

# Impact evaluation of BRAC community based education for marginalized girls in Afghanistan

## Lessons from the baseline study

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# Outline of the presentation

- Girls' education in Afghanistan and BRAC intervention
- Research question and results chain
- Some findings from the baseline
- Challenges faced
- Some lessons

# Girls' education in Afghanistan

Indicator	Male %	Female %
Primary NER (2012)	63	46
Secondary NER (2009)	21	10
No education	44	75
Madrasa	7	4
Primary (1-6)	12	6
High School(7-12)	28	10
Higher(13+)	9	3



Source: Unicef 2012, EU 2009, Asia Foundation 2013

# Girls' education in Afghanistan

## Barriers to girls' education in Afghanistan

- Poverty
- Insecurity
- Early and/or forced marriage
- Lack of family and community support
- Distance between home and school
- Lack of girls' schools

# BRAC in Afghanistan

- BRAC has been working in Afghanistan since 2002
- Community based education for marginalized girls in Afghanistan, 2013 (in 26 districts of 10 province)

## *Component 1: BRAC community based girls' school (CGS)*

School start with 30 out of school girls (OOS), one classroom, one teachers, students from 2km radios of school, no school free

- Feeder School -age group 6-9
- Accelerated Learning School(ALS) -age group 10-19

## *Component 2: BRAC's support to government girls schools (GGS)*

Subject based teachers' training, mentoring, stipend

# Research question

What are the impacts of BRAC interventions on girls' learning, attendance and transition/grade completion?

# Evaluation design: Results chain



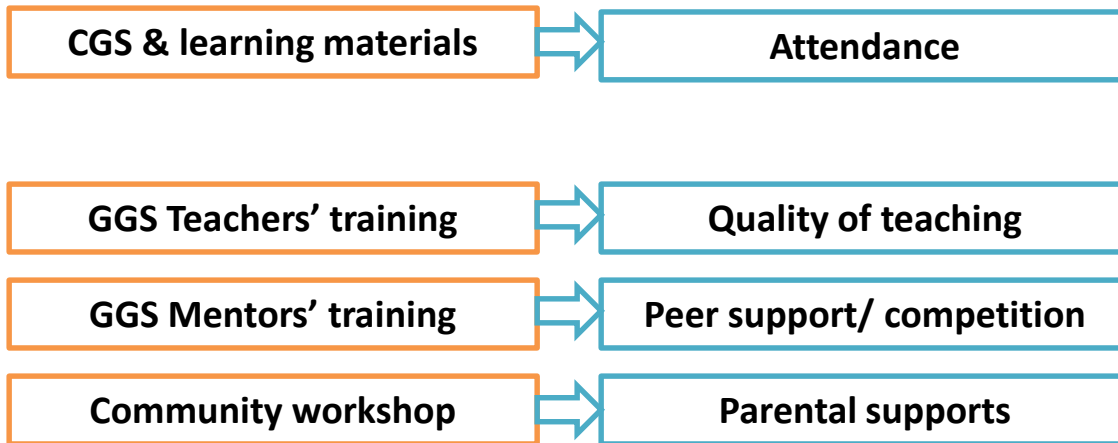
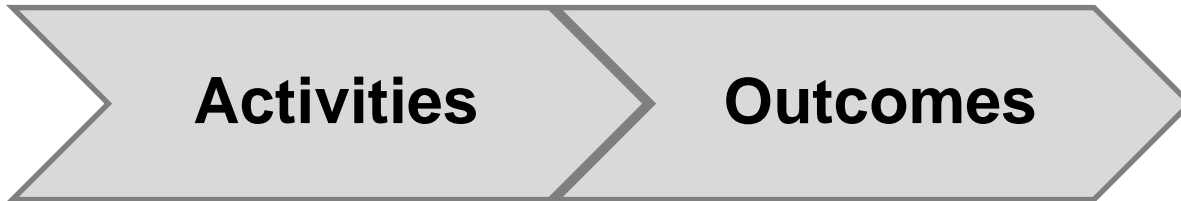
**CGS & learning materials**

