Project Evaluation Report

Report title:	Jielimishe Endline Evaluation
Evaluator:	Sayara International
GEC Project:	Jielimishe
Country	Kenya
GEC window	GEC-Transition
Evaluation point:	Endline
Report date:	January 2022

Notes:

Some annexes listed in the contents page of this document have not been included because of challenges with capturing them as an A4 PDF document or because they are documents intended for programme purposes only. If you would like access to any of these annexes, please enquire about their availability by emailing uk_girls_education_challenge@pwc.com.

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Jielimishe
Endline Evaluation

ABOUT Jielimishe GEC Project

I Choose Life - Africa (ICL), through Jielimishe Girls' Education Challenge Transition Project (GEC T), has been implementing a (5) year project funded by the UK Government through Department for International Development (DfID) and runs from April 2017 as the start date to March 2022 as the end date. The project hereafter referred to as Jielimishe focussed on improving the life chances of 10,123 marginalised girls (2,390 in primary school; aged 12 – 16 years and 7,730 in secondary school; aged 14 – 22 years[2]) using a holistic approach to complete a cycle of education, transition to the next level including alternative pathways and demonstrate learning. The project sought to empower the girl, her school and teachers as well as her family across 20 primary schools and 39 secondary schools.

The project was implemented in Meru (agricultural communities), Laikipia (pastoralist communities) and Mombasa (urban poor) Counties of Kenya. The marginalised girls were further stratified based on their degree of marginalisation – 47 young mothers (18 in Meru, 13 in Mombasa and 16 in Laikipia), 74 rescued girls (all in Laikipia) and 1,791 pastoralist girls (all in Laikipia) who received more targeted interventions to support them to remain in school learn well and transition.

Besides targeting girls as direct beneficiaries, the project targeted 3,190 boys in primary between grade 7 to 8 and 3,790 in secondary schools. The project goal was to be achieved by addressing barriers that inhibit retention, completion and transition of girls at three key barrier points; the girl, community and school.

Due to attrition caused by girls either dropping out of school or completing primary and secondary education, the direct beneficiaries changed over the course of the project. In 2017 during baseline the number of direct beneficiaries was 10,123 but at midline in 2019 it was 7,551 (1,637 at primary and 5,914 at secondary. At end line, the project was projected to work with 4922 direct beneficiaries.

As part of the project design, external evaluators were engaged to independently assess the progress of the project implementation and make recommendations for change or improvements. The project has previously undertaken baseline and midline evaluations.

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ACRONYMS & ABBREVIATIONS

BoM	Board of Management
CBC	Competency-Based Curriculum
CPP	Child Protection Practices
DiD	Difference in Difference
FGD	Focus Group Discussion
FM	Fund Manager
FPE	Free Primary Education
FGM	Female Genital Mutilation
FGM/C	Female Genital Mutilation and Cutting
GEC	Girls' Education Challenge
GEC-T	Girls' Education Challenge – Transition
GESI	Gender Equality and Social Inclusion
ICL	I Choose Life - Africa
ICT	Information and Communication Technology
KII	Key Informant Interview
MHM	Menstrual Hygiene Management
MoE	Ministry of Education
QPA	Quantitative Participatory Approach
ToC	Theory of Change
TVET	Technical and Vocational Education and Training

1. EXECUTIVE SUMMARY

Project Background

I Choose Life – Africa (ICL) has been implementing the Jielimishe project under the global Girls' Education Challenge since 2012. The Jielmishe GEC project was focused on achieving three key outcomes and one auxiliary outcome:

10,123
Marginalised girls supported by GEC with improved learning

10,123
Marginalised girls transitioning through key education pathways

Enhanced sustainability in the quality of learning and transition in key education pathways

6,980
Marginalised boys supported by GEC

The project was carried out in Laikipia, Meru, and Mombasa counties. Since 2017, the project has been implementing its second phase (Transition Window), focusing on supporting marginalised girls in primary and secondary schools to successfully transition to the next stage of learning.

The Jielimishe project's overall aim was to counteract the most common barriers to girls' educational success, including:

1.	2.	3.	4.
Gender inequalities in marginalised communities	Poverty	Limited value placed on educating girls within patriarchal communities	Girls facing insecurity while travelling to school

5.	6.	7.
Inadequate support for teachers in life skills and mentorship	The distances to and from school are often long, affecting learning	Household responsibilities undermine girls' abilities to succeed

Evaluation Objectives

The goal of the endline evaluation of the Jielimishe was to understand the extent to which the project influenced positive change in the lives of beneficiaries and contributed to a more sustainable environment for girls' quality education in the future.

The evaluation used a mixed-method approach including analysis of existing quantitative data (monitoring data, baseline and midline data) and collection of new qualitative data.

Table 1: Qualitative Sampling

Method	Respondent	Total
Focus Group Discussion	Female students	9
	Male students	3
	Male caregivers	6
	Female caregivers	6
	Community representatives	6
	Boda boda riders	3
Total		**33**
Key Informant Interviews	Teachers	9
	School heads	6
	MoE representatives	4
	Project staff	7
	Relevant stakeholders identified by ICL team	5
Total		**32**

At the endline, learning outcomes were not measured and, therefore, could not be compared with midline and baseline results.

Evaluation Findings

Learning outcomes showed some success but multiple barriers – including COVID-19 school closures

Throughout the Jielimishe project, students reported their capacity to learn and motivation to engage in learning had improved considerably. The most noteworthy contribution to improved learning concerned classroom attitudes, whereby girls had been able to increase their confidence and self-esteem throughout the project and were, therefore, more committed to learning. Girls also cited the use of ICT in the classroom, group work, and classroom-based discussions where students could participate in a question-and-answer format as important contributors to increased learning. In summary, opportunities to engage in discussion and adopt student-centred approaches appeared to be the most appreciated and beneficial.

Girls reported multiple barriers to their success, including:

- Experiences of low self-esteem in the classroom.

- Relationships outside of school which led to distraction from learning.

- Limited finances for school supplies and school fees (excluding girls who received bursary support).

- Low capacity of some teachers to provide additional support and varied learning options.

COVID-19 was a significant concern during the implementation period, as many girls suggested that they did not engage in learning during the school closures, despite having been provided with materials by the Jielimishe project. Girls also suggested that they felt they were behind after returning to school and needed to re-motivate themselves to get back into learning and make up for lost learning.

Transition outcomes improved alongside students' motivation and commitment to school

Internal project monitoring data indicated that transition outcomes among students improved across the project's life. Both students and caregivers associated these improvements in transition outcomes with students' improved motivation and commitment to school. Students suggested that being engaged in mentorship activities and adopting a better understanding of potential future career pathways helped build their confidence and commitment to learning and successfully transitioning from grade to grade and school level to school level.

Girls who received bursary support had the greatest transition rates according to project monitoring data. These transition rates were on average 98%, suggesting that the reduction of financial burdens was a pivotal contributor to improved transition.

Mentorship component a powerful intervention according to girls and caregivers

The mentorship programme had a multi-level impact on girls across the project. As a result of participation in mentorship activities – which included career guidance and life and leadership skill sessions – girls reported increased self-confidence and self-esteem, as well as greater motivation to pursue employment or academic pathways after school. Caregivers also noted that girls had a more considered and mature approach to relations within and outside the household. While this finding could not be quantified,

qualitative analysis indicated the value of mentorship was far-reaching and contributed positively to most aspects of the project.

Those who benefitted most from mentorship were girls who were selected to be peer mentors. These girls were exposed to more content and discourse. They were, however, also responsible for disseminating the learnings from these sessions. This proved to be particularly challenging for girls and limited the impact the mentorship programme could have on a broader range of girls in schools.

Economic empowerment component offered sustainable value for money

Though not available to every programme participant, the economic empowerment component offered considerable value to the families who were involved. Families were offered livelihood support through the provision of chickens, goats, and other income-generating opportunities. The economic empowerment support enabled families to cover education costs and contribute to meeting basic household needs, such as food and clothes. Families were upskilled throughout the project and had the necessary knowledge to manage their activities post-project. This project component should be considered a sustainable success that offers considerable value for money.

Community engagement could have better engaged men

Community engagement initiatives improved over the course of the project but were not as successful in engaging male caregivers as females. Caregivers who described their own improved attitudes towards education suggested it was less to do with community dialogues and more to do with increasing direct engagement for caregivers with schools. The opportunity to speak with classroom teachers and access reports and evidence of learning outcomes helped them understand their daughters' improved engagement with education.

Teacher coaching expensive but with mixed outcomes in terms of improved academic performance among students

Teachers described coaching as valuable, but objective analysis revealed mixed results. Academic results from the midline suggested that girls studying with teachers who had been supported under the coaching program did not perform any better than those studying with teachers who had not been supported. Further, coaching was one of the most expensive programme components, accounting for 17% of the total budget and the largest per-unit price. Teachers, however, were overwhelmingly positive about the capacity-development experiences they had over the project cycle and suggested that they had indeed improved in their skill set. Classroom observation data validated these sentiments, with all teachers being able to demonstrate core teaching skills, such as adopting student-centred learning methods, engaging in classroom-based discussion with all students, and introducing ICT-based methods for learning.

Sustainability of interventions was mixed, offering some long-term successes, but limited with short term limitations in programming

The project offered some critical sustainable interventions, including the development of peer-mentorship guidelines for Kenyan schools. These guidelines were developed in collaboration with the MoE and will be rolled out across the country in public schools. Given the benefits that mentorship appeared to offer girls in the Jielimishe project, if a similar model is adopted, notable benefits should also be possible among other MoE-supported schools.

Another key sustainable outcome was the economic empowerment intervention, which provided families with income-generating opportunities. The approach gave families complete ownership over their

activities and offered them a long-term opportunity to earn. This also appeared to be a particular area that could be considered for upscaling in the future.

Bursary support did not prove to be sustainable. Upon completion of the project, the bursary support will end, and families will be responsible for identifying and sourcing their own finances to continue to support learning. This is likely to lead to many girls being unable to continue learning if income concerns were a primary burden and barrier to education.

Value for Money

The project overall offered value for money on several indicators. The project allocated appropriate resources where necessary, including identifying the right stakeholders and introducing optimal interventions in terms of spending. However, significant resources were allocated to training a smaller number of teachers with unclear results on the outputs.

Resource allocation could also have been reviewed in relation to less effective interventions, such as community dialogues. Resources could have been more efficiently allocated to schools to enable them to build networks and communication platforms with caregivers. Furthermore, the provision of bursary support for students was an effective spending of project funds, it was, however, a short-term approach, and its value for money was diminished by limited sustainability.

GESI

Jielimishe interventions were promising in terms of meeting gender equity and social inclusion indicators. While the necessary gender equality components were addressed, there remained notable gaps in social inclusion as a primary component of project design and intervention, especially for sub-groups such as girls with disabilities, girls who were married or mothers, and girls who were orphaned.

2. RESEARCH OBJECTIVES

2.1 Evaluation Objectives

The endline study focused on the extent to which key outcomes were met by the end of the Jielimishe project period. The following table highlights key evaluation objectives, as prescribed by I Choose Life – Africa (ICL).

Evaluation Objectives
To provide a robust measurement of the project's results against the intended intermediate outcomes and outcomes (in particular, Mentorship, Economic Empowerment, and Teacher Coaching).
To understand the extent to which the project's objectives and design of mentorship were valid, and how they responded to the needs and priorities of intended beneficiaries.
To understand the extent to which mentorship was consistent and complementary with other interventions and policies.
To understand the level to which Mentorship, Economic Empowerment, and Teacher Coaching contributed to the generation of significant higher-level effects (social, environmental, and economic outcomes).
To understand how – and how well – the project included and supported marginalised/vulnerable groups, including children living with disability (specifically, capturing changes in safeguarding, inclusion, and gender-sensitive practices), and has contributed to increasing equality and equity between boys and girls and between men and women.
To describe and assess the extent to which the net benefits of Mentorship, Economic Empowerment, and Teacher Coaching will continue after the project ends.

> To draw lessons from the process, design, implementation, successes, and failures of the project, and support with the dissemination of evaluation findings and lessons from the project.

2.2 Summary Methodology

The evaluation methodology adopted a mixed-method approach using qualitative methods for data collection. Qualitative methods were also used in the field to capture narrative insight into the experiences, attitudes, and practices of key stakeholders and beneficiaries. This enabled a more fluid and iterative opportunity for respondents to share their thoughts and engage in group-based discourse.

During the analysis phrase, the team used a mixed-method approach, using both qualitative and quantitative analytical practices to report on project outcomes. The analysis was comprised of qualitative data collected by Sayara's team and quantitative data collected either throughout the project cycle or as part of the baseline and midline external evaluations.

Methods selected for this evaluation included the following:

Focus Group Discussions   **Key Informant Interviews**   **Qualitative Sampling**
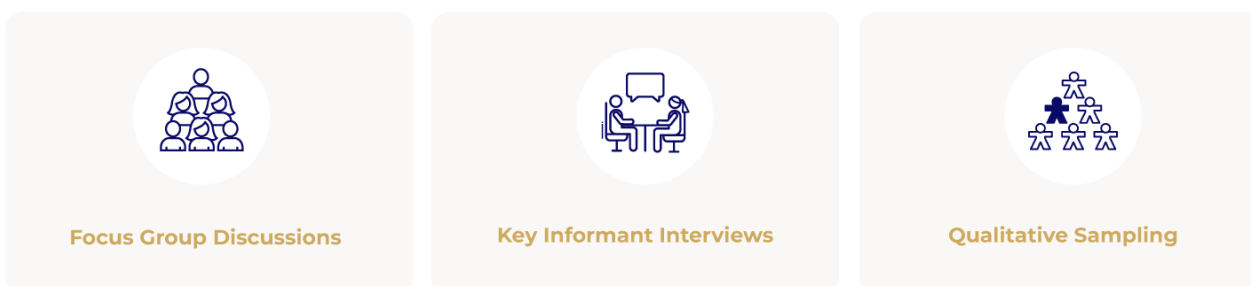
Table 2: Evaluation Methods

Method	Interviewee	Total
Focus Group Discussion	Female students	9
	Male students	3
	Male caregivers	6
	Female caregivers	6
	Community representatives	6
	Boda boda riders	3
Total		**33**
Key Informant Interviews	Teachers	9
	School heads	6
	MoE representatives	4
	Project staff	7
	Relevant stakeholders identified by ICL team	5
Total		**32**

Table 3: Sampling Totals by County

	Meru	Mombasa	Laikipia	National
Focus Group Discussions				
Female students	3	3	3	
Male students	1	1	1	
Male caregivers	2	2	2	
Female caregivers	2	2	2	
Community representatives	2	2	2	
Boda boda riders	1	1	1	
Key Informant Interviews				
Teachers	3	3	3	
School heads	2	2	2	
MoE representatives	1	1	1	1
Project staff	2	2	2	1

3. PROJECT BACKGROUND

Kenya's National Education Sector Strategic Plan (2018-2022) (NESSP) highlights the key priorities in line with the Government of Kenya's Vision 2030 national planning. Importantly, enrolment in primary schools in Kenya increased from 9.8 million in 2013 to approximately 10.5 million pupils in 2018. Enrolment in secondary schools grew from 2 million to 2.9 million during the same period.[1] Similarly, technical and vocational education and training (TVET) also experienced significant growth. The number of TVET institutions increased from 700 in 2013 to 1,300 in 2018, and enrolment grew by 92.5%. Despite these strengths, the NESSP recognises specific challenges in access to education in Kenya. As highlighted in the NESSP, "access is particularly low among children with special needs and those from rural areas; those in urban informal settlements; those in ASAL (arid and semi-arid) and less endowed areas; conflict-prone regions; and those from poor households".[2]

Figure 1: Evaluation locations

Among these factors, poverty remains the main barrier to learning in Kenya. There are other indirect costs of education such as books, pens, uniforms, and other learning materials which the students need to enable quality learning – and which many low-income families cannot afford. Girls are more likely to be affected as a significant proportion of girls from low-income families miss classes due to menstruation when they cannot afford sanitary supplies. A study on a Girls' Education Challenge (GEC) project in Kenya found that, other than economic barriers, teacher professionalism (high absenteeism) and teachers' low expectations of girls affected the participation of girls in schools.[3]

The GEC is one of multiple programs coordinated by the Ministry of Education, with its partner DFID, to mitigate the

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[1] Ministry of Education, Kenya National Education Sector Strategic Plan (2018-2022), p. xiv.
[2] Ministry of Education, Kenya National Education Sector Strategic Plan (2018-2022), p. xiv.
[3] Alexia di Marco (2016), Disadvantaged girls in secondary schools, Education Development Trust, https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/03/031d8cc4-0562-4212-ad96-9c69d41c6e9e.pdf

challenges to accessing education in Kenya. The goals of GEC – ensuring enrolment, retention, and successful transition of the most marginalised girls through the educational system – are highly aligned with the NESSP and Kenya's national priorities as expressed in Vision 2030.

I Choose Life – Africa (ICL), in partnership with SOS Children's Villages Kenya, has been implementing the Jielimishe project under the global Girls' Education Challenge – Transition Window (GEC-T) since 2012. The Jielimishe GEC project has been carried out in Laikipia, Meru, and Mombasa counties since 2017 and focuses on primary and secondary schools. As shown in the map here, Laikipia and Meru counties are located in the central part of Kenya and share a border, while Mombasa County is located on the south-east coast of Kenya. Mombasa is an urban county with a large population comprised of both local and immigrant communities. The three counties have a combined population of 3.27 million people.

3.1 Project Objectives

The first phase of the Jielimishe project ran between April 2012 and March 2017 with a focus on improving enrolment, attendance, and learning outcomes among girls. The second phase is a five-year project which started in 2017 and will continue until March 2022. This second phase is focused on supporting the transition outcomes of girls in Laikipia, Meru, and Mombasa counties.

The project aims at achieving three key outcomes and one auxiliary outcome:

10,123	**10,123**	Enhanced sustainability	**6,980**
Marginalised girls supported by GEC with improved learning	Marginalised girls transitioning through key education pathways	Enhanced sustainability in the quality of learning and transition in key education pathways	Marginalised boys supported by GEC

The design of Jielimishe Phase 2 (GEC-T) was based on a thorough review of lessons learned from phase 1 and provides a holistic package of support at school, community, and system levels. In addition to targeting these 10,123 girls (2,390 in primary school and 7,730 in secondary school), the project also reached out to 6,980 boys in in line with the NESSP's goals on gender equity.

The following table (Table 4) shows the breakdown of student beneficiaries from the baseline according to their location (Laikipia, Meru, and Mombasa counties) and by grade level.

Table 4: Student Beneficiary Breakdown from Baseline at Grade Level

Grade	C6	C7	C8	F1	F2	F3	F4	Total
Laikipia	456	411	413	393	279	252	259	2,463
Mombasa	0	0	0	1,394	1,372	1,296	1,290	5,352
Meru	391	379	340	336	301	291	270	2,308
Total	**847**	**790**	**753**	**2,123**	**1,952**	**1,839**	**1,819**	**10,123**

The Jielimishe project attempts to facilitate an environment to empower girls through the provision of quality, gender-equitable, and safe learning environments.

The project attempts to identify and mitigate key barriers to education for girls. These key barriers include:

1. Gender inequalities in communities that marginalise girls with regards to education.

2. Low household income that renders caregivers unable to economically support girls in their learning and transition pathways.

4. Limited value placed on educating girls within patriarchal communities.

5. The experience of insecurity for girls while going to school.

6. Inadequate support for teachers in life skills and mentorship.

7. The distances to and from school are often long, affecting learning.

8. Girls are engaged in household responsibilities outside school hours.

Jielimishe is focused on mitigating these barriers as a means of reaching the following project-level indicators:

a) Girls complete a full cycle of education and demonstrate improved learning outcomes.

b) Girls successfully transition through key education pathways.

c) The sustainability of quality teaching and transition through key education pathways.

To meet such outcomes, the project introduced a series of activities focused on supporting girls from either primary to secondary years, or from primary to TVET.

4. THEORY OF CHANGE

The project theory of change (ToC) was developed at the baseline and reviewed at each evaluation point with the understanding that there are numerous contextual barriers which continue to inhibit effective learning and transition. The purpose of the endline survey is to understand the extent to which selected strategies and activities have helped to improve education outcomes for beneficiary girls. The following are key pathways of change which have been highlighted within the ToC image and will be tested throughout the evaluation period.

1. *If* girls continually access school and complete a full education cycle with improved learning, *then* they will successfully transition through key transition points between primary and secondary or primary and TVET.

2. *If* girls receive quality education, *then* they will be more motivated to continue learning and transition through their school cycle.

3. *If* teachers are supported to improve their capacity and teaching quality, *then* students will have better learning outcomes and greater motivation to continue learning.

4. *If* caregivers are aware of education benefits, *then* they will be more interested in supporting their daughters to continue learning and encourage transition pathways.

5. *If* project teams engage directly with individuals and groups who can reduce experiences of harassment and increase protection potential, *then* girls will feel safer travelling to school, which will contribute to successful transition pathways.

6. *If* highly marginalised girls and their families are provided with economic support, *then* education will no longer be an economic burden on a household.

7. *If* girls receive support by being provided with educational and other materials (such as solar lamps, stationery, and hygiene kits), *then* they will be better able to focus on learning and improve their learning outcomes.

8. *If* girls participate in mentorship activities, *then* they will increase their social skills and competencies which – in turn – will help to improve learning and transition outcomes.

Based on these theorised pathways, most were appropriately addressed throughout the project period. Points 1, 2, 4, 5, 6, 7, 8 also proved to be valid pathways to change. This included girls being able to transition if they continued schooling. Girls were supported to attend school through the provision of bursary support and engagement with boda boda riders to make pathways safer for girls. Also, girls appeared to be more likely to continue their learning when they received quality education as this increased their motivation and enjoyment of learning. Caregivers also demonstrated greater commitment to schooling once they were exposed to the benefits of education and potential pathways. As highlighted throughout the report, this was most successful when caregivers had direct engagement with schools. Furthermore, the provision of mentorship support appeared to contribute significantly to increased confidence and self-esteem among girls, which – in turn – appeared to increase the learning outcomes and transition outcomes of girls.

Gaps in the Theory of Change included the extent to which teachers who improved their capacity produced greater learning outcomes. This became more challenging to measure throughout the project given academic results were not captured at the endline, and the midline did not suggest significant improvement had resulted from project interventions.

ICL depicted these pathways in the theory of change illustrated below. Figure 2 highlights key project activities, transition points, and pathways, as well as how they intersect with the project outputs, intermediate outcomes, and primary outcomes.

Figure 2: Jielimishe Theory of Change
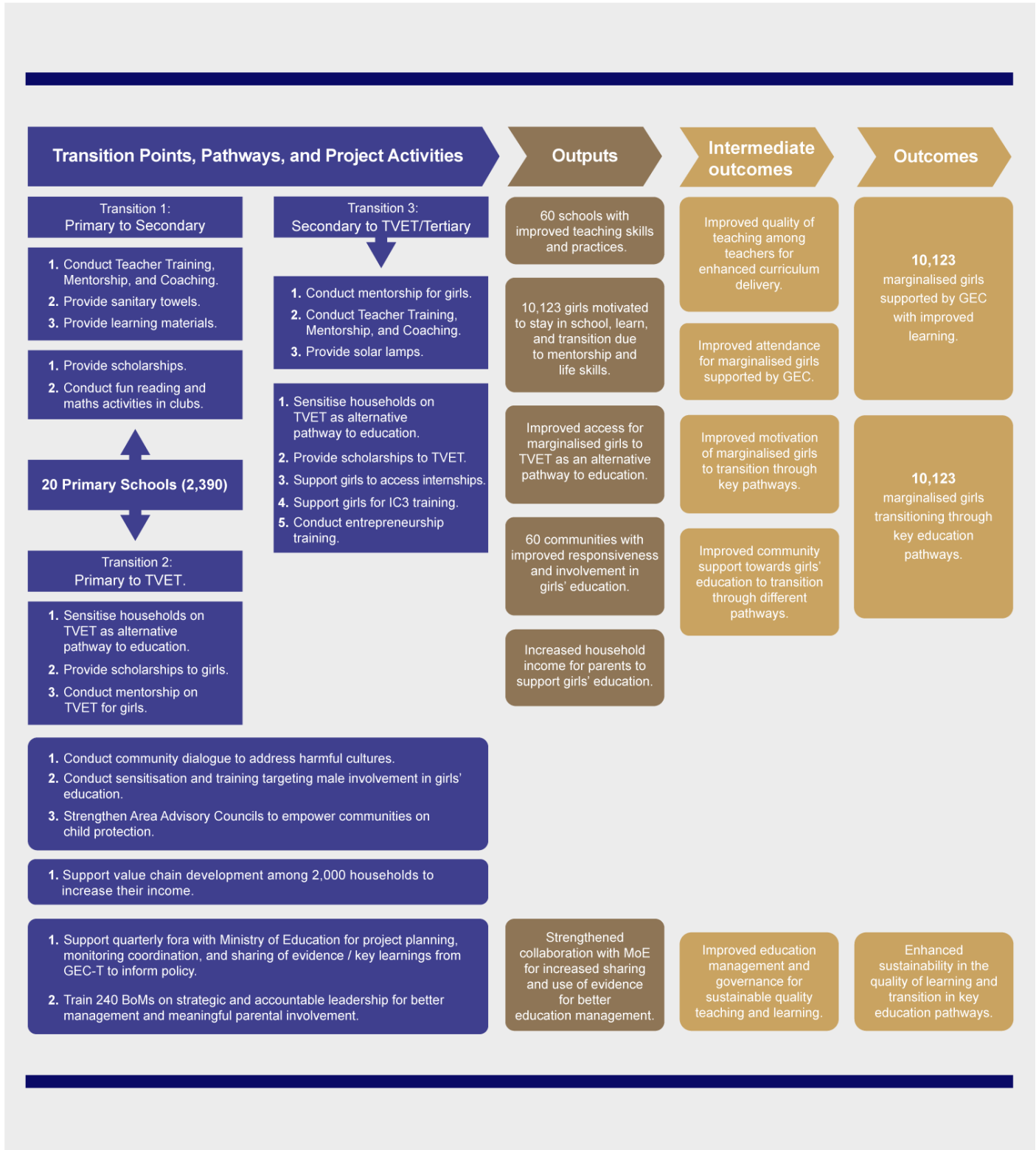
5. ENDLINE EVALUATION FINDINGS

5.1 Characteristics and Barriers (Midline)

The project focused on supporting girls and boys from grade 7 and 8 (year 1 of intervention) to Form 1 and 4. The project was implemented in marginalised communities in Laikipia (pastoralist communities), Meru (agricultural communities), and Mombasa (low economic level). Girls were the primary focus for the Jielimishe intervention, with boys considered an indirect cohort of beneficiaries. At the endline, it was recorded that 8,640 girls were supported through the project. This is compared with a baseline total of 10,123, and 7,551 at the midline. According to ICL, the figures dropped at the midline because a total of 2,572 girls transitioned from primary education institutions.

Girls within the intervention were between 10 to 21 years of age at the baseline and aged 11-22 at the midline. The following tables highlight the key characteristics of students and the barriers to education they experienced. These data were collected at the midline point of the project through quantitative surveys conducted with girls. However, the evaluation team was unable to replicate such data at the midline, given the shift in the evaluation approach. Nevertheless, a review of key characteristics and barriers experienced by girls will assist in contextualising results noted at the endline.

As table 5 highlights, a proportion of the female students attending schools did not have both male and female caregivers. A total of 10.1% of girls were identified as single orphans with no father, while 1.1% of girls were identified as single orphans without a mother. A further 7.4% of girls lived without caregivers, although their parents were not necessarily deceased. In addition, 36.2% of girls came from female-headed households, with almost a third of girls noted as having this characteristic in each targeted county. One of the most cited characteristics among girls in each county was the rate at which households reported difficulties in affording girls' schooling. This was the case for a total of 74% of households: 65.5% in Laikipia, 81.3% in Meru, and 76% in Mombasa. In addition, more than half of the households noted that they went without cash income for numerous days (53.7%). At the midline, a total of 25.6% of households felt that they were unable to meet basic needs, including costs for food, health, and clothing.

Also at the midline, 0.3% of girls were married, and 0.3% were also mothers. Married students were most frequently noted in Laikipia County (0.6%). The sample of married students or those who were mothers was not very large; therefore, any data on such girls cannot accurately represent the experiences of girls in the school system who are married and are mothers. Furthermore, a key characteristic noted among

girls was that the language spoken in school (the language of instruction) was not the same as the language spoken in the home. Most girls studied classes in English but were more likely to speak a local language in their household.

Table 5: Characteristics of Girls (Midline Girls' Survey)

Characteristic	County			Total % of beneficiaries
	Laikipia	Meru	Mombasa	
Single orphans (no mother)	0.6%	0.9%	1.8%	1.1%
Single orphans (no father)	9.8%	6.6%	13.1%	10.1%
Double orphans	0.3%		1.1%	0.5%
Living without both parents	7.9%	4.8%	9.2%	7.4%
A. Household				
Female-headed households	33.1%	36.4%	38.6%	36.2%
Household finds it difficult to afford girls' schooling	65.6%	81.3%	76.0%	74.0%
Household doesn't own land	32.9%	7.7%	49.1%	31.3%
Household house roofed by thatch	18.3%	0.0%	7.3%	8.5%
Household living in traditional house / hut (e.g. from thatch or mud)	46.6%	4.5%	21.2%	24.0%
Household unable to meet basic needs	19.7%	28.7%	27.9%	25.6%
Household has slept hungry for many days	13.2%	4.3%	34.7%	18.7%
Household going without clean water for many days	27.8%	9.4%	41.1%	27.2%
Household going without medicine/treatment for many days	26.7%	11.1%	36.8%	25.7%
Household going without cash income for many days	59.0%	49.4%	52.7%	53.7%
B. Girls				
Girl is married	0.6%	0.3%	0.0%	0.3%
Girl is a mother	0.6%	0.3%	0.0%	0.3%
Girl does not speak Language of Instruction	7.1%	2.9%	2.3%	4.0%
C. School-Related				
Language of Instruction at school not spoken at home	92.9%	93.7%	89.9%	92.0%
Head of household has no education	19.4%	2.8%	5.9%	9.2%

Barriers that were tracked through the girls' survey included challenges experienced by girls on the way to school (see table 6, below). Challenges noted by students included the distance they had to travel to school. This was a concern among 70.8% of girls in Laikipia, but only 25% of girls in Mombasa. Travel to school was reportedly more unsafe for girls in Laikipia, with students noting concerns regarding poor roads (30.8%), wild animals (73.8%), and environmental disruptions, such as flood, landslides, and fires (26.2%).

Table 6: Barriers Travelling to School (Midline Girls' Survey)

What makes the journeys difficult or unsafe?	County*		Total
	Laikipia	**Mombasa**	
Long distance	70.8%	20.5%	50.5%
Traffic	1.5%	9.1%	4.6%
Poor roads	30.8%	6.8%	21.1%
Heat or rain	20.0%	2.3%	12.8%
Environmental disruptions (e.g. flood, landslides, fires)	26.2%	4.5%	17.4%
Wild animals	73.8%	2.3%	45.0%
Harassment by other children	9.2%	15.9%	11.9%
Harassment by adults	13.8%	25.0%	18.3%
Kidnappings	6.2%	18.2%	11.0%
Roadblocks			
Conflict, violence, open fighting	4.6%	27.3%	13.8%
Other (specify)_____		18.2%	7.3%

*Meru data not available

Additional barriers included the extent to which households were required to cover school-related costs. Given that a total of 74% of households reported that they had trouble covering costs associated with education, it is critical to understand which components of schooling are placing the greatest financial burden on families. As shown in table 7, most costs were associated with school fees. In total, 72.8% of households made such payments: 59.3% in Laikipia, 78.1% in Meru, and 79.5% in Mombasa. Other costs included school meals (noted by 55.1% of families) and sanitary pads for girls (36.8% of families).

Table 7: Costs Associated with Education (Midline)

In the (2018) school year, did your household pay for the following items?	County			Total
	Laikipia	**Meru**	**Mombasa**	
School fees (direct and indirect)	59.3%	78.1%	79.5%	72.8%
Teacher incentives	23.0%	5.7%	21.5%	17.1%
Transportation to and from school	5.9%	1.7%	41.3%	18.2%
School meals	55.6%	37.2%	68.9%	55.1%
School materials and supplies	17.1%	16.5%	29.2%	21.6%
School infrastructure	30.1%	17.0%	13.7%	19.8%
Costs for child to live away from home to attend school	4.8%	2.0%	5.3%	4.1%
In-school tutoring or other special services	8.7%	10.5%	26.0%	15.9%
Assistive devices (e.g. braille textbook, hearing aid, or wheelchair)	3.9%	2.8%	11.2%	6.4%
Sanitary towels for the girl	28.9%	28.1%	50.2%	36.8%

Below, table 8 highlights the key barriers that prevent students from attending school regularly. The reason most cited for student absence was insecurity of children when travelling to and from school. Noted by 36.5% of households overall, 50% of households in Meru County reported this barrier (the highest rate of the three counties surveyed). After insecurity, the next most reported reason for absence (by 28.7% of households) was that the costs associated with education were too expensive. A total of 30.4% of households in Laikipia noted this barrier, followed by 32.9% in Mombasa, and 21.8% in Meru. Households also noted that once a child was married or engaged, there was more significant disruption to their learning and risk of drop-out. In total, 26.9% of households suggested that marriage or engagement was an inhibitor to attendance and retention, such that girls were more likely to have reduced attendance and drop out of school if they were married, engaged, and/or became mothers. This was most common in Mombasa County, with 38.2% of households affected.

