
Findings and Conclusions excerpt

The following are summarized excerpts from the report related to the data in the quantitative and qualitative exercises.

A major question raised from the baseline survey is ‘Why the focus on girls’ education in this country?’

The baseline highlights that current enrolment levels are relatively high both for girls and boys. Girls’ enrolment is higher than boys (94% and 90% respectively, which was statistically significant). Marginalisation, in terms of access to education, school drop-out and poor learning outcomes affect both boys and girls.

These findings reflect the secondary data in the situation analysis for the baseline, which highlighted that non-enrolment and drop out affects boys as much as or more than girls in many districts. *The project should take care to ensure that girls’ educational access and outcomes are not improved at the expense of boys’.*

The findings do support the project’s assumption that low income is one of the main barriers to girls’ (and boys’) access to education and ability to stay in school.

Girls that are most at risk of non-enrolment include older girls (from age 13) and those from families that are unable to meet basic needs without charity. While orphan-hood was not a statistically significant factor in the baseline survey, secondary and qualitative data suggests that they are an ‘at-risk’ group for non-attendance and drop out at school. *Therefore, care should be taken to ensure that girls who are single or double orphans are included in all project interventions.*

Gender-based violence (GBV) was not reported to be a significant factor affecting girls’ access according to the household survey, the qualitative data from interviews and group discussions points to stigma and silence around gender-based violence and suggests that cases of violence and abuse both in and out-of-school are under-reported. *This should be explored further through qualitative data collection as part of the project’s M&E.*

While negative parental attitudes and social norms are assumed by the project to be a major barrier to girls’ school enrolment, attendance and learning outcomes, the survey found that parents/ primary caregivers, girls and boys are overwhelmingly positive about the benefits of education. Household chores was not a significant factor affecting attendance at school.

Neither the household survey nor the focus group discussions were able to reach many out of school girls. One issue affecting this is the prevalence of migration of girls and boys in order to find work elsewhere. *It is recommended that the project conducts further research into the issue of migration.*