**GGs Teachers' training**

**GGs Mentors' training**

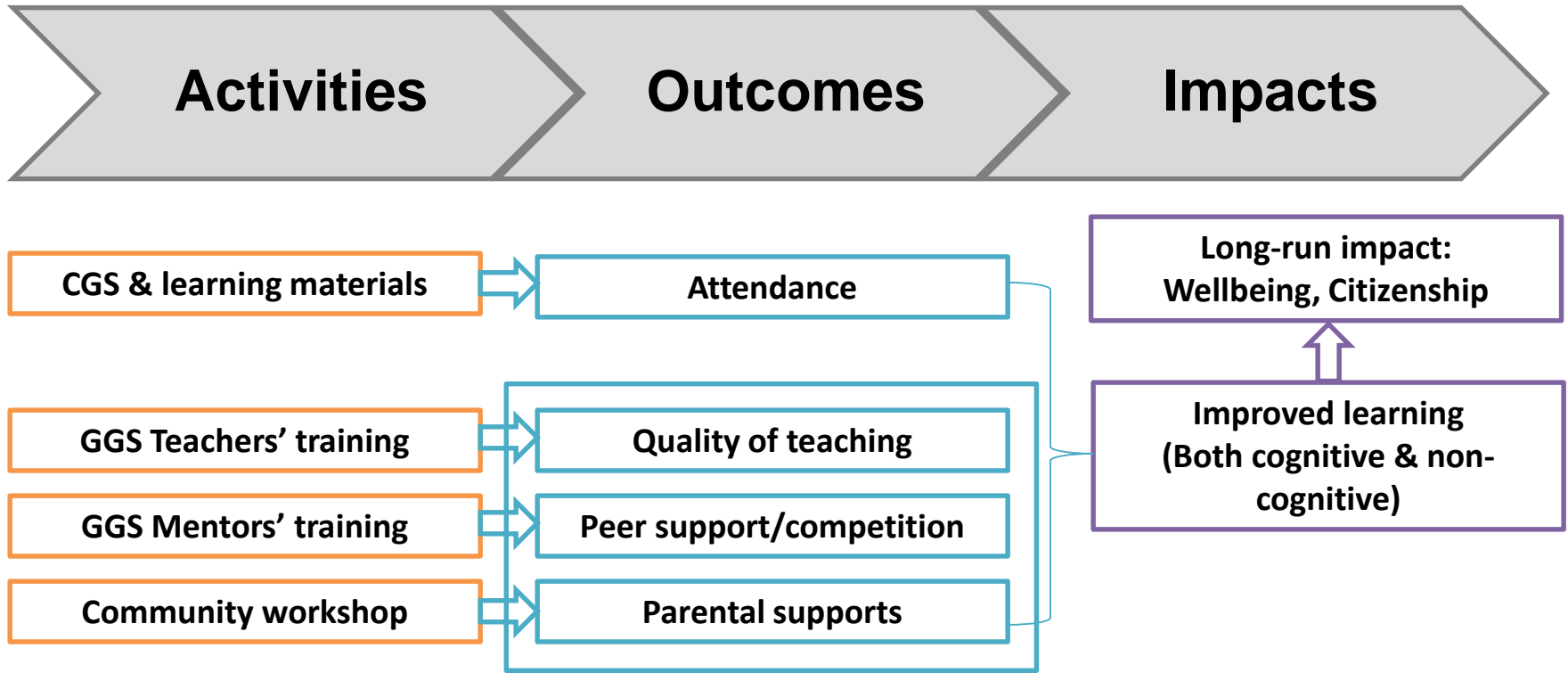
**Community workshop**

# Evaluation design: Results chain





# Evaluation design: Results chain

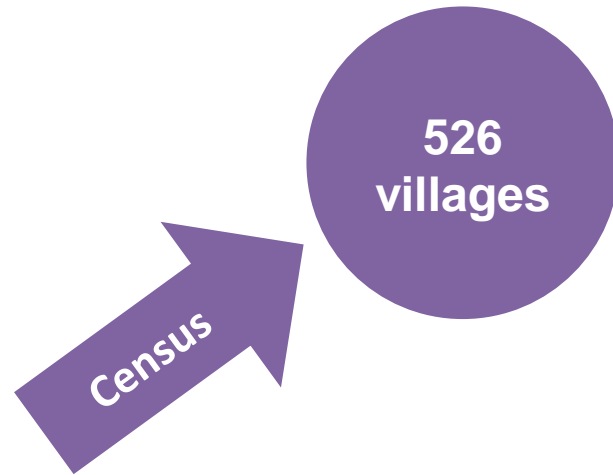


# Evaluation design: Sampling for OSG



526  
villages

# Evaluation design: Sampling for OSG

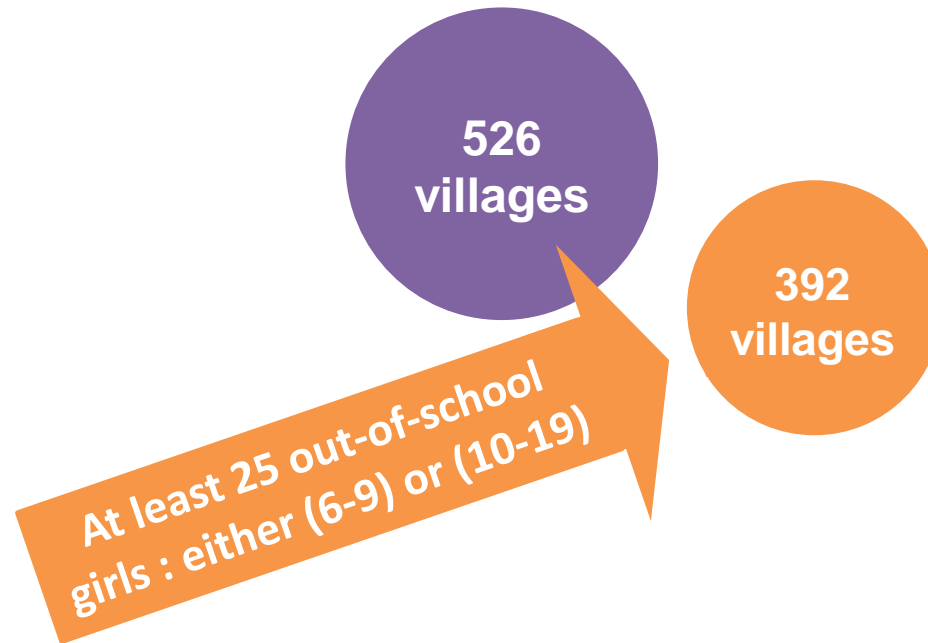


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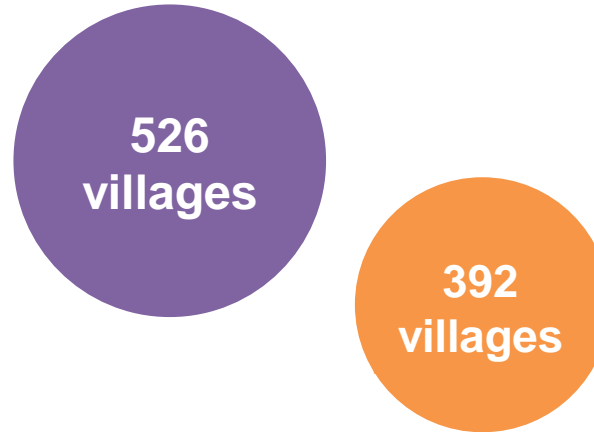