Table 8: Reasons for Absence of Students (Midline)

Reasons for Absence at School	County			Total
	Laikipia	**Meru**	**Mombasa**	
The child may be physically harmed or bullied at school or on the way to/from school	33.2%	50.0%	28.3%	36.5%
The child may physically harm or tease other children at school	11.6%	9.5%	11.3%	10.8%
The child needs to work	2.3%	1.1%	1.8%	1.8%
The child needs to help at home	4.5%	1.1%	1.8%	2.5%
The child is married/is getting married	28.1%	11.5%	38.2%	26.9%
The child is too old	9.1%	3.7%	18.7%	11.1%
The child has physical or learning needs that the school cannot meet	13.9%	9.2%	11.3%	11.5%
The child is unable to learn	7.4%	12.4%	33.4%	18.9%
Education is too costly	30.4%	21.8%	32.9%	28.7%
The child is a mother	4.3%	12.4%	25.6%	14.9%
Other	6.3%	8.6%	8.1%	7.7%

Finally, disability rates (shown in table 9) among students were particularly low in the cohorts tracked at the midline. In total, 3.1% of sampled cohorts at the midline survey were identified as having a physical or developmental disability: 2.9% in Laikipia, 2.4% in Meru, and 3% in Mombasa. Visual impairment was the most common disability, reported by 1.8% of the cohort population (2.3%, in Laikipia, 2% in Mombasa, and 1.1% in Meru).

Table 9: Disability Status of Female Cohort (Midline)

Disability	County			Total
	Laikipia	**Meru**	**Mombasa**	
Disability (physical or developmental[4]	3.9%	2.4%	3%	3.1%
Visual	2.3%	1.1%	2%	1.8%
Hearing	0.0%	0.3%	0.2%	0.3%
Mobility	0.5%	0.5%	0.0%	0.2%
Concentration	0.0%	0.5%	0%	26.9%
Self-care	0.5%	0.5%	0.0%	0.2%
Communication	0.5%	0.3%	0.0%	0.2%

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[4] "Developmental disability" refers to a group of conditions due to an impairment in learning, language, or behaviour. These conditions are likely to affect day-to-day functioning and last throughout a person's lifetime.

5.1.1 Appropriateness of Project Activities

ICL – Africa has supported vulnerable girls in marginalised communities since 2014. Under the Jielimishe project, ICL engaged with a series of girls and families with a series of marginalisation sub-categories. These, as highlighted in section 4.1, include living remotely, orphan status, being part of a female-headed household or a household with a poor socio-economic situation, incidences of early marriage, and risks of violence and harassment both on the way to/from school and in school.

In addition to the various sub-categories of girls supported as part of the intervention, the presence of household, community-level, and school-level barriers also influences girls' ability to meet successful learning outcomes and follow meaningful transition pathways. To that end, the project has attempted to address many of these sub-categories of characteristics and barriers throughout the project period.

Jielimishe (GEC-T) built on the success of Jielimishe phase one, which was implemented from 2014 to 2017. Overall, the project attempted to support marginalised and vulnerable girls to access and receive quality education through a multi-level approach to supporting education. This included identifying the key frameworks which are required to ensure access and retention in learning. The frameworks occur at the individual, school, community, and institutional/system levels.

The second phase of the project, which started in 2017, focused on the transition of girls to support their effective transition into higher grade levels and complete secondary education opportunities. The project introduced a series of activities to support girls in this pathway. Activities (shown in figure 3 below) were designed to mitigate existing barriers that inhibited improved learning outcomes, school enrolment, and successful transition outcomes (from grade to grade and from school to learning institution).

Figure 3: Project Activities at the School, Community, and System Levels

SCHOOL LEVEL

Provision of solar lamps

Establishment of libraries

Information and Communication Technology (ICT) connectivity

Teacher training

Establishment and support to remedial studies

Provision of stationery and books

Provision of sanitary pads for Menstrual Hygiene Management (MHM)

Sexual and reproductive health training for girls

Support operation of 'girls' clubs'

Distribution of child protection material for children

Support academic and career mentorship

Facilitate home / remote learning

Provision of COVID-19 education sessions to prevent spread

Introduction of handwashing points

COMMUNITY LEVEL

Sensitisation sessions with communities on value of Technical and vocational education training (TVET)

Provision of scholarships to enter TVET

Sensitising sessions on girls' education with ambassadors for change

Sensitisation sessions with Boda Boda riders and Morans to reduce sexual exploitation and violence against girls

Sensitisation sessions with ambassadors of change to address and prevent harmful practices

Support value chain development among 2,000 households

Provide cash transfers to needy families during COVID-19 pandemic

Holding 'back to school' campaigns

SYSTEM LEVEL

Hold quarterly sessions with MoE on Child Protection Practices (CPP)

Support Fora with MoE

The selected activities were designed to ensure the provision of quality education options to students and to mitigate some of the barriers that inhibited girls from accessing education in the first place. The following examines how appropriate the selected activities were for mitigating some of the negative barriers and characteristics.

Distance and security

Safety travelling to school was noted as a concern by 36.5% of families, suggesting that it was a significant barrier for students attempting to regularly access schools. The project addressed this concern through direct community engagement. Community dialogue was conducted with chiefs, caregivers, and boda boda drivers to build awareness of girls' protection in school. To ensure girls' safety, boda boda drivers (commonly highlighted as perpetrators of harassment to girls) were sensitised on how to appropriately engage with girls travelling to school.

ICL staff highlighted that girls were identified based on specific criteria; for example, the most vulnerable and/or those from insecure communities, or those with the longest journeys from home to school. In conjunction with the Directorate of Children's Services and the local administration, the project organised additional sessions with communities to advocate for greater security for girls. According to the study, insecurity among girls travelling to school was prevalent in Laikipia (Rumuruti and Ilpolei) during ethnic clashes in September 2021 and in Mombasa County (Kisauni) during gang attacks in 2020.

Girls also highlighted that fear of attacks by wild animals was a common barrier to accessing school. In October 2021, the project and the local administration in Laikipia (Ilpolei) approached the Kenyan Wildlife Services (KWS) to support wildlife relocation and reduce any risks associated with wildlife-human conflict. This allowed girls to safely travel to school without risk of contact with wild animals.

Household poverty

A total of 74% of households reported that they had trouble affording costs associated with schooling, such as fees, stationery, uniforms, etc. This has been one of the key barriers for girls. This was most challenging during the COVID-19 pandemic, when unemployment became widespread, and many households lost key income. The project contributed significantly to reducing the burden of school fees on households. Support was provided through the various pathways, including:

- Provision of bursary support for students who were unable to afford school fees and school materials.

- Provision of stationery to reduce costs associated with school.

- Cash transfer payments to households during the COVID-19 pandemic to support basic needs.

- Establishment of the economic empowerment project, providing value chain opportunities for a sample of families to generate their own income.

For most students, the provision of economic support appeared to mitigate many of the concerns households had regarding education costs. However, this barrier was only mitigated while girls were

supported under Jielimishe funding. After completing the project, households who were not part of the economic empowerment project will no longer be supported to ease the economic burden of school costs and will be required to cover associated costs themselves. Nevertheless, the project attempted to find alternative pathways for caregivers (highlighted in more detail throughout the evaluation), such as the identification of other bursary platforms through the local government.

Socio-cultural barriers inhibiting girls' education

The socio-cultural context in each of the three targeted counties is unique. Mombasa is an urban, cosmopolitan city with a diverse population which includes many ethnic and religious groups. Muslim communities are perceived to have more rigorous enforcement of gender roles and adherence to gender-segregated schooling. Early marriage can be a more significant issue in Muslim communities, as a result of the many centuries of interchange between Kenyan coastal communities and the Middle East, during which young Kenyan women and girls have traditionally been married to wealthy Muslim men from Arab countries.[5]

Laikipia is a largely rural county with an ethnically diverse population, featuring a significant pastoralist population. Pastoralist groups who participated in the Jielimishe program included Samburu, Maasai, Rendille, and some Turkana groups. Based on data collected throughout these evaluations, these communities tend to be more conservative in their adherence to social gender roles and have traditionally been less supportive of girls' education (especially higher education), choosing instead to prepare girls for their traditional roles as wives and mothers. While this trend has changed, the highest proportion of pregnant mothers in the Jielimishe program was found in Laikipia. This indicates that cultural practices like early marriages and FGM/C are still a hindrance to the pursuit of education for girls.

Finally, in Meru, most participating girls come from the Meru ethnic community and are predominantly from Christian families. As reported among families in this evaluation, the traditional patriarchy amongst Meru groups often leads to a preference for boys' education, along with the relegation of girls to domestic duties.

To address these socio-cultural barriers, the project introduced a series of activities to sensitise girls and communities to the risks of practising such cultural norms. Firstly, the use of community engagement through community discussions was a primary step. Community leaders and caregivers were exposed to discourse that focused on building their awareness of the harms of practising early marriage, prioritising boys' education, and the prevalence of stringent household responsibilities for girls (which are often prioritised over education). This discourse also included a review of child protection rights and practices. Furthermore, through the mentorship programme, girls were exposed to messages on the dangers of practising such social norms. In the programme, girls were informed about their rights and the potential harm associated with early marriage, pregnancy, and following traditionally prescribed gender roles in their communities.

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[5] Joseph Gachigua MUNGAİ, 2019, 'Influence of Socio-Cultural Factors on Girls' Educational and Career Aspirations in Public Secondary Schools in Samburu County, Kenya, INTERNATIONAL JOURNAL OF HUMANITIES AND EDUCATION (IJHE), VOLUME 5, ISSUE 12, P. 920 – 941.

Language Barriers

Based on midline data and feedback from students at the endline, language barriers were an ongoing concern for students and reportedly influenced learning capacity at school. In schools, English is the language of instruction (LoI). The curriculum allows the use of the children's native language and the language of the catchment area in the early years but shifts to English in higher years, making understanding and progressing in their classes more difficult for students who were not readily exposed to English in their early years of education. Activities introduced to support the language barriers experienced by students included the provision of remedial studies, comprised of extra-curricular classes for students.

The introduction of ICT into classrooms was intended to support students, by providing a more dynamic and varied platform for learning. This allowed students to learn through methods that are most comfortable for them when understanding the language of instruction proved to be challenging. Furthermore, teachers were supported with capacity-building opportunities. This training aimed to (1) increase teachers' skills to work with students using student-centred approaches, and (2) build their awareness of how to engage with diverse groups of students. These interventions attempted to ensure students used multiple learning methods and did not have to solely rely on speech to learn. To that end, activities directed at supporting students who do not speak the language of instruction in schools appear to be appropriate. However, there may be gaps whereby students are not able to learn in a language that is native to them, which may hinder their confidence in learning and their general progress in education. The study team recognises that being able to produce education material in the many local languages of the target counties would not be possible and, therefore, is outside the capacity of the Jielimishe project.

Discussion

Overall, the project activities were appropriate to the needs of targeted beneficiaries, since they enabled girls to participate in quality schooling and build their confidence and capacity when they otherwise would have been unable to do so. Most activities demonstrated some potential to be sustainable and to contribute to future generations of girls accessing school and continuing to receive quality education. Nevertheless, some of the long-term barriers are likely to recur at the end of the project. This is detailed in section 4.7 Sustainability.

5.2 Learning and Learning Experiences

The Jielimishe project was assessed for learning outcomes at the baseline and the midline. Learning outcomes were assessed using a quasi-experimental and longitudinal approach that compared two students' cohorts. Students were placed in two groups: (1) treatment group girls who attended schools supported through the Jielimishe project, and (2) a comparison group comprised of girls from schools not supported through the project. The purpose of comparing these groups was to understand two areas. Firstly, the extent to which 'treatment' girls improved in their learning outcomes throughout the project (baseline to the midline) and then, secondly, comparing the students' academic outcomes in treatment and comparison groups, thereby understanding whether the Jielimishe project contributed to improved learning outcomes for beneficiaries. At the baseline and the midline, girls participated in numeracy and literacy testing, administered through the Early Grade Reading Assessment (EGRA) and the Early Grade Maths Assessment (EGMA).

At the baseline and midline, the evaluators used a percentage performance against a prescribed target to estimate the number of marginalised girls with improved learning outcomes. Scores were calculated with a target of 0.25 standard deviations per year and were applied between the baseline and midline.

5.2.1 Data Collection Methods

Data from the learning component of this evaluation were drawn from a range of sources. Primary data were collected from FGDs with girls, teachers, and male and female caregivers, as well as from in-depth interviews with head teachers. The quantitative data presented throughout this section are predominantly from learning data collected at the baseline and midline evaluation phases. These data are comprised of learning results from EGRA/ EGMA learning assessments completed with students at two separate stages of the project to measure academic progression.

Summary of Literacy Outcomes from Baseline to Midline

The following table highlights the literacy scores across grades from the baseline to the midline. Overall, treatment schools had a higher mean of 0.41 SD than comparison schools with a mean of 0.15. While this was a positive outcome for the intervention, further investigation using the Difference in Difference (DiD) approach highlighted that the DiD was negative at -0.09, which was far less than the set target of 0.25 above comparison schools. This meant that the increased literacy scores, while higher among treatment schools, could not be directly attributed to the Jielimishe intervention. Furthermore, the midline team highlighted that literacy scores among students at treatment schools had a p-value of 0.158, which further strengthened the finding that the intervention did not significantly impact literacy scores among treatment schools over comparison schools.

Table 10: Baseline to Midline Literacy Standard Deviation Scores and Difference in Difference Scores

Grade	Baseline Literacy Treatment	Midline Literacy Treatment	Difference Baseline to Midline	Baseline Literacy Comparison	Midline Literacy Comparison	Difference Baseline to Midline	Difference in Difference (treatment - control
Class 7	-0.97	-1.26	-0.28	0.12	-0.63	-0.75	0.47
Class 8	0.06	0.05	-0.01	-0.01	-0.09	-0.08	0.07
Form 1	-1.33	-0.75	0.58	-0.71	-0.20	0.51	0.07
Form 2	0.08	0.76	0.68	-0.50	0.39	0.88	-0.21
Form 3	0.24	0.67	0.43	-0.41	0.34	0.75	-0.32
Form 4	0.17	0.46	0.30	-0.20	0.23	0.42	-0.13
Total	**0.11**	**0.41**	**0.30**	**-0.23**	**-0.15**	**0.39**	**-0.09**

Summary of Numeracy Outcomes from Baseline to Midline

Numeracy outcomes from the baseline to the midline were similar to those noted in literacy assessments. Treatment schools scored a slightly higher mean of 0.3 than comparison schools with 0.10 and achieved a 0.9 Standard Deviation. To that end, preliminary scores suggested that treatment schools performed slightly higher than comparison schools between the baseline to the midline. However, an assessment of Difference in Difference across learning scores was calculated at -0.01, far less than the target of 0.25 above comparison schools. This, too, highlighted that the increased numeracy scores among treatment groups could not be directly contributed to Jielimishe efforts. This was further proven with the numeracy scores of girls in treatment schools achieving a p-value of 0.873. This result is not statistically significant

and, therefore, the evaluation team could not consider the project interventions as the reason for improved learning outcomes among treatment students in numeracy.

Table 11: Baseline to Midline Numeracy Standard Deviation Scores and Difference in Difference Scores

Grade	Baseline Literacy Treatment	Midline Literacy Treatment	Difference Baseline to Midline	Baseline Literacy Comparison	Midline Literacy Comparison	Difference Baseline to Midline	Difference in Difference (treatment - control
Class 7	-1.33	-0.40	0.93	-1.15	-0.37	1.14	-0.21
Class 8	0.14	0.33	0.19	-0.09	0.23	0.32	-0.13
Form 1	-2.22	-2.28	-0.06	-0.35	0.52	0.87	-0.93
Form 2	0.01	0.22	0.21	-0.16	0.04	0.20	0.00
Form 3	0.08	0.25	0.17	-0.04	0.00	0.03	0.14
Form 4	0.06	0.25	0.18	-0.12	0.00	0.12	0.06
Total	**0.05**	**0.25**	**0.20**	**-0.11**	**0.10**	**0.21**	**-0.01**

Given that learning outcomes were not assessed at the endline, the evaluation team could not determine whether improvements had been made in the extent to which standard deviation targets were met or if the project made a more statistically significant contribution to results among girls in treatment schools. Therefore, the endline evaluation relies on narrative feedback from students, caregivers, and teachers. This narrative feedback resulted from asking these stakeholders to reflect on learning in the classroom and the extent to which they felt the Jielimishe project had contributed to improved learning practices and outcomes throughout the project period.

While there is considerable value in understanding the statistical results of learning outcomes, there is also a significant benefit in allowing stakeholders to reflect on their experiences and any improvements they noted (at an individual level) as a result of Jielimishe interventions. The following component of this Learning Outcomes section focuses on this narrative feedback.

5.2.2 Perceptions of Learning Outcomes

At the endline, girls reflected on their learning outcomes throughout the project and whether they felt they had improved due to Jielimishe interventions. Girls were asked to think about any school activities or changes that made it easier to study.

Feedback from girls in the three target counties suggests that they felt the Jielimishe project had helped them improve their learning and, subsequently, some academic outcomes. As midline data demonstrated, girls had mainly improved in their literacy and numeracy scores, and feedback from girls at the endline suggest that many felt they had continued to improve. Below are a few examples from girls of how they felt about their learning capacity:

> *"Before, I wasn't ready to do any maths, I feared it actually. But now, I think because of group discussions and group working and being able to consult with teachers, I have improved and now I love maths."*
> *(Female student, Mombasa)*

"Now, we all participate in our classes, and we all want to do well in our grades. Before, we were not cooperative with the teachers. But now, usually everyone is cooperative. You can't find anyone who is not answering her questions. By the time she leaves the class, everyone will have spoken. We now perform the best in English."
(Female student, Meru)

Caregivers, too, considered that the Jielimishe interventions had contributed to promoting positive attitudes and improving learning outcomes.

"When Jielimishe came, our children changed a lot. They have moved to their best habits and stopped bad habits. When I come to see her teacher, the teacher tells me about her performance in school. Since she had help from Jielimishe through money, she had never dropped in her performance, it has been improving. When a child loses focus, it hurts their learning. Like, if they have no money, they will say – let me go and look for employment to bring money. But Jielimishe took care of that, and now my girls are thriving. They are being taught about complex things and they are learning well without any stress."
(Female caregiver, Meru)

"Since our daughter started getting help from Jielimishe, she is a new girl. She has no bad habits, and she wants to learn. At night, we see her study and her teachers tell us she is doing better and better. I think she has less stress now and she knows what she can do with her studies. I hope this will continue for her."
(Male caregiver, Mombasa)

Barriers to Learning Outcomes:

Barriers which previously interrupted girls' learning were reported to have been largely mitigated by Jielimishe interventions. Girls highlighted those barriers that originally impacted on their learning included the following:

Low self-esteem which led to limited motivation in learning	Relationships outside of school which led to distraction with academics	Limited finances for school supplies impacting the quality of learning that can take place	Low capacity of educators to provide additional support and varied learning approaches to students (noted by teachers and head teachers)

Girls then were asked to reflect on these barriers and whether they have been mitigated since the Jielimishe project started.

Low self-esteem leading to limited motivation in learning
At the endline, numerous students reported experiences of low self-esteem and described how this impacted their learning. Girls in all counties commented that having low self-esteem or thinking that they were not academically capable of performing well in their

subjects made them less motivated and more disengaged with learning. This impacted their academic outcomes, resulted in poorer academic results, and even contributed to dropout rates.

> *"Low self-esteem is a big issue for girls. When we can't learn, we feel inferior. We have guidance and counselling, but it doesn't always help girls who are not good at learning. You always feel like you can't do anything. When you feel this low, you don't want to continue school. It is just too hard and other students know you can't do it too."*
> *(Female student, Mombasa)*

> *"There are many times that I see girls in my class who have difficulty learning. At some point, they feel like they are misfits and don't qualify for school, and that they can't cope. Those girls just want to leave."*
> *(Female student, Mombasa)*

However, feedback from girls in all counties highlighted that, since the introduction of certain Jielimishe activities and additional support from teachers, they felt their confidence increase along with their motivation to try and improve in their studies. Students associated this with their involvement in the mentorship programme, suggesting that it contributed to building their confidence and motivation to work harder in school and find suitable pathways in the future, like employment.

Relationships outside of school leading to distractions in school

Girls also stated that relationships outside of school – either with boys/men or with other girls – also have a significant impact on girls' commitment to learning and doing well in their classes.

> *"When you have a boyfriend somewhere, or even a boy in the school, learning stops becoming interesting and easy. You keep thinking things like 'has Daniel had his breakfast, what can we do after school, is he thinking about me?' So, when a teacher comes into class with a maths book, do you think we really remember maths? You are thinking about the boy. You just become absent minded."*
> *(Female student, Meru)*

Girls in all counties noted that many girls ended relationships with boys/men (or spent less time in markets with other girls) and shifted their focus back to their studies since the introduction of the mentorship programme and their increased awareness of the risks and harm that such relationships could cause. This was particularly the case in Meru County. Feedback from girls suggested that, as a result of the mentorship programme, they were more motivated to study in school and considered relationships outside of school to be detrimental to their futures.

> *"Before, girls in our class were going from one man to another and that was their focus. After the sessions on mentorship, though, they have shown better self-control and are focused on their futures now."*
> *(Female student, Meru)*

Limited finances for school supplies impacting the quality of learning impact of indirect cost of schooling on girls' education

As highlighted by caregivers and girls, the financial status of many families inhibited girls from buying necessary school supplies, which were essential to their learning. Apart from school fees, these supplies included stationery, textbooks, and notebooks for class, as well as other necessary resources cited by schools. Girls highlighted that the limited funds meant that they could not buy such supplies and, as such, were not able to actively participate in all their classes, despite government representatives suggesting that the Ministry of Education had provided these. Girls reported that this impacted their learning outcomes.

"When we don't have the books and we don't have stationery to write, we can't do anything in class. We just sit there, and we don't learn."
(Female student, Mombasa)

Under bursary support, the project provided stationery and school supplies for students who were unable to afford it themselves. This intervention, therefore, supported learning and ensured girls were not left behind due to inadequate school resources.

Low capacity of educators

Students pointed out that, prior to the support of Jielimishe, many of their teachers used lecture-based approaches in the classroom. Students explained that teachers rarely implemented group-related activities, and there was no integration of ICT into work in the classroom. Students felt that this affected how well they learnt and participated in the learning process.

"Before, the teachers had different training, they just taught us with a board in the class. They spoke to us and told us lessons, but we didn't get to use things like PowerPoint, computers, and even we didn't get to do much group work. Now, though, the teachers are trying to use different methods in the class, and we enjoy it more. I think it is easier for me to work now than before."
(Female student, Mombasa)

Under the Jielismishe project, teachers were provided with capacity-building opportunities to increase their knowledge and skill set to teach using ICT and more student-centered approaches. This appears to have increased the variety of teaching methods, which has reportedly helped to improve the learning outcomes of students.

Learning Preferences:

Students highlighted some preferences in terms of learning activities which they felt contributed to better learning outcomes. The most cited activities which supported learning outcomes included the following:

ICT in the classroom	Group work	Classroom-based discussions

ICT in the classroom

Students reportedly responded well to the use of ICT in classrooms as a tool to support learning. In schools with regular access to ICT resources, students highlighted that it helped them to internalise lessons more effectively. Many students in all three counties suggested that they were more engaged and felt better able to learn when their teachers used PowerPoint or conducted classes using computers, because they did not have to 'just listen to the teacher'. ICT provided a platform with multiple ways for students to learn. Students also enjoyed the more "modern" approach to learning, where they could use technology.

"We liked it when the teachers used the computers and PowerPoint in our class. It was cool, it was like getting to use the phones at home. Sometimes we get bored when a teacher just talks, but when we can read it and see pictures too, it makes it more interesting."
(Female student, Laikipia)

Group work

Students suggested that group work supported their learning as they could work together to resolve any issues. If they were unsure how to complete a specific task or did not understand the lesson provided, then another student in their group would help them. Students also noted that group work was most helpful in maths and science classes, which often required them to complete activity-based tasks.

"Group work helps a lot because I can ask for help from a friend. If we don't know the answer, someone else will….We can learn from one another in a group."
(Female student, Mombasa)

"Group work is better because we learn when we are in groups together. We can speak with each other and figure out the problems."
(Female student, Meru)

"Sometimes, you read along and then you get bored. You can take a book, yeah, you are reading, but, in reality, you won't get what you are reading. In a group we don't get bored, and we do it together and make each other focus."
(Female student, Mombasa)

Classroom-based discussions

Classroom-based discussions were also a recommended method for teaching and learning. Students stated that they enjoyed learning more when they were presented with a topic and discussed it as a class, in a format where the teacher engaged all students and "we could ask more questions". In Mombasa, students commented that they felt it was most helpful in Maths class because the teacher could explain difficult concepts, but they could all ask questions and do the maths together, rather than trying to do it alone or working in a group where not everyone knew the answers.

"I like when our teacher does group discussions, when she is asking all of us to participate. That is much better because then we are all learning together, and we won't get lost."
(Female student, Mombasa)

5.2.3 COVID-19 Remote Learning and Impact on Learning

The COVID-19 pandemic led to school closures across Kenya from March 2020 to September 2020. During that time, students could not access face-to-face learning, and (in many cases) formal learning was suspended. As a result of the COVID-19 situation, the ICL Africa team was forced to introduce a mid-term response plan for their beneficiaries to ensure students did not lose the learning which they had gained prior to school closures. This was mainly done by implementing either remote learning through internet platforms or informal community-based learning. Learning that took place during the school closures was considered informal learning as, according to teachers and target schools, it was not possible to track the academic performance and input of students in target schools.

Remote learning
ICL highlighted that the organisation used a mixture of strategies to implement remote learning. Learners across the three target counties were provided with various platforms for learning and to access learning material. First, classes were taught on Zoom by classroom teachers trained as part of the Jielimishe project. Teachers were able to teach students who had access to internet data and either a laptop, tablet, or mobile phone. In addition, students and teachers reportedly established WhatsApp groups to support learning. WhatsApp appeared to be a particularly beneficial platform as it allowed students to engage with learning and materials more flexibly. They could engage in conversation with teachers and classmates through text messages that were potentially more convenient and did not interrupt their household responsibilities. It also offered a platform to which students reported they were very familiar. Children were also provided with hard copies (printouts) of material for learning when they could not access technical devices.

"WhatsApp became another platform which worked so well. Groups were formed from each school and learners were taught in WhatsApp platforms with materials and they did calls."
(Jielimishe staff, National)

The ICL team also highlighted that many teachers set up Google Classrooms, where teachers uploaded lessons and material which students could access: "Students would get assignments, and lesson notes

were all put on there" (Jileimishe staff, National). Google Classrooms was used in conjunction with Zoom, providing students with a multi-platform approach to remote learning.

Community-based learning

Community-based learning was defined as any learning support provided to students within a community, rather than in a school – either face-to-face or through the delivery of hard-copy materials to students. In Laikipia, where access to technology was limited, ICL highlighted that they set up 'village-based learning cells'. ICL reported that these worked well for communities that were geographically remote from one another. Learners congregated in one space, and teachers who were supported by the project travelled to the communities to teach students. Teachers were provided with materials and refreshments for themselves and the students.

The project also supported the provision of hard-copy materials to students identified as having no access to online learning material or village cells.

> *"We gave them learning materials at home and some teachers met together and came up with learning materials for students and shared [them] with learners. This happened for many remote communities."*
> *(Jielimishe staff, National)*

Student engagement with remote learning

The level of girls' engagement with remote learning appeared to be considerably mixed. There was no direct feedback from students about using WhatsApp or Zoom for their classes, so the evaluation team cannot comment on the fidelity and effectiveness of the process. Of those girls who reported some study during the COVID-19 school closures, most suggested that it was personal study and that they focused on revision of previous classes from their textbooks and old class notes.

> *"I used to sit sometimes and do some study for myself with my old books. We also had some things on TV for us to learn, but I didn't go to school and didn't see any of my teachers."*
> *(Female student, Meru)*

Girls who commented on the experience of the COVID-19 school closures mainly highlighted their concern with being left behind in their studies due to missing a year and worrying that they would have to complete the missed year again. Girls highlighted that many of them did not engage in learning but instead spent the time at home attending to household responsibilities, taking care of siblings, meeting up with friends, and staying at home watching television. The project team commented that they attempted to address this challenge by working with communities to encourage caregivers to allow learners time to study. It is unclear how successful this was.

Some girls noted that, once they returned to school, they found they had not regressed in their learning as they had expected. In fact, these girls reported that they had been able to meet the same learning standards as they had prior to the lockdown. However, others reported that they had regressed in their academic results considerably. One student in Laikipia noted that she had dropped from a B+ average in class to a D-.

"To me, it was the worst because we were at home and we would meet up with friends and stay at home watching movies, nothing else. And when we came back to school and did an opening exam I scored a D- , dropping from B+."
(Female student, Laikipia)

Overall, while ICL provided detailed information about the interventions they introduced in response to COVID-19, girls did not readily provide feedback on that learning experience and whether it contributed to maintaining their academic levels. Of the girls interviewed as part of this evaluation, the majority highlighted that they felt the time away from school was "lost" and that they did not put in considerable effort to maintain their learning, which negatively affected their results once they returned to school. The remote and community-based learning approach appeared to be made available to most sub-groups of students. Students in remote communities were also offered options to meet with teachers, and those who were also unable to join village learning cells were provided with learning materials. The extent to which all girls participated in remote learning is unknown, as it was not formally tracked and could not have been tracked in this endline evaluation. Therefore, while the approach to ensuring continued learning appeared appropriate and inclusive, the extent to which students adopted these learning options is unknown.

Return to school after COVID-19 school closures
Teachers highlighted that most girls returned to school once their schools reopened. Teachers noted that they had expected enrollment rates to drop following the reopening of schools, but this did not appear to be the case. In some schools, students noted that they were happier with the schooling situation following the COVID-19 school closures because class sizes were halved to enable social distancing. In instances where a class previously had 60 or more students, this was reduced to 30-40 students upon reopening the school. Students highlighted that this was beneficial to their learning, as they could engage more regularly with teachers and appreciated having more space.

Further feedback from teachers and ICL reported that the reopening of schools also saw larger numbers of girls returning who had become pregnant during the COVID-19 lockdown.

"After COVID-19, many girls had become pregnant and returned to school. Some are still in school now and learning, but others have had to leave for the birth or because they faced stigma in school."
(Jielimishe staff, National)

Specific support was not provided to girls to support re-enrollment in schools following the closures due to COVID-19, but ICL continued to provide bursary support, stationery, and mentorship sessions to students as motivation to continue their studies. For the most part, feedback from girls suggested that this may have supported re-enrollment for those who faced financial difficulty during the COVID-19 lockdown period, as families faced continued unemployment and poorer socio-economic status.

Key Findings

- Baseline and midline findings suggested that the intervention had no immediate effect on improving literacy and numeracy outcomes among students in treatment schools.

- Continued barriers to learning include:
  - Low self-esteem leads to poor motivation in school
  - Relationships outside of school lead to distraction from studies
  - Limited finances for school supplies impact the quality of learning
  - Low capacity of educators to provide additional support and varied learning approaches

- These barriers were mainly addressed throughout the project by implementing mentorship, discussions with boda boda riders, and provision of bursary funds and teacher capacity-building support.

- Students felt that the support provided in each of those areas contributed to improved motivation and commitment to learning, which girls felt, in turn, helped them to improve their learning outcomes.

- Students reported that the following key activities supported their learning in the classroom:
  - ICT in the classroom
  - Group work
  - Classroom-based discussion

- COVID-19 appeared to have a negative impact on girls learning, as many girls suggested that they did not engage in learning during the break, despite the materials being provided. Girls also suggested that they felt they had slipped in their learning outcomes after returning to school and needed to re-motivate themselves to get back into learning and make up for any learning loss.

5.3 Transition Pathways

Definition:

Transition refers to the movement of students from grade to grade and across transition points. Students typically transition from lower primary (grades 1-3) to upper primary (grades 4-6) to lower secondary (grades 7-9) and then on to upper secondary (grades F1-F4). For this evaluation, the evaluators have

expanded the definition of transition to more broadly understand the differences between potential transition pathways, and whether or not successful transition within those pathways have or have not occurred.

