertion in all the communities visited. Only one of the communities recorded an increase in girls' enrolment in the past year and two communities in the past two years.

“There had not been any dropout among the girls for the past two years. Also for the records no girls in JSS have gotten pregnant for the past two years. Parents nowadays pay school fees regularly and provide school uniforms, exercise books, pens and footwear. This is because they now understand that they have to support girls' education.”

**Rose Darko, Headmistress,
Duadze Opem JSS**

Figure 1: Enrolment in selected SAGE assisted schools



Four out of six Districts in the Central Region for which enrolment data were obtained showed a general increase in enrolment for both boys and girls during the period between 1998 and 2002 (See Annex F). The two other Districts – one being a SAGE District and the other non-SAGE – recorded significant declines between 1998 and 2000 and marginal increases thereafter. Enrolment in basic schools of the six Districts has been relatively higher for boys than girls. Changes in enrolment for the SAGE communities visited were not significantly different from those of the Districts as a whole and the same could be said about data obtained from the National GEU on the Western Region SAGE-assisted community schools.

None of the communities had records on attendance so it was not surprising that the District and Regional offices of Education could not keep reliable data on school attendance (i.e., absenteeism). Data on drop out was also not available though community members and the head teachers mentioned reductions in drop out rates as one of the results of the project.

These findings do not negate the fact that there has been some improvement in girls' education since SAGE was implemented. All five communities visited were of the strong view that as a result of SAGE interventions, parents were now providing the basic school needs of girls (and boys). They also indicated that girls' achievement in the school had improved because the parents were now aware of the importance of girls' education and that they were providing the needs of their wards in school (no data on performance was, however, available). Another unintended result that was reported to have been observed in all the five communities was the fact that the girls were dressing properly and had improved their habits in relation to personal hygiene. Parents were also reported to be paying school fees on time, and more frequently as a result of the sensitization.

Four out of five communities indicated that, there was a decrease in the incidence of teenage pregnancy. A teacher who was also the Girls' Club Patron in Amissakrom Ekroful reported that before SAGE intervention, the incidence of teenage pregnancy averaged 5 a year. However, in the past two years, he had observed only one teenage girl becoming pregnant. Unfortunately, we could find no data at the regional, district, community or school level to support the finding.

There were no other government, donor, nor community initiated programs that support girls' education besides SAGE in the villages visited. Other donor supports for improved education in those communities were limited to the provision of infrastructure and payment of allowances to some officials for performing specific services.

Conclusions

There is no evidence to suggest that changes in girls' enrolment might have been any different without SAGE interventions. Indeed, the measure for enrolment in this case (i.e., head count of children registered in school) is influenced by various demographic indices, thus, the enrolment numbers might not necessarily increase even when intermediate results such as increased awareness about girls education are achieved. It is important to note that there were other people level results - e.g. reduction in the incidence of teenage pregnancy and the provision of girls' school needs - that could be attributed to SAGE.

If the intentions of the DGEOs to continue applying the skills they acquired during the training and introduce Girls' Clubs in non-SAGE communities are carried through there could be a ripple effect through out the districts and increase the impact of the people level results reported above.

Recommendations

Based on the findings and ensuing conclusions the following recommendations are made:

- Follow-up sessions for trainees that help them to retain the knowledge acquired should be included and properly executed in community mobilization programs.
- Future program using enrolment as an indicator should adopt a better measure (e.g., proportion of children at school going age that are enrolled in school), that is not strongly influenced by factors beyond the manageable interest of the program.
- It is also recommended for GES to treat SAGE as a pilot program and investigate its strengths and weaknesses to inform future girls' education programs.

Question Set 2: Services provided by Girls' education sub-committees – were the GESCs providing services as outlined in the project?

Findings

Girls' Education Sub-Committees (GESCs) were created by SAGE and assigned specific responsibilities for girls' education that could have been performed by the SMC, an existing structure in all basic school nationwide and with the mandate of the GES. An observation common in all communities visited was that those who formed the committee were also members of the PTA and/or SMC. There were instances where some members were not sure about the group to which they belonged, let alone know the assigned responsibilities.

There were GESC's in all the five communities we visited. These were made up of nine members, six of which were women and three men. Unfortunately, some members did not show adequate knowledge of their responsibilities. These five GESC's were, however, providing various services to the girls as a result of the SAGE training they had received. Provision of those services was also confirmed by four out of the five girls' club interviews (only Korado said the GESC members did not provide services). The five communities visited listed the following services they were providing:

- Conducting home visits by PTA/SMCs/GESC
- Encouraging and explaining to parents the importance of providing basic school needs such as supplies/materials to enable their girls attend school.
- Holding discussions with the parents and Girls clubs members on reproductive health issues of girls.

The outreach component has been very effective as this has encouraged parents to send their girls to school and provide their basic needs. As a result of their services parents were providing lanterns and desks to their wards for evening studies and both girls and boys studied at night. The school going children had also stopped watching films via videos.

A member of GESC and ideally a teacher was selected as a Patron for the Girl's Club. He/she discussed issues confronting girls with their parents. The discussions were often restricted to school issues such as girls' material needs, attendance, conflicts, etc. The girls usually do not approach their male patrons for discussions on issues related to reproductive health, personal hygiene and HIV/AIDS. Some of the girls indicated that they felt more comfortable discussing matters under those subject areas with their mothers or female teachers. Incidentally, three out of the five patrons were male because there were no female teachers in the schools.

“Being a member of the Girls Club gives me a feeling of belongingness. I am able to share my problems at meetings. I also learn new things at meetings as the GESC members come to talk to us. A GESC member taught us how to bake bread. From the interaction we had with her, I know I can learn more at the polytechnic and become a professional.”

Amissa Krom/Ekroful Girls Club member

Conclusions

Though the GESC's provided the services outlined in the SAGE program description their very existence after the program has ended seems threatened by the nature of its composition. This is because with virtually the same people comprising membership of PTA, SMC and GESC, they are likely to be overburdened with meetings to discuss issues that are often the same. It is also concluded that female teacher were more effective as patrons for the Girls' Clubs than male teachers.

Recommendations

Project or interventions should not create new structures like the GESC which is evidently not likely to be sustained, but rather incorporate them into already existing structures like the SMC's which are mandated by the GES and therefore more sustainable. The present role of the SMC's

could be expanded to include girls' education issues. A second recommendation is to select a female teacher or a woman member of SMC as a patron. While it is more practical to have a teacher patron since girls' club activities are an integral part of school activities a teacher makes it more consistent and reliable.

Question Set 3: Most effective activities/interventions – what activities and interventions were the most used by the PTA/SMC/GESC members?

Findings

There was just one training for SMC/PTA and GESC during the SAGE project. All the communities indicated that the various interventions were all relevant and when the evaluation team probed further the following services were mentioned: Awareness about the need to enroll female children in school and Leadership training were noted by all the 5 communities as being very effective. Indeed, some women members of these groups displayed an impressive amount of assertiveness that could not necessarily be attributed to SAGE interventions. Knowledge acquired about HIV/AIDS and Counseling skills were mentioned by 4 out of 5 communities as also being very effective too. (this was also noted by the RGEO and the three DGEOS).

Only 2 out of 5 noted the relevance of conflict management. But it was a very important intervention in one community because it was able to resolve a conflict it had with a nearby community and resulted in the children from that neighbor community being allowed to attend the school and also benefiting from the SAGE interventions. In the second community, conflict between the school management and parents was resolved and led to wards' fees being paid on schedule.

Community organization skills were said to have been developed. But no minutes or records of community meetings was available as evidence of acquiring the skill. Only one community noted training in sexual harassment as important.