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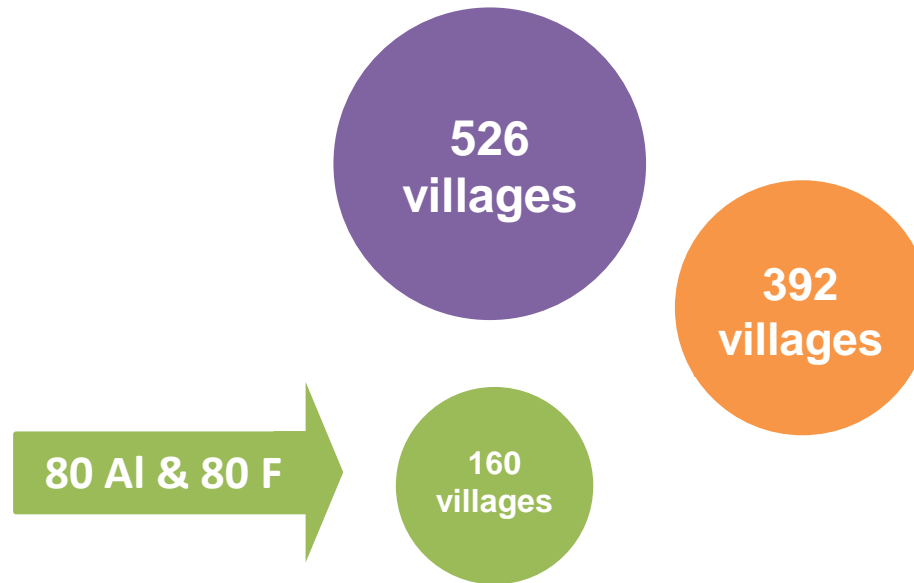
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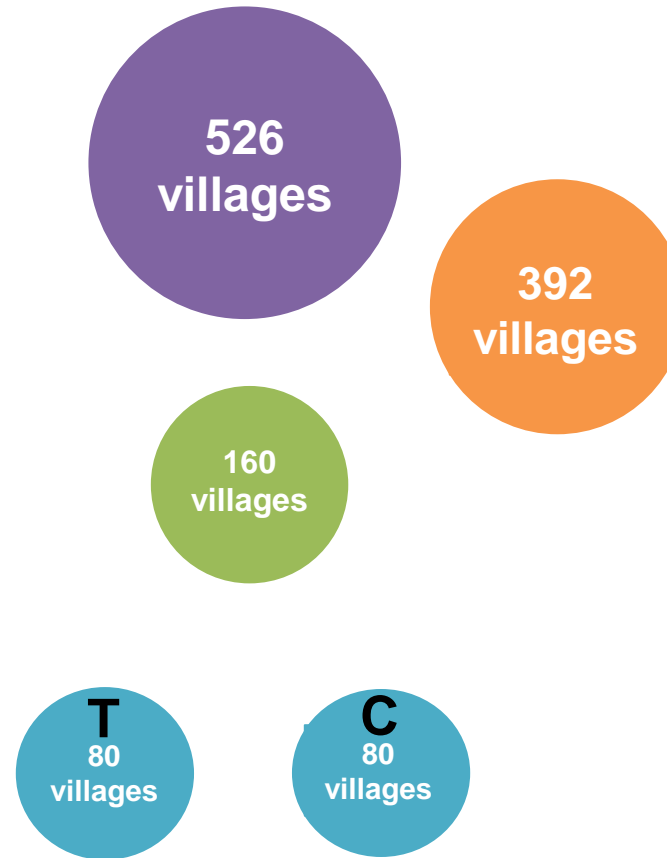


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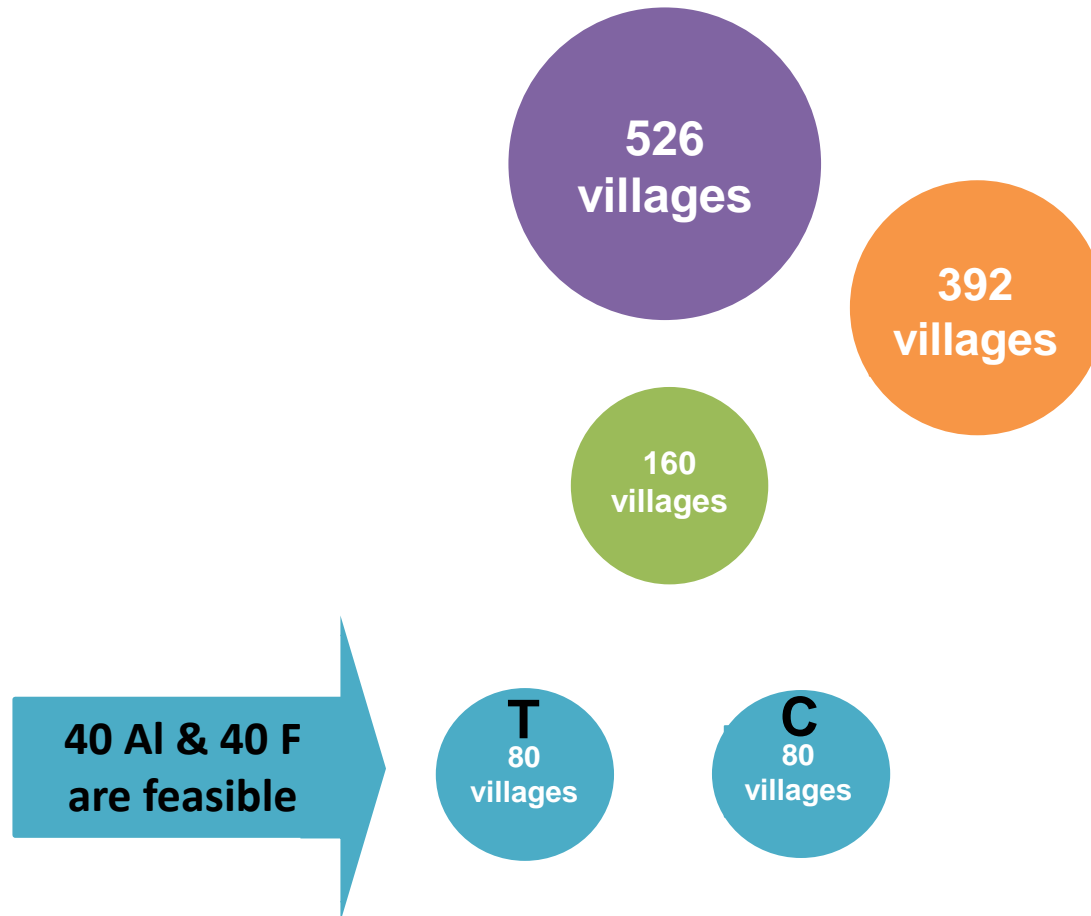