For the purpose of this project, successful transition is considered as the following:

- Girls who successfully move on to their next appropriate grade level
- Girls who enrol in technical and vocational training (TVET)
- Girls who move into age-appropriate, safe, and fairly paid employment

Unsuccessful transition is considered as the following:

- Girls who drop out of school and no longer continue to attend classes
- Girls who stay behind a grade and do not progress to the next academic level

Efforts to support transition:
Jielimishe introduced the following interventions to support transition:

- Provision of bursary payments to girls to cover necessary school fees and indirect costs
- Establishment of mentorship programmes to motivate girls to continue at school and build their confidence to actively participate in learning
- Economic empowerment programmes with caregivers, to support financial situation and cover school costs
- Provision of sanitary pads

5.3.1 Data Collection Methods

Data for this section of the evaluation were drawn from various sources. These included primary data collected from the field at the endline phase. Qualitative data were sourced from FGDs with girls, teachers, and caregivers, as well as in-depth interviews with head teachers. Additional data were also sourced from key informant interviews with ICL project staff. Additional secondary data on transition rates were collected from monitoring data provided by the ICL team. This included a review of transition rates among girls who received bursary payments.

5.3.2 Academic Transition Pathways

This evaluation relies on feedback from caregivers, students, and teachers about transition practices. As part of this evaluation, a key request was to identify any challenges or successes in addressing barriers to retention and transition. Therefore, the following section will review the existing barriers to transition and then comment on the extent to which they have been addressed throughout the project cycle.

It is not possible to qualitatively review transition outcomes of girls, since this evaluation did not track the outcomes of girls who were sampled as part of the baseline and midline studies.

Stakeholders identified the most significant barriers to transition and retention in school for girls as the following:

Inability to pay school fees

Early marriage and pregnancy

Low self-confidence and poor academic performance

Socio-cultural ideas about the limited value in educating a girl

Onset of menstruation
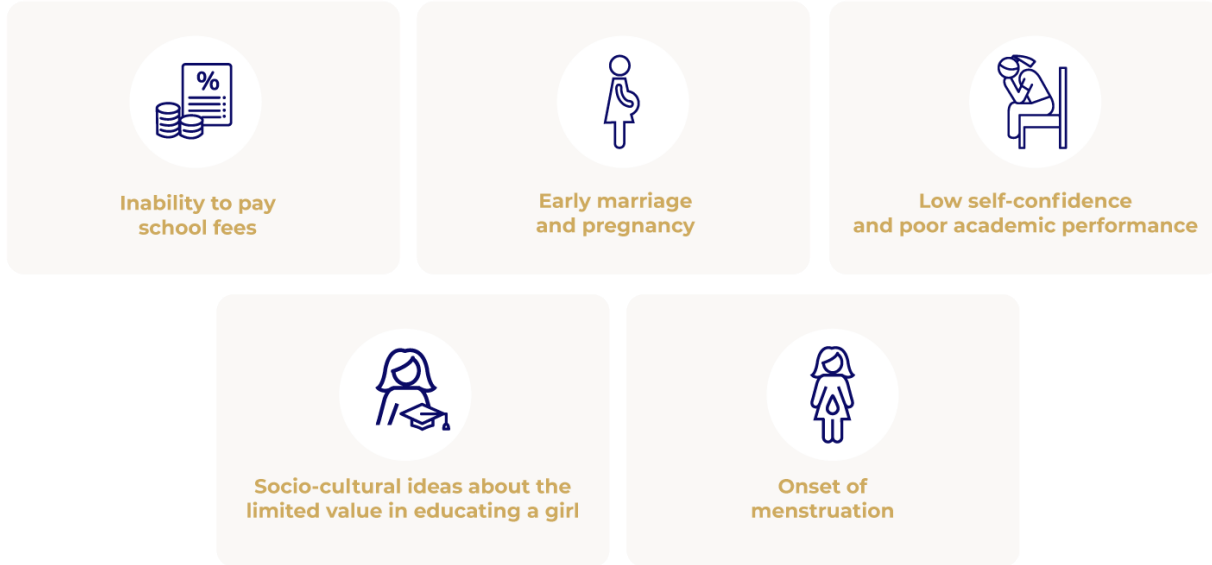
Poor economic status resulting in inability to pay school fees

Problem:

Stakeholders (including caregivers, teachers, head teachers, and students) highlighted that the most inhibiting barrier to transition was the economic status of households and subsequent inability to cover fees associated with education. Girls living in poor households noted that they missed class if they could not pay fees. This sometimes lasted for weeks until fees could be transferred to the school.

> *"For her, on days that she knows she will be sent back home for lack of school fees, she feels like there is no need of coming to school."*
> *(Female student, Meru)*

> *"What could make her not come to school is maybe lack of school fees at home. She could be having the urge to come to school, but they could be lacking school fees at home or no one to pay it for her."*
> *(Female student, Meru)*

Mitigation Approach:

To address the economic concerns associated with school fees, ICL provided bursary payments to selected students to cover the cost of school fees and allow them to continue to attend without concern. Girls who

received bursary support were selected following a needs assessment conducted by classroom teachers and ICL project staff.

Success:

The provision of bursary support appeared to be highly beneficial. Girls, caregivers, and teachers noted that having school fees covered for some of the most marginalised students ensured that they could continue their studies. Girls highlighted that their stress and anxiety levels in school were drastically reduced due to bursary support, and their commitment to continue learning had improved. As such, the provision of bursary support throughout the project period appears to have contributed significantly to improving transition rates among the most marginalised girls in targeted schools.

However, a particular concern (discussed in detail in section 4.7) is the sustainability of bursary support for such girls upon project closure. When funding has stopped, bursaries will also cease, and girls who previously received such financial support will again risk being unable to continue schooling due to lack of fees.

Early marriage and pregnancy

Problem:

Caregivers, students, and teachers noted that early marriage and pregnancy contributed to drop-out rates among girls. Early marriage was attributed to various factors, including poor household economic status, causing girls to be married for provision of finances to her household through dowry. There was also marriage led by the girls and boys themselves, while other girls became pregnant and were either forced or chose to get married. The responsibilities associated with marriage and motherhood were reported to lead girls to drop out of school, either because time management became too difficult or because girls lost interest in schooling. Additionally, girls highlighted the stigma associated with pregnant or married girls attending school. This evaluation could not identify pregnant students, mothers, or married students with whom to discuss their situation. Therefore, data relied on the feedback of other girls and teachers.

> *"When you get pregnant and you have not achieved your goal, you will drop out and go home to raise your child, so you will stop studying."*
> *(Female student, Laikipia)*

> *"Once a girl stays at home for long, she gets pregnant, and people keep talking about her negatively. This makes the girl lose hope."*
> *(Female student, Meru)*

Data collected from boda boda drivers also highlighted the risks they pose to girls regarding pregnancy. Boda boda drivers interviewed in Laikipia commented that it was very common for girls to end up in sexual relationships with boda boda drivers, and girls were easily influenced by the drivers, which in many instances ended up in pregnancy.

> *"Girls face many challenges from boys riding boda boda. These girls are given lifts and they may not get to their destination because they go with the boy to their home and that's how they get pregnant. The boda boda has a big problem, and they impregnant many girls."*
> *(Boda boda driver, Laikipia)*

"When girls leave home to [go to] school when they are older than 12, you find them coming back from school being escorted by boys. Sometimes, they are schoolboys and others are just the boda boda riders. These boys end up marrying them because they get pregnant and that interferes with their schooling. Most girls will stop after that."
(Boda boda driver, Laikipia)

Mitigation Approach:

Jielimishe included a mentoring programme as part of its interventions. Among other aspects, the programme included components focused on sexual and reproductive health. These sessions aimed to increase girls' knowledge on sexual reproductive health, how to prevent pregnancy, and the negative effects of relationships, early marriage, and pregnancy.

In Meru, project staff highlighted how they attempted to negotiate with school heads and advocate for more flexibility for girls who were mothers. The Jielimishe team highlighted that they worked with schools to allow girls who were mothers to come to school a little later (when necessary), go home during their lunch hour to feed and check on their children, and complete classwork at home if required. The MoE suggested that this flexibility should be detailed in the National School Entry Guidelines. The team also highlighted that tailored mentorship sessions were held with mothers in Meru to discuss unique issues they faced. However, this was not a direct project activity and, instead, a decision made by schools. As the Jielimishe team cited, these included short discussions on how to balance school and taking care of babies. The team in Laikipia noted similar practices and highlighted that their efforts to engage mothers in discussion became more pertinent after the COVID-19 school closures.

As the evaluation team was unable to identify any mothers for discussion during this endline, it is unable to discuss the experiences of such girls and the extent to which any negotiated flexibility actually supported their learning.

Success:

The mentorship programme was focused on preventing incidences of pregnancy and marriage. Nevertheless, it did not directly support girls who were either already married, pregnant, or mothers, apart from on one-off occasions where attempts were made at individual school levels. Teachers and students reported that they felt the sessions on sexual and reproductive health contributed to reducing the number of pregnant girls and/or girls who were in relationships. These stakeholders suggested that girls were motivated to focus on their studies and that girls recognised some of the adverse effects of relationships and how these could negatively impact their lives.

Low self-esteem and poor academic performance

Low self-esteem and poor academic performance were also noted by teachers and students as a contributor to drop-out. For some students, poor academic performance or feeling incapable of competing academically with other students affected their motivation to continue learning. Girls in such situations became more likely to drop out of school and discontinue learning.

"There were a few cases that I know of with girls who have learning difficulties. At some point, they tend to feel like they are misfits, and they don't qualify or cannot cope with school. These are girls who just struggle with learning, and they leave school. They have low self-esteem and [low] trust in themselves."
(Female student, Mombasa)

Mitigation Approach:

ICL established the mentorship programme to boost students' low self-esteem, focusing on building the confidence of girls and their motivation to learn. This evaluation explores the impact of mentorship in more detail in section 4.5 Mentorship. In addition, teachers participated in capacity-building interventions which focused on building their skills to facilitate multi-sensory lessons.

Success:

As highlighted previously, the mentorship programme contributed to improving confidence among girls and to positively changing their attitude towards learning. Girls and teachers in all counties commented that girls were empowered by mentorship sessions, and the sessions made them feel more prepared and committed to learning. However, as discussed in more detail in section 4.5 of this report, there were girls who reported that they did not benefit from the mentorship sessions and, in fact, felt more disheartened about their learning. For these girls, the para-professional components of the programme made them feel more inadequate and incapable of finding a suitable career, because they felt they could not manage the classes and academic outcomes that would be required of them.

Socio-cultural ideas about the limited value in educating a girl

Problem:

Girls, caregivers, and teachers highlighted that ongoing scepticism about the value of education for girls also presented a barrier to transition, particularly among adolescent girls. Some stakeholders highlighted that socio-cultural practices among communities did not particularly value education for girls. This attitude was associated with the costs required to be spent on girls for education, and the outputs families would receive from that education. In some cases, particularly in Laikipia and Meru, girls suggested that their communities would often comment that it was not useful to send girls to school because they would soon be married and then leave the household, so money invested in them would not benefit the household in the long term. Also, there appeared to be social expectations that girls must take on additional gender-based domestic responsibilities once they reach adolescence, such as chores, childcare, and cooking. According to some teachers and caregivers, these were often more of a priority for girls regarding their potential as a wife and mother. There was an understanding noted by some caregivers in Meru that, once a girl had learnt sufficient literacy and numeracy skills, more advanced academic qualifications would not be of use to her. Examples of feedback from students include:

"They say you stand to gain nothing from educating a girl. It is a loss because you take them to school and pay school fees, and then what? They get married and have babies; they won't give you anything from that education."
(Female student, Meru)

"There are still people in the community who have not understood the importance of girls' education. They think that the role of girls is to be married, have children, and take care of their children at home, thus education is not very important. Such people give girls many household chores and give no time for the girls to learn at home, eventually causing the girls to lose interest in school."
(Community leader, Laikipia)

"The social barriers that girls face can make many girls lose hope. It is bad because there are other women and girls in the community that tell girls that there is no need to stay in school and that they have better things they can do with their time."
(Female student, Mombasa)

"A girl is not supposed to go to university and doesn't need to finish school. When she reaches a certain age, she is supposed to get married and stay at home and do chores. She can't do those things if she has to keep going to school. It is more important for some families that she helps at home than wasting time at school."
(Female student, Laikipia)

In Laikipia, community leaders highlighted that once girls had been circumcised – more commonly known as Female Genital Mutilation (FGM) – their families considered them adults and, therefore, ready for marriage since FGM was a rite of passage. Community leaders suggested that, sometimes, girls' priorities shifted after being circumcised and it was more important for them to marry and have children than continue schooling.

"You see, there is a lot of peer pressure among girls as they grow up. When they are circumcised, girls start to talk to each other about more adult issues like sex. It was told to me that there were girls who discussed it was best to have sex prior to marriage to prepare oneself for smooth sex in marriage."
(Community leader, Laikipia)

Mitigation Approach:

Community engagement efforts and building relationships between the school and caregivers were used to attempt to mitigate socio-cultural views about the limited value of educating a girl. In Mombasa, Jielimishe teams highlighted that they engaged closely with local stakeholders to promote transition in schools and build support from local communities. These included boda boda drivers, police departments, and chiefs. In Nyumba Kumi, for example, ICL highlighted that they worked with community elders who were responsible for overseeing the enrolment of girls in schools. ICL advised that these community elders were trained on child protection and the value of education, and they were sensitised to the risks that children face if they do not attend school. Similar activities were noted in Laikipia and Meru.

Success:

The success of behaviour change interventions is particularly challenging to measure, especially as cohorts of families and communities were not tracked throughout the project. Nevertheless, feedback from families and communities suggests that there has been some sensitisation regarding support to girls for education. In some instances, caregivers commented that their attitudes towards learning and the value of education for girls had improved. They recognised it was their responsibility to support their daughters to continue learning (discussed in more detail in section 4.6 Community Engagement).

"Before, I used to think learning was not that important for my daughter and it didn't matter if she finished school when she was 12. But Jielimishe came to talk to us, and my daughter spoke to me and told me about how school can help her in the future, and that she can help us as a family too. I started to realise that she was right and that helping her to finish school would help our family in the future too."
(Female caregiver, Meru)

Menstruation

Problem:

Girls briefly highlighted that menstruation inhibited their school attendance every month. Poor management of menstrual hygiene and the overall discomfort of menstruation were key contributors. The economic status of households also appeared to influence the types of materials girls could use during menstruation. Moreover, girls could not afford pain relief and remained at home until their cycles had ended. The missed days of school led to delays in learning which were reported to sometimes affect their willingness to continue learning – i.e. transition.

"Sometimes, when the girls do not have sanitary towels, they will stay home until their period has finished and then they will come back to school."
(Female student, Mombasa)

"If a girl comes to school or, even, she might come in the morning, then she might experience her cycle, and there is nothing for her to manage it. The girl will not come to school the following day, not until her cycle is finished."
(Teacher, Mombasa)

Mitigation:

Jielimishe provided menstrual hygiene management resources to girls throughout the programme, including quarterly provision of sanitary pads, soap, and underwear. Girls also participated in mentorship sessions that discussed sexual reproductive health, thereby increasing their knowledge about menstruation management.

Success:

Students and caregivers widely praised the project's provision of menstrual hygiene management resources. Students in all counties highlighted that sanitary pads ensured they could continue coming to school during their cycle. This also helped them maintain their hygiene better because they had soap and other underwear to use if they experienced any leakage.

"Not only pads, but there are also panties. For example, if it was an emergency and you have dirtied your cloth with your panties, you're given a panty and a pad when you go there. You can remove the one which has been dirtied and use the new one."
(Female student, Laikipia)

"The girls are given sanitary pads. We also give them underwear. So, for the girls who use this service, we have seen gradual changes in their attendance. They do not miss many classes anymore during their cycles."
(Teacher, Mombasa)

Therefore, the provision of menstrual hygiene management resources supported the retention of students and improved attendance rates in classes. However, gaps remain concerning the stigma around menstruation. While girls were taught reproductive health details on menstruation, the social stigma negatively impacted school attendance which could not be addressed through Jielimishe. Negative stigmas are more pronounced at school among students rather than through teachers or education staff. This should be a key point in future interventions. Directly addressing social stigmas against menstruation might go a long way towards building the confidence of girls to continue attending school during menstruation, especially when the provision of sanitary pads stops.

Overall, stakeholders noted that transition outcomes improved by the endline. Teachers, head teachers, and students all suggested that many of the issues that influenced transition negatively had been addressed through Jielimishe. While Jielimishe activities addressed barriers, some gaps could be reassessed in future interventions.

These include the following:

- Identifying more sustainable and large-scale options to cover bursary interventions.

- Ensuring that the interventions directly address social stigma associated with menstruation. In addition, they should be long term and sustainable.

Monitoring Transition Rates

The evaluation has included a summary of transition outcomes among bursary students. The ICL team collected these data throughout the project as part of their monitoring activities. Verification of transition outcomes among girls who received bursary support was conducted through a review of school registries. Additional follow-up was also completed at a community level among ambassadors of change, who sought to verify that students were registered in the schools they were attending.

Looking closely at the monitoring data, transition outcomes among bursary students were particularly high across all years of the project. As noted, over 98% of girls in all counties transitioned from grade to grade, and then 100% of girls transitioned from primary to secondary. On average, a total of 96% of bursary-supported girls transitioned from secondary to tertiary education or TVET studies.

Table 12: Grade Progression (All Grades) Over Project Cycle

	County			Total
	Laikipia	**Meru**	**Mombasa**	**Total**
Year 2017 - 2018	97.2% (316)	100.0% (338)	99.4% (177)	98.8% (831)
Year 2018 - 2019	99.7% (310)	100.0% (338)	94.7% (161)	98.8% (809)
Year 2019 - 2020	99.7% (306)	100.0% (338)	96.6% (142)	99.2% (786)
Year 2020 - 2021	97.8% (269)	100.0% (338)	98.6% (140)	98.9% (747)

Table 13: School Level Transition Over Project Cycle

	Primary to Secondary				Secondary to Tertiary			
	County			Total	County			Total
	Laikipia	**Meru**	**Mombasa**	**Total**	**Laikipia**	**Meru**	**Mombasa**	**Total**
Year 2017 - 2018	100% (61)	100% (62)	-	100% (123)	84% (27)	100% (12)	97% (30)	92% (69)
Year 2018 - 2019	100% (37)	100% (30)	-	100% (67)	97% (64)	100% (16)	83% (40)	93% (120)
Year 2019 - 2020	100% (3)	100% (90)	-	100% (93)	98% (62)	100% (57)	98% (48)	99% (167)
Year 2020 - 2021	100% (4)	100% (4)	-	100% (8)	100% (44)	100% (64)	100% (57)	100% (165)

These are particularly positive findings but largely expected given that most girls who received bursary support noted that not having access to finances for school was their biggest barrier to education. This demonstrates that providing girls with bursary support is likely to be one of the most valuable contributions to improving transition rates among students from grade level to grade level and across school levels.

5.4 Attendance Rates

In addition to reviewing feedback on transition pathways and transition experiences, the evaluation team also sought to capture attendance and drop-out rates at a classroom level among classrooms which were observed as part of the school survey.

Attendance rates

80% TOTAL   **76%**   **84%**

Looking closely at table 14, attendance on the day of observation was somewhat positive. In total, 80% of students enrolled to be in the classroom were there on the day of observation. 76% of male students were

present, as were 84% of the female students. However, a proportion of students (roughly 20%) were not present on the day. While this method of measuring attendance cannot provide longitudinal insights, as attendance data were not tracked by the project team, it suggests that continued support and intervention is required to encourage higher attendance rates among students.

Table 14: Attendance based on observation head count

Attendance by head count			
	Total	**Male**	**Female**
Enrolment	912	468	444
Head count	727	356	374
Attendance rate	80%	76%	84%
Drop-outs (#)	19.00	11.00	8.00
Drop-outs (%)	2%	2%	2%

Examining drop-out rates, a total of 2% of students were suggested to have dropped out among classes assessed in observations (2% male and 2% female students). Again, these data were not longitudinally tracked, but findings do highlight that there may not necessarily be a risk of girls dropping out more than boys among targeted classrooms.

"We seem to have overcome attendance challenges from the past. We would say that, in the past, we had 25% of students missing class for no reason. They would attend ceremonies, just sit at home, or just not come to school and walk around. Now, we have less than 5% absenteeism. It has made a big contribution with the mentorship programme to motivate students, but also the government has stated that if a student misses class for more than 14 days, they will be removed from the school register. This has pushed parents and students to come to classes."
(Head teacher, Mombasa)

5.4.1 Technical and Vocational Training (TVET)

In addition to the support provided for students to remain in primary or secondary learning, further support was given to girls to transition into TVET courses as a means of gaining a practical skill set.

Reasons for Joining TVET
As part of this evaluation, girls who were interviewed suggested that they joined the TVET programme because they thought a practical skill set would be more valuable than an academic one and would make it easier for them to find employment in the future.

"I was driven by passion and my passion was available in TVET. I used to do science in school, but I knew I didn't want to do that. Fashion was my interest. Now I've landed a place in the tailoring and fashion department in TVET and that is what I will pursue."
(Female student, Mombasa)

In Meru, several girls suggested either they chose or may choose the TVET pathway because it was not as expensive as the university pathway. They were more confident that their families would continue paying the fees rather than the costs associated with university education.

Some girls in Mombasa highlighted, that prior to starting TVET, they had reservations about the value of TVET and its appropriateness for them. Comments from girls included the stigma that TVET was for students who failed school and were unable to continue to university. However, girls highlighted that, since starting TVET and having had more engagement with teachers who promoted TVET, they realised that this was not the case and that TVET potentially offered them a more practical outcome.

> *"We had a meeting about it when still at secondary school with our advisor who apparently is a teacher at the TVET school. We were guided and encouraged about what to do and more of a career guidance – not to panic when we see our colleagues joining university while we are left with the TVET option."*
> *(Female student, Mombasa)*

Sentiments were similar in Meru, where girls had previously thought that TVET was a last resort for students.

Types of Courses Pursued at TVET
Girls who had joined TVET participated in a variety of courses, including but not limited to secretarial work, diplomas in banking and finance, journalism and media, fashion and business, human resources, and social work and community development. In Meru, girls reported pursuing baking, hairdressing, and even car mechanics.

Benefits of TVET
Girls interviewed in this evaluation felt that there were considerably more benefits to TVET programmes than university. This included more opportunities to take on entrepreneurial roles, an easier time finding employment, and learning skills that are more suited to careers rather than university (some girls thought university taught only general skills that were more difficult to apply in the workplace). Girls in Laikipia suggested that it was a valuable opportunity for them because TVET offered practical skills, which the university did not. Girls were taught practical business methods and were put in touch with potential employers.

Challenges Maintaining TVET
Girls noted that one of the challenges they experienced regarding TVET was the cost of fees. While some girls received scholarship support to attend TVET as part of the Jielmishe project, others funded their TVET fees themselves. Ensuring fees were going to be paid throughout their study period was reported to be a challenge for some girls, and they would continue to study and try to find funding through part-time work until they had completed their education. Others suggested that transportation was an issue with students struggling to afford transport and locations for TVET being further from their homes. Girls suggested that they have tried to make money to manage their transport costs too.

> *"I am a young mother and the finances, especially transport, have been a major challenge. I made a small business and that helps me to overcome some of this, my business is selling some old clothes and poultry."*
> *(Female student, Mombasa)*

In Meru, girls were anxious about the limited job options they might have if they were unable to pursue the specific path they selected. Some felt that university was more diverse, and they could be eligible for government jobs or other jobs which were not specific to their skill set. They felt that TVET would likely not offer them such an opportunity.

Overall, while TVET comprised a much small proportion of this project and had less Jielimishe input (only scholarship support and information sessions), it did appear to be a valuable pathway for many girls to explore following secondary school. There were notable stigmas around TVET which were quickly put to rest once girls started a course.

Moving forward, continued encouragement and support should be provided to students to consider TVET if their financial situation does not allow them to access university, and if there are programmes which fit their employment goals. This should be done not just at school level, but also among caregivers and local communities as a means of reducing the negative stigma around technical courses.

5.5 Teacher Quality and Capacity

Activities and Definition:

Throughout the Jielimishe project, various pathways of support have been provided to teachers to increase their capacity in various ways. For this evaluation, the evaluation team will reflect on two key capacity-building pathways that were introduced. These included:

- Subject and Teacher Quality Support

- Mentorship Support (component of the mentorship programme)

The following section will focus predominantly on the Subject and Teacher Quality Support component. This component aimed to build the skills of classroom teachers to strengthen learning environments, contribute to improved learning outcomes, and ensure appropriate safeguarding practices are in place to protect students from harm. The second pathway – mentorship support – is a component of the mentorship programme offered through Jielimishe. As such, this will be reviewed in section 4.5: Mentorship.

The Subject and Teacher Quality Support component included a series of activities in which classroom teachers were provided with various platforms to improve their knowledge and skill sets. These included the following:

Table 15: Training Received by Teachers

TRAINING TYPE:

- One-on-one coaching (professional coaching)
- Information and communications technology training (ICT)
- Peer-to-peer training
- Teacher quality circles
- Child protection training
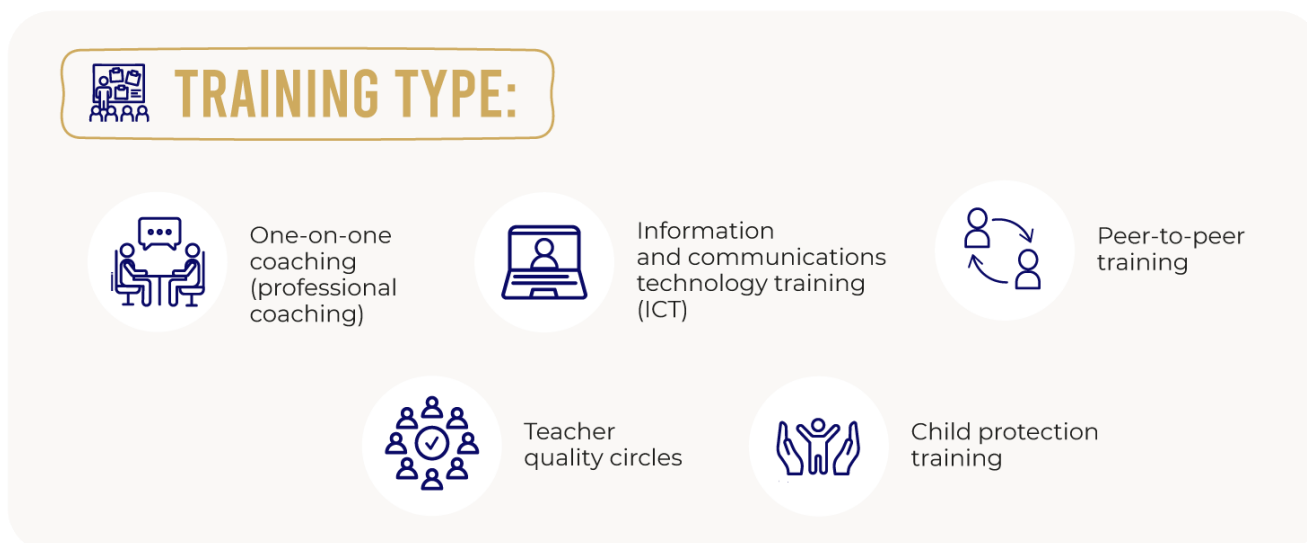
Data Collection Methods:

Data around teacher quality and capacity were gathered from a series of sources. These included the following: (1) classroom observations, (2) self-administered teacher competency assessments, (3) student FGDs, (4), teacher in-depth interviews (IDIs), (5) head teacher IDIs, (6) caregiver FGDs, and (7) Teaching Commission representatives.

5.5.1 Teacher Training and Capacity-Building

Overall, teachers praised the opportunity to participate in capacity-building activities. They were largely grateful for opportunities to expand their knowledge and capacity and find alternative methods to engage students and promote learning. The following section will break down the training modes and review the extent to which teachers felt each one helped meet their capacity needs and address any gaps.

- ♦ **Professional coaching**

Professional coaching was a capacity-building method adopted by ICL to provide one-on-one support to teachers in schools. Individual teachers who demonstrated high-performance skills in teaching were selected as coaches and then deployed across target schools to provide support to teachers who required additional classroom-based support. Coaching was completed by conducting classroom-based observations and then meeting with teachers to review their practices and provide advice on how to improve their approaches.

Key Findings

- Professional coaching was perceived as more valuable than group training sessions, because of the one-to-one interaction and the real-time feedback on teaching.

- Teachers took lessons from their professional coaching experiences to support other teachers.

- Teachers appreciated the direct feedback on their teaching approaches and welcomed recommendations for improvement.

- Professional teaching did not appear to reach enough teachers, whereby reducing the scope of impact that coaching made on strengthening overall teaching quality at a school level. It was provided only to literacy and numeracy teachers.

Professional coaching saw professional and highly experienced teachers being brought into schools to provide one-on-one coaching to selected teachers. Teachers reportedly benefitted from professional coaching because they had 'an experienced teacher help them identify their strengths and weaknesses'.

"The professional coaches observed teachers. We got to know areas in which we had strengths and weaknesses. If we were strong at something, they would emphasise this and push us further to make it even stronger. In areas that we were weak, they informed us about this and tried to find ways in which we could do it better in the next class."
(Teacher, Mombasa)

Of teachers who were interviewed, only four out of 10 reported being involved in professional coaching. Therefore, it was challenging to accurately understand the scope of impact that professional coaching had on teachers throughout the project. Nevertheless, of those who did participate, all were satisfied with the support and felt that the insight and professional support contributed to improved teaching practices in the classroom.

Furthermore, unlike training sessions, where teachers were directed through lecture-based discussion, those who participated in professional coaching highlighted considerably more value in professional coaching through observation. Teachers reported that coaches commented directly on their practices and 'immediately' highlighted good performance and areas of concern. As one teacher in Meru pointed out, "there are things that I previously thought I was doing well, and after the coaches came in, I realised it was not what I thought".

A teacher in Mombasa also highlighted that, since he has received professional coaching support, he has been able to share his learnings with other teachers and strengthen their classroom performance:

"Whatever was shared with me, I can now share with others. They, too, have become better. So, if my coach was poor, then I wouldn't have been able to teach others and they too would not have become better teachers."
(Teacher, Mombasa)

♦ **Peer-to-Peer coaching (P2P coaching)**

Peer-to-peer coaching included teachers within each school providing support to other teachers, as a means of strengthening their teaching capacity. This occurred without external support, such as professional coaches, or resources from ICL. Peer-to-peer coaching appeared to occur on a more ad hoc basis, whereby teachers did not have a formal and systemised schedule to provide training, but rather did so based on their own availability and willingness.

Key Findings

- P2P coaching offered an informal platform for teachers to support one another to strengthen teaching quality, without the need to rely on external resources and technical support.

- P2P was beneficial in helping teachers to build larger professional networks, through which they could share experiences and recommendations and also receive additional support.

- P2P can be considered as a sustainable platform to continuously reflect on and strengthen teaching capacity at a school level.

Such benefits included:

- Building greater professional networks

Numerous teachers noted that a key benefit to the peer-to-peer coaching was the opportunity to build their professional network and draw on learnings from other teachers, who they would not have met without participating in the programme.

"Networking has been very useful. It has made me meet several teachers, who I would not have otherwise met. I have improved my networking and I know other teachers who have different information about teaching now. I know my own weaknesses and they can help advise me. By networking with teachers, I have improved my practices. Things which I did not know in the past, I now know and put them [into practice] in my classroom."
(Teacher, Mombasa)

- Availability of informal support platforms

While some considered the informality of peer-to-peer coaching negative, others felt it was a useful platform to engage with teachers about different topics when needed. For example, a teacher in Laikipia highlighted that there had been a day when she tried to deliver a topic on Maths, which students did not understand. After the class, she drew on teachers from her network and asked if they knew any alternative ways to teach the lesson.

- Regular needs assessments

While professional coaching offered teachers a sort of needs assessment during observation sessions, teachers also noted that they liked to conduct micro-needs assessments during peer-to-peer coaching. This helped them to provide feedback to one another and ensure that teachers were nominated to participate in training sessions relevant to their weaknesses.

> *"When I was with a teacher, the first thing we did was a needs assessment to know the gaps the teacher has. Teachers can have several gaps and it is good for them to know. Once we know the gaps of the teacher, we can identify ways to help the teacher with that. If, for example, it is ICT integration, then we can get another teacher to help them with ICT-related lessons. If it was on mentorship, we can find a facilitator to help them and build their knowledge."*
> *(Teacher, Mombasa)*

Overall, peer-to-peer coaching, while ad hoc in its model, offers teachers a flexible platform to seek support in areas of teaching they find challenging. It comprised a key method for creating more ownership among teachers to improve teaching quality in schools and held teachers accountable to ensure a network of support was available to all teachers when needed. The evaluation team was not able to measure the extent to which all teachers in schools were included in peer-to-peer support or offered ad hoc learning from one another, but (based on the feedback from those who were involved) it appeared to be an additional beneficial pathway which encouraged continuous reflection and review of teaching methods.

♦ **ICT training**

ICT training included the provision of face-to-face practical and theoretical training to classroom teachers. The training was focused on building the capacity and awareness of teachers about how to use multi-media to support classroom learning and their classroom preparation. Teachers were educated on using technology such as computers, laptops, and projectors and how to use them in the classroom when delivering lessons.

Key Findings

- ICT training was noted as a highly valuable training programme, which increased the knowledge of teachers to provide alternative teaching methods and adopt technology which allows for multi-sensory learning in classrooms.

- Teachers noted considerably more engagement among students when they could adopt ICT approaches to lessons.