While a few of the SMC/GESC members seem active and were reported to be using skills acquired, some old members could not recollect topics discussed during their training sessions and /or their roles and responsibilities, and others – mostly new members - were evidently ignorant about the strategies for advancing girls education. Some of them actually requested for additional training.

“SAGE has made it possible for SMC/PTA/GESC members to discuss girls education issues with other parents and girls, freely and with more confidence. As a result, we (GESC members) have been able to convince a teenage mother to go back to school. This teenage mother through the encouragement given her has been able to complete JSS).”

Madam Hanna Appoh, GESC member, AmissaKrom/Ekroful

Conclusions

Leadership and counseling were very important skills which together with knowledge about HIV/AIDs enhanced the ability of the some GESC members, and the PTA/SMC members to play their expected roles.

Recommendations

It is recommended that a reference manual that embodies an operational and administrative responsibilities, actions and indicators be developed for the communities. Copies of the manual should be kept in the head teacher's office and by a leading community member. This will provide the opportunity for new SMC members especially new teachers to learn and old members to remind themselves about their expected roles for an affective girls' education initiative. It will also help members to conduct occasional refresher training on their own and also conduct training for new members or head teachers as necessary.

Question Set 4: Girls' understanding and retention of reproductive health and HIV/AIDS issues, and access to GESC member services – have the girls' retained knowledge of important reproductive health and HIV/AIDS issues and are they using services provided to them by the GESC members?

Findings

Results of the pre- and post tests conducted during training sessions for Girls' Clubs show was not available to be compared with responses obtained from quizzing the girls during a field evaluation more than a year after the workshop. Responses from one hundred and forty-four of the girls quizzed presented in Table 1 show that the girls had a good amount of knowledge about reproductive health and HIV/AIDS related issues.

Table 1: Ratio of Quizzed Girls Club Members Providing Correct Responses on HIV/AIDS and reproductive health issues

Categories of questions	% of girls with correct responses
Reproductive Health issue (3 questions)	99
HIV/AIDS related issues (2 questions)	99
Other questions (5 questions)	89

In 4 out of 5 girls clubs, girls' felt that they have benefited from GESC members, primarily through GESC members' meeting with parents and/or teachers. They felt they were provided more time to study because of the interventions of the GESC members and that their school needs were being met. However, the girls' were not using the patrons for addressing personal or reproductive health issues especially when the patrons were men.

In 4 out of 5 schools again, the Girls' Club indicated that their patrons organized meetings at least once a month. The most common topic was personal health care (4 out of the 5 clubs). Other topics for discussion included evening studies, peer pressure, and assistance with school studies.

Conclusions

The girls retained the knowledge they had acquire about reproductive health issues and HIV/AIDS. They are using the services of the GESC to advocate to their parents to provide their

basic school needs and pay their school fees. The success of the Girls' clubs was a very positive outcome of the project and need to be sustained.

Recommendations

Girls' clubs should be institutionalized in the schools by the GES as part of the extra curricula activities.

Question Set 5: External Resources – were there other projects in the communities which could have contributed to results of the SAGE project?

Findings

In three of the communities visited, there were other “education” projects such as QUIPS, ILP funded by USAID and another by Plan International. However, these were not focused on girls' education. QUIPS and ILP focused on strengthening SMCs/PTA and the provision of teaching and learning material whilst Plan International focused on the provision of infrastructure, mainly classrooms, furniture and recreational facilities for both boys and girls. Two of the communities considered the presence of female head teachers who were role models for the girls to be an important factor that generated the girls enthusiasm to work hard and improve their performance in their aspiration to be like head teacher. Most of the communities attributed the improvement they had seen in the girls' education to the SAGE interventions and reiterated the need for a follow on program to reinforce gains made so far.

Conclusions

The improvements in Girls Education in the communities the team visited could be attributed solely to SAGE.

Recommendations

The new Education Programs of USAID/Ghana should have a specific component targeting girls. The programs could adopt the SAGE strategies especially the girls clubs and patron component but not necessarily the creation of GESC.

Question Set 6: Sustainability of the community action plans and Girls' Clubs – are the community action plans being updated and implemented, and are the Girls' Clubs functioning?

Findings

Most communities had prepared Community Action Plans (CAPs) with assistance from SAGE and some of the CAPs had been updated for the second year of the program and again with help from SAGE. Most of communities had been able to complete activities in the CAPs that did not require any funding or monetary support. Completed activities included the construction of toilets for girls' and boys (4 out of 5) which involved the use of communal labor. Some communities had worked with the chief to ban videos shows which they said was preventing the children from studying or doing their homework in the evenings. Others visited homes and

talked to parents about importance of girls' attending school and providing for educational needs of girls' as a result girls attendance to school had improved and parents provided tables, chairs and lanterns for evening studies. All these activities were noted in SAGE reports as part of the CAPs.

On the other hand, activities that required funds such as a water system for the school and renovations of school building were not completed. Some communities, however, were making efforts to source funding for community projects either from community levy, PTA dues or other fund raising event. In Kwasi Gyan for instance, funds for school improvement projects were raise from making and selling charcoal out of fire wood cut by the community.

Two out of the five Girls' Clubs had planned activities for this current school year. The clubs had executive members who demonstrated some knowledge of their specific responsibilities. They also held meetings on scheduled days and were receiving the some attention from PTA/SMC/GESC members.

PTAs/SMCs were well established structures, and will continue to exist, as mandated by GOG. As noted under Question 2, GESC is a SAGE creation that did not seem to be viable. The GESC as a group, was not active though some individual members were active; there was very little indication that this group held meetings.

Conclusions

Community Action Plans were not being updated since the end of SAGE, nor was there indication that they would update them. Similarly, GESC as noted earlier were not likely to be sustained. With the necessary backing the Girl's Clubs received from the GEUs and community members, the clubs were likely to be sustainable.

Recommendations

The community action plans should be institutionalized and included in the roles and responsibilities of the SMC's. The girls' education component should be integrated into the community action plans. These plans should be placed in the school and if possible posted at a place that can be seen by all.

6. Summary Conclusions and Recommendations

Although SAGE/Ghana was only operational for two years, it is this teams' viewpoint that the project brought positive changes to communities in terms of getting girls and boys into school with the proper resources and/or understanding of the importance of education. The capacity of the SMCs/PTAs/GESC members as well as the DGEOs has been strengthened in the area of

"The District Girls' Education Officer was recently given a contract by the District Non-Formal Education Department to train more women community Facilitators to embark on enrolment drive of girls' in their various communities with the skills she acquired from SAGE workshops and activities in her district. As at now one woman has been able to enroll 15 girls in school after the training ..."

Report from Abura-Asebu-Kwamankese District, taken from SAGE Success Stories/Anecdotes

girls' education, and this allows them to perform better than before the project. Even though the quantitative evidence for increased enrolment and reduced absenteeism for girls' is inconclusive, the qualitative and anecdotal results of the survey suggest the project had a significant impact on the appreciation and importance of girls, and boys, education in SAGE communities.

It is this teams' recommendation that the girls' education subcommittee (GESG) duties be folded into the existing bodies, such as the PTAs and SMCs. Future efforts, either through USAID or other donors, should focus on strengthening existing Girls' Clubs, and facilitating the creation of new clubs in other communities (beginning with those communities who have approached the DGEOs already). Every effort should also be made to find women advisors or patrons for the Girls' Clubs.