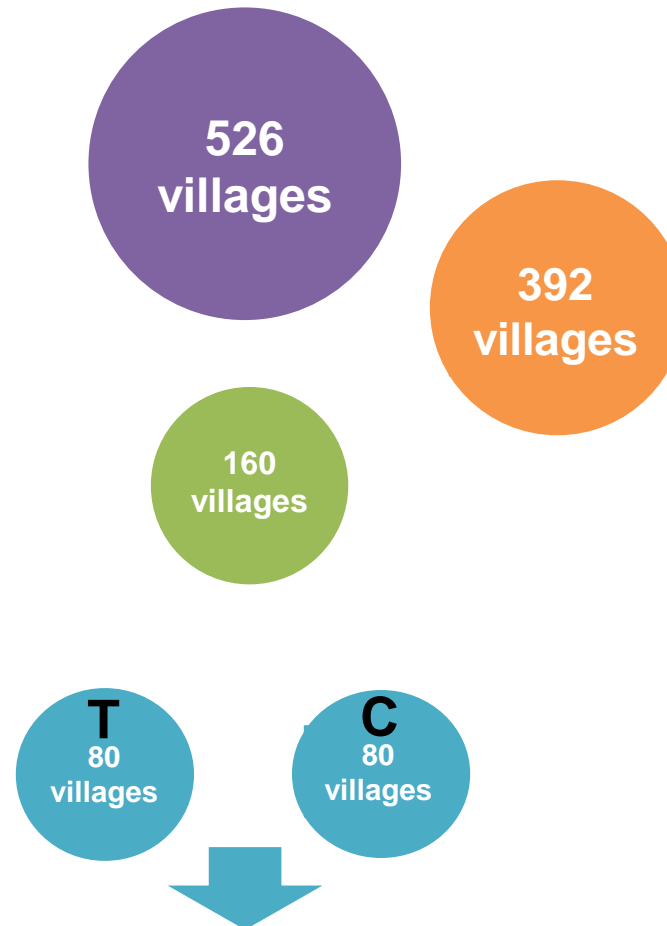
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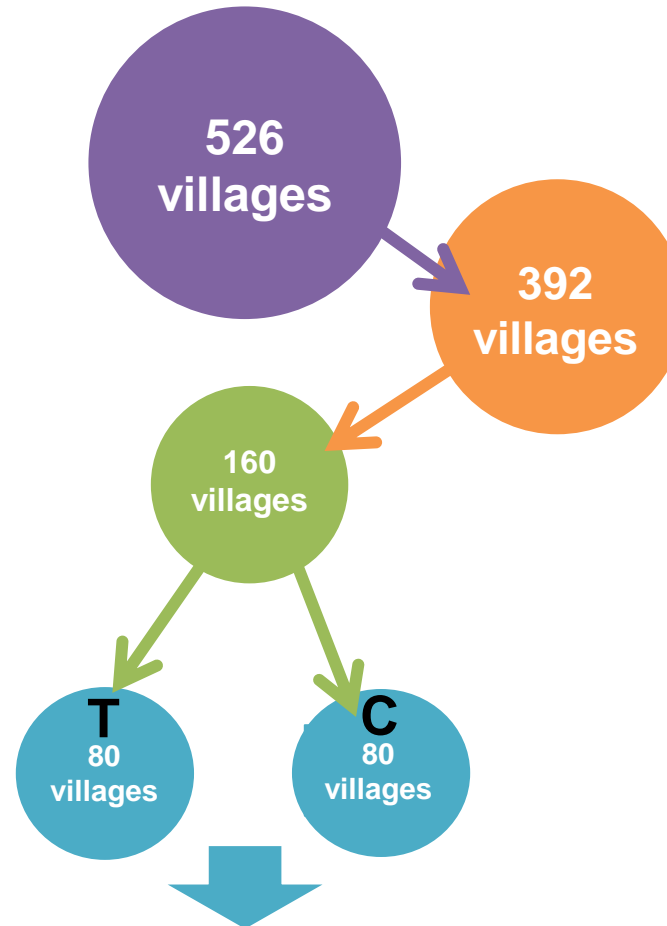