> • Challenges concerning insufficient training time and limited ICT resources in schools inhibited greater use of ICT methods in classes.

ICT training was the most praised among training provided and noted as the most useful. Teachers across all counties widely noted that they felt that project team and training had increased their knowledge and capacity to use technology in their teaching. Moreover, teachers reported that ICT strengthened their modes of teaching, allowing new pathways to engage students.

Teachers appreciated the delivery of training, both face-to-face and online. According to teachers, two modes of ICT training were introduced throughout the project cycle. The first was face-to-face training (prior to COVID-19 restrictions), which targeted the improvement of lesson delivery methods, including using ICT to keep learners actively engaged in lessons. The second involved using ICT to support home-based learning during the COVID-19 school lockdowns.

Other observations
Those who were interviewed and completed ICT training noted that they benefitted from the experience and, reportedly, the integration of technology into their teaching approaches helped them to reach classroom objectives more efficiently.

> *"Once I did the training and learnt how to use technology in the classroom, objectives became easier to achieve. ICT acts like an assistant in the classroom. Teaching something visual is easier to stick in students' minds than listening. With ICT, it is easier to illustrate calculations. I really recommend that all teachers be trained on ICT and provided with the adequate resources to use ICT in classrooms. We can do so much more, like teaching them about cyber protection and cyber bullying."*
> *(Teacher, Meru)*

> *"We were learning how to use ICT in delivering content in classes, which is a wide area where you can employ the use of their computers, or even mobiles. It is good because we can help the students do research. It also let us be engaged with online learning when we have the opportunity."*
> *(Teacher, Mombasa)*

> *"In ICT, we have been able to use the lessons not just in the classroom but when we discuss work together as teachers. We can project our information onto screens. During teaching too, though, the content can be made available to students in soft copy, and we then project it onto the walls for students who have difficulty listening. They can now read what we are talking about more easily. We also work on online games, which students can do to help increase their learning. It really helps them to stay engaged."*
> *(Teacher, Mombasa)*

Teachers noted that the engagement with ICT also helped teachers to engage more productively with students during the COVID-19 pandemic.

"Teachers' coaching had enabled teachers to conduct virtual classes and now have ICT integration. They are confident using tools on computers and mobiles. This has helped teachers to make classes more integrated and accessible."
(Head teacher, Mombasa)

While there were positive experiences of ICT training, there were also some notable challenges about the practicality of training and being able to implement it into classrooms. Concerns noted among teachers and head teachers included:

- Limited time to internalise ICT training and understand how to use it in the classroom.

Some teachers noted trouble attempting to engage and understand ICT training and, subsequently, how to employ it in the classroom.

"There is an issue of ICT, and it brings confusion to some teachers. They don't know how to engage with ICT or use it and don't think it is beneficial."
(Teacher, Mombasa)

A selection of head teachers in Mombasa and Meru also highlighted challenges some teachers had with ICT training. While they recognise the value of ICT in the classroom, they noted that some teachers were not able to engage as easily with this method. As a result, they recommended that – if additional ICT training takes place – more time should be allocated to it.

"If you provide facilitators to train us more, and let the learners have more ample time to learn, not just brush over topics. It is an important area, but people need more time to understand it."
(Head teacher, Mombasa)

- Unavailability of resources in schools to use ICT in classrooms

Several teachers also highlighted that, despite participating in ICT sessions and appreciating the value of ICT in the classroom, they could not employ such lessons because they did not have regular access to ICT resources. This included computer labs, projectors, laptops for planning classes, etc. As a result, despite the benefits teachers felt ICT offered, the lessons learned were not applicable in practice.

"We learned how to do lesson planning through ICT. Lesson planning using the computer. But I don't have a computer, I only just my paper books for planning. So, being able to prepare slides – well, I can't do that. The facilities at the school are not sufficient. I would need a projector and a laptop with me constantly. And that is just not possible."
(Teacher, Mombasa)

Child protection
To support the GEC mandate to protect children, child protection sessions were also provided to teachers as a means of building their awareness and knowledge of risks facing children, how to identify and manage risks, and how to follow case management protocols. In addition, teachers were educated on how to ensure their classrooms remained safe spaces for children, including use of positive discipline in place of corporal punishment.

> **Key Findings**
>
> - Teachers valued child protection training because it equipped them with discipline training, whereby it promoted positive discipline.
>
> - Teachers identified benefits to understanding child protection practices, including identification, reporting, and case management practices as a means of better supporting students who they suspected were at risk of abuse.

The majority of teachers interviewed reflected on their learnings regarding child protection and safeguarding. Teachers highlighted that their key lessons from these sessions were regarding positive discipline in the classroom, avoiding corporal punishment, and how to identify, respond to, and manage cases of potential child abuse.

Teachers noted that this was particularly beneficial to their roles, as they could provide more holistic support to students rather than simply academic teaching. Teachers found that they had a better understanding of how to identify students at risk (those who may be facing abuse in the household) and then the knowledge to support children to report and respond to such instances.

> *"The child protection training was really beneficial. Before, it was OK to punish children in the classroom. Now we know that we can't do that and there are better ways to support children who are not learning. Also, there are students who have issues at home, and we can advise them now on what to do and who can give them help."*
> *(Female teacher, Mombasa)*

♦ **Gaps in capacity-building**

While the methods adopted appeared to be beneficial among teachers, there were gaps in the extent to which capacity-building opportunities were available to a large scope of teachers in target schools, strengthening the overall teaching quality of a school compared to individual teachers. Several teachers highlighted that they had been involved in either mentoring or one session on child protection or ICT but did not receive additional support or invitations to join professional coaching, peer-to-peer coaching, or teacher quality circles.

> *"I only received project support on mentoring girls and did not receive any support on teacher learning circles, teacher coaching, peer-to-peer sessions, or ICT training. Other teachers did, but I know nothing about what they did."*
> *(Teacher, Laikipia)*

5.5.2 Teacher Capacity in Practice

The following section is concerned with understanding the extent to which teacher quality interventions were put into practice and contributed to strengthening quality teaching in targeted schools. This also

included whether capacity-building support corresponded with improved learning outcomes and learning experiences.

Teacher capacity was measured in four ways for this evaluation. Data from each method have been triangulated to comment more accurately on teacher capacity. These methods of data collection included the following:

- Feedback from students about teacher performance.

- Self-reported teacher competency assessment which was administered by teachers as one of the classroom observation tools.

- In-depth interviews with teachers, asking them to reflect on their choice of teaching methods.

- A class observation of teaching practices and student engagement, which was designed with education specialists and followed a 'tick and see' approach, ensuring enumerators did not need a background in education to complete the observation.

♦ **Teacher competency assessment results**

At the endline, the evaluation team adopted an additional method to measure teacher capacity. This was done by scoring teacher capacity in self-reported feedback from classroom observations. Teachers were asked to rank their capacity based on a series of classroom-based indicators, which have been divided into six primary standards and an additional sub section on remote teaching. This assessment tool was only used at the endline, given the need to identify any gaps in the capacity of teachers supported under Jielimishe. It is also essential to highlight that these are self-reported responses, so there was the potential for bias among responses. Nevertheless, it was used as a tool to allow teachers to reflect on areas they felt strongly about and areas in which they were perhaps weaker. A total of 20 teachers participated in this component of the study.

Teacher were asked to reflect on their capacity in the following areas:

- **Standard 1:** Subject matter
- **Standard 2:** Student engagement
- **Standard 3:** Classroom management
- **Standard 4:** Assessment
- **Standard 5:** Professional development
- **Standard 6:** Community engagement
- **Standard 7:** Remote learning (endline only)

Teachers were asked to rank themselves on a scale ranging from 1 (no capacity) to 4 (high capacity) on key skills and practices within the classroom. As such, the table below is divided into two components. Firstly, the index score is the average score across all teachers interviewed for this study. Scores are disaggregated between male and female teachers, and a total is provided. Scores have then been calculated into a percentage for ease of understanding.

83.75%
Self-Reported Teacher Competency score – overall 3.35/4

87.75% Male teachers
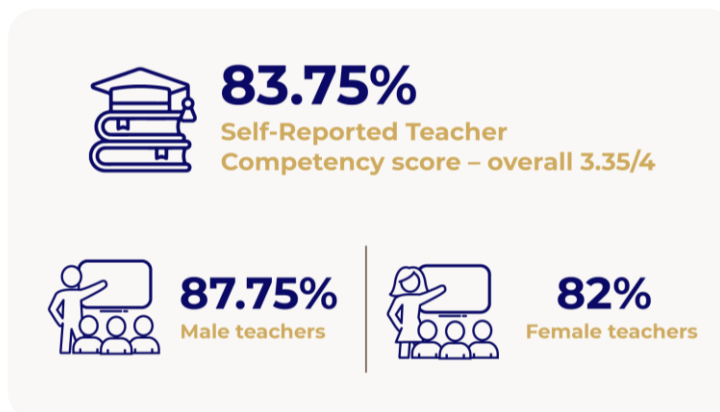
82% Female teachers

Teachers self-reported strong competencies in all areas of work. The overall teacher competency score was 3.35 out of 4. Male teachers reported higher competency than female teachers: 3.51, compared with 3.28 for women. This difference is slight, suggesting that teacher capacity was relatively on par across the genders. Teachers reported that they were most confident in classroom management skills, with teachers scoring themselves an average of 3.62 for this standard. This was followed by subject knowledge, with an average of 3.5, and then assessment for learning (3.39). Male teachers reported an overall higher self-competence than female teachers, with female teachers suggesting that they lagged in professional development opportunities (average score of 3.06), compared with men who had an average of 3.42. Professional development referred to the teachers' opportunities to improve their capacity as educators outside of mandatory training. This included identifying individuals who can support improvements and then applying the learning they took from any support in the classroom context.

Teachers also reported more limited capacity with regards to delivering remote learning opportunities. During the COVID-19 lockdowns, students were offered some learning opportunities if initiated by teachers. These included being prepared for remote learning, engaging in assessment remotely, and producing learning materials for self-instruction.

Table 16: Teacher Competency Scores

	Index			Percentage		
	Male	Female	All	Male	Female	All
Subject knowledge	3.67	3.43	3.50	92%	86%	87%
Student engagement and lesson planning	3.51	3.15	3.26	88%	79%	81%
Classroom management	3.67	3.59	3.62	92%	90%	90%
Assessment for learning	3.57	3.31	3.39	89%	83%	85%
Professional development	3.42	3.06	3.17	85%	77%	79%
Community engagement	3.47	3.36	3.39	87%	84%	85%
COVID-19 remote learning	3.27	3.07	3.13	82%	77%	78%
Total Average	**3.51**	**3.28**	**3.35**	**88%**	**82%**	**84%**

◆ **Teacher feedback**

Teachers were asked to reflect on the methods they use in their classroom, and which methods they found the most valuable and why. These preferences were then compared with internationally agreed student-centred approaches to learning as an indicator for quality teaching. For this evaluation, student-focused learning is defined as prioritising personal learning and recognising that students learn differently. Promoting ownership, competency-based activities should be considered, alongside a commitment to facilitating learning in diverse environments.[6]

Teachers demonstrated awareness of activities that promoted student-centred learning and provided examples of instances in which such methods were used. Classroom methods noted most commonly by teachers included:

- Group / class discussions

- Individual study

- Technology-based activities, run by students (ICT)

- Group work

- Classroom presentations and group research

- Question-and-answer sessions

- Practical activities

Teachers reported that they focused on and prioritised student-centred approaches in the classroom. Many were able to identify why they chose a particular student-centred approach over traditional classroom methods, emphasising the benefits of getting students to work independently, build teamwork, and engage in multi-sensory learning. Key examples include:

"I really try not to do lecture methods, because students don't pay attention as much. I request for them to work in groups and then they can share their learnings together."
(Teacher, Mombasa)

"ICT integration has really helped with multi-sensory learning. It gives time for students to participate in class in a way which is comfortable for them. I use a projector provided by Jielimishe. We have short stories, plays, and novels in Swahili, which we read and project onto screens. A teacher-centred approach is really not useful, because the teacher takes control of the whole class and doesn't given room to learners to participate in sharing what they know or asking questions."
(Teacher, Laikipia)

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[6] CAPPS, 2020, Student Centred Approaches to Teaching, viewed on https://www.capss.org/educational-transformation/what-are-student-centered-approaches

"When I do activities with the class, I select a group leader to do some teaching. In each group, the leader is responsible for helping everyone. I select a new leader in every activity, so it helps to build the confidence of students and makes them more engaged."
(Teacher, Laikipia)

"Lecture methods are best to avoid. Sometimes students have different listening abilities...you can never really see who is listening and who is not listening. So, I try to incorporate various methods at the same time, then I can test children are involved and they can be involved in a way which is comfortable for them."
(Teacher, Mombasa)

"Discussion sessions with students are very good. There is room for questions and answering those questions. Discussion brings about students' experiences and they get to be involved in the learning."
(Teacher, Mombasa)

Student feedback

Students were also positive about their teaching experiences. Students in all counties reported that they felt their teachers were committed to supporting student learning and introducing numerous teaching methods.

An example from two students in Meru highlighted that they were aware their teachers had participated in a training session to improve their teaching skills. Following the training, they felt that their teachers had introduced new methods into the classroom to support learning.

"The teachers have become better. They have learnt new methods to teach us, like introducing technology in school and focusing on getting us to lead our work, rather than them just telling us about a lesson."
(Female student, Meru)

The girls highlighted the introduction of ICT into classrooms, and how teachers had been using ICT to provide new platforms for learning.

"They use projectors in class now and they show us the lessons and then also talk about them. It's very good because I feel like I can learn better. I can read and listen, so I don't miss anything."
(Female student, Meru)

Students also reflected on different types of support provided to them by teachers. In Laikipia, one student highlighted how she felt encouraged by her teachers because they were committed to finding many methods to teach her something when she didn't understand.

"In Maths, the teacher told me that it seemed like I didn't understand and didn't participate. So, she created some new activities for me and found more time to explain the topic to me."
(Female student, Laikipia)

Similar approaches were also noted by students in Meru and Mombasa.

"If there was something taught and I didn't understand, during the break time or in the evening, they invite us to meet with them and they help us. She [the teacher] explains the concept differently from the first time in class, and she keeps going until you slowly understand the topic."
(Female student, Meru)

Overall, students did not have negative feedback regarding their teachers. They felt their teachers were focused on supporting their learning, providing additional time to help students who were falling behind and employing a variety of teaching methods to account for varied learning preferences among students.

♦ **Teaching observations**

In addition to the teacher competency assessment and interviews with teachers and students, the evaluation team also completed classroom observations of a total of 12 classes across the three counties. The tool used for this observation tracked various actions and activities that occurred throughout an entire class period of 45 minutes. Key areas tracked included the following (results highlighted in table 17):

- The extent to which students were attending and participating in class.

- The extent to which students demonstrated disruptive behaviour or were not attentive in class.

- The extent to which students were out of the class during class time.

- The number of times a teacher directed questions to students or the whole class.

- The number of times a teacher moved around the classroom.

- The number of times students directed questions in the classroom.

- Number of times a student-centred activity was adopted in the classroom.

- Key activities that took place within the class period.

This observation tool aimed to track a teacher's performance and comment on how active and engaged they were with students, promote class participation, and incorporate student-centred approaches into their lessons. The tool also observed the participation rates of students and the extent to which they were engaged in classes and actively interested in learning. While findings from this tool should not be considered statistically robust, they provide valuable insight into how a selection of teachers manage their classrooms and students' engagement.

As highlighted in table 17, Maths and English classes were observed, and classes were either mixed gender or female only. Overall, participation rates among students were high in most classes, with active participation noted above 80% throughout the class. The average attention span of students across all observed classes was 84% (the percentage of students who paid attention throughout the class period). Students appeared to be most engaged in classes that utilised ICT tools or required students to engage directly with the classroom teacher in class discussions. However, disruptions were noted. On average, 12% of students were noted at some point as being either openly disruptive (making noise and disturbing

other students) or silently disruptive (not paying attention). On several occasions, students appeared to leave classes, although this only occurred about 5% of the time, on average.

Most teachers actively adopted question-and-answer approaches throughout the class period. This included either asking questions directly to the class or asking students individually. On average, teachers asked 8.8 questions to the class and 15.3 questions to individual students during a class period. This is a positive finding, as it demonstrates that teachers avoid lecture-based sessions and continuously attempt to engage students actively in learning. Teachers also appeared to use the space in which they taught by regularly moving around the classroom. Teachers were noted to move on average 14.4 times a class. Again, this is positive, as it demonstrates teachers' engagement with the class and is a crucial classroom management tool to help maintain proximity to students and prevent behaviour issues. With consistent circulation, teachers appeared to be better able to ensure students were engaged and pick up on any who were losing focus. However, there were notable occasions when teachers in Mombasa, who focused on either dictation or lecture-based work, did not actively move around the classroom. Interestingly, attention levels were still high in each of these classes.

There were notable gaps regarding the regularity with which students presented questions to teachers. Across all classes observed, students asked an average of 2.2 questions throughout the class period. Furthermore, teachers were also mixed in how many student-centred activities they adopted throughout the class period. On average, 2.7 activities were used, each lasting roughly 10 to 15 minutes. While measuring the frequency with which student-centred activities occurred is not an accurate way of measuring the effectiveness of student-centred methods, it holds teachers accountable for ensuring they do not rely on teacher-directed methods in their classes. In two classes, teachers adopted only lecture-based methods. In both of those classes, disruption rates were somewhat higher, with one class having 30% of students being disruptive at some point.

Overall, teachers' performance was relatively high and consistent with their feedback in teacher competency assessments and feedback from students. Teachers attempted to engage with students and, in most cases, used multiple teaching activities to encourage greater engagement. The project has succeeded in ensuring that quality education is being provided to students in targeted schools.

Future efforts could focus on building the confidence of students to engage them more in learning by asking more questions. Teachers can play a critical role in this by continually encouraging students to ask questions or make comments, which observers noted was not expected.

Table 17: Teacher Observation Results (Teacher behaviour, student behaviour, and class activities over 45 minutes of classroom observation)

Country	Gender	Class type	Class level	Positive Participation rate among students	Rate of Student disruption	Student out-of-class	Teacher directed question to class	Student directed question	Student-based question	Teacher movement	Student-centred activity	Activity 1 used during class time	Activity 2 used during class time
Laikipia	Mixed	English	F2	90%	9%	1%	9	27	9	17	2	Independent work	Group work
Laikipia	Mixed	Maths	F4	95%	5%	0%	7	15	1	34	4	Textbook	Class discussion
Meru	Mixed	English	F4	85%	0%	15%	25	30	5	50	0	Lecture	
Meru	Mixed	Maths	F3	75%	5%	20%	9	9	0	14	0	Textbook	Lecture
Meru	Mixed	English	F3	70%	30%	0%	16	26	0	8	0	Lecture	
Mombasa	Mixed	Maths	F4	100%	0%	0%	7	3	0	10	3	Computer presentation	Group game on computer
Mombasa	Girls	English	F2	99%	1%	0%	6	2	2	4	2	Dictation	
Mombasa	Girls	Maths	F1	85%	15%	0%	5	4	0	4	4	Pair work	
Mombasa	Girls	Maths	F3	75%	15%	10%	6	1	1	6	3	Lecture	Pair work
Mombasa	Mixed	English	F3	60%	30%	10%	8	11	3	8	7	Textbook	Group discussion
Mombasa	Mixed	Maths	F2	85%	15%	0%	4	21	3	7	4	Group work	Group session
Mombasa	Mixed	English	F3	85%	15%	0%	4	34		11	3	Pair work	Class presentation
Average Performance				**84%**	**12%**	**5%**	**8.8**	**15.3**	**2.2**	**14.4**	**2.7**		

5.5.3 Classroom Observation Outcomes

The following table highlights key classroom observation findings from sampled classes. Observations were focused on: (1) availability of learning resources, (2) adequacy of facilities, (3) access to a safe and respectful learning environment. As detailed, the majority of classrooms had the necessary resources, with the exception of textbooks for every student.

In most cases, the facilities were also available. Exceptions were noted in the appropriate number of chairs or carpet space for students. Most schools also had boundary walls for protection. Also, school classrooms were generally considered to be respectful of their students and had safe learning spaces.

Table 18: Access to Learning Resources & Facilities (Endline)

Learning resources	Percentage
2.1. Does the class have these resources? (Average)	85%
One copy of textbooks for the grade for every subject for every child	65%
A blackboard/whiteboard, eraser, and chalk in every classroom	100%
Sufficient stationery for each student (each student has their own notebook and pen)	90%
Adequate facilities	
2.2. Does the class meet these conditions? (Average)	87%
Enough chairs for all learners	100%
(If no chairs) Enough rugs/carpets for all learners	60%
Clean drinking water is available at school or less than 30 metres away	94%
Handwashing facilities for students	100%
Doors and windows close properly	90%
Doors and windows are not broken	75%
Roof is waterproof and does not leak	90%
Adequate heating or ventilation as appropriate for the season and the climate	95%
There are clean latrines available within 30 metres of the classroom for girls to use	95%
The school has a boundary wall	74%
Safe and respectful learning environment	
2.3. Does the class meet these conditions? (Average)	95%
The class/school has rules and a teacher code of conduct to prevent violence	100%
The school council makes regular visits to the school and talks to students about how teachers treat them	95%
The class/school has practices to protect children going to school and returning home	84%
There are class rules to prevent bullying	95%
The school has a system in place to report and deal with cases of violence against children	100%

The classroom observation findings show that classrooms can be considered largely appropriate for students and meet the needs of teachers to appropriately deliver lessons. However, some gaps remain with regards to the availability of books and key safeguarding practices and facilities to ensure the protection of students.

Summary of Findings

- Training offered under Jielimishe was considered beneficial by teachers, who valued the opportunity to continue their professional development.

- Teachers appreciated professional coaching due to the real-time feedback they could receive about key strengths and weaknesses.

- Teachers valued peer-to-peer coaching because it enabled them to expand their professional network and provided them with informal pathways of seeking help when they needed guidance in teaching.

- ICT training was considered among the most beneficial of the interventions as it taught teachers new skills and supported teachers in making classes more interactive. However, there were implementation challenges as not all teachers in target schools had access to ICT resources and, therefore, could not put into practice all that they had learnt.

- Child protection training was another notable intervention. This training increased the knowledge and confidence of teachers to identify and support students at risk.

- Self-reported teacher competency assessments suggested that teachers scored an average of 84% in terms of their capacity. Men scored themselves an average of 88%, and women scored themselves 82%. Teachers felt most competent in classroom management and subject knowledge, but suggested more support was needed for remote learning and making time for professional development.

- Teachers noted that they tried to adopt student-centred activities in their classes to promote independent learning, teamwork skills, and more engaging activities for students.

- Students were largely satisfied with the quality of teaching being provided and felt that their teachers put in considerable effort to ensure they used various methods for teaching.

- Class observations of teachers also highlighted that most teachers met stated indicators in terms of providing engaging and student-centred classes. Participation rates of students were high, and teachers demonstrated key classroom management skills, such as circulating around classroom space and addressing questions to students.

- Classroom environments were also of high quality, providing students with safe and quality spaces for learning, which were equipped with the necessary resources and facilities for learning.

5.6 Mentorship

5.6.1 Project Objectives and Activities

The mentorship programme is focused on promoting mentorship for guidance and counselling to students. The programme was designed as a means of building students' personal and professional interest in education and career pathways, and also to support the development of key life and leadership skills. The following activities were introduced as part of the mentorship programme:

1. Developed and implemented mentorship programmes in targeted primary and secondary schools.

2. Developed and operationalised mentorship guidelines, policies, and strategies.

3. Established mentorship units at the county level.

4. Recruited mentors, counsellors, and teachers to impart knowledge to learners.

5. Built the capacity of teachers regarding mentorship delivery.

6. Built the capacity of students through establishment of various mentorship models:
   a. Para-professional sessions
   b. School-level seminars
   c. Group-based seminars
   d. Recruitment of student mentors

7. Developed a mentorship policy and guidelines in line with the Ministry of Education for national roll-out under the NESP aspirations.

As part of the proposed theory of change, the ICL team assumed that, by targeting girls through mentorship and life skill interventions, they would be motivated to progress through key transition points. ICL also assumed that participation in mentorship-related activities would support the development of increased leadership and life skills among girls, to enhance their participation and engagement in school.

Mentorship activities were delivered through three key models. These included:

Corporate mentorship approach:	**University mentorship approach:**	**Alumni mentorship approach:**
Corporates second their staff as mentors for career sessions with students.	University students in local universities engage in inspiring and mentoring girls.	Previous students come back to the school to mentor students.

5.6.2 Methods of Collection and Sources of Data

Data on mentorship were collected through various sources. These included interviews with: (1) girls about their mentorship experience, (2) caregivers about changes in their children following mentorship participation, (3) mentors, (4) classroom teachers, and (5) ICL staff who supported and facilitated mentorship programming. In addition, a review of project documentation detailing mentorship objectives and activities provided further data.

Mentorship Programme

Experiences of mentorship programme:
Throughout the course of the Jielimishe project, students were positive about their experiences in mentorship-related activities. When asked about the mentorship experience, girls largely referred to the various types of activities in which they participated, and the types of themes which were addressed during sessions. Girls suggested that the most common mediums and formats which were used to introduce them to themes were lectures and discussion-based sessions, group activities, watching videos, and writing tasks.

Concepts and themes that girls reflected on learning through mentorship included the following:

- Managing self-confidence

- Dealing with peer pressure and bullying in schools and outside of school

- Environmental conservatorship

- Manners and etiquette

- Socialising with others

- Leadership

- Spirituality/moral/ethical issues

- Sexual reproductive health

Girls' interviews for this evaluation highlighted that they looked forward to mentorship activities, which took place on a weekly basis.

> *"All girls participate and participate effectively; they are always waiting for those sessions."*
> *(Female student, Meru)*

The information provided was reportedly relevant to girls and their lives, and many suggested that the lessons they learned from mentorship sessions could be used both in and outside of school.

> *"We were guided and counselled on so many things, like career guidance, drugs and substance abuse, and emotions like those between girls and boys."*
> *(Female student, Meru)*

> *"We learnt so many things, like how to behave in class, when problems arise – how to solve them, and then how to concentrate. We also learned how to cope with challenges in school and outside of school. Challenges about stress. Like failing exams, how to cope, and how to manage it. I learnt about drugs and substance abuse, the effect, and how it can alter the psychology."*
> *(Female student, Laikipia)*

Girls in Meru reported that they benefitted most from small group sessions or one-on-one meetings with teachers trained on mentorship. According to several girls, this was more beneficial because they had time to ask questions and find out more information that was relevant to them, rather than school-level sessions, where it was not possible to ask questions.

The girls who appeared to most benefit from mentorship were those selected as peer mentors. These individual students demonstrated clear examples of how they had used their skills and showed a strong awareness of leadership capabilities. They also knew how to engage and socialise with individuals and appeared to be more informed on reproductive health issues and girls' rights. While this is particularly positive for those girls involved and they appeared to benefit considerably from the material and sessions, this is often where the socialisation of information and engagement in discussions stopped. Girls reported that they struggled considerably to share the information provided to them. This was either because they did not have the time to share it, were unsure how best to do it, or they felt it was challenging to share such concepts with others.

> *"There were only some of us who were selected; the rest of the students just stayed in their normal class. Those of us (about 10) went to the science lab and there we had counselling and group sessions for mentorship. But everyone else missed out; they didn't get to learn the things we did."*
> *(Female student, Laikipia)*

There also appeared to be a negative side to the mentorship experience. For some girls who continued to perform poorly in class and were unable to keep up academically, they reported that they also felt "more inferior" after mentorship sessions. Several girls in Mombasa discussed that, after going to mentorship sessions where professionals spoke about different jobs and how to get there, she felt discouraged because she knew she would not follow those pathways.

"They tell us all the jobs that we can do, and all the grades we have to do to get there. I know I can't do that. I will never get those grades, and it just made me feel bad about school."
(Female student, Mombasa)

Role of a mentor

Mentors interviewed as part of this evaluation highlighted that they felt strongly committed to supporting girls and building their capacity and awareness about women's rights, potential future pathways, and strengthening their commitment to learning.

Mentors highlighted that they travelled to different schools on a weekly basis and visited each school at least once a quarter to facilitate either school-level sessions or group sessions with peer mentors.

"We would go weekly for approximately two hours, and others for 1 and a half hours, depending on the schedule and [the] schools' programme. The programme would go on quarterly in a year."
(Mentor, Mombasa)

Mentors highlighted that key topics of discussion included building self-awareness, self-confidence, and sexual responsibility.

"These topics would enable students to identify themselves not only navigating through life, but also academically. These discussions helped girls, in my opinion, to become more assertive."
(Mentor, Mombasa)

Mentors and teachers in all counties highlighted that girls were always eager and looked forward to sessions, especially on topics of sexual responsibility. Mentors suggested that this was a particularly interesting topic for them. Mentors suggested that sessions on sexual reproductive health drew the most questions and feedback.

When asked if there were any negative experiences of mentorship, some girls did suggest that they felt it took up considerable time and that it often took away from their allocated study time.

"Sometimes the sessions are interesting but other times they just take too long. We are forced to attend them, and we don't have a choice to study or go to these sessions."
(Female student, Laikipia)

Furthermore, mentors highlighted that they also had to be sensitive when talking to girls. Their experience had shown them that some girls felt that they were being personally discussed during examples, and that this was a way for mentors and teachers to put 'pressure on them'.

Impact on life skills and leadership skills

A key element of the mentorship component of this project was the obtainment of life skills and leadership skills for targeted girls. Building life skills is a key aim in education-related work. Life skills can encompass a wide variety of educational inputs, all aimed at enabling individual learners to build on their

innate capacities and acquire new skills to reduce risk, face challenges, and make informed decisions about their lives in the present and the future. Furthermore, outcomes of improved life skills include improved psychosocial and mental health (e.g. emotional resilience, reduced post-traumatic stress, increased sense of self-efficacy, sexual and reproductive health, social relationships – including reduced domestic and intimate partner violence), social networks, and greater economic assets and opportunities.

Key areas of life skills supported under Jielimishe were the following:

- Knowledge of life skills

- Strengthening skills (cognitive skills, critical thinking, interpersonal skills like communication)

- Attitudes (rights to education, perceptions of girls' rights to education)

- Resources and services (access to services and resources such as menstrual hygiene management (MHM) resources, etc.)

- Social capital (quality of relationships between girls, and with teachers, parents, community, and boys)

- Agency

- Gender norms

Mentorship has reportedly strengthened girls' life and leadership skills. Girls all highlighted that, due to their participation in mentorship activities, they felt increased confidence in their ability to present themselves, voice their opinions and experiences, and work collaboratively with others. Caregivers, teachers, and students all noted improvements throughout the project life cycle. Some examples included being more active in the local community, such as engaging in discussions in church and even leading prayers. Others highlighted that they felt more confident in themselves and, as a result, were more autonomous in their lives. This included going to the market themselves and negotiating prices and engaging in discussion with shopkeepers – something many students noted they were unable to do.

> *"Some [additional students] joined her to see what was really being taught. She has not stopped doing that and she has continued to teach others. In church, she is able to stand in the midst of people and lead prayer now."*
> *(Female caregiver, Meru)*

> *"Even while she is just walking around or in the market, you can notice that the child is really learned and there is something in her. So, even if you send her, she can't take long to wherever you had sent her. If you tell her to do something, she goes and does that thing and comes back. You can feel that truly there is something in her. There is something that she understood. If you try to stop her, she won't stop."*
> *(Female caregiver, Meru)*

Girls highlighted that, among life skill sessions with teachers and school-level sessions, they learned how to present themselves among others, including the importance of manners and how to socialise effectively.

"In the sessions, I think we have learnt a lot about how to relate with others, how to socialise and how to have good manners with people outside of school and in the home."
(Female students, Laikipia)

"The mentorship programme has boosted our children's confidence [and] self-esteem and they are now able to open up about their challenges. They are happy to express themselves and tell us if there are any issues."
(Head teacher, Mombasa)

"Some of them learnt how to resolve conflict and we had fewer cases of student fights. Some students took up the leadership roles and joined the student council."
(Head teacher, Mombasa)

"I noticed really big change[s in] the boy/girls relationships. They [the girls] learnt what is negative about it. Less boyfriends."
(Female student, Meru)

Another mentor in Mombasa reflected on feedback from girls throughout the mentorship programme. She highlighted that a group of girls had more recently approached her to detail how the life skills they learnt had helped them to respond to abuse at home. The mentor highlighted that the girls reported knowing how to identify abuse and how to report it.

"They said that they could now report abuse that they face at home or even in school. They said they were also able to help friends and other girls in the neighbourhood to respond to abuse too."
(Female mentor, Mombasa)

"Girls express themselves better these days when faced with problems. They freely come to the staff room to ask questions. They have become more determined since the mentorship programme started in the school. Girls' self-esteem and self-expression has increased. They ask questions even in class now. I would say the resources provided by the project for mentorship have been the most beneficial for girls."
(Female teacher, Laikipia)

A student in Meru highlighted that she had benefitted from participating in mentorship, mainly due to the entrepreneurial training she received. As a result, she was trying to set up a company to help empower other girls and support girls with information about how to transition. She noted that the company is not operational or has any economic component, but it was an activity she wanted to pursue and contribute to other girls in her community.