Furthermore, it is this teams conclusion that support for community action plans, as implemented, is not cost effective, unless there is support for some sort of mechanism for small grant funding and longer-term commitment. For projects with a relatively short duration (i.e. 2 years), simple interventions such as the Girls' Clubs and counseling/leadership training are likely to generate the most programmatically efficient and effective results.

Annex A: Evaluation Scope of Work

Participant Team: Adeline Ofori-Bah, Avril Kudzi, Tim Donnay

<p>USAID Project to be Evaluated: SAGE/Ghana</p>	<p>Initial and Final Funding Years: July 1, 2001 – September 30, 2004 (Phase I & II)</p>
<p>Type Evaluation: Mini – Final, on component II of SAGE</p>	<p>Purpose and Intended Uses of the Evaluation: Inform USAID/Ghana education team on effective interventions which lead to improvements in girls attendance, retention and achievement.</p>
<p>Brief Description of Project and it's Intended Results:</p> <p>SAGE: Strategies for Advancing Girls' Education is funded by the USAID/Ghana Education Strategic Objective and is implemented by the Academy for International Development (AED). Activities under SAGE, Phase I, began in July 2001 and ended July 31, 2002, and Phase II began in August 1, 2002 and will end September 30, 2004. SAGE seeks to implement girls' education activities in 70 communities in four regions in Ghana.</p> <p>SAGE has four components:</p> <ul style="list-style-type: none"> • <i>Strengthening Capacity of the Girls' Education Unit (GEU)</i> through training on the use of the monitoring and Evaluation System (MARS) and on data collection analysis and report development. • <i>Community Level Intervention</i> through capacity building for SMC/PTA and Girls Education Sub-committees. • <i>Mobilization of the Business Sector</i> through roundtables with top business leaders to foster the establishment of business-school partnerships to enlist their support. • <i>Mobilization of the National media</i> to provide coverage on girls' education to ensure the topic remains on the national agenda <p>It is anticipated that through these interventions The SAGE Project will enhance the capacity of the Girls' Education Unit of the Ghana Education Service and through continued training of The Girls Education subcommittees create a proactive structure which will exist to support girls' education in the communities.</p> <p>This Evaluation will focus on the Community Level Intervention (component II) activities which focus on strengthening the capacity of the Girls Education Subcommittees in the SMCs/PTAs to determine if the objectives of these interventions were met. The project team focused efforts on five activities under component II, including: (1) assist communities to develop and sustain community action plans; (2)</p>	

train girls' education subcommittee members in leadership, facilitation, convening skills, guidance and counseling; (3) train members of the Girls' Clubs on self-esteem, self confidence, reproductive health and safe sexual behavior; (4) train members of the PTA and SMCs in leadership, gender issues and girls' education; and (5) train girls' education subcommittee members to train parents to effectively address girls' education and health issues.

Thus, the team needs to determine (a) what skills SAGE provided to its beneficiaries (primarily school committee members, parents and students) that were the most effective and/or useful in meeting the project objectives, (b) if information provided to the girls' during the workshops and through the girls' clubs was retained and used, and (c) whether activities proposed through the community action plans have been completed and new activities planned.

Evaluation Questions:

Core Questions for All Teams (to be customized to reflect the project the team will evaluate)

1. What intended measurable people-level results were realized in the project's target community?
 - A. Absenteeism reduced - Why?
 - B. Drop out rate reduced - Why?
2. Did the Girls Education Sub-Committee (GESC) deliver services as a result of the NGO strengthening project?
 - A. Is there a GESC delivering services?
 - B. Number of girls approaching the GESC
 - C. Were the girls "satisfied"? (questions/issues resolved) with the service – what were the issues?
3. What aspect(s) of the Committee (SMC/PTAs) strengthening effort were most important for realizing improvements in NGO/CBO services?
 - A. What training topics were provided?
 - B. How important were each of the training?
 - C. What training topics were most useful in responding to girls needs?

Additional Project Specific Questions (different from the core questions)

Note: Through monitoring reports, we will confirm that there was an increase in school attendance and reduction in absenteeism by girls in the target communities.

4. Were there external factors (unplanned activities or other donor activities) enhancing girls' education in the targeted communities?
5. How effective and relevant have been the community action plan?
 - A. Is the community action plan completed and implemented?

<p>B. What activities are being implemented, to whom and why (target beneficiaries)?</p> <p>6. What are the key activities planned for 2005 (next year) to support girls education (sustainability of a focused group looking @ girls education)</p> <p>A. What are the key activities planned?</p> <p>B. How will they be supported?</p> <p>C. Who will be involved?</p>													
<p>Evaluation Schedule/Deliverables:</p> <ul style="list-style-type: none"> ▪ Evaluation Plan presentation on September 3, 2004 ▪ Meet with USAID (Education & Program Teams, Front office), AED (Dr. Beatrice Okyere Country Coordinator SAGE Ghana), Regional and District Girls Education Units. ▪ Field work schedule: September 27 – October 1, 2004 ▪ Write-up results ▪ Draft evaluation report sent to MSI by October 13, 2004 [e-mail to mhageboeck@msi-inc.com; richardblue@earthlink.net and jkerley@usaid.gov.] ▪ Maximum of 20 pages, single spaced, 12 pt plus annexes. ▪ Oral presentation of evaluation findings, conclusions and recommendations: October 25, 2004 ▪ Final evaluation report sent to MSI trainers and Janet Kerley, AFR/POSE by e-mail on November 5, 2004. 													
<p>Evaluation Budget:</p> <p>Provide a simple list of the resources beyond travel and per diem the team anticipates that it will need to carry out its evaluation, rather than a formal budget.</p> <table> <tr> <td colspan="2">Community Organizer/Questionnaire Administrator</td> </tr> <tr> <td>Salary: 10 days @ x \$20 per day</td> <td>200</td> </tr> <tr> <td>Per diem: 10 days @ 13.30 per day</td> <td>133</td> </tr> <tr> <td>Travel for Interviews (local)</td> <td>35</td> </tr> <tr> <td>Photo development</td> <td>7</td> </tr> <tr> <td>TOTAL</td> <td>\$375</td> </tr> </table>		Community Organizer/Questionnaire Administrator		Salary: 10 days @ x \$20 per day	200	Per diem: 10 days @ 13.30 per day	133	Travel for Interviews (local)	35	Photo development	7	TOTAL	\$375
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Travel for Interviews (local)	35												
Photo development	7												
TOTAL	\$375												

Annex B: Field Visit Schedule

September 23 – 25, 2004

Prudence Ami Ackumey traveled to central region, delivered introductory letters and scheduled meetings with community and ministry of education officials.

September 26, 2004

Team members Adeline Ofori-Bah, Avril Kudzi, and Tim Donnay traveled to central region – revised questionnaire and set interview procedures.