# Evaluation design: Sampling for OSG



**Total = [(80\*8) + (80\*8)] = 1280 out-of-school girls**

# Evaluation design: Sampling for OSG



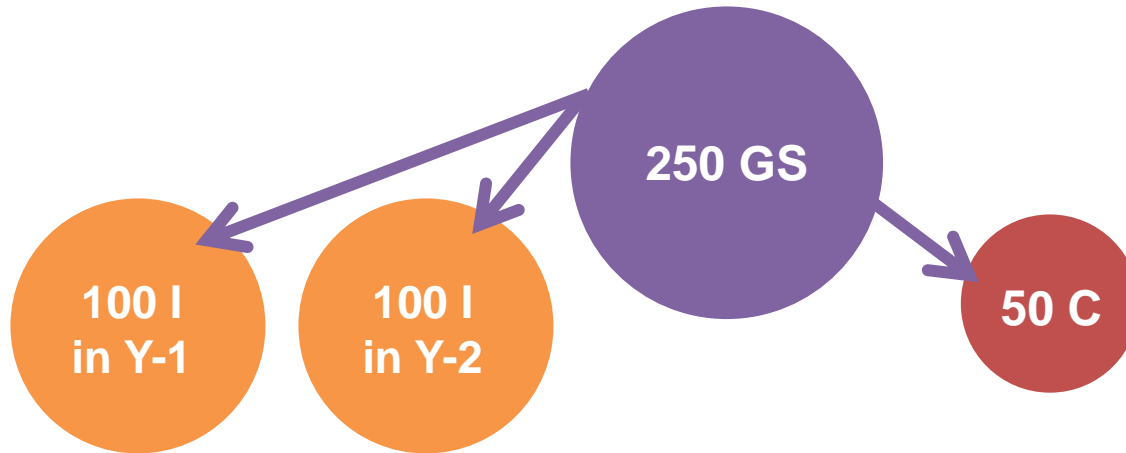
**Total =  $[(80 \times 8) + (80 \times 8)] = 1280$  out-of-school girls**