Overall, mentorship appeared to contribute significantly to improving key life and leadership skills among students. Reports of increased confidence, greater self-awareness and motivation, and abilities to engage socially and confidently are key indicators of improved life skills. To that end, the mentorship programme appears to have strengthened beneficiaries' life skills and leadership skills.

Contribution of mentorship and learning

Mentorship improved the confidence and commitment of girls towards their learning. It appeared to help shape the choice of subjects they wanted to pursue and build greater awareness of subjects that were particularly important for them in the future. Students highlighted that the 'para-professional' component of the programme, where a professional came to discuss a particular career path, was most helpful for students planning their education pathways. This included (for girls in higher years) selecting subjects to take at school and also appeared to increase their commitment to pursuing subjects they may have previously not enjoyed. For example, one student in Meru highlighted that she changed her attitude about the value of Biology class after a session with a medical professional. She then sought to start taking the Physics class in the next semester.

> *"They [medical professional] told us about the type of subjects we needed to choose if we were interested in doing medicine or becoming a nurse. Before, I thought I had to do well in Maths and classes like that. I really didn't like Biology, but now they told me how important it is, and I see now why I need to focus and be attentive to the lessons."*
> *(Female student, Meru)*

Students in Meru suggested that mentorship had helped them improve their learning as sessions had helped them become more organised and practice self-management. They also noted that they were more aware of how they should behave in classrooms, and they had adopted vital skills on coping with the stress and challenges associated with their lessons. One student highlighted that, despite failing an exam, the mentorship programme had helped her manage the anxiety and stress that came with this result and motivated her to ask her teacher for additional help so that she could take the exam again and do better next time.

A head teacher in Mombasa noted that life skills development contributed to greater maturity among students. This led to better relations among teachers and students and created a more viable learning environment.

> *"Relationships between students and among teachers and students improved. Classrooms were peaceful and students could learn better without disrupting one another and the teacher."*
> *(Head teacher, Mombasa)*

Teachers also suggested that the need to discipline students had decreased since mentorship sessions had been introduced, and that students' overall behaviour in classes had improved considerably.

Therefore, while mentorship may not have directly contributed to improved understanding of academics, it appeared to help shape the mindset of students to allow them to manage their studies better. It has contributed to improved capacity to manage stress and deal with setbacks in terms of academic outcomes. It has also contributed to improved motivation and attitudes in the classroom, thereby improving the environment where learning can occur.

Contribution of mentorship and transition

The mentorship programme contributed to transition to the extent that it positively influenced girls to continue learning. Meeting professionals, university students, and others who had pursued pathways after school appeared to encourage girls to continue their learning by highlighting the potential pathways they can follow in the future. Teachers also played a considerable role, as noted by students in Laikipia, in

that they regularly highlighted the type of future girls might face if they chose not to continue their education and dropped out. Previously, teachers and girls suggested that it was not uncommon for girls to drop out because of pregnancy, being bored in classes, or having boyfriends outside of school. Since mentorship, though, both students and teachers reported that these occurrences had decreased, as girls appeared to be more committed to their learning and recognised the struggles they might face if they did not continue learning.

> *"There have been fewer notable relationships among students, within and outside of school. There are even fewer pregnancies. I think very strongly this is because of the different discussions we have had with students. Teachers, students, and public health workers were trained, and mentors would give talks. We saw positive changes."*
> *(Female teacher, Mombasa)*

A mentor in Mombasa highlighted that she regularly received feedback from students and teachers that, because of her sessions on sexual health, many girls had ended their relationships with male boda boda drivers.

> *"The teachers gave me feedback on my sessions and would often tell us that some of the girls have cut off relationships with male boda boda drivers. They had improved in their confidence and wanted to succeed, which they couldn't do if they were with these boys."*
> *(Mentor, Mombasa)*

Teachers also highlighted their praise for the mentorship programme. One teacher in Laikipia commented:

> *"The project has benefitted students through the mentorship programme. It has helped them in their career choices. We have more students, especially girls, joining the colleges and other technical vocational training centres since they have completed secondary school. It wasn't like this before the mentorship work was done."*
> *(Female teacher, Laikipia)*

To that end, mentorship has contributed to transition by building awareness among girls of the value of learning and how completing a secondary degree can support fruitful future pathways. Also, by building girls' knowledge of sexual and reproductive health, the risks of such relationships appeared to have also motivated girls to shift their attention back to schooling.

Most valuable components of mentorship
Finding suggested that the key success to mentorship interventions was the overlapping delivery models which were available to girls. According to teachers and students, the exposure to various types of mentors appeared to contribute to overall increased confidence, self-awareness, and commitment to identifying career-based platforms in the future.

Teachers and students noted that using students from universities or alumni was a beneficial platform for engaging with students.

"These are people who can interact well with students because they are almost the same age. It seemed that these people, because they were close in age, were able to give information and discussion that the students would take in. It wouldn't be as easy if we just had grown-ups, because how would the students relate with them?"
(Female teacher, Mombasa)

The value of using mentors, as highlighted by students, were that they were in a similar age group and had pursued pathways which were still relevant and applicable to students in targeted schools. These girls were also able to draw on first-hand experience, as a means of modelling potential pathways available to them.

"The girls from university came and spoke to us, and it was very encouraging. They are doing things that are not far for us to reach. They gave us advice about how to do things practically, like getting into university and how we can be calmer about our studies."
(Female student, Laikipia)

"Girls being mentored by young women from universities appeared to encourage them the most. It was most effective to use young girls who are of close age to the group, rather than through us teachers. It really helped them to relate more to the topics being discussed."
(Female teacher, Laikipia)

In addition, teachers reflected on the impact of mentorship among girls who were marginalised, experiencing challenges in the home, or having confidence issues. Teachers in Meru and Mombasa reflected on how the mentor sessions appeared to energise such girls, motivating them to focus on their learning. One teacher in Mombasa suggested that she noticed students from struggling homes were much more motivated in their schooling so that they could find alternative pathways for themselves and support their families in the future.

"The bit on mentorship, somehow it has assisted the few [who] had challenges bearing with maybe what is happening in their homesteads, and they are not able to cope. Somehow, they get energised and they are hopeful enough to continue learning, even with those challenges at home."
(Teacher, Mombasa)

Teachers in Mombasa and Meru noted that sessions on reproductive health were among the most beneficial for girls. Teachers suggested that girls previously had little awareness of reproductive health, and pregnancies were not uncommon. However, sharing this information with girls was reported to have increased their awareness and provided them with the skills to avoid unwanted pregnancies.

"Mentorship on sexual reproductive health was the best thing for girls. They learnt so much and it seems like they were listening because now there are less girls who drop out from pregnancy."
(Female teacher, Mombasa)

"The sessions on reproductive health were great. I didn't know any of that before and it seems to have taught girls that it is not important to have boyfriends and how easy they can get pregnant. So, we are all happy now that we know these things and we won't make mistakes."
(Female student, Meru)

Additional value of participation in mentorship programme

The evaluation was unable to confidently suggest that mentorship has contributed to reducing girls' involvement in drug use. However, it is key to highlight that teachers, students, and caregivers felt that girls who were previously at risk of being influenced by drug use had been able to abstain. These stakeholders attributed this to their participation in mentorship activities. A teacher in Mombasa reported that the improvement in girls' life and leadership skills had improved motivation to continue their education. The teacher also commented that an awareness of potential future pathways helped to encourage girls to abstain from 'bad influencers like drugs, alcohol, and boys' outside of school and instead commit to learning and achieving better outcomes in their lives.

"In the mentorship programme, we spoke to girls about drug use, how to take care of themselves, and how negatively these things can affect their lives. We noticed that after we discussed issues with the girls [about] the effects of drugs and its dangers, girls developed a positive attitude to abstinence. They spoke regularly to each other about the negative effects drugs would have on their lives and on the lives of others in the community."
(Female teacher, Mombasa)

Mentorship also appeared to be a beneficial platform for engaging students in reproductive health and sexuality and relationships. Girls were reluctant to talk about sexuality in group discussions, given the sensitivity around such topics. However, teachers in Laikipia and Meru highlighted that Jielimishe intervened to give information to girls about how they can protect themselves and abstain from sexual activity. Teachers suggested that girls were receptive to these discussions, and – after sessions – appeared to be more motivated in class and spoke less about 'boys'. Students also highlighted that they noticed that, after several sessions, girls who had often missed school because they were known to see boys were now focusing more in school. However, no girls who were part of the FGDs noted this as a personal experience but rather an observation of others' behaviour.

Economic benefits of mentorship

None of the girls interviewed for this evaluation reported that they had experienced any economic benefits of mentorship. The girls suggested that the para-professional skills they learnt, such as entrepreneurship, would benefit them in the future. However, girls were primarily focused on completing their studies and then pursuing economic-related pathways.

Effects of mentorship on additional stakeholders

The mentorship programme appeared to have strengthened girls' confidence, maturity, and overall motivation in schools. These effects were also noted by caregivers. Caregivers interviewed for this evaluation praised the introduction of mentorship because, as many suggested, it positively influenced their daughters' behaviour and attitudes to school, family, and plans for the future. Several caregivers felt that the skills learnt from mentorship sessions helped bring harmony to the home. For example, the family was more peaceful together and the daughter was more supportive of her family. In turn, caregivers also felt that they were now better positioned to engage with their daughter and ask her if she needed help.

"I could say that, before being trained by Jielimishe, my child could not stand in front of a group of people and talk. But, after training and when they started doing the talks, and drama, she knew how talk and even how to talk to other people because they were being taught how to talk. So, she knew how to talk in front of people and even the shyness she had went away. She can now stand in front of people and teach them just like a teacher would. She would tell me what they had come to do, and she was their leader. So, she would stand in front of them and teach them what the teacher had said. It was like dramatising."
(Female caregiver, Meru)

Previously, her behaviors were not good. I could speak to her, but she wasn't not listening. But after undergoing those lessons, I have seen a very big change as a whole. Her dependency has reduced. When she comes from schools, she can feed the children. At times, she pays her own tuition fees. She is not as she used to be. She has really changed. It's like she is taking care of her own education. That's what she says."
(Male caregiver, Meru)

Several teachers interviewed in this evaluation, across all three counties, felt that the additional responsibilities regarding mentorship efforts had become a considerable burden on top of their 'already demanding workload'.

"I think the activities are over-engaging a teacher who is also running a programme at the school level. Sometimes, the programme that they [ICL] come up with disrupt the teacher to the extent that we feel like we are not able to manage our teaching load. We are often torn between the two because you have someone who is overseeing you (school head) and then you have organisations like ICL, who are telling us that we have to do things. We feel overstretched many times and the activities can just be too demanding over the period."
(Female teacher, Mombasa)

Some suggested that they were required to complete their mentorship activities on top of their existing workload, which often made it challenging to deliver quality work. While girls did not appear to suggest teachers were unable to prioritise mentorship or were limited in terms of the guidance they provided, teachers were concerned about the long-term impact the stress of additional work might have on their current positions.

5.7 Gender Equity and Social Inclusion (GESI)

GESI refers to the extent to which gender equity and social inclusion are promoted and practised throughout the project cycle and how GESI-related interventions have influenced positive change in stakeholders' attitudes, knowledge, and practices – particularly among direct and indirect beneficiaries.

According to the United Nations Peace Fund, GESI is a concept that addresses improving access to livelihood assets for all, including female, poor, and marginalised students. It supports more inclusive policies, practices, and mindsets and is focused on increasing the value and influence of all voices.

Under the Girls' Education Challenge, GESI is considered a significant cross-cutting issue, especially regarding the promotion and acceptance of girls' education. In education, there can be mixed experiences of learning and access. The experiences of education (positive and negative) can differ considerably based on one's gender, ethnic, sexual, social, religious, cultural, and physical identity. Therefore, adopting a GESI lens ensures that targeted vulnerable groups can actively participate in and benefit from the intervention areas.

Awareness of the various vulnerabilities beneficiaries faced (and how those might intersect) was key to understanding the extent to which the project promotes GESI-sensitive approaches. The following table highlights key vulnerabilities. The most noted vulnerability concerned girls whose household experienced difficulties affording school fees (74% at midline). This was followed by the proportion of girls who were part of a female-headed household (36.2%), and then those who had an orphan status (11.6%).

Table 19: Proportion of Girls in GEC Categories

Category	Definition	Percentage of project (midline rates)
Girls	A result of gender inequality in the social space	100%
Orphans	Had no father *or* mother, or were double orphaned	11.6%
Living without both parents	Parents are not deceased, but child lives separately	7.4%
Part of a female-headed household	The household head is female, differing from the cultural norm of a patriarchal household	36.2%
Difficulty affording schooling	Reported difficulties affording school fees	74%
Married	Girl is married and continuing schooling	0.3%
Mother	Girl is a mother and continuing schooling	0.3%
Girl does not speak Language of Instruction	The language used for instruction in school is not the native language of the girl sampled	4%
Child with disability	Child has at least one type of a disability, including sight, hearing, mobility, developmental, communication, or self-care	3.1%

To be considered GESI sensitive, a project should identify and address every vulnerability throughout its design and implementation. The narrative below outlines how the Jielimishe project has fared when assessed against GEC standards of GESI.

NOT GESI SENSITIVE

● GESI Absent

Gender norms and unequal power relations or potential patterns of social inclusion are not considered in the design or delivery of activities. There is no disaggregated data by sex, disability or other social characteristics or groupings. There is no discussion of the gendered dimensions or social exclusions of the environment they may be operating in and how this may affect project interventions.

● GESI Exploitative

This approach reinforces and/or takes advantage of inequitable gender norms and/or social inequalities and stereotypes. This includes, for example, expecting mothers to volunteer at school to support project initiatives without compensation or direct benefit to themselves. Involvement in these activities exploits women's unpaid labour and could deepen their economic vulnerability.

● GESI Unresponsive

Gender norms and social inequalities are acknowledged as key aspects of context but not brought into any aspects of planning, delivery or feedback.

GESI SENSITIVE

● GESI Accommodating

Acknowledges but works around gender, disability or other social differences and inequalities to achieve project objectives. Activities will address the practical needs of girls but will not address the underlying inequalities that would address unequal gender norms or roots of exclusion. This can be seen as a "missed opportunity" to begin to shift norms. However, they are often a critical first step towards gender equality and social inclusion transformation.

● GESI Transformative

Actively engaging with and transforming gender and social inequalities to achieve sustainable change, gender equality and reverse social exclusion. Gender stereotypes and discriminatory norms are challenged, and the project seeks to transform unequal power relations between social groups, boys and girls, men and women through changes in roles, status and the redistribution of resources.

Gender equality

The project demonstrated quality efforts at promoting gender-transformative discourse among direct and indirect beneficiaries. As this evaluation has highlighted, the project implemented a complex and multi-sectoral approach to strengthening the environment for girls to access and attend school and produce quality academic results. Many of the issues and barriers pertinent to girls were thoughtfully considered and addressed throughout the project cycle. Based on feedback from stakeholders, these efforts resulted in the following outcomes:

- Improved attitudes towards the value of educating girls – such that girls can contribute to families' livelihood opportunities and economic security by obtaining an education.

- Improved awareness of the value of females in society – whereby (as a result of the mentorship programme) girls understood there were key roles and spaces available to pursue, and that that becoming a housewife and mother did not have to be their only future pathways.

- Establishment of learning environments which were more sensitive to the needs of girls, including the provision of menstrual hygiene materials and female mentors and counsellors to whom students could be referred.

- Higher attendance and transition rates due to bursary payments that prioritised girls' education.

- Increased awareness and knowledge of gender-sensitive practices among teachers as a result of child protection training and mentorship programme.

In addition to reaching the outcomes already mentioned, girls were actively engaged in transformative gender discourse through the mentorship programme. The mentorship sessions promoted gender equality, women's rights, female opportunity, and sexual reproductive health and choice. According to students, gender stereotypes and discriminatory norms were challenged in such sessions. Stakeholders across the project expressed that they perceived greater value in the potential for girls after being involved in the project and sought to ensure equal status was given to both boys and girls from now on. Key examples provided by stakeholders include the following:

"We have done a lot of mentorship work, like encouraging the girls not to give up in life and telling them all the ways they are the same as boys and can contribute the same way. I've seen a big difference in their attitudes because of this – they are focused on finding a place for themselves outside of the home when they are older now."
(Teacher, Mombasa)

"I think now many people prefer that girls get education. In the past, we didn't think it was useful for them to get an education, and they used to leave school and get married when they were young. We are happy now that our daughters want to get married when they are adults and know what they are doing. When they get married after their education, they won't have kids immediately either and then leave them with us. When she finished school, she will get a job and then, when they are ready, they will have children and know how to take care of them. They will be different women to us."
(Female caregiver, Meru)

"Girls and boys are equal and should be treated equally. In fact, I think girls should be a greater focus now. I've seen with my daughter that girls who are educated are going to be future parents and, as they are educated, they will increase the cycle of educating their children and so on."
(Male caregiver, Mombasa)

Social inclusion

The project demonstrated some attempts at addressing vulnerabilities among students that were not directly related to gender. Such categories of students included:

- Girls with disabilities

- Mothers / married / pregnant students

- Orphan status

- Economically poor

- Not speaking the language of instruction

The evaluation team considered social inclusion to be the extent to which the project identified and addressed key barriers or vulnerable characteristics of students outside of gender barriers. The project demonstrated one key intervention:

- The provision of bursary support for students who were unable to financially afford to attend school, which led to increased attendance and access for marginalised girls.

However, there were numerous gaps in the extent to which socially sensitive and transformative approaches were adopted for other marginalised categories. There was no evidence in design or practice that additional considerations were made to assess the challenges of orphans, except for economic barriers. Girls who did not speak the language of instruction also did not appear to be accounted for, with no additional support provided in native languages or additional language classes. While remedial classes were made available in some schools, they did not appear to be directly associated with girls who spoke different languages to the language of instruction. Furthermore, remedial classes were not widely accessible to all students.

Provisions and tailored approaches for married girls, mothers, or pregnant girls were also not noted. While the presence and participation of these girls were identified, other approaches or interventions tailored to them were not introduced. Given the low number of girls in these categories, this is understandable but should still have been a key consideration in design and discussion.

Finally, a considerable gap in design and implementation concerned the developmental, physical, and social needs of girls with disabilities. While the population of girls with disabilities in the Jielimishe project is considerably low (3.1%), there are concerns about gaps in programming to bring these individuals into school. According to WHO, an expected 10% of students in each school face some form of disability. The under-reporting of disability in Kenya is considered a concern by many academics and organisations, with a national average of 2.3%. Girls with disabilities did not appear to be encouraged or directly supported to access school if they were out of school. The project did not identify any immediate support allocated to students with disabilities, such as the inclusion of facilities or equipment to support physical disabilities

or evidence that teachers adapted their classroom to support students. Therefore, this should be considered a gap in the project's capacity to be inclusive of students with disabilities.

GESI score

Based on the findings highlighted above, the evaluation team has scored the Jielimishe project as **'GESI Accommodating'**. While the project should be considered 'GESI Transformative' for its gender-related activities, there are considerable gaps in efforts and impact of activities relating to social inclusion. Steps have been taken to promote gender-sensitive and inclusive approaches when working with girls. Interventions focused on improving the awareness and attitudes of girls towards their roles in the family and in society.

The project has acknowledged gender but addressed social inclusion to a lesser extent. Activities addressed girls' practical and social needs, reviewing the inequalities that perpetuate unequal gender norms. However, the same was not done for social inclusion, which represents a missed opportunity for delivering an intervention to support more marginalised sub-categories of girls, including those with disabilities.

Summary of Findings:

- Girls widely praised mentorship sessions in schools and suggested that such sessions had contributed significantly to improving their self-awareness, confidence, and knowledge of the rights and roles of girls and women.

- Girls suggested a preference for either group sessions or one-on-one sessions rather than whole-school discussions because they were able to ask follow-up questions, which resulted in a greater understanding of the information being provided.

- Girls who appeared to benefit most from mentorship interventions were those who were selected to act as peer mentors. They were provided with more one-on-one time and were privy to more information. Girls highlighted that it was difficult for them to relay that information to others in class sessions later.

- Girls reports that mentorship contributed significantly to improved leadership and life skills, particularly increased confidence in and out of the classroom. Girls attributed this to being provided with opportunities to lead discussions and being engaged in understanding how women can contribute to society.

- Mentorship programming was reported to contribute to improved learning outcomes by building the motivation and maturity of girls, whereby girls became more focused on their studies and the academic scores they needed to achieve to pursue employment pathways.

- Mentorship appeared to positively influence transition outcomes among students. Girls and caregivers suggested that an awareness of future pathways and the value

of education made girls more motivated to continue their studies instead of dropping out.

- Girls reported considerable value in the sexual and reproductive health sessions, noting that the information was not previously known to them and made it easier for them to manage menstruation, as well enabling greater understanding of how girls become pregnant.

- The Jielimishe project is considered to be 'GESI Accommodating'. The focus was predominantly on gender-related activities, whereas there were notable gaps in the effort and impact of activities relating to social inclusion.

5.8 Community Engagement

5.8.1 Data Collection Methods

Data collected for this section of the evaluation were comprised of primarily qualitative data sourced by Sayara's field teams in the targeted counties. This included narrative data from stakeholders including students, caregivers, community representatives, teachers, and head teachers. Additional data were also collected from key informant interviews with ICL staff and representatives of the Ministry of Education.

5.8.2 Economic Empowerment Intervention

The Jieliemishe project provided a selection of households with economic empowerment opportunities, whereby they were supported to start their own economic interventions. Families participated in various trades, receiving cash advances to pursue their economic interventions. Others were allocated trades to generate income for the family and allow their daughters to continue attending school.

In the most recent year, and under the endline component of this project, economic empowerment interventions focused on managing chicken farming. Families were given chicks to raise and funding to buy the necessary resources to support their growth. After that, families were responsible for managing the chickens and then selling their eggs or selling the chickens themselves. Chicken farming was decided as a key area to pursue as it was considered cost-effective and acceptable for families who may not have other, more developed skill sets. Other families reported that they had received goats and could sell the goats' milk to make money for the household.

The economic output of the livestock intervention was intended to support household costs such as food and basic needs, while also potentially covering costs of schooling for their children.

Overall, the economic empowerment support benefitted families considerably. Those who were interviewed and reported receiving either chickens or goats highlighted that it helped them to pay school

fees and ensure there was enough food in the house for the children. The following are some examples of caregivers who described the impact of being economically supported through the Jielimishe project.

Female caregiver, Laikipia:

"I used to sell necklaces to tourists. We had necklaces at the shop. So, when tourists came, then we sold them and earned an income. But during the Coronavirus period, there were no tourists, and we couldn't sell anything. Selling the necklaces used to help us a lot. But then I was helped by Jielimishe to buy hens. The hens have really helped me. During the Coronavirus period, since my daughter was in class eight, we could sell the eggs and hired a teacher to coach her at home."

Female caregiver, Meru:

"We, as a family, were doing very badly economically. We couldn't really buy food and the family was just drinking tea with bread. But since we received the goat, we are doing much better. We sell the milk and use it to provide for the family. We have enough to pay for school fees, so our daughter doesn't have to sit at home and miss her classes. We are very grateful for that."

Male caregiver, Meru:

"During the last year, we did not have food. We didn't know what to do. We couldn't even think about sending children to school, we had to think about how to feed them every day. But when we got chickens, I reared them, and we sold the eggs and sometimes the chickens. I could then feed the family and use the proceeds to pay for school fees. That is what I did and that is what I will keep doing."

Female caregiver, Laikipia:

"Our family didn't get a cash transfer like others. But when Jielimishe came about, we were given a goat. You know, I don't have even a cow. The goat really helped me. This is because when it gave birth, I used to milk it and sell the milk to the neighbours. I also used the milk to make my children tea. If you look around, not many families around where I stay have cows. So, even getting the tea is a challenge. So, I can say that Jielimishe helped us with that even though not everyone received the help. Out of 88 people, only 33 people got help."

Education was reported to be prioritised among the families that received economic support, either through cash transfers or the provision of livestock. Families highlighted that they could cover basic food costs and use the allocated funding to pay for school fees and supplies. Families did not highlight how much money they made due to chickens or goats but suggested it was sufficient to cover school-related costs and food.

One challenge regarding economic empowerment interventions was how families were selected. According to caregivers and ICL, a needs assessment was completed following the identification of children who were considered to have economic concerns. Then, families were either allocated cash transfers (which predominantly occurred during the COVID-19 pandemic, with transactions of 5000 shillings) or were included in the economic empowerment programme. Those included in the programme appeared to be more limited in number, and it was unclear if they had a specific profile compared to those who received cash transfers. To that end, some caregivers who were not part of the economic empowerment intervention noted discontent that they were not considered, suggesting that they, too, had a poor financial situation.

There appeared to be a limited understanding among communities of the criteria used for family selection. Families reported that they did not receive information about it from the ICL team. A key recommendation highlighted later in this report is for ICL to introduce engagement strategies into their community-based work as a means of mitigating any potential conflict or discontent that may arise among households who are not eligible for financial support.

Value and impact of economic empowerment programme
Overall, there appeared to be considerable value in introducing the economic empowerment intervention. Instead of receiving unsustainable cash transfers, families were provided with the support to start their business work. According to families, this would help them financially for the foreseeable future. This, in turn, was reported to improve education outcomes among girls, as they could continue to attend school and were not required to sit at home until their caregivers could find the money for school fees. Some caregivers suggested that, prior to the economic intervention, their daughters had to sit at home for weeks before they were able to pay fees.

Contribution economic empowerment programme made towards mitigating barriers to education
Economic support also directly addressed the financial barriers that many girls faced regarding attending school. As noted throughout this evaluation, the lack of sufficient funding to support educational aims appeared to be one of the most concerning barriers for families as well as a prevalent inhibitor to retention and academic success. By providing families with opportunities to source their income, the project supported families to allocate a proportion of their budget to education, thereby increasing transition, retention rates, and learning outcomes.

5.8.2 Bursary Support

In addition to the economic empowerment project, a selection of girls was also supported with bursary stipends that covered the cost of school fees. The girls included in this project component were identified by classroom teachers and recommended to ICL for economic support.

The provision of funding to girls to cover these fees was reported to significantly mitigate the economic barrier that often inhibited them from attending school. Girls regularly highlighted that, prior to Jielimishe and receiving economic support, they were told to leave school until they could pay their fees. As noted previously, in some instances, girls had to wait up to a month for their parents to obtain enough money to pay their school fees. Once girls had been awarded a bursary, the barrier of financial means was mitigated.

Girls and their caregivers provided the following feedback regarding the impact of bursary support:

"My daughter is one of the beneficiaries of the cash transfer. That money has really been helpful. During the COVID-19 pandemic, when I got the money, I could use it pay for exams and I can see that she is now okay."
(Female caregiver, Meru)

"I am also grateful to Jielimishe because whenever I didn't have money to do shopping for her, she would get the money and use it for shopping, buy clothes, and come to school."
(Female caregiver, Laikipia)

"When I couldn't pay school fees, they sent me home. I had really low self-esteem. It was so embarrassing and shameful for me. My friends were learning, and I wasn't allowed to go. But now Jielimishe is paying for me, and I have no more problems and no more shame. I go to school, and I learn. They really helped me and my family."
(Female student, Mombasa)

"I remember there was a time we couldn't go to school because of lack of school fees but now our fees get paid for a whole year. I think it helps because even if a parent does not have money, the fees will be paid and we don't have to bother our parents and make them more stressed."
(Female student, Meru)

While bursary support has made a considerable contribution to improving the retention of girls in school, there are concerns around the sustainability of the model. As discussed later in this report in section 4.7 Sustainability, there are minimal plans to cover the cost of the school fees that the Jielimishe project currently pays. Head teachers have highlighted that they are attempting to find alternative financing options, such as allocating funds from their school's budget. However, it is unlikely for schools to cover the costs of the same number of girls who received payments during the project period and to support girls who are in similar financial situations and coming into the school. As such, it is concerning that students may again be faced with the economic burdens of education once funding for Jielimishe is completed – and they will again struggle to maintain their attendance and retention in school.

3.8.3 Community Attitudes and Engagement

Description of Activities and Strategy
Based on findings from Jielimishe phase 1 and during strategy design for phase 2, a considerable focus was placed on influencing community attitudes and increasing community engagement in learning and education. Community and caregiver buy-in was understood to be key to ensuring the project produced

quality results and had the potential for sustainable outcomes. To that end, a component of the project was focused on engaging with community representatives, caregiver households, and targeted actors such as boda boda drivers. To engage more closely with these individuals, activities happened through a variety of platforms. These included the following:

- Community dialogue sessions with caregivers and community influencers

- Community engagement and training sessions with boda boda drivers

- Economic empowerment opportunities

Findings

The project's efforts appear to have contributed to strengthening attitudes about the value of education and the added opportunities it offers girls in their future and their families. Caregivers across all counties noted that they were committed to supporting their children to access school and complete their schooling. In particular, female caregivers commented that they felt there was a shift in their daughters' attitudes to schooling since the ICL teams had either provided bursary support or had conducted dialogue sessions in their communities. One caregiver in Laikipia noted that she was not particularly concerned with education prior to dialogue sessions with ICL and discussions with her daughter's teacher. Traditionally, girls were married once they became teenagers, and the household would exchange the girl for money. This, the caregiver noted, was her original plan for her daughter. However, she reported that she had seen additional value in keeping her daughter in school, including the following:

"Our daughter is very valuable; I see that now. She can get employed after finishing school and then she will come and visit her parents and help to take care of us too. I see now that girls don't leave for good anymore. They come back to their parents, and we will enjoy the food she had brought us, and the girls will be happy because they won't be just housewives with children. They can be independent and have a job and buy themselves things they want. I see this now, and I try to tell other mothers the same."
(Female caregiver, Laikipia)

"In the old days, we didn't embrace our daughters to go to school. She could go to school for a short period of time and then we would marry her. But, nowadays, girls are valuable. I love that they will get an education, they will get good marks and get employed. Then they will be able to help their parents. This means we will not have to suffer again. I am very happy about education for girls."
(Female caregiver, Laikipia)

Key strategies which appeared to increase caregiver engagement and improve their attitudes towards education included the following:

The extent and quality of engagement with the school

An awareness of the potential pathways that girls could take, and their benefits for the family following completion of secondary school

The extent and quality of engagement with school

Interviews with caregivers, particularly female caregivers, suggested that establishing and maintaining close communication between the household and the school was key to improving attitudes and the perceived value of education. Female caregivers noted that, when they were able to receive first-hand information about their daughter from schools and teachers commented on their individual progress, they became more interested in understanding what she was learning and how her scores were longitudinal. This was noted by female caregivers in all counties.

Further, female caregivers in Laikipia noted that a key activity that increased their engagement with schools and interest in their daughters' outcomes was the provision of school results via mobile phone. Caregivers highlighted that it had previously been difficult for them to receive results and understand them. Moreover, students would hide their results or have another individual sign on behalf of their caregivers. More recently, teachers provided results through text messages, which caregivers noted was particularly beneficial.

> *"What has really helped is that [the] teacher sent us the results on our phones. Previously, it was hard to get results because we had to go and get them from teachers individually or rely on the children to tell us. Some students used imposters to hide their performance and sign their reports. We are not able to positively engage with our children and motivate them. I can see my daughter is happy to talk to me when she has done well or bad in school. This, I think, has also led to the parents getting more involved in the school activities because they can see how it helps their daughters and their motivation in school."*
> *(Female caregiver, Laikipia)*

It is unclear whether the provision of scores through mobile phones was an effort encouraged by ICL but it should be considered a key strategy for caregiver engagement in the future.

While the experiences of engaging with schools appear to have improved the opinions of female caregivers about schools, the same cannot be said of male caregivers. In all counties, particularly in Meru, male caregivers noted that they only went to the school when money issues arose. There appeared to be less engagement between male caregivers and school systems, potentially limiting their opportunities to improve their awareness and perceived value of education. As highlighted in the recommendation section, given the benefits female caregivers reported about engaging with schools, efforts should also be made to ensure there are accessible and relevant platforms for male caregivers to participate in.

Of the male caregivers who reported engaging with the school, their feedback was similar to that shared by female caregivers. For example, male caregivers suggested that, once they had engaged with teachers and become more aware of the attitude and capacity of their child in classrooms, they were more eager to follow up on their learning outcomes.

"I saw my child's report card and realised that their performance was dropping. So, I thought it was important to go and talk with the teacher. He [teacher] advised us what we could do for my child to help them perform better, and since that time we have seen improvements. We talked to our daughter and told her if she could follow a certain path that she would be able to be better than the other children and be better than her siblings. She heeded the advice and now I follow up with her to see how she improves."
(Male caregiver, Meru)

Awareness of potential pathways

The potential for a girl to find employment appeared to be one of the key influences for caregivers to support education. Once caregivers – male and female – were aware of the employment potential of their daughters, many positively responded to the investments required in education and reported commitment to ensuring that the girl in their care completed her studies.

"My daughter will not be like me who grew up looking after livestock. I am now old, and I am still looking after livestock. My work is difficult, I don't want that for her."
(Female caregiver, Laikipia)

Other caregivers noted the struggle that youth may have been trying to obtain a job and enter the labour market. Therefore, they valued that school was teaching their daughters the skills that would allow them to be self-employed and find their own income opportunities.