September 27, 2004

Ajumako-Enyan-Essiam District, Nkwodwo Community

September 28, 2004

Ajumako-Enyan-Essiam District, Kwesigyan Community

Ajumako-Enyan-Essiam District Girls' Education Officer, Ms. Christine Mate

Central Region Girls' Education Officer, Ms. Barbara Abban

September 29, 2004

Abura-Asebu-Kwamankese District, Korado Community

Abura-Asebu-Kwamankese District Girls' Education Officer, Ms. Elizabeth Apprey

September 30, 2004

Mfantseman District, AmissaKrom/Ekroful Community

Mfantseman District Girls' Education Officer, Ms. Julia Damalic

University of Cape Coast, Dr. Francis K. Amedahe

October 1, 2004

Mfantseman District, Duadze Opem Community

Return to Accra

Annex C: List of Communities Visited and People Interviewed

Accra

Elsie Menorkpor, SAGE Project Manager, USAID Ghana Education Specialist
Selasie Agamah, Acting Country Coordinator/Program Associate, SAGE/Ghana
Beatrice A. Okyere, former Country Coordinator, SAGE/Ghana
Mr. Divine Akafua, Girls' Education Unit, Ministry of Education

Central Region/Cape Coast

Ms. Barbara Abban, Central Region Girls' Education Officer
Dr. Francis K. Amedahe, Trainer of Trainers, SAGE/Ghana

Ajumako-Enyan-Essiam District

Ms. Christine Mate, Ajumako-Enyan-Essiam District Girls' Education Officer

Nkwodwo Community PTA/SMC/GESC members (n=12): Rev. Rosebud Adjaottor – headmistress, Ebenezer Quansah – SMC, Isaac Fletcher – SMC, Nana Amuah II, Kwesi Mbeful, Grace Nunoo, Elizabeth Abban – PTA, Grace Authur – PTA, Agnes Baiden – GESC, Esther Baiden – GESC, Esther Morrison – GESC, and Nana Awuku-Agyiri III
Nkwodwo Girls' Club members: 35 girls between 10 and 16 years old

Kwesigyan Community PTA/SMC/GESC members (n=12): Philomena Cobinah – GESC, Augustina Andoh – GESC, Afua Sam – GESC/Patron, Mary Hayford – SMC/GESC, Benjamin Donkor – SMC/GESC, Jacob Enuson – PTA/GESC, Grace Enuson PTA/GESC, Dorcas Addison – GESC, Alex Andam – SMC Chairman, Maxwell Boadu – Headmaster/SMC member, Juliana Odai – GESC, James Quayson – SMC
Kwesigyan Girls' Club members: 15 girls between 10 and 15 years old

Abura-Asebu-Kwamankese District

Ms. Elizabeth Apprey, Abura-Asebu-Kwamankese District Girls' Education Officer

Korado Community PTA/SMC/GESC members (n=12): Afua Nii – GESC, Amma Atta – GESC, Ama Adoma – PTA, Afua Akuma GESC, Esi Sarah – GESC, Kwesi Arhin – PTA, Peter Dontoh – SMC, Kwesi Agyei – GESC, Usumanu Banson – SMC, Alex Gordon – SMC, Emmanuel Addae – PTA, and George Mensah – SMC
Korado Girls' Club members: 35 girls between 12 and 17 years old

Mfantseman District

Ms. Julia Damalie, Mfantseman District Girls' Education Officer

AmissaKrom/Ekroful Community PTA/SMC/GESC members (n=12): Janet Andze – PTA, Hannah Apo – GESC/SMC, Mary Baah – SMC/GESC, Pepetual Bonney – SMC/GESC, Anthony Hagan – SMC, Sarah Obo – PTA/GESC, Comfort Aidoo – SMC/PTA/GESC, Cecilia Hagan – SMC, William Mensah – PTA, Nana Sakyi – PTA Chairman,

Emmanuel Kofi Andam – Headmaster/PTA/SMC, and Jerome Rogers – Girls Club patron

AmissaKrom/Ekroful Girls' Club members: 30 girls between 11 and 16 years old

Duadze Opem Community PTA/SMC/GESC members (n=17): Rose Darko-Headmistress / patron, Augustine Acquah- Assistant Headmaster, Gifty Quianoo – GESC, Emmanuel Asare – GESC/SMC, Samuel Authur-GESC/SMC, John Baah- PTA, Anthony Mensah – PTA, Yaw Amoah-PTA, Felicia Aidoo- SMC, Christopher Aidoo- PTA/SMC/GESC, Ama Abosuma –GESC, Mary Nyarko –GESC, Comfort Nyarko- GESC, Georgina Hanson – GESC, John Paul Doughan- SMC/PTA Secretary, Ajoa Nyameye - GESC, and Ama Nkrumah –GESC/PTA

Duadze Opem Girls' Club members: 29 girls between 12 and 16 years old

Annex D: SMC/PTA/GESC and Girls' Club Questionnaires

D.1 PTA/SMC/GESC Member Guiding Questions

USAID Evaluation Team : Adeline Ofori-Bah, Avril Kudzi, Tim Donnay and Prudence Ami Ackumey

Evaluation Questionnaire to assess the impact of Community Intervention component of SAGE Program, USAID Ghana.

September 2004

Good morning/afternoon (*introduction of the evaluation team*). We work for USAID. We are currently conducting an impact evaluation of the community intervention component of the SAGE program for USAID. The participation in this evaluation is voluntary. The information you provide to us will be very useful for USAID Ghana to improve its future interventions to improve girl's education in the country. This discussion will take about one hour. We may also request from you some documents related to this program.

IDENTIFICATION		Code
Team member:		
Date:		
Time of interview:		
Name District & Community:		
Respondents:		
Name	Title	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
What is the school enrolment? Total and number of girl's by grade		
(Interviewer: Request the recent figures and specify related year)		
Notes :		

	D _____	
2.2	Number of girls approaching the GESC ?	
Question Group III		Code
3	What aspect(s) of the SMC/PTAs strengthening effort were most important for realizing improvements in girls education services? A _____ B _____ C _____ D _____	
3.1	What training topics were provided? A _____ B _____ C _____ D _____	
3.2	How relevant were the trainings?	
3.3	What training topics were most useful in responding to girls needs? A _____ B _____ C _____ D _____	
Question Group IV		Code
4	Was there external factors (unplanned activities or other donor activities)? A _____ B _____ C _____ D _____	
Question Group IV		
5	How effective and relevant have been the community action plan? 0 Not effective 1. Somewhat effective 2. Very effective	
5.1	Is the community action plan completed and implemented?	

5.2	What activities are being implemented, to whom and why (target beneficiaries)? A _____ B _____ C _____ D _____	
5.3	How are decisions made or actions implemented – who decides (make up of group)?	
5.4	What have been the benefits of these activities for the community? A _____ B _____ C _____ D _____	
Question Group VI		
6	What are the key activities planned for 2005 (next year) to support girls education? A _____ B _____ C _____ D _____	
6.1	How will they be supported?	

D.2 Girls' Club Questionnaire

Community Name: _____

Date: _____

Number of Girls Present: _____ Age Range: _____

Questions for SAGE Evaluation

True/False Questions:

1. To avoid peer pressure, you must have only one friend.
2. A girl who is able to say no to sex is more likely to achieve her goals.
3. If you eat with a person who is HIV positive, you may also be infected.
4. If you are alone and a stranger calls to you, you should run away.
5. A girl protects herself better from an attack by being passive rather than assertive.
6. Girls don't succeed in school as much as boys because they are not as intelligent.
7. Failing to plan your career is planning to fail in life.
8. Sexual harassment is a form of violence against girls and women.
9. You can always tell by looking at someone if s/he is HIV positive.
10. Once a girl begins menstruating, she has a hard time remaining in school and should consider dropping out to help her mother at home.

Open-Ended Questions

- (1) What actions can be taken to improve girls' self-esteem?
- (2) Explain ways to encourage girls to take leadership roles in their communities and in Ghanaian society
- (3) How do you want people to treat you if you are HIV positive?
- (4) Name some of the negative effects of STIs in men and women.
- (5) What changes happen to a young girl in adolescence?
- (6) How have you benefited from girls ed. sub-committee (questions/issues resolved/addressed)?
- (7) Have the patrons held meetings? If so, how often (how regular)?
- (8) What were the issues or topics discussed with the patrons?
- (9) What activities are planned for this school year?
- 10) Who do you feel more comfortable to talk to about your issues/problems? Why?