# Evaluation design: Sampling for GSG

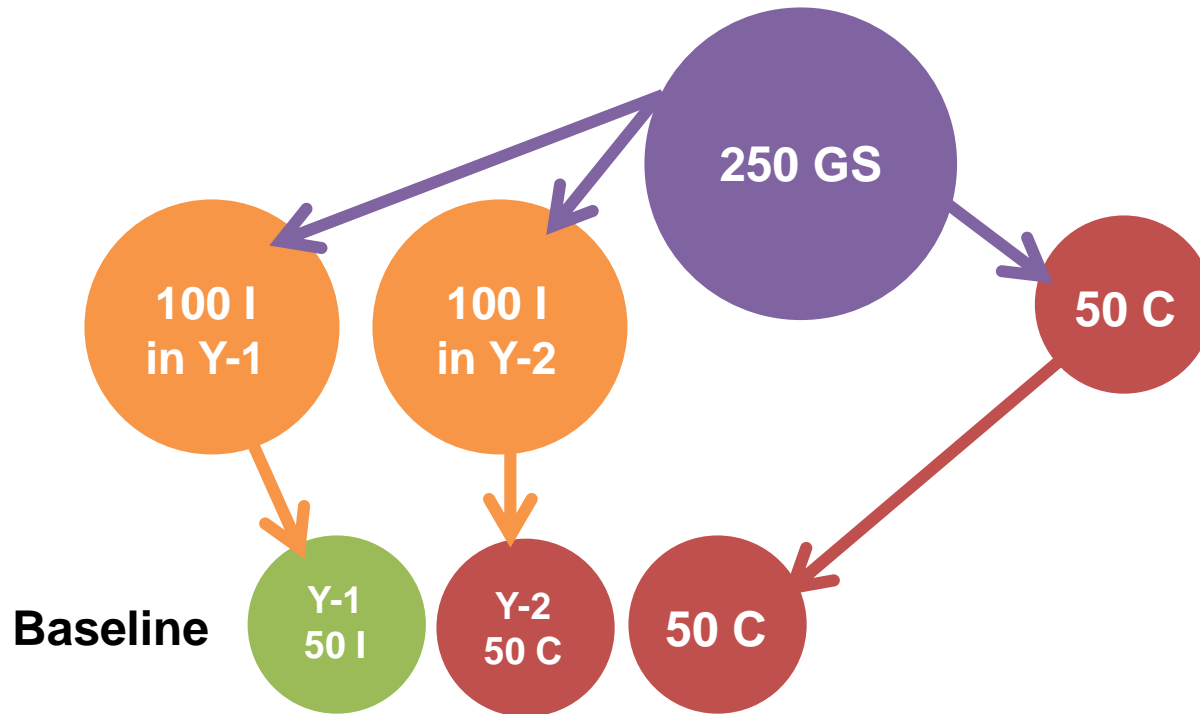


250 GS

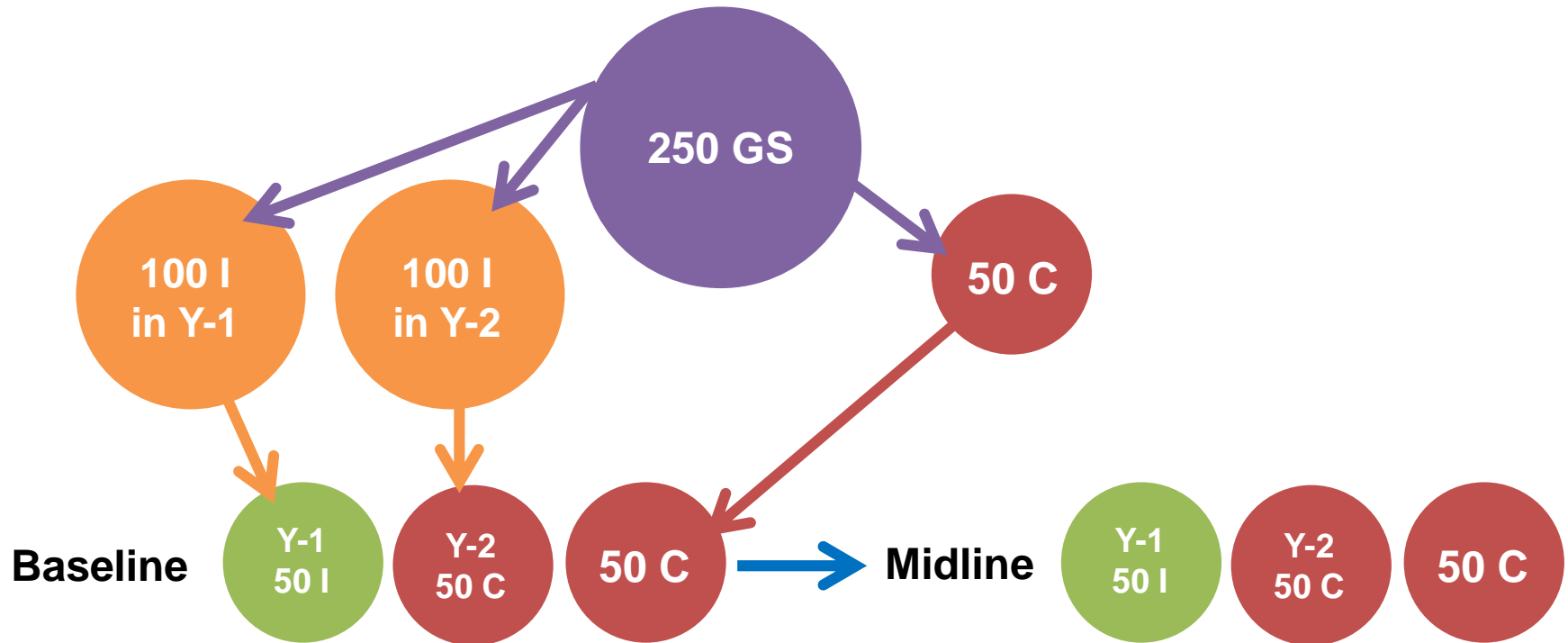
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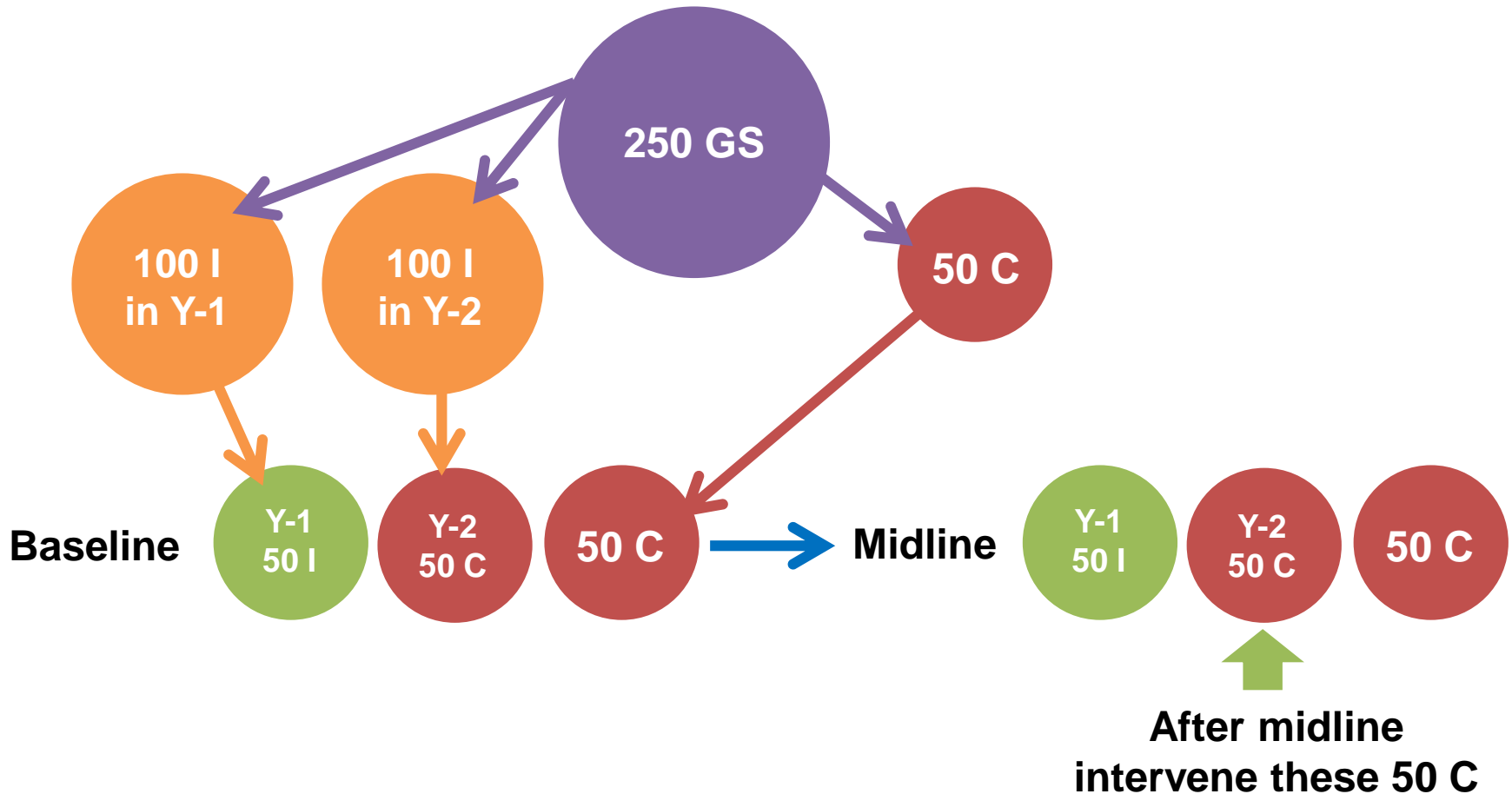