"When you perform well in school, I tell my daughter now that her income will [be] commensurate [with] that. Both boys and girls should go to school; they are equal, and they can be self-employed."
(Male caregiver, Meru)

"I have been a farmer all my life so I would like her to be formally employed or get into business and not a labourer like I have been."
(Female caregiver, Laikipia)

Engagement with boda boda riders

As highlighted throughout this report, the concern with boda boda riders appeared to be the relations some form with girls, which can turn into sexual relations, putting the girl at risk of pregnancy. Furthermore, community leaders and caregivers reported that the relationships between girls and boda boda riders are widely considered unequal. Boda boda riders were generally older and more likely to influence a girl negatively. Therefore, girls are at risk of harassment and abuse (sexual and physical) and are influenced to stop attending school or miss school days.

Interviews with boda boda riders highlighted that one of the most common concerns was girls' inability to pay for transportation and offering (or being influenced to offer/trade) sexual favours to boda boda riders in return for rides.

"We see it all the time here, there are girls who want to go somewhere or go to school, and they don't have money to pay for the transport and it is too far to walk. So, they suggest paying by using their bodies."
(Boda boda rider, Meru)

"One challenge is, most students come from poor areas and their families cannot afford to give them fares for transport, thus they end up walking long distances. You then find that there are students who are easily convinced by boda boda riders. They will provide them with a ride every day if the girl repays them with her body. This then becomes a habit where it changes into something else, and you get issues like STDs [sexually transmitted diseases] and pregnancy."
(Boda boda rider, Mombasa)

While this is not consistent with all boda boda riders, a group of riders in Mombasa suggested that they recognised this behaviour was negative and detrimental to girls, but they were also complicit in allowing such boys to "manipulate and use" young girls.

"We, as the boda boda guys, also contribute to this behaviour among our riders. We do not condemn those who are involved with schoolgirls, we just watch it happen and keep quiet so as to maintain working relations and not cause any issue among drivers."
(Boda boda rider, Mombasa)

As part of the Jielimishe project, boda boda riders were asked to participate in dialogue sessions to discuss supporting girls accessing school and condemning inappropriate relations between drivers and girls. According to riders, leaders or more respected members among the boda boda riders were invited to participate in such sessions. Riders highlighted that, following sessions, they were responsible for sensitising others about the importance of girls' education and the consequences of getting involved with a schoolgirl.

"We [boda boda representatives] had the responsibility to look out for children, even if they were not our own. We had the responsibility to sensitise other boda boda riders on the importance of girls' education and the consequences they face if they get involved with a schoolgirl. We took on the leadership roles to be at the forefront and support girls going to school."
(Boda boda rider, Mombasa)

The effects of the sessions with boda boda riders were challenging to measure, given that they was intended to support behaviour change among a larger group of riders. Therefore, this evaluation has relied on the information provided by boda boda riders and how they felt their sensitisation activities influenced other riders and contributed to improved outcomes for girls.

In Mombasa County, boda boda riders who participated in sessions highlighted additional sessions with other riders and attempted to sensitise them on the risks of being involved with schoolgirls. They reported that they attempted to highlight to younger riders the potential for getting them pregnant and/or going to jail for inappropriate relations with minors, which destroys the lives of their families. Riders from Mombasa suggested, that since they started this sensitisation work, they have seen reduced numbers of riders being involved with school-age girls, and they believe fewer girls have been dropping out of school.

The group in Mombasa also highlighted that, in addition to discussing the effects boda boda riders could have on a girl, they also discussed the issues it has on the image of boda boda riders and the effect it can have on their overall business and respect among the community. The group also suggested that the sector has become more stringent. No driver was allowed to carry a passenger without accepting a fair. If a driver was known to do so, they were dismissed from the sector and could no longer carry passengers legally.

Boda boda riders in Mombasa reported that, since becoming more aware of the issues and risks girls face in accessing schools, they have tried to be more proactive in supporting local communities and contributing to ensuring safe transport to and from school.

> *"We have been having talks with parents where we urge them to allow us to take their daughters to school even if they pay us at the end of the month. This way, we can ensure that the child gets to and from school safely and on time. In doing this, we are also held responsible for this child if anything happens. But this is how we can best protect girls and keep them safe from harm."*
> *(Boda boda rider, Mombasa)*

Riders in Mombasa further highlighted that, as a service, boda boda riders decided that they would not allow young men to stand on the side of the road with girls who were in uniforms going to school. If they did so, they were to be questioned. Riders felt this was a way to deter girls from meeting with boys on the way to school and missing classes.

Finally, riders in Mombasa also highlighted that they took the initiative to go into schools and talk to girls about the risks they face with some riders. They sought to build the awareness of girls about the behaviour of some riders and the actions they need to take to report misbehaviour from a rider.

> *"We have had several awareness sessions in schools. We meet with the students in classes of seven and eight and try to build their awareness on the risks of some boda boda riders and how some riders can lure girls into bad behaviour. We talk about the consequences that girls face if they follow these boys and then what they can do if they feel they are being harassed by a rider. By doing this, we have been able to create awareness since most of them were not even aware that some riders can be dangerous."*
> *(Boda boda rider, Mombasa)*

Riders in Laikipia highlighted that they, too, had either been directly involved in some dialogue sessions on girls' education or that they had been made aware of content discussed through other riders. Riders in Laikipia suggested that the engagement ICL had with riders during the project was beneficial because many riders had not previously considered the risks that girls face with regards to seeking transport from riders, and that it was an issue they could mitigate.

> *"Now, I think it is my responsibility to protect girls when they go to school. It is our job to stop girls from being taken advantage of. The Jielimishe project really helped us to see this. They talked to us about the experiences that girls have had with riders and the effect this has had on them. We knew that girls can get pregnant but I didn't think too much about it. But now I do."*
> *(Boda boda rider, Laikipia)*

Overall, the identification of boda boda riders as key stakeholders and their inclusion in the project strategy appeared to be particularly valuable. Directly engaging with riders was a necessary step, considering that girls regularly highlighted the risks female students faced regarding getting pregnant and being poorly influenced by riders on their way to and from school. Among those boda boda riders interviewed for this evaluation, sessions with the ICL team appeared to (1) increase their awareness of the risks girls face because of riders when going to school and (2) contribute to a greater sense of responsibility among riders to protect girls. This was in addition to maintaining a good and respectful rapport with the local community. Riders appeared to internalise lessons learned in these sessions and take an active role in trying to engage with caregivers, students, and other riders to ensure the sector did not contribute negatively to girls' education and that they could be seen as valuable stakeholders in supporting education for girls now and in the future.

This engagement with riders should be considered a project success. Such efforts should continue to be included in project design and strategy in the future to increase community ownership over education for girls and ensure necessary safeguarding practices are in place to support girls when accessing school.

Summary of Findings:

- Economic empowerment interventions which supported the uptake of economic-related interventions (such as poultry farming and managing goats) were reported to contribute to improved income for economically disadvantaged families.

- Families who were supported through the economic intervention project reported that they were able cover school-related costs and contribute to their household needs.

- Economic empowerment interventions offered a sustainable model for supporting lower economic households, whereby they could continue to earn an income to support education following the Jielimishe project.

- The current approach to selecting economic beneficiaries and informing communities on this selection process was relatively unknown. This appeared to cause some discontent among caregivers of other students as they felt they, too, should be supported economically. A more tailored approach to informing communities on how selection occurs can mitigate any discontent.

- Bursary support was a successful pathway for many students as it provided them with economic support to continue attending school.

- A notable challenge regarding bursary support was the sustainability of the approach. Many girls will likely be unable to find alternative funding post-project and, as such, will be in the same economic situation as they were prior to Jielimishe support.

- Caregivers reported improved awareness of the value of education due to engagement in community-based dialogue sessions.

- The most valuable pathways for improving attitudes appeared to be through increased engagement with the school and classroom teachers, and a greater awareness of pathways offered to girls with an education.

- Boda boda riders reported a greater awareness and commitment to supporting girls' education after they realised the risks the industry posed to girls accessing schools.

- Boda boda riders demonstrated commitment to ensuring girls arrived safely at school. This included reporting and excluding any riders who took girls without payment and behaved inappropriately; engaging with caregivers to set up a post-payment platform; and conducting discussion sessions in schools with girls to build their awareness of the risks they face with boda boda riders and how to report bad behaviour.

5.9 Project Sustainability

5.9.1 Data Collection Methods

Data collected for this section of the evaluation were comprised of primarily qualitative data sourced by Sayara's field teams in the targeted counties. This included narrative data from stakeholders including students, caregivers, community representatives, teachers, and head teachers. Additional data were also collected from key informant interviews with ICL staff and representatives of the Ministry of Education.

5.9.1. Findings

For the ICL team and Jielimishe project, sustainability was strongly considered and addressed throughout the project cycle. Sustainability focused on homing in on key aspects of the project, including key successes which can have a lasting impact on the lives of direct beneficiaries and make long-term contributions to education opportunities for others.

The endline evaluation team focused on understanding the positive contributions the Jielimishe project has made for marginalised girls, their families, and the education system in Kenya. Key areas of interest as part of this project included the following:

- Contribute to long-lasting girls' empowerment through education.

- Contribute to a conducive and enabling environment to support current and future generations of girls and boys to continue their schooling, transition successfully, and identify tailored pathways for improved livelihoods.

- Improve long-term conditions for families, so that they can financially support the retention of students in school.

- Contribute to overall improved teacher capacity in targeted schools, to ensure long-term quality education is provided to marginalised students at primary and secondary levels.

- Strengthen policies and practices within the Ministry of Education to support long-term commitment to building leadership and life skills through mentorship.

Overall, there were components of this project which have the potential to be sustainable and appear to be contributing to strengthening the quality of education provided to students in Kenya. Other key components were considerably less sustainable, and there is no immediate evidence that alternatives are in place to bridge the negative effects the end of this project could have on students and their families.

The following section looks at key areas of the Jielimishe project and assesses its potential for sustainable long-term outcomes, while highlighting components which may not be considered sustainable. Interventions have been broken into three thematic areas, based on previous GEC frameworks. These include school-level, community-level, and system/institutional-level interventions, as follows:

Table 20: Interventions by Level

School Level	Bursary Support
	Mentorship Programme (school level)
	Teacher Capacity
Community Level	Economic Empowerment
System Level	Mentorship Policy Development
	Capacity-building of MoE

Each of these sub-sections explores the extent to which interventions are sustainable:

- Extent to which net benefits will continue at the end of the project.

- Reasons why interventions may or may not continue at the end of the project.

- For component unlikely to continue, any negative effects this may have on the project impact.

- Key sustainability strategies.

- Barrier to continuation of activities.

SCHOOL LEVEL

Bursary support

The sustainability of bursary support is mixed. Firstly, the net benefits of bursary support will continue to some extent at the end of the project. Bursary support appeared to increase the level of commitment households had to send their daughters to school once they had seen benefits, including the increased motivation that girls had due to attending school without the anxiety connected to their fees. To that end, the positive impact that bursary support had on attitudes around education is likely to continue after the project's life.

However, a key area of concern is the sustainability of bursary payments themselves. Bursary payments to girls through the Jielimishe project will not continue after completing the project in March 2022. As such, a total of 8% of girls will no longer be able to rely on Jielimishe to ensure fee payments for school. Therefore, this is an unsustainable component of the project, which will have adverse effects on the potential for targeted girls to continue their schooling. In such cases, girls will be required to rely on alternative financial means to cover school fees. This may be difficult for families, given that most of the households interviewed in this evaluation continue to suggest that they do not have the financial means to cover education costs. To that end, one of the most concerning and common barriers experienced by students may again affect students and their potential to access schooling.

Given this reality, the project team have attempted to mitigate the effects of suspended bursaries. The project teams in Laikipia, Meru, and Mombasa highlighted that they had identified several pathways and potential alternative sources of funding to support girls. Potential pathways that teams pursued included:

Conducting community dialogue sessions with caregivers

Throughout the life of the project, community dialogue sessions took place to build awareness that bursary funding would not continue, and that families had to play a critical role in identifying alternative sources to support learning in the future. These sessions also included sensitising families on alternative sources for funding through local government funding opportunities and other local civil society groups or organisations that had funding available to support girls at schools.

> *"The government has some allocation for funding for school fees and the only reasons these caregivers didn't access them before was because they didn't know it was available or how to get it. We have helped build their knowledge on how to get such funding with the country government."*
> *(ICL project staff)*

Sourcing funding from Higher Education Loan Board

The project team also highlighted that they have worked with families to build their awareness on the Higher Education Loan Board. As reported by the Jielimishe team, girls can access money through the loan board to cover the cost of additional education.

Engaged with local organisations to take over funding efforts

In Meru and Mombasa counties, project teams highlighted that they worked closely in partnership with other organisations implementing education programming and providing bursary support to girls. Additional programmes were likely to also operate in the same intervention schools as Jielimishe. As such,

the ICL team have attempted to advocate for the other organisations to continue providing bursary support to girls who were supported under Jielimishe. This may prove to be a potentially good pathway but can be seen as no more than a 'band aid' which will cover costs until these projects discontinue.

Empowering school admin to source bursary support

The Jielimishe team reported that they worked closely with school heads and administrators to encourage them to identify funding pathways for girls in their school to cover fees. This involves schools raising funds from caregivers, school supporters, and any proportion of school budgets allocated to funding. It is unclear how successful this pathway will be, given that schools are required to source funding independently. In interviews, head teachers (especially those in Laikipia) highlighted that sourcing additional funding among caregivers would prove to be a considerable challenge, given that most families had a low economic status. Budgets for schools were also particularly limited and already allocated to key components of the school. If funding was to be allocated for bursary support, then additional funding would need to be provided by county ministries.

Mentorship programme

The mentorship programme under Jielimishe was a core component of the project sustainability plan. During the design phase of Jielimishe GEC-T, mentoring was considered and incorporated into the project sustainability strategy. The programme was intended to leave a sustainable impact at the school level in a couple of different ways. These included:

- Build long-term life and leadership skills among target beneficiaries.

- Strengthen the long-term capacity of educators to support the life and leadership skills of students.

Overall, the mentorship programme was reported among stakeholders to be a sustainable component of the Jielimishe project, one which stakeholders suggest will continue without the financial and technical support of the ICL team. This section will review the extent to which the planned sustainability outcomes have been met.

Build long-term life and leadership skills among target beneficiaries

As highlighted throughout this report, girls reported considerable improvements in their life and leadership skills due to their participation in the mentorship programme. Without repeating findings noted under Section 4.5: Mentorship, girls suggested that the skills obtained as part of the mentorship programme would continue to benefit them in and out of the classroom, in the present and the future. Caregivers' feedback reflected these sentiments, with female and male caregivers suggesting that the skills girls had taken from mentorship not only benefitted students now, but they foresaw that their children would continue to build on their confidence, capacity to communicate, and motivation to succeed. For the students who received mentorship support, the results (as reported by stakeholders) are likely to continue to benefit girls as they transition into other future pathways.

Barriers may become evident if girls are faced with a loss of self-esteem and confidence in the future. Teachers suggested this could occur if students cannot continue their learning after the end of Jielimishe and are no longer able to afford school costs. However, given the ICL team's efforts to try to ensure that

girls who require financial aid can receive it, mitigation plans are in place and should limit the scope of such an outcome.

Strengthen the long-term capacity of educators to support the life and leadership skills of students
As discussed in their evaluation, teachers were trained in life and mentorship skills. These skills, along with the capacity-building skills offered during the project cycle, can be considered sustainable outcomes to the extent that teachers continue to review and introduce such approaches and lessons into their work.

In instances where a mentorship programme like the one modelled in the Jielimishe project does not continue, target teachers will still have the skill set to integrate many of the critical lessons in the mentorship programme into the classroom. Teachers will continue to expose students to discourse and activities that promote positive life and leadership skills. However, a potential setback would be if teachers individually chose not to integrate mentorship into their classroom work, thereby preventing the sustainability of mentorship as a framework in schools.

As the project reaches closure, the ICL team should consider how they can better support teachers trained in mentorship to continue their lessons and activities, irrespective of Jielimishe engagement. Teachers can be provided with soft-copy materials they can continue to use in lesson planning and advocate for teachers to continue engaging in mentorship-related activities at a school level.

Teacher capacity
Building the capacity of teachers has a built-in component of sustainability, with the aim of not just equipping teachers with a skill set to use throughout the project cycle, but with a skill set and knowledge they will continue to use throughout their careers and share with other educators. The net benefits should continue after the end of the project. While they work in education, teachers will continue to take these skills with them to new roles and contribute to quality teaching for students.

The extent to which the type of training and learning opportunities provided to teachers during the project will be sustainable is much more mixed. The capacity-building opportunities offered to teachers will largely depend on several stakeholders moving forward, including school administration, Teacher Training Commission (TTC), and the Ministry of Education. The provision and funding of any form of training will be the responsibility of these three actors.

Throughout the project period, ICL has worked closely with these actors to push for more sustainable training provisions. According to ICL, the Teacher Service Commission (TSC) at county levels will become responsible for all coaching programmes following the end of Jielimishe. ICL are confident that the commitment that TSC has shown to continuing coaching programmes will make it sustainable and increase the scope of teachers included.

> *"The county-level officers at the TSC have already taken up the responsibility of planning coaching programmes. The next most important actors will be the heads of schools. They are the sole person responsible for coordinating coaching programmes in schools."*
> *(Jielimishe staff, National)*

ICL also highlighted that, as part of their sustainability plan, teacher coaches were identified and upskilled to support other teachers in the long term. ICL selected two teachers from each intervention school to be trained as peer coaches or teacher champions. Moving forward, these individuals are required to provide

ad hoc support to other teachers in their schools and continue to help increase the overall quality of education being provided. One potential setback is that any continued training and support will primarily rely on the motivation of the teacher champions and whether they are willing and able to continue providing such support. If teachers individually are burdened with additional responsibilities and are not renumerated for their efforts, then the motivation to provide support may reduce, resulting in few teachers being supported and trained.

The planning and efforts to ensure teacher capacity are sustainable were relevant and applicable. ICL has built a clear sustainability strategy into their teacher training approach, intending to hand ownership to the TSC, schools, and individual teachers to continue improving teaching outcomes. To that end, sustainability is now in the hands of these groups/individuals and the extent to which they will continue to stay true to their commitments and contribute to ongoing capacity-building for teachers in target counties.

COMMUNITY LEVEL

Economic empowerment

Economic empowerment was also a vital component of the project's sustainability strategy. Given that one of the most noted barriers to education was the poor financial status of families, identifying long term income opportunities for households was considered a practical approach. Caregivers noted that the economic empowerment project, as highlighted in section 4.6.1 Economic Empowerment, is a more maintainable approach to ensuring income that can be used to support their daughters' education.

The project team has also contributed to further supporting the sustainability of the intervention by ensuring more extended-term care was available to families who needed advice.

> *"ICL set up an extension service for caregivers for free. This will remain available after the project is finished. We have extension officers from the Ministry of Agriculture who are on board to provide support to caregivers when it is needed. We also have networks with other value chain organisations to whom we have referred families.*
> *They can get more information there for free."*
> *(Jielimishe staff, National)*

One notable weakness regarding sustainability, as highlighted by ICL staff, was that chicken-raising families in Mombasa were particularly limited in the number of birds they could keep. This was due to the urban setting, where families did not have land for farming. ICL attempted to expand their networks to rear chickens with other families who might have more extensive land to support these families.

> *"We are encouraging families to rear chickens with other parents who have land and a bigger space. If someone was in an urban area and doesn't have space to rear their chickens, they can still have flock somewhere else with families who have more space and then share the profits."*
> *(Jielimishe staff, National)*

SYSTEM LEVEL

Mentorship policy development

At the institutional / system level, the project had a considerable focus on supporting the uptake of the mentorship programme into national policy under the Ministry of Education. With the technical direction of ICL, the MoE has now adopted a policy on introducing mentorship into all government schools for students. This policy appears to have been adopted by the MoE because of how well it aligned with MoE priorities as highlighted in the National Education Sector Strategic Plan (NESSP 2018-2022) under Section 3. 1.3: Mentorship, Guidance and Counselling. This states: "Learners in education and training have varied personal mentorship needs. Increasingly, young people must handle issues dealing with career choices, sexuality, peer pressure, drug and substance abuse, harmful traditional practices and negative media influence, negative peer pressure, risky sexual behavior, psychological disturbance, poor goal setting, bullying, radicalisation, and violent extremism among others".

This policy now aims to promote mentorship, guidance, and counselling through the following activities:

1. Develop and implement mentorship program in primary and secondary schools.

2. Develop mentorship, guidance, and counselling policy and guidelines.

3. Establish mentorship units at the county level.

4. Recruit guidance and counselling teachers to impart knowledge to learners.

5. Build capacity of teachers (including those working in difficult situations) in mentorship, and guidance and counselling programmes.

6. Build capacity of learners on peer-to-peer mentorship.

At a system level, the mentorship programme demonstrates the potential to be sustainable and continue to benefit large numbers of girls across the country. Potential gaps or challenges now lie with the MoE and its allocation of resources to support the implementation of mentorship into schools. KIIs with MoE representatives highlighted that, to date, there appeared to be considerable motivation and that resources are being allocated to introduce mentorship.

Review of Project Sustainability Plan

The external evaluator reviewed the project sustainability plan. The plan primarily details the strategy to make mentorship a sustainable model in schools and a national-level policy that the MoE would likely adopt in its policies. However, the plan did not readily address other project areas to consider their sustainability. For example, the plan reported no immediate strategies to support teacher capacity sustainability, economic empowerment, or even how to counter the effects of removing bursary support at the end of the project.

A more considered and holistic approach to sustainability could have been considered at earlier stages of the project and accurately documented in the same detail as that of the mentorship interventions. This would have helped the team more accurately plan and address potential concerns in sustainability, such

as bursaries, and build and promote key sustainable activities such as the economic empowerment project. This document could also have been updated throughout the project cycle, allowing for new reviews of project activities and their sustainability.

5.10 Value for Money

Overall, the project delivered reasonable value for money (VfM). As highlighted, the project demonstrated relevance to the primary needs of target stakeholders and was effective in improving overall learning outcomes, transition rates, community attitudes, and life and leadership skills. The following section details the extent to which the project offered value for money, considering both short-term and long-term value for money. Broad-based cost-effectiveness analysis was not possible given the available data and lack of meaningful comparison benchmarks.

The table below highlights unit costs per output in Ksh and GBP for the implementation of the project on an annual basis. For example, to achieve output 2 for 10,123 learners, the Jielimishe project spent 33 GBP per learner per year.

Table 21: Project Outputs in Budgeting Framework

Output Type	Output Description
Output 1	60 schools with improved teaching skills and practices.
Output 2	10,123 girls motivated to stay in schools, learn, and transition due to mentorship and life skills.
Output 3	Improved access for marginalised girls to TVET as an alternative pathway to education.
Output 4	60 communities with improved responsiveness and involvement in girls' education.
Output 5	Increased household income for parents to support girls' education.
Output 6	Strengthened collaboration with MoE for increased sharing and use of evidence for better education management.
M&E	M&E costs.
Central Administration	Staffing and project team costs.

Table 22: Project Budget per Output

			Output 1	Output 2	Output 3	Output 4	Output 5	Output6		
		Total	Teachers	Learners	TVET girls	Community Members	Households	BoMs	M&E	Total
Grand Total Cost	A	5,598,076.00	982,719.00	1,354,042.00	571,544.00	808,105.00	432,389.00	117,949.00	600,799	730,528
Total Number of beneficiaries	B	61,182	300	10,170	3,472	45,000	2,000	240	--	--
Unit Cost Per Annum (Pound)	C	23.00	819.00	33.00	41.00	4.00	54.00	123.00	--	--
Unit Cost Per Annum (KES)	D		122,840	4,993.00	6,173.00	673.00	8,107.00	18,430.00	--	--
Benchmark Average – Government Capitation (KES)	E		415,944	22,444						

Relevance

Overall, investments were effectively targeted to engage with and support girls' education in Laikipia, Meru, and Mombasa counties. In most cases, optimal resource allocation was evident, with activities focused on mitigating existing barriers and engaging with the most relevant and influential stakeholders.

The key barriers identified at the baseline and then re-reviewed at the midline and endline were addressed either through short-term or long-term mitigation, such as finance issues, transportation, and earlier marriage. The most vulnerable girls were identified and supported in most circumstances, including through engagement with their caregivers. Gaps were noted in the extent to which more marginalised sub-groups – such as girls with disabilities, married girls and those who are mothers or orphaned – were directly engaged in interventions. There was also an awareness of the key role that community plays in strengthening educational commitment and retention in schools and the influential role boda boda drivers can have in supporting safe school access. Moreover, engaging with the MoE throughout the project process went far to ensure that efforts and interventions were closely aligned to the Ministry aims and that the Ministry was actively involved in reviewing and providing feedback to the project team. The project also allocated funding when the project adjusted its approach during the COVID-19 pandemic and identified remote learning opportunities for students.

However, potential inefficiencies in resource allocation included how heavily investment was made in educators over primary beneficiaries. The upskilling of teachers included the provision of continuous professional development, such as teacher coaching, peer support groups, and mentoring. The cost of supporting the 300 teachers who were part of this project was a total of 819 BP per annum (see table above). This accounted for 17% of the budget. However, funding allocated for girls appeared to be much more cost-effective. For this project, a total of 10,170 girls were targeted at a unit cost of 33 BP per girl per annum. This included peer support groups for girls, the establishment of girls' clubs, mentorship, and sanitary towels. This accounted for 24% of the overall project budget. The overall relevance of resource provision should be considered, given that such a large allocation was focused on a smaller number of teachers rather than addressing the immediate needs of primary beneficiaries and sub-categories of girls – and the barriers that inhibited them from accessing school and transitioning. Given the resource allocation was proportionately higher among educators than the primary beneficiaries, and with the marginal improvement in learning outcomes noted at the midline, such high investment may not be as beneficial as suggested in the project design.

Effectiveness

The project demonstrated some promising outcomes that should be considered good value for money. These included mentorship efforts to boost life and leadership skills, and the provision of key financial support such as the bursary payments for underprivileged girls.

Areas that potentially demonstrated less value for money in terms of effectiveness were the extent to which changes in attitudes and behaviours towards education were influenced by community-based dialogue and teachers' impact on learning outcomes for students.

Mentorship

As this report highlighted, a key contributor to improved outcomes in all areas of the project – including learning outcomes, transition, attendance, and overall sustainability – was implementing mentorship sessions. As the project highlighted, the interventions which focused on building life and leadership skills were strong drivers of effectiveness. Not only did mentorship activities reportedly improve self-esteem and confidence, but they also reportedly contributed to higher transition rates and learning outcomes. Girls highlighted that, as a result of mentorship, they felt more committed to learning and continuing their education. They also commented that they were more aware of the risks and challenges that they might encounter in life if they did not complete secondary learning. To that end, the evaluation team considered that the mentorship interventions were a good investment and offered significant value for money in terms of meeting the expected outcomes (transition and learning) among targeted beneficiaries.

Furthermore, the investment in mentorship appeared to have even broader influence outside of the primary beneficiaries in schools, making it a cost-effective investment on a per-learner basis. Caregivers, too, noted that they had increased engagement in schools when they saw improved confidence and self-esteem among their daughters, which reportedly contributed to greater commitment to encourage and support their daughters to continue learning. Furthermore, the influential mentorship results were also noted by the Ministry of Education and contributed directly to the development of the Mentorship policy, which has been introduced to government schools across the country. This, therefore, offered additional value for money for the mentorship intervention, as the impact of the activities not only directly improved the outcomes of girls but reached a much broader audience and will likely then impact a much larger number of girls across the country in the near future.

Provision of bursary support

The provision of bursary support appeared to be cost-effective in the short term, but its sustainability remains a major detractor from a value for money perspective. As this evaluation has highlighted, girls and caregivers continuously noted that the biggest barrier for them to access school was financial. The provision of bursary support to girls was an effective and efficient response to these barriers and, based on transition data highlighted in section 4.3, contributed to almost 100% transition rates among students. Bursary support required little intervention on behalf of the project team and ensured that girls were able to mitigate their more burdensome challenges regarding education. As discussed later, however, the provision of bursary support should only be considered short term, and the sustainability of the intervention was very limited.

As noted, some components of the project may not have been as effective in terms of value for money as those previously mentioned. This included the provision of ongoing teacher capacity support. While teachers self-reported higher competencies and greater confidence in the classroom, this did not appear to measure up at the midline when reviewing learning outcomes. The evaluation team cannot say this is

conclusive, as endline learning data were not collected. Nevertheless, if the same trend was notable at the endline, then there would need to be consideration of the amount of money spent on teaching without apparent differences in learning outcomes among students.

Efficiency

The project was delivered on time and on budget. Despite the COVID-19 pandemic, the project did not, reportedly, go over budget or face any immediate delays in terms of delivery and expenditure of allocated funds.

Table 23: Project Budget and Expenditure Comparison

	Output 1		Output 2		Output 3		Output 4		Output 5		Output 6		M&E		Administration		Total
	B*	E**	B	E	B	E	B	E	B	E	B	E	B	E	B	E	
Total % of allocation and spending	17%	17%	24%	24%	10%	10%	14%	14%	8%	8%	2%	2%	11%	11%	13%	13%	94%

*Budget ** Expenditure

As highlighted in Table 23, expenditure appeared to consistently meet budget predictions. The COVID-19 period did not appear to influence expenditure.

Discussions with the project team suggested that there were no immediate delays in delivery due to COVID-19. ICL staff highlighted that staff attrition was a challenge throughout the project period, causing some delays in monitoring or follow-up with stakeholders. However, overall, attrition did not cause any notable delays.

Security concerns in Mombasa reportedly delayed some of the community-based interventions but these were rescheduled. There was no immediate evidence that suggested the delay in community dialogue had an impact on the fidelity of the project or the efficiency of workplans.

Overall, the project appeared to be delivered efficiently. The project was delivered in a timely manner, without immediate delays that impacted the workplan. While the COVID-19 pandemic influenced how learning took place, an adaptive management approach allowed the project team to shift learning to a remote programme.

Sustainability

For the purpose of this study, sustainability refers to the extent to which net benefits of the intervention will continue or are likely to continue. The evaluation team found that some components of the Jielimishe project offered long-term sustainability and had potential for upscaling. Mindsets and systems of operating also appeared to have shifted as a result of project interventions and likely to continue the long-term outcomes of project interventions.

Firstly, as highlighted in Section 4.7, the most sustainable interventions and strategies included:

- Economic empowerment support to caregivers

- Life skills and leadership skills obtained by girls

- Shifts in mindsets among caregivers and community members (such as boda boda riders)

- Improved teaching capacity among targeted educators

The set-up of financial support through the economic empowerment intervention appeared to offer greater value for money. Households, who previously could not afford to pay for schooling themselves, were now provided with and taught how to manage small income-earning opportunities, like poultry raising and goat farming. Families noted that due to the income-generating opportunity, they could afford to pay for the school fees required for their daughters and had additional money available to support basic needs in the household. Therefore, the value for money for this intervention must be considered much higher, as it not only mitigated the financial barriers about accessing school but provided longer-lasting outcomes and results that supported families outside the scope of only education.

Despite the endline being unable to statistically measure girls' life and leadership skills, they individually felt more empowered and confident in themselves. Throughout the project, girls attributed these changes to their participation in mentorship activities over a prolonged period. To that end, there is a clear sustainability finding due to the prolonged exposure and engagement in mentorship related activities. The value for money is in the ongoing life and the leadership skills girls will have moving forward. Investment then in increasing exposure to life and leadership skills is a key lesson to support sustainable change in education programming.

The sustainability of lessons learned among teachers as a result of continued professional development appeared to offer somewhat sustainable value for money. The prolonged exposure to learning opportunities partnered with the establishment of no-cost associated interventions like teacher learning circles appeared to ensure that teachers will continue to utilise their skill sets in the future and continue to support students' learning in the foreseeable future.

Key activities that do not offer value for money in terms of sustainability include:

- Provision of bursary support

- Provision of sanitary pads

Although transition data highlighted that girls who were part of the bursary programme improved their transition rates to almost 100%, bursary support and the provision of cash transfers to families did not necessarily offer long-term value for money. After completing the project, families who received scholarship support but were not part of the economic empowerment programme would likely be in the same financial position they were prior to financial support.

Girls also noted that the provision of sanitary pads was a useful component of the project and helped them to manage menstrual hygiene more effectively; the value for money in terms of sustainability is far more limited. After completing the project, the provision of sanitary pads will stop, and girls will be required, again, to source their own sanitary resources. A more sustainable approach potentially offering better value for money could be the provision of reusable sanitary pads or helping girls and/or local communities to identify more cost-effective options for managing menstrual hygiene.

Overall, the project demonstrated some sustainable outcomes that can be considered value for money. The project contributed to sustainable improvements in life skills and leadership skills in girls, built the capacity of teachers to continue supporting students in schools after the life of the project and contributed to some mind shift among stakeholders. These outcomes were all considered value for money in terms of sustainability. They offered ongoing benefits to stakeholders after the project's life and the opportunity to continue sharing the outcomes of these interventions with larger groups of girls, communities, and educators in the future.