Annex E: Summary of Findings from PTA/SMC/GESC and Girls' club members

E.1 Summary of information collected from 65 PTA/SMC/GESC members (see Annex C for list of names)

Community Question	Findings					RESULTS (n=65)
	Nkwodwo (n=12)	Amissakrom Ekroful (n=12)	Duadze Opem (n=17)	Kwasi Gyan (n=12)	Korado (n=12)	
<p>1. What intended measurable people-level results were realized in the project's target community?</p> <p>1.1 Please indicate the results of the program?</p> <p>1.2 Among the above results which ones benefited the citizens the most?</p> <p>1.3 Please indicate the benefits for the school, and</p>	<p>Que 1.1</p> <ul style="list-style-type: none"> Parents are paying school fees Children do not roam about the streets at night – they study Girls take care of themselves Girls don't get pregnant and drop out of school as they used to before SAGE Library books help the children to speak better English The achievement of the schools children at the BECE examinations has improved (8 passed this year as against 0 in the past years) <p>Que 1.2</p> <ul style="list-style-type: none"> The leadership training benefited the citizens the most because due to that 	<p>Que 1.1</p> <ul style="list-style-type: none"> Increase in Girls attendance to school Decrease in teenage pregnancy Children do not go to the farm on school days 2 girls passed the BECE exams since SAGE from a previous number of 0 Girls dress properly <p>Que 1.2</p> <ul style="list-style-type: none"> Girls are more confident Since the girls achievement has improved the boys also aspire to do better BECE results from the BECE has improved to 	<p>Que 1.1</p> <ul style="list-style-type: none"> Increase in Girls attendance to school Decrease in teenage pregnancy Children are now studying in the night instead of watching video shows 4 girls have qualified for Senior Secondary School as compare to 0 in the past <p>Que 1.2</p> <ul style="list-style-type: none"> Teenage pregnancy has reduced The community has been sensitized to know the 	<p>Que 1.1</p> <ul style="list-style-type: none"> Increase in Girls attendance to school School fees are paid regularly Girls go the school and achieve results Children from other communities attend the school since the conflicts have been resolved Parents provide the needed basics for the wards to attend school Girls dress properly <p>Que 1.2</p> <ul style="list-style-type: none"> Enrollment of girls has increased <p>Que 1.3</p> <ul style="list-style-type: none"> Girls developed and interest in reading from the library books Girls are more interested in school and school activities 	<p>Que 1.1</p> <ul style="list-style-type: none"> Increase in Girls attendance to school School fees are paid regularly Realized that Girls education is important Parents provide the needed basics for the wards to attend school Girls dress properly <p>Que 1.2</p> <ul style="list-style-type: none"> Girls attend school regularly General achievement of the children in school has improved Teachers give homework which enable the kids to study in the evening after school instead of going to watch video shows School children can 	<p>5 out of 5 communities noted that – a. parents were providing the basic school needs of girls (and boys); b. girls achievement in the school has improved; c. girls were dressing properly.</p> <p>4 out of 5 said that – a. there was a decrease in teenage pregnancy; b. an increase in attendance/enrolment for girls</p>

Community Question	Findings					RESULTS (n=65)
	Nkwodwo (n=12)	Amissakrom Ekroful (n=12)	Duadze Opem (n=17)	Kwasi Gyan (n=12)	Korado (n=12)	
<p>specifically the girls?</p> <p>2. Did the Girls Education Sub-committee deliver services as a result of the NGO strengthening project?</p> <p>2.1 Is there a Girls Education sub-committee (GESC)</p>	<p>they were able to achieve the stated results above.</p> <ul style="list-style-type: none"> Female head-mistress who is also a reverend minister serves as a role model for the girls in the school <p>Que 1.3</p> <ul style="list-style-type: none"> Girls studying increased Overall achievement of the school increased Library books were received Two toilets, one of boys and one for girls were built Girls don't skip school to go and sell in the market on market days <p>Que 2 Yes</p> <p>Que 2.1</p> <ul style="list-style-type: none"> Make sure the girls attend school regularly Encourage the girls to study at night 	<p>70% passes</p> <p>Que 1.3</p> <ul style="list-style-type: none"> The hygiene status of the Girls has improved Girls dress properly to school <p>Que 2 Yes</p> <p>Que 2.1</p> <ul style="list-style-type: none"> Conduct home visits to encourage parents to send the children especially girls 	<p>Girls Education is important</p> <p>Que 1.3</p> <ul style="list-style-type: none"> Parents are providing the basic need for the girls to go to school School achievements has improved to aggregate 20-27 as against 36 in the past Girls don't go to the farm on school days <p>Que 2 Yes</p> <p>Que 2.1</p> <ul style="list-style-type: none"> Conduct home visits to encourage parents to send the children especially girls to school and provide their 	<p>Que 2 The GESC has 9 members made up of 7 women and 2 men. They have identified 1 patron. They meet once a month.</p> <p>Que 2.1 Yes.</p> <ul style="list-style-type: none"> Set up girls clubs 	<p>read better because of the library books donated by SAGE</p> <p>Que 1.3</p> <ul style="list-style-type: none"> Girls enrollment increased Girls dress properly <p>Que 2 Yes</p> <p>Que 2.1</p> <ul style="list-style-type: none"> Conduct home visits to encourage parents to send the children especially girls to school and provide their basic needs for school. 	<p>Kinds of services provided included as a result of the SAGE training: 5 out of 5 noted – a. home visits by PTA/SMCs/GESC b. explanations to parents the on the importance of providing school supplies/materials;</p>

Community Question	Findings					RESULTS (n=65)
	Nkwodwo (n=12)	Amissakrom Ekroful (n=12)	Duadze Opem (n=17)	Kwasi Gyan (n=12)	Korado (n=12)	
delivering services? If yes, what services ?	<ul style="list-style-type: none"> Visit the parents and encourage them to send their girls to school and provide them with their basic needs for school 	<p>to school and provide their basic needs for school.</p> <ul style="list-style-type: none"> Educate girls on reproductive health issues and how they should dress Counseling 	<p>basic needs for school.</p> <ul style="list-style-type: none"> Ensure that the children study at night instead of watching video shows 	<p>and discuss issues on reproductive health</p> <ul style="list-style-type: none"> Discuss Hygiene Discuss How to dress up properly Encourage parents to send the girls to school Motivate the girls to stay in school Educate them on reproductive health issues and to abstain from sex 	<ul style="list-style-type: none"> Educate girls on reproductive health issues 	<p>c. discussions on reproductive health of girls.</p>
2.2 Number of girls approaching the GESC ?	<p>Major benefit from the training</p> <p>See the school as for the community and not for the government and therefore are more interested in what happens at the school.</p>	<p>Que 2.2</p> <p>The Patron who is a male uses female members of the GESC and some of the older girls in the girls club to get to the issues that trouble the girls especially those that they are shy to discuss with him. Some of the issues the male patron dealt with included encouraging parents to divide the house chores equally between boys and girls so that the girls could get more time to study in the evenings.</p>	<p>Que 2.2</p> <p>The girls do not approach the Patron, but she hear something about any of the girls she calls them to discuss it. They also meet every 2 weeks to discuss issues that concern the girls. Some of the issues discussed include the provision of basic needs by their parents and reproduction health.</p>	<p>Que 2.2</p> <p>About 20 girls a month approach the patron of the GESC. Issues include: Counselling, non-payment of school fees by the parents</p>	<p>Que 2.2</p> <p>The girls do not approach the Patron this could be the fact the patron is a male. However he has been replaced with a woman how has left the school. Some of the issues the male patron dealt with included parents asking their wards for money to help with cooking for the home.</p>	<p>Result of the services is that girls and boys study at night and are not watching videos</p>
2.3 Trend of girls using the services	<p>Que 2.2</p> <p>A patron has not been identified and therefore girls do not approach the GESC. It is rather the members of the GESC that organize program for the girls.</p>	<p>Some of the issues the male patron dealt with included encouraging parents to divide the house chores equally between boys and girls so that the girls could get more time to study in the evenings.</p>	<p>Que 3</p> <p>Training/Capacity building which was done for all the PTA and</p>	<p>Que 3</p> <p>Training/Capacity building</p>	<p>Que 3</p> <p>Training/Capacity building</p>	<p>Patrons are mostly working on issues between parents and pupils on school issues (i.e. needs, attendance, etc.). Patrons are not approached that often about other issues discussed in the training.</p>
3. What aspect(s) of the SMC/PTAs strengthening effort were most important for realizing	<p>Que 2.3</p> <p>Not available</p> <p>Que 3</p> <ul style="list-style-type: none"> Leadership training 			<p>Que 3</p> <p>Training/Capacity building</p> <p>Que 3.1</p> <ul style="list-style-type: none"> Leadership 	<p>Que 3</p> <p>Training/Capacity building</p>	<p>Important services to the girls included – leadership (5 out of 5); HIV/AIDS and Counseling (both 4 out of 5).</p>