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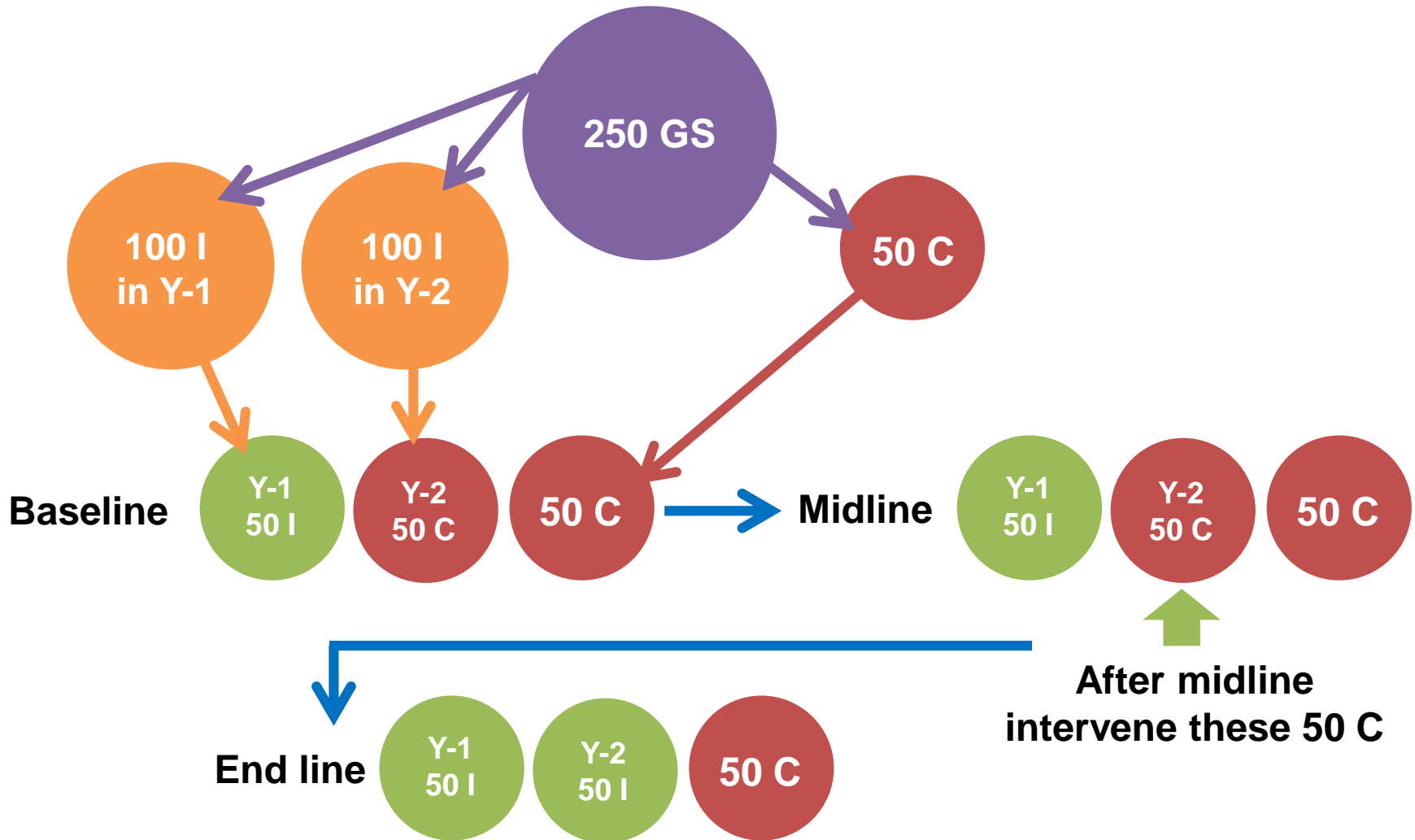