However, considerations should be made to adopt and upscale interventions. For example, the Ministry of Education currently spends an average of 22,444 KES per child in a government secondary school. While these rates are not comparable because government spending is allocated to different inputs than those of the Jielimishe project, the total spending on each child to provide the additional support such as bursary, mentorship, and additional learning activities equated to 22% of the total costs of each girl. The evaluation team cannot measure whether this is considered value for money as the two allocations of funding are different, but it does highlight that – should the MoE wish to consider the same interventions as provided through Jiemlishe – an additional 22% would be required. Output 1 had the largest unit cost at 3,276.00 British Pounds per teacher, and 819.00 British Pounds per annum (122,840.00 KES). This spending included the provision of capacity-building support for teachers in targeted schools. This was in addition to the current 415,944 KES spent on teachers per annum through the MoE, requiring an additional 30% of funding to meet the same inputs.

6. CONCLUSIONS

The project appeared to succeed in improvements across most project outcomes. Across all project areas, stakeholders identified key improvements in their attitudes, behaviours, knowledge, and access to schooling.

Learning Outcomes

At the endline, learning outcomes were not measured and, therefore, could not be compared with midline and baseline results. Nevertheless, feedback from students suggested that they felt that their capacity to learn and motivation to engage in learning had improved considerably throughout the Jielimishe project. Students suggested that the most significant contribution to improved learning was classroom attitudes, in that girls had been able to increase their confidence and self-esteem throughout the project and were, therefore, more committed to learning. Girls attributed their improved learning to key activities such as using ICT in the classroom, group work, and classroom-based discussions where students participated in a question-and-answer format. In short, opportunities to engage in discussion and adopt student-centred approaches appeared to be the most appreciated and beneficial.

Key barriers that were reported to impede learning included any experience of low self-esteem in the classroom, relationships outside of school which led to distractions in academics, limited finances for school supplies and school fees (excluding girls who received bursary support), and low capacity of some educators to provide additional support and varied learning options.

COVID-19 appeared to harm girls' learning, as many girls suggested that they did not engage in learning during the break, despite being provided with materials. Girls also suggested that they felt they had slipped in their learning outcomes after returning to school and needed to re-motivate themselves to get back into learning and make up for any learning loss.

Transition Outcomes

Transition outcomes among students were reported to have improved across the project's life. This was primarily associated with improved motivation and commitment to school among both students and caregivers. Students suggested that being engaged in mentorship activities and adopting a better understanding of potential pathways for them in the future helped build their confidence and

commitment to continuing their grade levels and successfully transitioning from grade to grade and school level to school level.

Girls who had bursary support were reported to have had the greatest transition rates. Data suggested that these transition rates were on average 98%, suggesting that the mitigation of financial burdens was a pivotal contributor to improved transition.

Mentorship Outcomes

The most valuable changes were noted to be the mentorship and economic empowerment interventions. The mentorship programme had a multi-level impact on girls across the project. As a result of participation in mentorship activities, girls reported increased self-confidence, self-esteem, higher motivation to pursue employment or academic pathways after school, and a more considered and mature approach to relations within and outside the household. While this finding could not be quantified, the narrative feedback indeed suggested that the value of mentorship was far-reaching and benefitted most aspects of the project and project stakeholders.

Those who benefitted most from mentorship were girls who were selected to be peer mentors. These girls were exposed to more content and discourse. They were, however, also responsible for disseminating the learning they had in their sessions. This proved to be particularly challenging for girls and limited the impact the mentorship programme could have on a broader range of girls in schools.

GESI Results

The project was assessed to be 'GESI Accommodating'. While the necessary gender equality components were addressed, there were still some notable gaps in how social inclusion was a primary component of project design and intervention (not accounting for sub-groups such as girls with disabilities, girls who were married or mothers, and girls who were orphaned).

Economic Empowerment and Community Engagement

While much smaller in scale, the economic empowerment component appeared to offer considerable value to the families who were targeted. These households were offered a sustainable and independent solution to limited income. The economic intervention support enabled families to cover education costs and contribute to meeting basic household needs, such as food and clothes. Families were upskilled throughout the project and had the necessary knowledge to manage their activities post-project. This project component should be considered a sustainable success that offers considerable value for money.

Community engagement also appeared to have improved over the course of the project. Female participation was noted to be greater than that of male caregivers, suggesting room for improvement in how the project engaged with men. However, caregivers who noted improved attitudes towards education suggested it was less to do with community dialogues in the community and more to do with direct engagement with schools. The opportunity to speak with school classroom teachers and access

reports and evidence of learning outcomes was a greater indicator of improved engagement with education.

Teacher Coaching

While noted to be particularly valuable among educators, teacher coaching offered mixed results. Academic results from the midline suggested that girls studying with teachers who had been supported under the capacity-building efforts did not necessarily perform any better than schools with teachers who had not been supported. Furthermore, this project component was particularly cost heavy, accounting for 17% of the total budget and the largest unit price. Teachers, however, were overwhelmingly positive about the learning experiences they had over the project cycle and suggested that they had indeed improved in their skill set. Classroom observations reflected these sentiments, with all teachers being able to demonstrate core teaching skills like adopting student-centred learning methods, engaging in classroom-based discussion with all students, and introducing ICT based methods for learning.

To that end, it is not particularly clear how successful the teaching capacity component of this project was but, given that teachers self-reported increased capacity and confidence, this should be considered a layer of success.

Sustainability

The project offered some critical sustainable interventions. These included the development of a mentorship guideline, which has been rolled out by the MoE across the country in public schools. Given the benefits that mentorship appeared to offer girls in the Jielimishe project, if a similar model is adopted, notable changes should also be possible among other MoE-supported schools.

Another key sustainable outcome was the economic empowerment intervention, which provided families with income-generating opportunities. The approach was sustainable because it gave families complete ownership over their activities and offered them a long-term opportunity to earn. This also appeared to be a particular area that could be considered for upscaling in the future.

Areas that did not prove to be sustainable included the provision of bursary support to marginalised girls. Upon completion of the project, the bursary support will end, and families will be responsible for identifying and sourcing their own finances to continue to support learning. This is likely to lead to many girls being unable to continue learning if income concerns were their primary barrier to education.

Value for Money

The project overall offered some value for money. The project mostly allocated appropriate resources where necessary. This included identifying the right stakeholders and introducing optimal interventions in terms of spending. This includes the allocation of resources for students in schools, economic empowerment efforts, and TVET spending. Nevertheless, significant resources were allocated to training a smaller number of teachers with unclear results on the outputs.

Furthermore, resource allocation could also have been reviewed regarding the effectiveness of community dialogues compared with the set outcome of improving attitudes towards education. As highlighted, schools may have better allocated resources to build their networks and communication platforms with caregivers. The provision of bursary support for students was also effective spending of money, as it appeared to contribute to very high transition rates directly. This, however, was a short-term approach, and there were limitations in terms of value for money about sustainability.

The project appeared within budget range in terms of expenditure and completed all set interventions identified during the design phase. While some issues of staff attrition and pockets of conflict in target counties may have caused minor delays, the project overall was able to deliver its intended outputs on time. Furthermore, based on expenditure data provided on COVID-19, there did not appear to be significant delays in programming either. Instead, this led to an adjustment in programming to ensure girls could continue their learning throughout the COVID-19 pandemic.

7. RECOMMENDATIONS

Learning Outcomes

- As noted among students, key contributions to improved learning were increased confidence, self-esteem, and motivation in their studies. This supported girls to become more focused on their studies, more engaged in classroom learning, and more willing to complete additional studies to support their classroom work. To that end, efforts that continue to support confidence-building and self-esteem should be prioritised and incorporated into mentorship sessions and classroom-based activities. Such an approach will provide girls with prolonged exposure to confidence and self-esteem related to discourse and logic and will be more likely to continue building girls' motivation and commitment to learning.

- Students noted that ICT contributed to classrooms and helped them learn lessons through multi-layered learning. Students suggested that, previously, they often had to rely on learning through lecture-based approaches in class or textbooks, but the introduction of ICT allowed them to engage with illustrations, cartoons, and videos as a means of learning. A recommendation is to continue investing in ICT support in classrooms to provide students with more interactive and varied ways of learning. This will also require greater investment in schools in ICT material to support such classroom-based approaches to teaching.

- Remote learning proved challenging for students, with many suggesting they were unmotivated and felt unengaged in learning during the school closure period. While the Jielimishe project attempted to engage learners with remote learning options and support teachers to engage with learning through mobile phones, a more considered approach may be needed. Such an approach needs to keep all students accountable for their learning and performance. This may include a more formalised approach to managing learning and asking teachers to build on their ICT skills to promote more interactive learning remotely. Alternatives are also needed for students who cannot access devices such as mobiles, tablets, and computers. This was particularly pertinent among the most marginalised students who lacked the funds to access such learning platforms. In such instances, the focus could be on providing teachers who can be community-based or providing a space for students within target communities to engage in learning in a local home, church, or mosque.

Transition Outcomes

- Transition appeared to be most successful when caregivers and the local community were committed to supporting school access and when girls felt more motivated to continue their learning. A key component to support transition in the future is the continuation of engaging caregivers (male and female) closely with school-related activities and ensuring that schools are providing regular updates to parents on the progress of their children.

- There were limited direct interventions in the programme to support mothers or married girls. Approaches, where apparent, were ad hoc and differed from school to school. While the evaluation team recognises that a 'one model fits all' approach may not be appropriate for such students, ICL is well-positioned to support schools to identify more flexible transition pathways. This could include more flexible study hours and additional home-based learning options.

Teacher Quality

- Professional coaching was noted as the most valuable means of building teachers' capacity. The one-on-one model allowed teachers to focus on their individual techniques and receive real-time support to improve their teaching approaches. Only a small selection of teachers was exposed to professional coaching. Attempts at introducing such training, even at a school level, should be a focus for the future on a larger scale. This could involve bringing an external teacher into schools or having teachers within existing schools support one another through direct observations and feedback.

- ICT training was reported to be a valuable contribution to the classroom and student learning. Continued support – to increase ICT training for teachers and to ensure teachers are provided with the necessary resources – will go a long way towards institutionalising ICT as a classroom approach.

- ICT training should be continuous, whereby teachers can access ongoing support and training sessions. This will be particularly beneficial for the teachers who reported that training under Jielimishe was fast and who felt they did not have sufficient time to internalise learnings and practice them under supervision.

- Following the COVID-19 pandemic, many teachers felt they were still not appropriately equipped with the skills to conduct quality remote learning. Additional training should be included in future teacher capacity-building to support teachers with remote learning models to ensure they are prepared for instances where remote learning is required again in the future.

Mentorship

- Girls identified and supported as 'peer mentors' reportedly benefitted the most from the mentorship programme. Girls highlighted that, despite being given the responsibility to share learnings with other students, they found it challenging and were often unable to do so. Attempts should be made to expose all girls to the same lessons as those shared with peer mentors. A shift

to more classroom-based approaches could support such an option. Girls would be provided with the opportunity to engage in mentorship activities and discussion within class time, and the responsibility of sharing messages would not be burdened on 'peer mentors'.

- Students reported the value of having small or one-on-one sessions in mentorship. This allowed them to ask questions and follow up on ideas of interest. School-level sessions were suggested not to be as effective because girls could not readily engage. Efforts should be made to ensure that mentorship programmes allow opportunities for girls to engage in discussions in smaller groups, or a representative should be made available for girls to contact if they wish to engage in further discussion.

GESI Results

- The project was considered to be 'GESI Accommodating'. Gaps were noted in the extent to which (1) social inclusion was considered and (2) sub-categories of girls were directly supported through Jielimishe interventions. Future design and strategy should consider introducing interventions to support the most marginalised girls directly (including girls with disabilities, orphans, mothers, and married students). This will ensure the project is not just supporting 'girls' but also directly recognising the sub-categories of girls within the project and encouraging an equitable platform for learning.

Community Engagement

- It may be important to engage more closely with local communities to articulate the strategy behind economic interventions for future interventions. As data highlighted in the evaluation, there appeared to be a considerable number of families who reported discontent that they were not considered for economic support. These families suggested they had little to no understanding of how the selection process occurred.

- While the evaluation team recognises that the Jielimishe project could only economically support a small sample of families, not publicly justifying the selection can cause discontent towards ICL and the rapport they have with communities. To that end, project teams should consider explaining selection processes so that families who do not meet the necessary criteria understand why they have not been selected. This step should reduce the risk of conflict within communities and towards the project.

- Caregivers, predominantly female caregivers, responded well to receiving school information and academic scores through text messages. Therefore, the evaluation team recommends that ICL should continue such a strategy in future interventions. Caregivers reported positive attitudes and increased commitment in schooling through the use of such an accessible platform.

- Male caregivers appeared to be much less engaged in school activities than their female counterparts. Given that female caregivers noted such positive experiences and improved attitudes towards schooling after being engaged in school-based discussions, efforts should be made to build a platform to encourage male caregivers. This is especially pertinent as the male

caregivers take on the leading decision-making role within the household; ensuring their buy-in will be key to higher retention and transition rates.

Sustainability

- A primary concern post-project is how girls supported through bursary payments will be able to continue attending school if they cannot afford school finances or cannot source alternative financing. Economic empowerment among caregivers appeared to be a successful platform and provided caregivers with an independent opportunity to generate an income. For future interventions, it should be considered how to upscale this approach to support a more significant number of girls so that more sustainable income can be sourced to support schooling.

- Girls were provided with sanitary pads throughout the project period. However, this was not a sustainable model and, following the project, girls will no longer have access to such resources. Alternatives should be considered for the future, such as potentially using reusable sanitary napkins or supporting communities to identify more cost-effective options for managing menstruation.

Value for Money

- Caregivers noted that their increase in motivation and commitment to their children's learning resulted from more regular engagement with the school. Therefore, in the future, resources should be focused on developing and supporting the growth of relationships between caregivers and schools. This should include developing a network of communication, more regular platforms for discussions, and community-based opportunities for caregivers who cannot reach schools to engage and have discussions.

- A review should be conducted of costs associated with teacher capacity-building. Given that teachers had the highest unit cost across the project, it was not considered to be cost-effective. The evaluation team recommends considering how more teachers can be involved in the programme or how sessions can be adjusted to be more school-based and draw on existing skills within schools to cut costs.

ANNEXES

Evaluation Questions

Primary Evaluation Question	Sub-Question/Line of Enquiry	Source	Method

Relevance General: Relevance is centred around the question, "Is the intervention doing the right things?"	To what extent were the objectives and design of the project including the underlying theory of change valid, and did they contribute to improved learning, transition through the various pathways and enhanced sustainability in the quality of learning for the project beneficiaries?
	
	• To what extent did capacity building support to teachers correspond with learning outcomes or improved learning experiences?
	• What was the key added value of participation in the mentorship programme?
	• What was the key value of community-based engagement and how did this contribute to improved learning, transition outcomes and overall sustainable attitudes towards education for girls?
	• What was the value and impact of the economic empowerment programme? How did this contribute to improved education outcomes among girls?
		▪ Girls
		▪ Boys
		▪ Caregivers
		▪ Community representatives
		▪ Project staff
		▪ MoE
		▪ Teachers
		▪ Teacher observation data
		▪ Existing learning data
		▪ Project evaluations
		▪ Programme reports
			▪ Focus Group Discussions
			  o Girls
			  o Boys
			  o Caregivers
			  o Community Representatives
			▪ Key Informant Interviews
			  o Project Staff
			  o MoE
			  o Teachers
			▪ Desk review
			  o Learning data
			  o Project evaluations
			  o Programme reports
			▪ Classroom observations
			  o Classroom teachers

	To what extent did the projects activities remain responsive to the needs, priorities, and policies of the beneficiaries and partners when the circumstances changed due to COVID 19?	▪ Girls
		▪ Boys
		▪ Caregivers
		▪ Community representatives
			▪ Focus Group Discussions
			  o Girls
			  o Boys
			  o Caregivers

	• To what extent did the project meet the capacity needs of teachers? Did their remain in gaps in their capacity that were not addressed?
	• To what extent did the mentorship programme cover gaps in leadership and life skills among girls? How did these improved life and leadership skills correspond with improved education outcomes and future opportunities?
	• How did the provision of economic support address barriers which were faced by girls with regards to access and retention in school?
		▪ Project staff
		▪ MoE
		▪ Teachers
		▪ Project evaluations
		▪ Programme reports
			o Community Representatives
			▪ Key Informant Interviews
			  o Teachers
			▪ Desk review
			  o Project evaluations
			  o Project reports
			  o Mid-term response plan

	How appropriate was project's response to the effects of the pandemic on retention and drop-out of girls, particularly those at most risk of drop-out and girls with disabilities?
	
	• What was the project's response to the effects of the COVID pandemic?
	• What were the opinions and experiences of stakeholders with regards to the project's response to the COVID pandemic?
	• How did the project tailor COVID responses efforts to ensure further marginalised girls could continue learning (disabled, socio-economically poor, geographically remote)
		▪ Girls
		▪ Boys
		▪ Caregivers
		▪ Community representatives
		▪ Project staff
		▪ Teachers
		▪ Existing learning data
		▪ Project reports
			▪ Focus Group Discussions
			  o Girls
			  o Boys
			  o Caregivers
			  o Community Representatives
			▪ Key Informant Interviews
			  o Project staff
			  o Teachers
			  o Head teachers
			▪ Desk review
			  o Project reports
			  o Mid-term response plan

	(b) What were the main challenges in addressing the barriers to retention?	▪ Teachers
		▪ Girls / Boys
		▪ Caregivers
		▪ Project staff
			▪ FGDs
			  o Boys
			  o Girls
			  o Caregivers
			▪ KIIs
			  o Project staff
			  o Head teachers

Coherence General: "How well does the intervention fit with other interventions?"	To what extent was mentorship consistent with and complementary with other interventions and policies? • Back to school policy • Sanitary towels policy • 100% transition
	
	• What are existing policies and interventions to which mentorship offers value?
	• To what extent did the mentorship programme offer additional value?
		▪ Girls
		▪ Teachers
		▪ Caregivers
		▪ Project staff
		▪ MoE
		▪ Project documentation
			▪ FGDs
			  o Boys
			  o Girls
			  o Caregivers
			▪ KIIs
			  o Teachers
			  o Head teachers
			  o Project staff
			  o MoE
			▪ Desk review
			  o Project reports

	How did the project influence government policies on mentorship? • To what extent has the mentorship programme be adopted by government representatives		o Evaluations

	To what extent has the project worked within school and community level structures to support return to school and retention of beneficiaries across all sub-groups during the COVID-19 pandemic?
	
	• How did the project support school in the back-to-school process after COVID?
	• How was this approach capable of meeting and reaching all sub-groups of students?
	• Were there key components which were highly effective and those which were not?
		▪ Teachers
		▪ Caregivers
		▪ Community representatives
		▪ Project staff
		▪ MoE
			▪ FGDs
			  o Boys
			  o Girls
			  o Caregivers
			▪ KIIs
			  o Teachers
			  o Head teachers
			  o Project staff
			  o MoE

Efficiency General: Efficiency is centred around the question "How well are resources being used?" and looks at the extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.	To what extent did the project deliver the intended results in an economic and timely way to deliver value for money (VfM)? • What percentages of funding was allocated to transaction costs and unit costs? • To what extent did spending on project outcomes align with value for money? • Which components of funding offered long-term value for money, and which were primarily short term? • Can the allocation of short-term spending be justified for the outcomes experienced by stakeholders?	▪ Project budget / project spending ▪ Project staff ▪ Learning data ▪ Observation data ▪ Project output reviews	▪ Desk review ▪ KIIs o Project staff ▪ Project monitoring data

	Was the project managed efficiently? To what extent did the project adopt and apply 'adaptive management' practices?
	
	• What was the project management strategy? Were there any key strategies which worked well and those which did not?
	• To what extent did management take an iterative approach to overcoming challenges throughout the project? What are key examples? Were there challenges adopting an adaptive / iterative approach?
		▪ MoE
		▪ Project staff
		▪ Teachers
			▪ KIIs
			  o MoE
			  o Project staff
			
			▪ Project monitoring data

	To what extent did mentorship deliver results in an economic and timely way?
	
	• What was the cost of delivering mentorship support compared the value of outcomes?
	• What mentorship approaches worked in different contexts
		• Project staff
		• Girls / Boys
		• Project documents
			• FGDs
			  o Boys
			  o Girls
			• KIIs
			  o Project staff
			• Desk review

Effectiveness General:
Effectiveness centres around the question "Is the intervention achieving its objectives?"
	To what extent were the objectives and intended results of the project achieved?
	
	What were the major factors influencing the achievement or non-achievement of the objectives of the intended results of the project?
	
	What were the key transition outcomes of students and what value was placed on such transition pathways?
	
	• How did this differ for TVET students?
	• What were the key outcomes for TVET students?
	• How sustainable and cost effective are TVET pathways?
	
	To what extent has the project led to improved quality in education, particularly with regards to teaching capacity and quality of learning environments
	
	• What components of the project were the most influential?
	• Which components were least influential?
		• Girls
		• Boys
		• Caregivers
		• Community representatives
		• Project staff
		• MoE
		• Teachers
		• Teacher observation data
		• Existing learning data
		• Project evaluations
		• Programme reports
			• FGDs
			  o Girls
			  o Boys
			  o Caregivers
			  o Community Representatives
			• KIIs
			  o Project staff
			  o Teachers
			  o Head teachers
			• Classroom observations
			  o Teachers
			• Desk review

	To what extent were the girls motivated to stay in school, learn, and transition due to mentorship and life skills?
	
	What components of learning, transition and mentorship proved to be the most valuable to beneficiaries?
		• Girls
		• Boys
		• Caregivers
		• Community representatives
		• Project staff
		• Teachers
		• Mentors
			• FGDs
			  o Girls
			  o Boys
			  o Caregivers
			  o Community representatives
			• KIIs
			  o Project staff
			  o Teachers
			  o Head teachers

	To what extent did mentorship improve the self-confidence of the girls and increase their motivation to stay in school?
	
	• To what extent did girls report improved confidence because of their participation in mentorship work
		• Girls
		• Boys
		• Caregivers
		• Community representatives
		• Project staff
		• Teachers
		• Mentors
			• FGDs
			  o Girls
			  o Boys
			  o Caregivers
			  o Community representatives
			• KIIs
			  o Project staff

	• What components of mentorship programming was most effective in building confidence? • To what extent did mentorship motivate girls to stay in school		○ Teachers ○ Head teachers
Impact: Impact centres around the question "What difference does the intervention make?" Impact addresses the ultimate significance and potentially transformative effects of the intervention. It seeks to identify social, environmental, and economic effects of the intervention that are longer-term or broader in scope than those already captured under the effectiveness criterion.	To what extent did mentorship contribute to the generation of significant higher-level effects (social, environmental, and economic), whether positive or negative, intended, or unintended? • What were the effects of the mentorship programme on other stakeholders? Were there any noticeable differences in attitude towards girls education, provision of public space for girls and decision-making roles? • Is there any evidence that girls experienced any economic benefits connected with their mentorship experience	▪ Girls ▪ Boys ▪ Caregivers ▪ Community representatives ▪ Project staff ▪ Teachers ▪ Mentors	▪ FGDs ○ Girls ○ Boys ○ Caregivers ○ Community representatives ▪ KIIs ○ Project staff ○ Teachers ○ Head teachers
	What impact has the project's promotion of gender-sensitive, inclusive, and child-centered approaches had on project beneficiaries? (GESI) • What reports among girls is there of improved attitudes reading gender equality and social inclusion? • Do caregivers report any differences in their attitudes towards girls and their roles in the family or society, including future potential?	▪ Girls ▪ Boys ▪ Caregivers ▪ Community representatives ▪ Project staff ▪ Teachers ▪ Head teachers	▪ FGDs ○ Girls ○ Boys ○ Caregivers ○ Community representatives ▪ KIIs ○ Project staff ○ Teachers ○ Head teachers
	To what extent will the net benefits (whether financial, economic, social and/or environmental) of mentorship, economic empowerment, and teacher coaching continue? • What components of the project are likely to continue at the end of the project? Why are some components more likely to continue than others? • Are there any components which are less likely to continue, and will this have any negative effect on the efforts made throughout the project cycle?	▪ Girls ▪ Boys ▪ Caregivers ▪ Community representatives ▪ Project staff ▪ Teachers ▪ Head teachers	▪ FGDs ○ Girls ○ Boys ○ Caregivers ○ Community representatives ▪ KIIs ○ Project staff ○ Teachers ○ Head teachers

To what extent was the project successful in building sustainability of mentorship, economic empowerment, and teacher coaching within the enabling environment for change at the family, community, school, and system levels?	▪ Girls
	▪ Boys
	▪ Caregivers
	▪ Community representatives
	▪ Project staff
	▪ Teachers
	▪ MoE
		▪ FGDs
		  o Girls
		  o Boys
		  o Caregivers
		  o Community representatives
		▪ KIIs
		  o Project staff
		  o Teachers
		  o Head teachers
		  o MoE

(a) What are the potential barriers to the continuation of mentorship, economic empowerment, and teacher coaching, and what can be done to mitigate them?
 	
  • To whom are these barriers apparent?
  • Are there potential pathways to overcome these barriers?
 	
(b) How could any future mentorship models be improved for future interventions?
	▪ Project staff
	▪ MoE
	▪ Teachers
	▪ Community representatives
	▪ Girls
	▪ Boys
		▪ FGDs
		  o Girls
		  o Boys
		  o Caregivers
		  o Community representatives
		▪ KIIs
		  o Project staff
		  o Teachers
		  o Head teachers
		  o MoE

Was the project successful in leveraging additional interest and investment?
 	
By whom and for what parts of the project?
	▪ Project staff
	▪ MoE
		▪ KIIs
		  o MoE
		  o Project staff

Methodology

The evaluation methodology adopted a mixed-method approach, using qualitative methods for data collection. Qualitative methods were also used in the field to capture narrative insight into the experiences, attitudes, and practices of key stakeholders and beneficiaries. This allowed for a more fluid and iterative opportunity for respondents to share their thoughts and engage in group-based discourse. During the analysis phrase, the team used a mixed-method approach, using both qualitative and quantitative analytical practices to report on project outcomes. Analysis, therefore, is comprised of qualitative data collected by Sayara's team and quantitative data collected throughout the project cycle or as part of the baseline and midline external evaluations.

The evaluation team also adopted an explanatory conceptual framework for design and analysis. An explanatory framework was used to explain why certain conditions existed. For this evaluation, the approach included measuring endline conditions of students and other relevant stakeholders, and then attempting to understand how those conditions were reached – and, if they were not, what barriers or challenges prevented students from achieving a particular outcome. This ensured that the overall analysis lens and tools were focused on identifying how project activities may or may not have contributed to current outcomes, and any shortcomings in the overall project strategy and implementation.

Desk Review

The desk review was a foundational step in this evaluation process. The desk review included a systematic reading of key project documents, relevant secondary literature, and other existing studies which were pertinent to the project and its intended outcomes. The desk review process began upon contract signing and continued iteratively throughout the evaluation period. Findings from the desk review were used to inform both the design of evaluation tools and the lens of inquiry during the design and analysis phases. All preliminary findings from the desk review were presented in the inception report, and then integrated into evaluation findings as a means of triangulation or contextualisation. Key documents that the evaluation team reviewed included, but are not limited to, the following:

- Project baseline and midline evaluations

- Project monitoring data and monitoring reports

- Any project research studies or donor reports throughout the project cycle

- Theory of change

- Logical framework

- Project concept notes and updates in project concept

- Project budget and spending

Focus Group Discussions (FGDs)

FGDs were a primary data collection tool for this evaluation. FGDs were key to capturing in-depth narrative insight into the experiences and opinions of key beneficiaries. A group context allowed beneficiaries to reflect on another's responses and provide valuable additional feedback and input from their own experiences.

All FGDs were recorded for quality assurance and translation. Transcripts in English are available to the project team upon request.

Interviews were conducted with the following stakeholders:

Female students	Male students	Male and female caregivers	Community representatives/ school councils	Boda boda riders
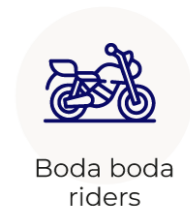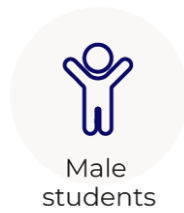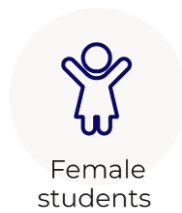
Key Informant Interviews

Key Informant Interviews were conducted one-on-one with key project stakeholders. These interviews were foundational to understanding the dynamics of the project, including the fidelity of implementation, contextual challenges, the extent to which the project has met ToC assumptions and expectations, and whether the overall strategy demonstrated sustainability within the existing education system. Key informants identified for this study included:

Project-trained teachers	School heads	Representatives of the Ministry of Education (MoE)	Project staff	Other relevant stakeholders identified throughout the inception phase
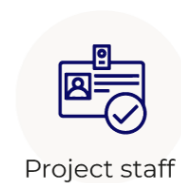
Classroom Observations

Sayara conducted a sample of classroom observations of teachers. Classroom observations were key to identifying and reporting on the quality of learning being provided and the capacity of classroom teachers. Classroom observations assessed the following key areas:

| Class preparation | Classroom management (including discipline) | Teaching techniques | Subject knowledge | Student engagement |

In addition to observing these key areas, teachers were also required to complete a short teacher competency survey. Classroom observations took approximately 45 minutes, and one entire class was observed.

Sampling

Sampling for this endline evaluation was done purposefully. Given that the evaluation was primarily focused on qualitative data collection, the evaluation team wanted to ensure that the voices participating in the study represented the differences in characteristics of stakeholders. As such, the evaluation team worked closely with ICL to select both FGD participants and key informants who were most likely to provide valuable insight into the project outcomes.

The following tables outline the number of FGDs and KIIs used for this evaluation.

Table 24: Qualitative Sampling

Method	Interviewee	Total
Focus Group Discussion	Female students	9
	Male students	3
	Male caregivers	6
	Female caregivers	6
	Community representatives	6
	Boda boda riders	3
Total		**33**
Key Informant Interviews	Teachers	9
	School heads	6
	MoE representatives	4
	Project staff	7
	Relevant stakeholders identified by ICL team	5
Total		**32**

Table 25: Sampling Total by County

	Meru	Mombasa	Laikipia	National
Focus Group Discussions				
Female students	3	3	3	
Male students	1	1	1	
Male caregivers	2	2	2	
Female caregivers	2	2	2	
Community representatives	2	2	2	
Boda boda riders	1	1	1	
Key Informant Interviews				
Teachers	3	3	3	
School heads	2	2	2	
MoE representatives	1	1	1	1
Project staff	2	2	2	1
Relevant stakeholders identified by ICL	1	1	1	3
TOTAL	**20**	**20**	**23**	**4**

Monitoring Data

In addition to the primary data collected by the evaluation team, ICL also provided some monitoring data which were integrated into the analysis. This included the following:

- Monitoring data on transition rates among bursary students

- Numbers of beneficiary students
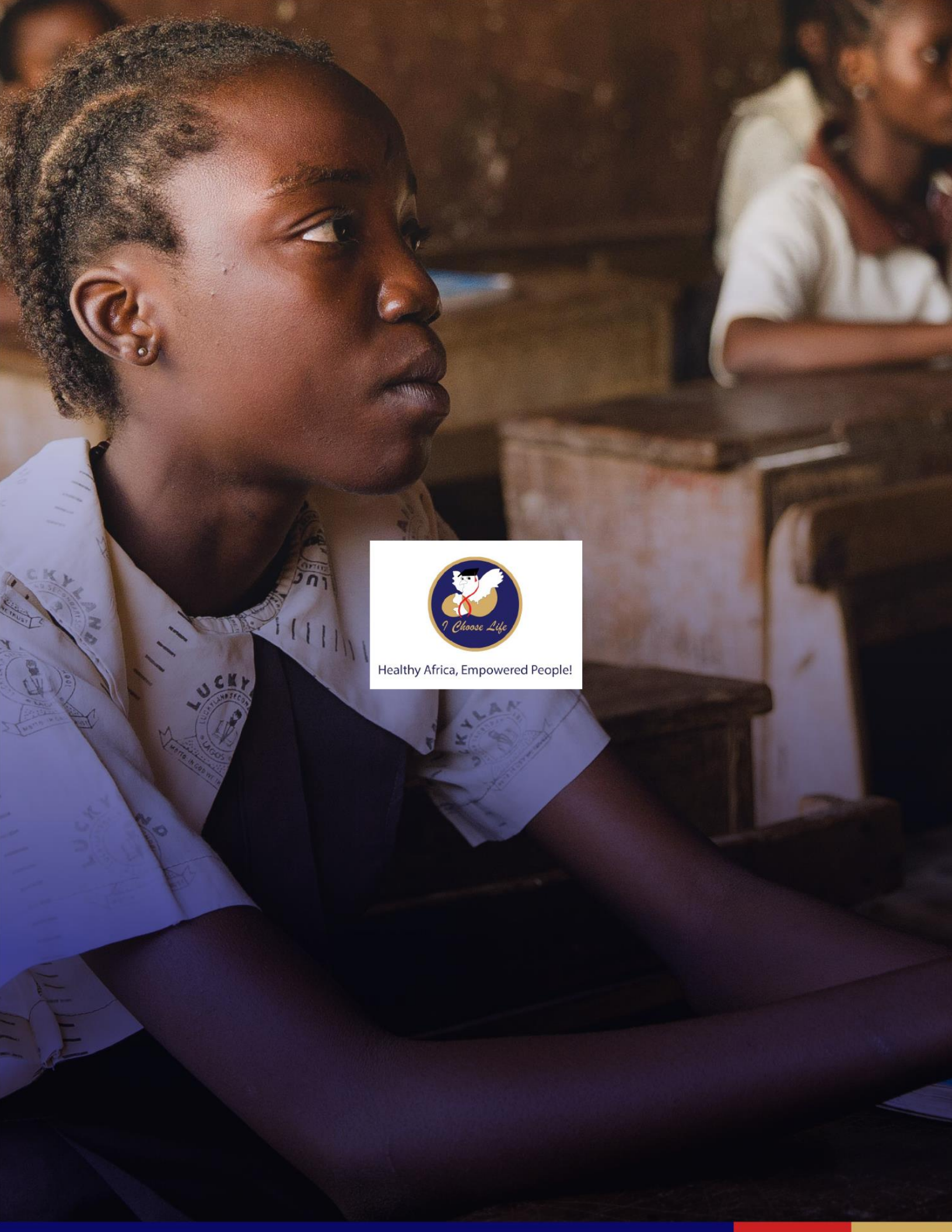
Healthy Africa, Empowered People!