Community Question	Findings					RESULTS (n=65)
	Nkwodwo (n=12)	Amissakrom Ekroful (n=12)	Duadze Opem (n=17)	Kwasi Gyan (n=12)	Korado (n=12)	
<p>improvements in girls education services?</p> <p>3.1 What training topics were provided?</p> <p>3.2 How relevant were the trainings?</p> <p>3.3 What training topics were most useful in responding to girls needs?</p> <p>4. Was there external factors (unplanned activities or other donor activities)?</p> <p>5 How effective and relevant have been</p>	<p>Que 3.1</p> <ul style="list-style-type: none"> • HIV/AIDS • Leadership • Roles and responsibilities of SMC/PTA • How to bring up children <p>Que 3.3</p> <ul style="list-style-type: none"> • Leadership training • Gender Issues • Generally all the training was beneficial <p>Que 4</p> <p>No other donor or ngo activities in the community except SAGE therefore all the improvements are attributable to SAGE.</p>	<p>Que 3</p> <p>Training/Capacity building which was done for all the PTA and SMC's together</p> <p>Que 3.1</p> <ul style="list-style-type: none"> • Leadership • Counseling and guidance • HIV/AIDS <p>Que 3.2</p> <p>Very relevant</p> <p>Que 3.3 – most relevant topics</p> <ul style="list-style-type: none"> • Girls Education Strategies • Guidance and Counseling <p>Que 4</p> <p>Plan International had provided assistance to the school – but not aimed at girls' ed. No other programs exist in the community so all the improvements can be attributed to</p>	<p>SMC's together</p> <p>Que 3.1</p> <ul style="list-style-type: none"> • Sexual Harassment • Counseling and guidance • HIV/AIDS • Conflict Resolution & management • Gender differences <p>Que 3.2</p> <p>All were Very relevant</p> <p>Que 3.3 – most useful topics</p> <ul style="list-style-type: none"> • HIV/AIDS • Sexual Harassment <p>Que 4</p> <p>Plan International – conducted a similar training as Sage. The improvement in the community in terms of girl's education can be attributed to</p>	<ul style="list-style-type: none"> • Conflict resolution • Accounting • School improvement • Organizing of meetings <p>Que 3.3 – most relevant topics</p> <ul style="list-style-type: none"> • Conflict Resolution – this was used to resolve the conflict between their community and a nearby one and so now they allow their children to attend the school in kwesigyan. • Leadership skills and community mobilization skills has led to an increase in communal labour in the community. <p>Que 4</p> <p>QUIPS and ILP had provided PTA/SMC training – but not direct involvement in girls' ed. No other programs exist in the community so all the improvements can be attributed to SAGE.</p>	<p>Que 3.1</p> <ul style="list-style-type: none"> • Leadership • Counseling and guidance • HIV/AIDS <p>Que 3.2</p> <p>Very relevant</p> <p>Que 3.3 – most relevant topics</p> <ul style="list-style-type: none"> • Girls Education • Discipline <p>Que 4</p> <p>No other programs exist in the community so all the improvements can be attributed to SAGE.</p>	<p>Although only 2 out of 5 noted conflict management, in those two communities it was very important (resolved disputes that limited girls' and boys' education)</p> <p>Community organization skills were noted, but no minutes of comm.. meetings could be found</p> <p>Only one community noted training in sexual harassment as important</p> <hr/> <p>In 3 out of 5 communities, there were othe "education" projects, but not that focused on girls.'</p> <p>In 2 out of 5, an external factor could have been strong</p>

Community Question	Findings					RESULTS (n=65)
	Nkwodwo (n=12)	Amissakrom Ekroful (n=12)	Duadze Opem (n=17)	Kwasi Gyan (n=12)	Korado (n=12)	
<p>the community action plan?</p> <p>5.1 Is the community action plan completed and implemented?</p> <p>5.2 What activities are being implemented, to whom and why (target beneficiaries)?</p> <p>5.3 How are decisions made or actions implemented – who decides (make up of group)?</p> <p>5.4 What have been the benefits of these activities for the community?</p>	<p>Que 5 Very effective</p> <p>Que 5.1 Community action plan completed but we did not see it. Some actions have been completed eg. Building of toilets, but due to funding constraints some activities are yet to be completed.</p> <p>Que 5.2 Building of a toilet for teachers is underway</p> <p>Que 5.3 • At PTA meetings • Community Meetings • At the chief's meeting with the community</p>	<p>SAGE.</p> <p>Que 5 Very effective</p> <p>Que 5.1 They have one which is dated 2001. They said they have a more recent one for 2003 but we did not see it.</p> <p>Que 5.2 Build a gender friendly toilet for the school - completed Get more teachers for the school - completed</p> <p>Que 5.3 The whole community is involved, especially SMC/PTA</p> <p>Que 5.4 Toilet constructed for the school Have more teachers who are dedicated</p>	<p>attributed to both SAGE and Plan.</p> <p>Que 5 Very effective</p> <p>Que 5.1 They said they have one but they could not trace it.</p> <p>Que 5.2 • School toilet – done through communal labor • Bathroom still under construction • Video show have been banned in the community</p> <p>Que 5.3 The whole community is involved, especially SMC/PTA</p> <p>Que 5.4 Toilet constructed for</p>	<p>Que 5 Very effective – because of the community action plans the community has been able to build two toilets one each for boys and girls. Work has also begun on a water reservoir</p> <p>Que 5.1 They have one but we did not see it. The first one was done 2 years ago and the other was done last year. Some activities have been implemented.</p> <p>Que 5.2 Toilet for the school – Completed Water reservoir – not completed because they run out of funds Clearing of the school park – completed.</p> <p>Que 5.3 The SMC/PTA meets to identify key needs of the school / community The chief is informed of the results of the meeting, receive his</p>	<p>Que 5 Very effective</p> <p>Que 5.1 They have a well laid out action plan.</p> <p>Que 5.2 Generate income to renovate two classrooms – Completed Increase children's performance in school Teachers should give homework to pupils – ongoing Teachers should provide teaching learning materials - ongoing</p> <p>Que 5.3 The whole community is involved, including the chief.</p> <p>Que 5.4 2 classrooms have been renovated latterns and tables have been provided by parents for kids to study at night</p>	<p>female role models (head teachers)</p> <p>Plan focused on infrastructure, materials (not capacity building)</p> <p>Most communities had a draft of the SAGE assisted CAP – but none updated CAPs. Most communities had constructed toilets for girls' and boys (4 out of 5), banned videos, talked to parents about importance of girls' attending school, provided for educational needs of girls', provided table and chairs for evening studies.</p> <p>Action plans that were based on funds (i.e. water system) were not completed.</p>