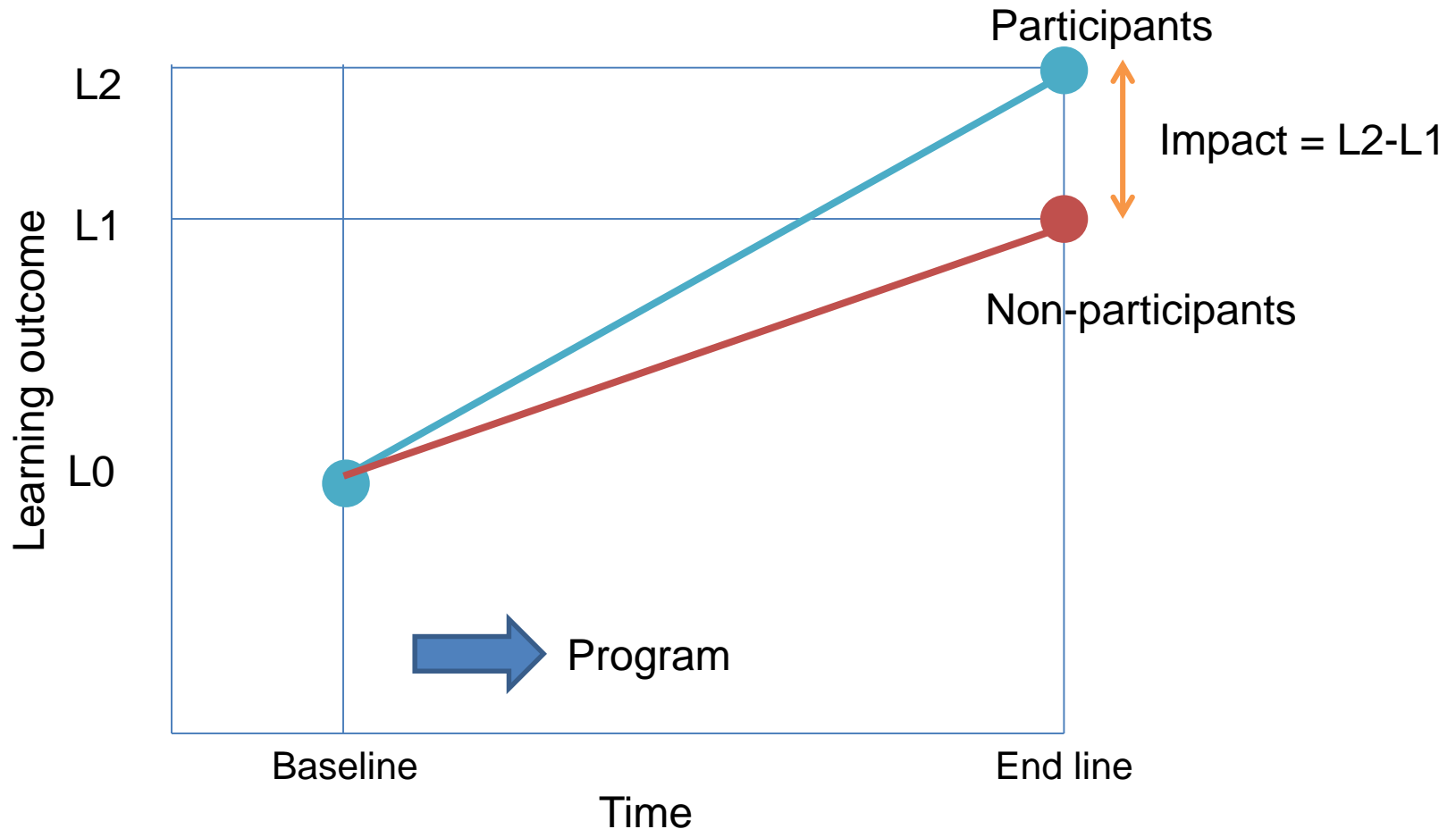
# Evaluation design: Sampling for GSG



# Evaluation design: Sampling for GSG



# Impact estimation under RCT



Source: Pitt and Khandker, 2009

# Baseline findings

**Table 1: Out-of-school girls' performance in EGRA by treatment status**

Items/Subtasks	Combined		BRAC Treatment		Control		Difference	p - value
	N = 1280		N = 640		N = 640			
	Mean	SD	Mean	SD	Mean	SD		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Oral Reading Fluency (wpm)	14.71	27.53	14.90	27.46	14.52	27.62	0.39	0.80

# Baseline findings

**Table 2: Out-of-school girls' performance in EGRA by treatment status**

Items/Subtasks	Combined		BRAC Treatment		Control		Difference	p - value
	N = 1280		N = 640		N = 640			
	Mean	SD	Mean	SD	Mean	SD		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
All items	0.33	0.28	0.34	0.27	0.33	0.28	0.01	0.84

# Baseline findings

**Table 3: GSGs' oral reading fluency (wpm) in EGRA by grade and treatment status**

Grade	N	Combined		Year-1 intervention		Control		Difference	p - value
		Mean	SD	Mean	SD	Mean	SD		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
iv	196+196	66.31	19.54	66.24	19.81	66.40	19.32	-0.18	0.93
vi	196+192	71.01	13.74	70.23	15.08	71.80	12.24	-1.56	0.26
viii	190+189	72.81	10.63	72.56	11.85	73.07	9.26	-0.51	0.64

# Baseline findings

Table 4: GSGs' oral reading fluency (wpm) in EGRA by grade and treatment status

Grade	N	Combined		Year-2 intervention		Control		Difference	p - value
		Mean	SD	Mean	SD	Mean	SD		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
iv	168+196	63.81	22.63	60.79	25.69	66.40	19.32	-5.62**	0.02
vi	168+192	69.82	16.15	67.57	19.49	71.80	12.24	-4.23**	0.01
viii	168+189	72.30	11.79	71.44	14.08	73.07	9.26	-1.63	0.19

# Baseline findings

**Table 5: OGSs, mathematics proficiency in EGMA by grade and treatment status**

Grade	N	Combined		Year-1 intervention		Control		Difference	p - value
		Mean	SD	Mean	SD	Mean	SD		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
iv	196+196	0.76	0.21	0.75	0.20	0.77	0.21	-0.01	0.56
vi	196+192	0.82	0.17	0.82	0.18	0.83	0.16	-0.02	0.29
viii	190+189	0.87	0.15	0.86	0.15	0.87	0.14	-0.01	0.65



# Baseline findings

**Table 6: OGSs, mathematics proficiency in EGMA by grade and treatment status**

Grade	N	Combined		Year-2 intervention		Control		Difference	p - value
		Mean	SD	Mean	SD	Mean	SD		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
iv	168+196	0.75	0.22	0.73	0.23	0.77	0.21	-0.03	0.16
vi	168+192	0.83	0.17	0.82	0.19	0.83	0.17	-0.01	0.34
viii	168+189	0.87	0.16	0.86	0.17	0.87	0.14	-0.01	0.68

# Challenges at baseline

## Capacity

- Lack of qualified survey firm
- Lack of qualified (female) enumerators in communities

# Challenges at baseline

## Time

- It took to long time to start the survey (pre-baseline, tools development and adaptation, pre-testing and translation, train up of enumerators and supervisors (2 stages)
- On-going exam in government school (3 month vacation)
- Delayed project inception and discontent in community

# Challenges at baseline

## Security threat and non- cooperation

- 7 communities and 30 govt. schools had to be replaced from the sample due to high security threats
- Non-cooperation from the control areas during data collection as there is no previous BRAC activities

# Challenges at baseline

## Others

- Ceiling effect is observed in learning tests among upper grades of govt. schools girls
- Inaccessibility to households hampered data quality

# Key lessons

Impact evaluation of a large development intervention with an experimental research design and randomized sample might not be a good choice where security is a big concern.

Therefore, it might be opt for

- evaluating intervention(s) with a limited scope and then scale up
- using quasi-experimental methods



# Thank You