Community Question	Findings					RESULTS (n=65)
	Nkwodwo (n=12)	Amissakrom Ekroful (n=12)	Duadze Opem (n=17)	Kwasi Gyan (n=12)	Korado (n=12)	
<p>6 What are the key activities planned for 2005 (next year) to support girls education?</p> <p>6.1 How will they be supported?</p> <p>6.2 Who will be involved?</p>	<p>Que 6 No activities planned but hope to build a library</p> <p>Que 6.1 • Fund raising for inhabitants in bigger cities • PTA dues have been increased School fees</p>	<p>Que 6 No plan has been made for 2005 will meet soon to discuss it since school has just reopened.</p> <p>Que 6.1 Not decided</p> <p>Que 6.2 Not decided</p>	<p>the school Urinal built</p> <p>Que 6 Not done yet</p> <p>Que 6.1 From PTA Dues</p> <p>Que 6.2 The whole community.</p>	<p>concurrence then inform the community members to finalized plan with timelines and responsibilities assigned</p> <p>Que 6 No plan has been made for 2005 but they will continue to look for funds to complete the water reservoir.</p> <p>Que 6.1 Funds will be raid through community contribution. Charcoal will be made by the community members and sold to raise funds.</p> <p>Que 6.2 Every member in the community will pay their dues and the committee will take the lead. The District assembly has also been contacted to provide some support.</p>	<p>Children don't watch video shows</p> <p>Que 6 No plan has been made for 2005 will meet soon to discuss it since school has just reopened.</p> <p>Que 6.1 Funds will be raised through a fund raising activity in the community.</p> <p>Que 6.2 The SMC, PTA and the entire community.</p>	<p>-----</p> <p>Girls' clubs seem to supported (girls were very excited about the clubs, had presidents, secretaries, etc), and usually had some plans for meeting. Patrons seemed to enjoy their work.</p> <p>PTAs/SMCs were well established, and will continue, as mandated by GOG</p> <p>CAPs were not being updated, nor was there indication that they would update them.</p> <p>Many of the GESC members did not even know they were on the committee, and there was very little indication that this group meets.</p>

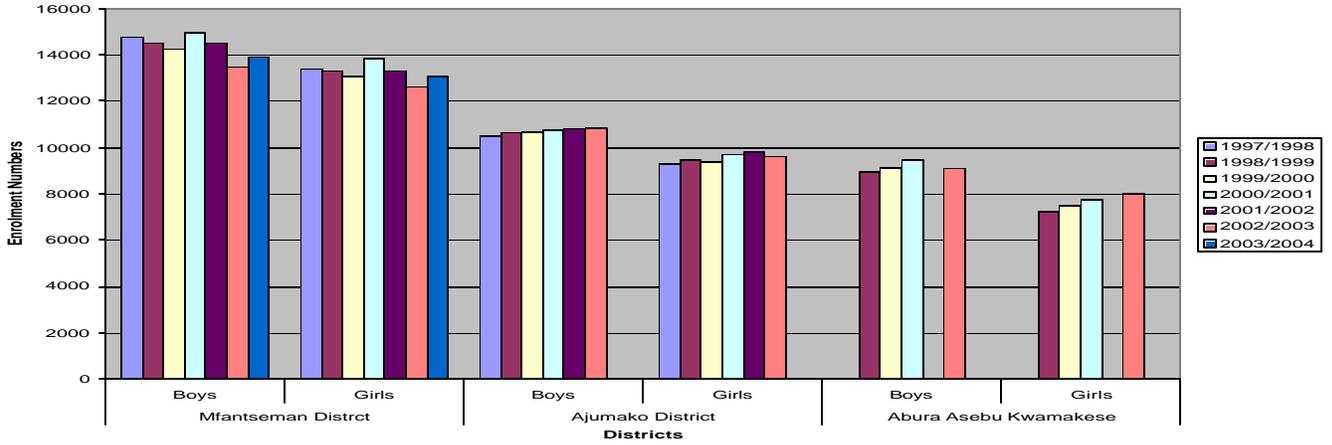
E.2 Summary of Girls Open-ended Questions – Answers

Community Question	Nkwodwo (n=35)	Amissakrom Ekroful (n=30)	Duadze Opem (n=29)	Kwasi Gyan (n=15)	Korado (n=35)	Conclusions (n=144)
(1) What actions can be taken to improve girls' self-esteem?	Trust girls Give responsibilities	Treat boys and girls the same Given equal responsibilities	Provide basic school needs Given equal responsibilities	Teachers and parents trust girls, provide responsibilities	Given equal responsibilities – boys and girls can do the same things	5 out of 5 said girls should be provided equal opportunities, and home and school
(2) Explain ways to encourage girls to take leadership roles in their communities and in Ghanaian society	Provide leadership opportunities at home and school	Provide leadership opportunities	Provide positions- leadership opportunities at home and in class	Given praise for taking leadership responsibilities	Give praise for taking leadership responsibilities – not discouragement	5 out of 5 said girls should be given leadership position & praised, not discouraged
(3) How do you want people to treat you if you are HIV positive?	With love, compassion & understanding, not to be violated Provided with good food, medical care	Provide medical care Console and comfort Provided with good food	Provide medical care Show love & compassion, eat together Do not isolate victim	Provide medical care, good food and basic needs Console and comfort, taken on outings, share space Maintain relationships	Provide medical care, good food and basic needs (accommodation) Be comforted – not isolated	All want to be provided with good food, medical care, shown love and compassion
(4) Name some of the negative effects of STIs in men and women.	Infertility Blind babies Mental instability Syphilis	Low birth weight, infertility, brain damage	Infertility Blind babies Low birth weight	Miscarriages Death Blind Babies	Infertility Blind babies Low birth weight	Key ones: infertility and blind babies (4), low birth rate (3) and only one said syphilis
(5) What changes happen to a young girl in adolescence?	Breast development, growth of pubic hairs, hips widen Become shy, disrespectful Increase sexual desire	Breast enlarge, growth of pubic hairs, hips widen, smooth skin, menstruate, becomes shy, and	Breast development, growth of pubic hairs, hips widen, smooth body, menstruate,	Breast development, growth of pubic hairs, hips/butt widen, menstruate	Breast development, growth of pubic hairs, hips/butt widen, menstruate, mood swings, become shy,	Breast enlarge, growth of pubic hairs, hips widen (5), emotional issues (shyness, mood

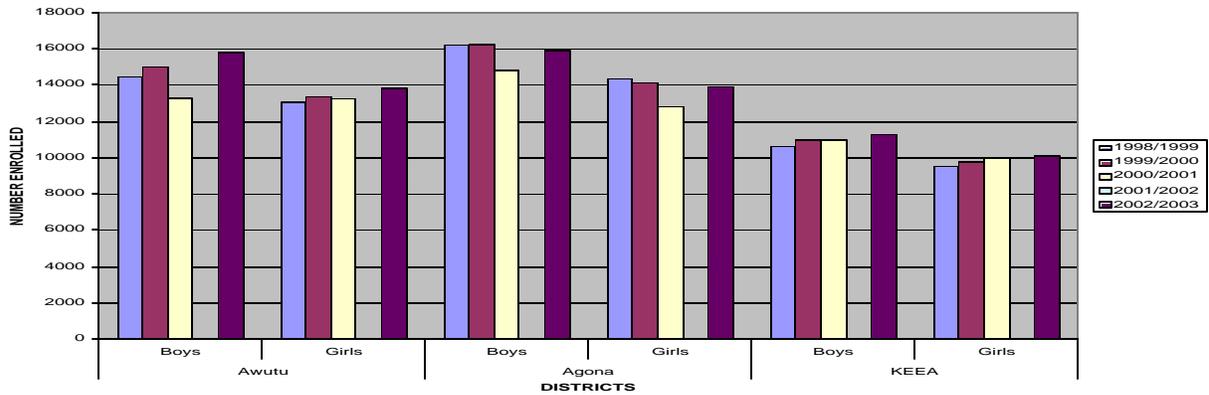
Community Question	Nkwodwo (n=35)	Amissakrom Ekroful (n=30)	Duadze Opem (n=29)	Kwasi Gyan (n=15)	Korado (n=35)	Conclusions (n=144)
(6) How have you benefited from girls ed. sub-committee (questions/issues resolved/addressed)?	and interest in opposite sex Yes, GESC visit school to check enrolment and find out whether parents provide school needs, and talk with teachers. GESC provides support for evening studies, info about repro health	increase interest in sex Yes, we are able to discuss problems with GESC members	Become shy, disrespectful Increase sexual desire Yes, GESC visit homes, encourage girls to learn, ensure girls do not attend wake keeping, funerals or stay out with boys	Yes, GESC discusses with parents to provide school needs, given the opportunity to go to school early and not have to work on the farm	Increase sexual desire No, GESC have not met with girls	swings, increase desire) (4) Yes in 4 out of 5, GESC members meet with parents and/or teachers – provide for more time to study and school needs
(7) Have the patrons held meetings? If so, how often (how regular)?	No answer	Yes, twice a semester	Yes, once a month on Fridays	Yes, once a week, usually on Fridays	Yes, but not regular	Yes in 4 out of 5, Patrons have meeting at least once a month
(8) What were the issues or topics discussed with the patrons?	No answer	Personal health, math problems, organizational skills	Personal health, Peer pressure	Personal health, evening studies, importance on being punctual & attending school regularly	Teenage pregnancies and consequences Evening studies, Personal health	In 4 out of 5, personal health care is the topic. Others include evening studies, peer pressure, school studies
(9) What activities are planned for this school year?	No answer	Speaker to talk about self esteem Discussion on gender issues; A quiz; Demonstration on how to make flour chips	Excursion to Cape Coast (Elmina Castle, Kankun Park)	None planned yet, as Patron has not discussed with girls this terms activities	No answer	Only 2 out of 5 have activities planned (actual action plans), though it was the beginning of the school year
10) Who do you feel more comfortable to talk to about your issues/problems? Why?	Somewhat with teachers, but more so with parents (on personal issues)	No answer	No answer	No answer	Parents, mostly mothers	2 out of 5 said parents primarily, others could not say

Annex F: District and Community Level Data on Enrolment

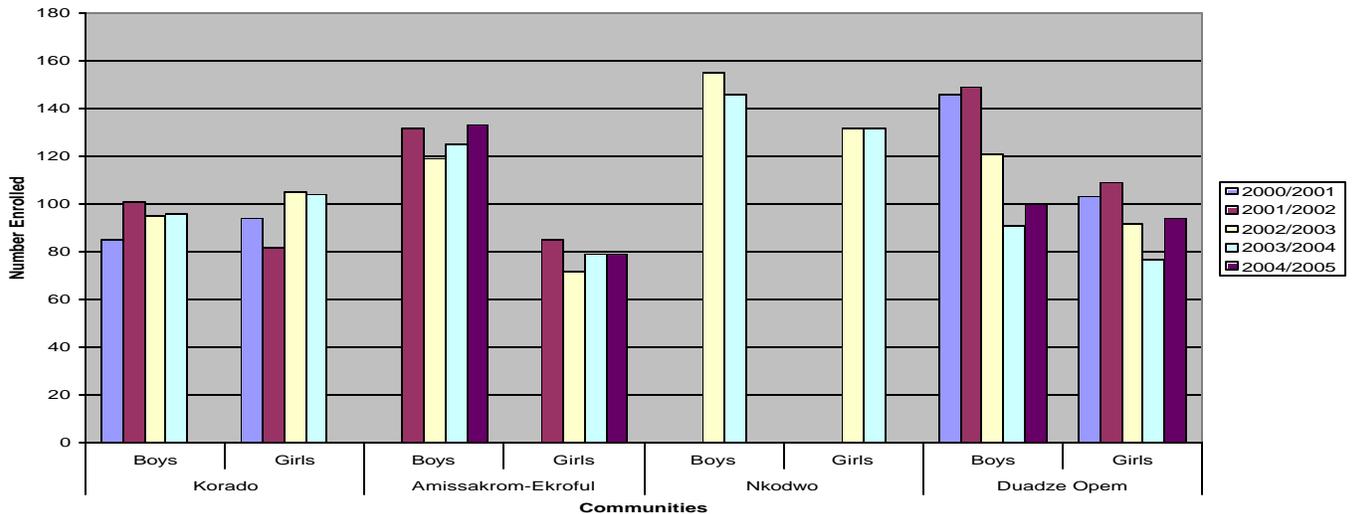
Basic School Enrolment in Three SAGE District



BASIS SCHOOL ENROLMENT IN THREE NON-SAGE DISTRICTS IN THE CENTRAL REGION



Enrolment in Basic Schools of SAGE Communities



Annex G: Introduction Letter to District Education and Community Officials

UNITED STATES OF AMERICA
AGENCY FOR INTERNATIONAL DEVELOPMENT
MISSION TO GHANA



E45/3 Independence Avenue
(Next to Pegasus Building)
P.O. BOX 1630
ACCRA, GHANA
TELEPHONE: 228440,
228467, 231939
FAX: 233-21-231940
233-21-231937

22 September 2004

Regional Girls Education Officer
Central Region
Cape Coast, Ghana

Dear Sir/Madam:

A team of officials from US Agency for International Development (USAID) will be conducting a mini-evaluation during 27 September through 1 October of the Strategies for Advancing Girls Education (SAGE) project, a project support by USAID.

We have selected three districts in the central region in which to collect data, namely:

- Mfantseman
- Abura-Asebu-Kwamankese
- Ajumako-Enyan-Essiam

By this letter, we are informing you about the survey and soliciting your cooperation.

Sincerely,

Timothy J Donnay
Project Development Officer
USAID/Ghana

Cc: District Education Office
Head Teachers/SMCs/PTA

Annex G: Documents Consulted

Documents Consulted

1. Blue Richard (2004), Quick and Dirty Ways to More Data when you have 3 weeks in the field.
2. Blue, Richard (2004), Some Criteria for Rating Evaluations.
3. Blue, Richard (2004), A General Guide to the Construction of an Evaluation Report.
4. Strategies for Advancing Girl's Education, Quarterly Reports 1 - 8.
5. Strategies for Advancing Girl's Education (SAGE) Ghana Project, Success Stories/Anecdotes.
6. Strategies for Advancing Girl's Education (2002), Technical Proposal Submitted in Response to Annual Program Statement for USAID/Ghana's Education Strategic Objective.
7. USAID/Ghana (2001) Grant Agreement with AED
8. USAID Certificate Program in Evaluation (2004) – Phase I – Training Manual by MSI