Annex 1: Project design and intervention

Main types of project Intervention types	What is the intervention?	What Intermediate Outcome will the intervention will contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
Teaching and Learning	Teacher coaching and mentorship for improved curriculum delivery for 300 teachers	Improved quality of teaching among 300 teachers for enhanced curriculum Delivery	These interventions are designed to improve teaching capacity. Teachers improve lesson preparation, delivery and assessment. Improved quality of teaching contributes to improved learning.
	Integration of ICT in teaching and learning for 36 schools targeting 108 teachers		
	Gender responsive pedagogy training for 300 teachers		
	Remedial teaching and coaching of girls and boys in 59 schools		These interventions are focused on improving learners' acquisition of critical competencies in literacy and Numeracy
	Establishment of Libraries in 20 Primary schools		
Girls' Intervention for improved retention	Mentorship for 10,123 learners	Improved attendance for marginalised girls supported by GEC	These will Improve the girls' confidence and as a result, the girls are able to relate better with each other their teachers, participate better hence enhancing the learning environment leading to improved learning.
	Strengthen Inter Club activities to Effect Literacy and Numeracy in 59 schools		
	Provision of sanitary Towels to 6,000 girls		
	Lifeskills Training, Child protection and rights awareness for 10,123 girls		

Main types of project Intervention types	What is the intervention?	What Intermediate Outcome will the intervention will contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
	Reward scheme for award and recognition of learners in 59 schools		
Girls motivation to transition	TVET sensitization for both learners and caregivers in 59 schools and school communities	Improved motivation of marginalised girls to transition through key pathways	These interventions are meant to motivate learners to aspire higher education acquisition and feel inspired to transition to the highest education level. The sensitization is meant to change their attitude to valuing education more
	TVET/Post secondary scholarship Support for 450 girls		
	Entrepreneurship training and Internships access support 3022 girls		
Community initiatives	Sensitization of 60 communities and households on value for education and TVET as a key pathway (45,000 members)	Improved Community support towards girls' education to transition through different pathways	The proposed interventions are geared towards making communities responsive and supportive of girls' education. The treatment communities will also promote child safeguarding towards creating a conducive environment for girls to learn. Girls from the communities will be supported to stay in school, learn and transition through their desired pathways.
	Strengthen 7 Area Advisory Councils to empower communities on child protection.		The project envisions creating an enabling protective environment for girls as they pursue their education. The treatment communities will promote child safeguarding towards creating a conducive environment for girls to learn
	Support value chain development among 2000 households to increase their income.		With this activity, the project will achieve increased household income for caregivers to meet educational needs of their children to support their transition. This is also geared towards increasing sustainability of project interventions and gains.
	Quarterly Community dialogue and conversation targeting 45,000 members in 60 communities		The project envisions the community establishing and running own initiatives to support education for both girls and boys by addressing local barriers that lead to their education marginalization.

Main types of project Intervention types	What is the intervention?	What Intermediate Outcome will the intervention will contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
Educational Management	Training of 240 BoMs on school management and leadership	Improved education management and governance for sustainable quality teaching and learning	The project envisions that with regular and consistent engagement of the Ministry of Education on key learnings and best practices as well as involving them in project monitoring and planning will lead to effective coordination of interventions in the project sites hence promoting sustainability.
	Engagement of ministry of education for project planning, monitoring coordination and sharing of evidence		

ANNEX 7 - GEC-T ENDLINE ANNEXES

Table 1: Beneficiary numbers per County at endline

Grade	F1	F2	F3	F4	TOTAL
Laikipia	Form ones were not included as part of the survey since they were not part of the target cohort. However, they were part of the externalities in the project.	1,057	779	574	2,410
Mombasa		2,394	2,152	1,619	6,165
Meru		1,077	1,057	677	2,811
Total		4,528	3,988	2,870	11,386

Table 2: Direct Beneficiary numbers per County at endline

County	Form 2 - 4
Meru	1,770
Mombasa	5,302
Laikipia	1,568
Total	8,640

Table 3: Number of young mothers

Number of young mothers	
County	Numbers
Meru	12
Mombasa	11
Laikipia	14
Total	47

Table 4: Number of rescued girls

Number of rescued girls	
County	Numbers
Meru	6
Mombasa	3
Laikipia	11
Total	20

Table 1: Number of pastoralist girls

Number of pastoralist girls	
County	Numbers
Meru	0
Mombasa	0
Laikipia	571
Total	571

Table 2: Number of beneficiaries by grade and age at endline

Beneficiary numbers by Grade and age group		
Age Groups	Grade	Beneficiary Numbers
Aged 6-8 (% aged 6-8)		
Aged 9-11 (% aged 9-11)		
Aged 12-13 (% aged 12-13)		
Aged 14-15 (% aged 14-15)	Form 1	
Aged 16-17 (%aged 16-17)	Form 2	3,744
Aged 18-19 (%aged 18-19)	Form 3	2,469
Aged 20+ (% aged 20 and over)	Form 4	2,427
Total:		8,640

Table 8: Target groups - by subgroup

Social Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at endline
Disabled girls (please disaggregate by domain of difficulty)			
Orphaned girls			
Pastoralist girls	✓	**571**	**114**
Child labourers			
Poor girls	✓	**8,069**	**1,613**
Other (please describe)			
Total:		**8,640**	1727

Table 8: Target groups - by school status

Educational sub-groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at endline
Out-of-school girls: have never attended school			

Out-of-school girls: have attended school, but dropped out			
Girls in-school	✓	**8,640**	**2,505**
Total:		**8,640**	2,505

<p style="text-align:center">Focus Group Guide for Boda Boda drivers</p>

This tool is to be completed with boda boda drivers who participated in part of the Jiemlieshe project.

For every interview this form must be filled out and submitted with the recording:

Enumerator Name:	
Name of county:	
Name of community:	
Name and address of school associated with drivers:	
How would you describe the location?	[_] 1= urban [_] 2= peri urban [_] 3= rural
Start time of FGD	End Time of FGD

Thank you all for coming today. We have asked you to help us to complete some research on the results of the Jieliemishe project. I understand that most of you were either directly part of the project, or participated in activities introduced by I Choose Life Africa.

Today we are going to talk to you about your opinions of girls' education and any challenges you think girls meet in the community. We also want to get an understanding that if you have participated in any activities as part of this project, what was your experience and if you have provided any particular support to girls regarding their education or accessing school.

Before we start, I want to tell you the following information:

Any information you tell us today will remain private and only used for the purpose of this project. It will not be shared with anyone in your school, community, to your parents or others that might be involved in the project at the school level. Your information will be used by the Sayara team who will use the information to write their final report. No personal details will be collected for this session. This includes your name, contact phone numbers, details that can identify you. You are allowed to leave the session any time that you want, if you are uncomfortable. You do not have to answer any questions that you do not feel comfortable about.

The interview will be recorded so that our team can use it for their report. It is very difficult to write everything that you say, so we record it so we can use it for the report. This recording is not shared with anyone else except for the Sayara team and is destroyed after the project.

Are you happy to continue participating in this discussion session today?

Participant	Informed consent (write signature or tick)

P1	
P2	
P3	
P4	
P5	
P6	
P7	

1. **What are some of the challenges that girls might face when trying to travel to school?**
    a. Can you give me examples of any challenges or struggles that you have seen?

2. **What do you think are some of the social challenges that girls might face about when accessing school?**
    a. Do you think there is a difference between small girls and teenage girls?
        i. If yes, what are they?

    b. Do you think there are any differences between boys and girls, do you think there are different challenges they both face or face separately?
        i. If yes, what are they?

3. **Have you ever noticed girls having trouble accessing school because of some of the behaviour of boda boda drivers or others on the streets on the way to and from school?**
    a. If yes, what have you noticed?

4. **I understand that you were selected to participate in information sessions about girls' education and how boda boda riders can help girls going to school**
    a. Can you confirm that you indeed participated in such sessions?
    b. If yes, how were you selected to participate in these sessions?
    c. Why did you choose to participate in these sessions?
    d. In addition, have you participated in any other activities associated with girls' education and supporting girls to access school?
        i. If yes, please explain what else you have completed?

5. **If you have done work in the Jielmishe project, what changes have you made to help girls since then?**

6. **In what ways do you think that Boda boda riders can help support girls to safely access school?**
    a. Are there any key activities or things that any of you have done to support girls to access schools?

7. **Since you have started supporting girls to access school, have you noticed any differences in the attitudes of the community, the school or even the girls?**
    a. What are these differences?
    b. Why do you think these differences happened?

8. **Can you give any examples of how you think the local community and boda boda drivers are able to better help girls get to school without any harm?**

Thank you. That is the end of our discussion for today.

Jielimishe Focus Group Guide: Community Representatives

For every group this form must be filled out and submitted with the recording:

Interviewer Name:	
Name of county:	
Name of community:	
Name and address of school associated with community:	
How would you describe the location?	[__] 1= urban [__] 2= peri urban [__] 3= rural
Start time of FGD	End Time of FGD

Thank you all for coming today. We have asked you to help us to complete some research on the results of the Jieliemishe project. I understand that most of you were either directly part of the project, or participated in activities introduced by I Choose Life Africa.

Today we are going to talk to you about your opinions of girls' education and any challenges you think girls meet in the community. We also want to get an understanding that if you have participated in any activities as part of this project, what was your experience and if you have provided any particular support to girls regarding their education or accessing school.

Before we start, I want to tell you the following information:

Any information you tell us today will remain private and only used for the purpose of this project. It will not be shared with anyone in your school, community, to your parents or others that might be involved in the project at the school level

Your information will be used by the Sayara team who will use the information to write their final report. No personal details will be collected for this session. This includes your name, contact phone numbers, details that can identify you. You are allowed to leave the session any time that you want, if you are uncomfortable. You do not have to answer any questions that you do not feel comfortable about.

The interview will be recorded so that our team can use it for their report. It is very difficult to write everything that you say, so we record it so we can use it for the report. This recording is not shared with anyone else except for the Sayara team and is destroyed after the project.

Are you happy to continue participating in this discussion session today?

Participant	Informed consent (write signature or tick)
P1	
P2	

P3	
P4	
P5	
P6	
P7	

1. **What is your community's general opinion about education for girls and boys?**
   a. Do people in your community consider education to be important for children?
      i. Why / why not?
   b. Do you think there are any differences between education for boys and girls ?
      i. If yes, what are the differences?
   c. Do you think there are differences about education for young girls (under 10 years) and older girls (11 years +)?
      i. IF yes, what are those differences?

2. **What do you think are some of the challenges children in your community might face when trying to attend and stay in school?**
   a. Which challenges do you think are the most for teenage girls?

3. **I am sure you are aware that there is a project called Jieliemishe which is supporting girls education in local schools. Can you tell me anything about this project?**
   a. How do you think this project has been trying to help girls with their education?
   b. Have any of you been involved in the project?
      i. If yes, please explain what your role was

4. **Do you know if the project or people from local schools have come to your community to talk about education for girls?**
   a. If yes, what was discussed?

5. **Have the local community done anything in the past couple of years to support girls and their education?**
   a. If yes, can you please explain what has been done and how it has helped girls

6. **Since you have started supporting girls to access school, have you noticed any differences in the attitudes of the community, the school or even the girls?**
   a. What are these differences?
   b. Why do you think these differences happened?

7. **In what ways do you think that the community can do to help support girls achievement and education?**
   a. Are there any key activities or things that any of you have done to support girls to access schools?

8. **What are some of the challenges the community might face trying to help girls go to school?**
   a. Please explain in detail

9. **Do you think the COVID-19 pandemic had any effect on education for children?**
   a. If yes, what effect did it have?
   b. Did the community do anything to support children during this time?

10. **Thinking about the potential future for girls, what does the future look like for most girls in your community?**
    a.   Do you think this has changed from what their futures might have been 5 to 10 years ago?
    b.   If yes, why do you think it has changed?

11. **DO you think there are any career pathways which will be difficult or be inappropriate for girls to choose in the future?**
    a.   If yes, what are these?

Thank you for your time. That is the end of our discussion.

Jielimishe Focus Group Discussion Guide: Female Caregiver

For every group this form must be filled out and submitted with the recording:

Interviewer Name:	
Name of county:	
Name of community:	
Name and address of school associated with community:	
How would you describe the location?	[_] 1= urban [_] 2= peri urban [_] 3= rural
Start time of FGD	End Time of FGD

A minimum of 3 members of the FGD must have participated in the Economic Empowerment Intervention. The remaining three should be female caregivers of girls who are supported through the bursary programme (i.e. girls who received a scholarship to attend school).

INFORMED CONSENT

Thank you all for coming today. We have asked you to help us to complete some research on the results of the Jieliemishe project. I understand that most of you were either directly part of the project, or you have daughters who were supported by the project.

Today we are going to talk to you about your opinions of the project and any changes you may have noticed in your children as a result of their participation. Before we start, I want to tell you the following information:

- Any information you tell us today will remain private and only used for the purpose of this project. It will not be shared with anyone in your school, community or others that might be involved in the project at the school level
- Your information will be used by the Sayara team who will use the information to write their final report
- No personal details will be collected for this session. This includes your name, contact phone numbers, details that can identify you
- You are allowed to leave the session any time that you want, if you are uncomfortable
- You do not have to answer any questions that you do not feel comfortable about

The interview will be recorded so that our team can use it for their report. It is very difficult to write everything that you say, so we record it so we can use it for the report. This recording is not shared with anyone else except for the Sayara team and is destroyed after the project.

Are you happy to continue participating in this discussion session today?

Participant	Informed consent (write signature or tick)
P1	
P2	
P3	
P4	
P5	
P6	

Participant Detail Table:

Participant Demographics	Participant	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7
Age (approximate)	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=
Education level	[_] 1= no education [_] 2= primary education [_] 3= secondary education [_] 4= tertiary education [_] 5= vocational education	[_] 1= no education [_] 2= primary education [_] 3= secondary education [_] 4= tertiary education [_] 5= vocational education	[_] 1= no education [_] 2= primary education [_] 3= secondary education [_] 4= tertiary education [_] 5= vocational education	[_] 1= no education [_] 2= primary education [_] 3= secondary education [_] 4= tertiary education [_] 5= vocational education	[_] 1= no education [_] 2= primary education [_] 3= secondary education [_] 4= tertiary education [_] 5= vocational education	[_] 1= no education [_] 2= primary education [_] 3= secondary education [_] 4= tertiary education [_] 5= vocational education	[_] 1= no education [_] 2= primary education [_] 3= secondary education [_] 4= tertiary education [_] 5= vocational education
Age of daughter	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=
Grade level of daughter	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=
Employment status	[_] 1= earn a full time salary / own business	[_] 1= earn a full time salary / own business	[_] 1= earn a full time salary / own business	[_] 1= earn a full time salary / own business	[_] 1= earn a full time salary / own business	[_] 1= earn a full time salary / own business	[_] 1= earn a full time salary / own business

[_] 2= earn part time salary or occasional salary	[_] 2= earn part time salary or occasional salary	[_] 2= earn part time salary or occasional salary	[_] 2= earn part time salary or occasional salary	[_] 2= earn part time salary or occasional salary	[_] 2= earn part time salary or occasional salary	[_] 2= earn part time salary or occasional salary
[_] 3= do not earn a salary or very little salary	[_] 3= do not earn a salary or very little salary	[_] 3= do not earn a salary or very little salary	[_] 3= do not earn a salary or very little salary	[_] 3= do not earn a salary or very little salary	[_] 3= do not earn a salary or very little salary	[_] 3= do not earn a salary or very little salary
[_] 4= Housewife	[_] 4= Housewife	[_] 4= Housewife	[_] 4= Housewife	[_] 4= Housewife	[_] 4= Housewife salary	[_] 4= Housewife

Module 1: Education experience

1. Can you tell me the opinions your community has about education for girls? (Do people generally agree or disagree with allowing girls to go to school)
   a. Do you think opinions might be different for girls who are in primary school compared to secondary school?
      i. If yes, what are they?
   b. Are there any differences in opinion about boys going to school compared to girls?
      i. If yes, what are they?

2. Can you tell me why you allow your daughter to go to school?
   a. What is the highest level of education you would like her to receive?
      i. Do you think there are any reasons why she may not be able to reach that level of education?

Module 2: Learning experiences

1. **Have you ever met your daughter's classroom teacher?**

   a) If yes, what was your opinion of the teacher?
   b) Do you have any feedback on the quality of teaching you think that teacher is able to provide?
   c) Are your daughter's teachers male or female?
   d) Are you comfortable with your daughter studying with this teacher? Why / why not?

2. **Since your daughter started being supported under the Jielimishe project, would you say your daughter has:**

   a. improved in her learning?

   b. not improved in her learning?

   c. her learning has become worse?

3. **If she has improved in her learning, what activities or support do you think she has had which have made her learning improve?**

4. **If you have noticed no improvement or her learning has become worse, why do you think this has happened?**

5. **Do you think there is any other type of support she might need to keep improving her learning?**

6. **Does your daughter receive any support for her learning outside of the classroom? (Including the COVID-19 time period)?**
   a) Did she receive any learning support during the COVID-19 lock down when schools were closed?
      a. If yes, what support did she get?
      b. How useful do you think that support was?

6 **Has there been any reason, since classes were open (before and after COVID-19) that your daughter may have missed classes?**

   a. Can you explain how frequently she may have missed classes?

   b. Can you tell me the reasons she may have missed classes?

7 **Do you know of any girls in your community who have dropped out of school?**
   a. If yes, can you tell me the reasons and what the girl is currently doing instead of attending class?

Module 3: Economic empowerment

1. **I understand some of you have been supported with economic opportunities through the Jielimishe project.**
   a. If yes, what support was this ?

2. **Prior to receiving support from Jielimishe what was your economic situation and how did this affect your** ability to send your daughter to school?
   a. Since receiving support, how has your economic situation changed?

3. **How were you identified and selected to be part of the economic support programme?**

4. **Are you now involved in income earning opportunities as a result of Jielimishe?**
   a. If yes, what are these opportunities?
   b. Can you describe the process of how you became involved and how you decided what type of economic income pathway to follow?

    c.   What type of support have you received to ensure continued income?

5. Do you think you have come across any challenges trying to manage these economic opportunities?
    a.   How sustainable do you think they will be moving forward? Do you think you will be able to continue earning money without any support from **Jielimishe**?

6. Since you have started this economic activity, have you been able to contribute to your daughter's school costs, or the costs of other children?
    a.   If yes, what have you contributed to?
    b.   How has more money helped their education opportunities?

Module 4: Life skills and leadership skills

1.   A key part of the classes that your daughter participates in is learning 'life skills'. Life skills refer to skills like:

    1.   Confidence

    2.   Leadership skills

    3.   Negotiation Skills

    4.   Patience

    5.   Communication skills (talking with other people)

    6.   Respect for diversity

We want to understand if you have noticed any differences in your in any of these areas since she started school?
    a.   If yes, can you provide me an example of a time that you saw the differences?

    b.   Was there any key support or activities your daughter participated in at school or outside of school that might have improved her skills in any of these areas?

    c.   Did your child ever receive any support through a mentorship programme in the Jielimishe project?

        a.   If yes, what support did they receive and how do you think it may have helped or not helped your child?

2. Which of these skills do you think would most help your daughter in her future?
    1.   Confidence
    2.   Leadership skills
    3.   Negotiation Skills
    4.   Patience
    5.   Communication skills (talking with other people)
    6.   Respect for diversity

a.   Why do you think they might help her?

3. **Do you think there are other places or people who might help her to develop such life skills that is not in school?**

4. **Have you ever participated in school related activities?**

a.   If yes, what activities have you participated in?

b.   Has participation in these activities changed your opinion or your behaviour about girls' education or your daughter's future in any way? How?

5. **Have any of you taken on the role of an ambassador of change?**

a.   If yes, what is this role and what are your responsibilities?

b.   Can you give me examples of some work that you have done and how this may have supported learning for students ?

c.   What are some of the challenges you might have met completing such a role?

d.   Do you think you are likely to continue this role in the future?
   i.   What kind of support and/or resources would you need to continue?

e.   Have you planned any activities in the community to support or advocate for girls' education?
   i.   If yes, what were they and why were these activities selected?

6. **What are some of the common perceptions of the value of education for girls among people in your community?**
   a.   Do you think these opinions have changed over time?
   b.   If yes, why have they changed and what are they currently?

7. **How do you think education will benefit your daughter in her future?**

    a. How specifically do you think she will use the skills and lessons she has learned?

    b. Did you always think education would benefit her in these ways, or is this something you have seen since she started going to school?

8. **Would you be happy for your daughter to find employment after she has finished school?**
    a. If yes, what type of employment do you think would be appropriate for your daughter?
    b. If yes, what type of employment do you think would not be appropriate for your daughter?
    c. How do you feel about a vocational training option? Do you think it is a suitable opportunity for your daughter?

9. **Can you explain what plans you have for your daughter over the next 10 years?**
    a. Are these plans different now, from what you may have thought she should do in the future when she was younger?

Thank you. That concludes our discussion for today.

Jielimishe Focus Group Discussion Guide: Female Students

For every group this form must be filled out and submitted with the recording:

Interviewer Name:	
Name of county:	
Name of community:	
Name of school:	
Grade of Students:	
Start time of FGD	End Time of FGD

INFORMED CONSENT

Thank you all for coming today. We have asked you to help us to complete some research on the results of the Jielimishe project. I understand that most of you should have been supported as part of this project. You may however, have been supported in different ways.

Today we are going to talk to you about your experiences in this project, and whether you felt you had made improvements as a result of the project. We will be discussing it in a group together. Before we start, I want to tell you the following information:
- Any information you tell us today will remain private and only used for the purpose of this project. It will not be shared with anyone in your school, community, to your parents or others that might be involved in the project at the school level
- Your information will be used by the Sayara team who will use the information to write their final report
- No personal details will be collected for this session. This includes your name, contact phone numbers, details that can identify you
- You are allowed to leave the session any time that you want, if you are uncomfortable
- You do not have to answer any questions that you do not feel comfortable about

The interview will be recorded so that our team can use it for their report. It is very difficult to write everything that you say, so we record it so we can use it for the report. This recording is not shared with anyone else except for the Sayara team and is destroyed after the project.

Are you happy to continue participating in this discussion session today?

Participant	Informed consent (write signature or tick)
P1	
P2	
P3	

P4	
P5	
P6	

Participant Data Table

Participant Demographics	Participant	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7
Age	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=
Grade Level (current)	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=
Does student have a disability?	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No
Do you participate in student clubs in your school?	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No
Are you employed for money outside of school?	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No

Ice-breaker

[NOTE FOR RESEARCHER: In order to build rapport and create a 'fun' environment, the following questions will require a ball. For each question you ask students, you should play a game called 'hot potato.' Girls are required to catch the ball if it is thrown to them, answer one of the questions bellow and then immediately throw it onto another girl. If a girl pauses for more than 5 seconds, she is required to complete a task or sit and stand in a position for the next minute. The consequence can be decided by the girls themselves at the start of the game.]

1. **I would like each of you to tell me a little bit about yourself:**
   a. What was your favourite thing about going to school?
   b. What was your least favourite thing about going to school?
   c. Tell me one think you think you have improved in the most since attending school

Module 1: Barriers to Education

1. **As you know there are many reasons why girls cannot go to school or access school. I would like you to do an activity for me which identifies some of these barriers. In groups of 3 people, you will do the following:**

15

- **On a piece of paper, I want you to draw three columns**
    - i. **Column 1 (Barriers to access school)**
    - ii. **Column 2 (Barriers to attendance)**
    - iii. **Column 3 (Barriers to learning)**

a) For column 1 I want you to think of all the challenges and barriers that might be stopping girls from being allowed to go to school. Take two minutes together. Think about things that are in their family, in the community, challenges in travel, money etc.

b) For column 2 I want you to think about all the challenges and barriers that might be stopping girls from regularly attending school. Are there any specific reasons why girls might regularly miss classes?

c) For column 3 I want you to think about all the challenges and difficulties students might face trying to learn. Think about the availability of learning materials, teaching quality, household responsibilities etc.

[Ask girls to present the barriers noted]

2. **Has anything been done to help boys and girls to fix these challenges that you said?**

    - Why do you think these activities / efforts helped to make the barriers less?

    - Do you think there has been any activities which people tried to introduce which didn't really help to stopped these barriers?

    - Can you think of any other support that might be better to stop some of these barriers?

Module 2: Learning Experience

1. How do you feel about your individual learning capacity in school?
    a. Do you feel like you are a good learner, or need additional help to learn more effectively?

2. How often would you say your teacher does the following per week?
   [RESEARCHERS CIRCLE ANSWER MORE REGULARLY NOTED]

Group Activities	1. Every day 2. Every couple of days 3. Never
Dictation (listening to what the teacher says and writing it)	1. Every day 2. Every couple of days 3. Never
Working in Pairs	1. Every day 2. Every couple of days 3. Never
Doing independent study (studying by yourself during class time)	1. Every day 2. Every couple of days 3. Never
Playing games	1. Every day 2. Every couple of days 3. Never
Doing craft activities	1. Every day 2. Every couple of days

	3. Never
Doing activities outside	1. Every day 2. Every couple of days 3. Never
Reading and doing exercises in your text book	1. Every day 2. Every couple of days 3. Never
Reading as a class	1. Every day 2. Every couple of days 3. Never
Reading as a group	1. Every day 2. Every couple of days 3. Never

3. **Of the activities we just discussed, which of these do you think helps you learn better and why?**
   a. Of the activities we just discussed, which of these activities do you think help you learn least and why?

4. **Between math and English classes, please tell me how easy or difficult you think they are**

   a. Do you think you have been able to improve in your math or English classes over the past 2-3 years?

      i. If yes, why do you think you have improved?
      ii. Are there any activities that your teachers have done to make you improve more?

5. **How do you feel the COVID-19 school closure affected your learning?**

   a. Do you feel that you have become worse, better or learning has not changed?

   b. Is things that have changed in your school since COVID-19?

   c. Do you feel any differently about school since the COVID-19 closure?

6. **Do you study ICT (information communication technology)?**

   a. If yes, explain what you think about this subject?

   b. Do you have any difficulties completing this subject?

   c. Are there any skills you learn that you think might be useful for the future? If yes, what are they?

7. **If someone in your class has difficulty in a certain subject, does your teacher help students?**

   a. If yes, what do they do to help you?

   b. Has this help changed over time (like, has the teacher helped you more now than before or in different ways?)

8. **Can you give me any examples of a time when your classroom teacher spoke about the role of women in Kenya or the role of women in your community?**

   a. Can you tell me about this example and how it made you feel?

b. How regularly would you say your teachers talk about the role of women in Kenya or in your community?

9. **Have any of your teachers ever spoken to you about any issues or changes that happen specifically with girls?** This might be discussions like your menstrual cycle, hygiene, changes in the body, relationships.
   a. If yes, what did they talk about and
   b. How comfortable were you with this discussion?
   c. If you didn't hear information from your teacher, who did you hear it from?

10. **Thinking about the time when school was open, not during the Corona lockdown, can you tell me a bit about the following?**

    a. What are students usually punished for? Is this a regular occurrence?

    b. How are students punished? Do teachers use physical punishment (hitting students) or verbal punishment (yelling at students)? Can you give an example?

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Module 4: Mentorship
</div>

11. **At school, have you participated in any meetings / assembly / class discussions where someone from outside the school has talked you to about any of the following things?**
    a. Sexual reproductive health
    b. Education
    c. Access to employment and economic empowerment
    d. Leadership
    e. Spiritual foundation

12. **What type of mentorship did you prefer and why?**
    a. What do you think was the best way to learn new skills?

13. **Were you a peer mentor?**
    a. Did you lead any clubs for girls?
       i. How did you feel about leading these clubs?
    b. How did you become a peer mentor?
       i. Why did you want to become a peer mentor?

14. **Maybe you were not a peer mentor, but did you participate in any clubs that were run by peer mentors?**
    a. If yes, what did you learn about?
    b. Did you enjoy these sessions, why / why not?

15. **Did you participate in career mentorship?**
    a. If yes, what careers did you learn about?
    b. What did you learn in these sessions?
    c. Have you made any changes since you had these sessions?

16. **Did you participate in community engagement learning?**
    a. If yes, what did you do?
    b. Is there anything that you learnt?

I would like to ask some questions about yourselves.

17. **Would you say you have noticed any differences in things you can do now, but may not have been able to do before?**

18. **If yes, can you give me examples of how these have changed and why you think they have changed?**
    a. **Has your participation in any clubs, school activities or engagement with certain people helped to increase your confidence?**

19. **Do you think there is anything you are capable of doing that your mother may not have been capable of doing?**
    b. Going outside
    c. Talking to people outside of the house
    d. Making decisions about things to do in your life (during discussion please give examples relevant to their context)
    e. Try a new skill

20. **If you do notice differences between you and your mother, why do you think you are able to do these things and your mother is not?**

21. **Do you have anyone who talks about menstruate hygiene in your school?**

    a. Have you missed any school as a result of menstruation?
        i. If yes, how often have you missed school?

        ii. Why did you miss school because of menstruation?

    b. Have you been provided with sanitary pads during school?

    c. If yes, do you think these helped you to miss less days of school because of menstruation?

        i. If no, what type of help do you think you could use to make menstruation less of a barrier or burden for girls why they are at school?

Module 5: Community and Family engagement

22. **Since you started coming to school in this community, has there been any negative comments or actions from anyone in your life or your community about going to school or about girls going to school in general?**

    a. If yes, can you tell me what these comments or actions were and how they made you feel?

    b. How did you respond? (eg shared with parents (mother or father?) or with friends, or with teachers? Etc.)

    c. Do you think these negative attitudes have become more or less over time?

23. Do you feel that boys and men in your community or family are happy about girls going to school?

    d. Is it the same for girls when they are young and then when they become teenagers?

    e. Do you think there have been any differences in these opinions over the past 3 years?

  i. If yes, can you tell me these differences and why you think they might have changed?

24. Do your parents of family participate in any activities with the school?
  f. If yes, what do they participate in?
  g. Do you think this participating has made schooling easier for you, or no difference?
    i. If yes, why do you think this?

25. Did anyone in your family participate in the economic empowerment opportunity? (i.e. they were given help to start and run a business to make money to help you to go to school)

  h. If yes, do you think this work has made a difference in allowing you to access school?
  i. As far as you are aware, how is the money earnt mostly spent?

Module 6: Transition Outcomes:

26. **Would you like to continue your education until the end of secondary years? Why?**

  a. Have you currently attained a higher grade than you expected?

27. **Has your choice of pathway changed over the time you have been in school?**

  a. Why has it changed?

28. **Has some one ever had discussions with you about what you might like to do after finishing school?**

  a. If yes, who was it?

  b. If yes, what did you talk about and what did you say you would like to do after finishing school?

  c. If no, can you tell me what you would like to do when you finish school?

  d. Can you tell me what you think a 'good' future would look like for you?

29. **Have you ever had this discussion with your family?**

  a. What was their opinion?

30. **Since starting school in this community, have you changed your mind of what you think your future might look like?**

  a. What did you think it would look like before?

  b. What do you think it might look like now?

  c. Is there anything that you think might stop you from reaching that goal?

  (PROMPTS)
    1. Family members
    2. Marriage
    3. Children
    4. Money
    5. Security
    6. Availability of Jobs
    7. Transportation
    8. Attitudes in the community

31. **How likely is it, do you think, that you will be able to finish all of your education?**

a. What will happen to your learning once this project finished (if you receive monetary support or provision of school materials?)

Thank you. That concludes our discussion for today.

Jielimishe Interview Guide: Head Teachers

For every interview this form must be filled out and submitted with the recording:

Interviewer Name:	
Name of county:	
Name of community:	
Name and address of school associated with community:	
Type of school:	[_] 1= Primary school [_] 2= Secondary school
Types of students at school	[_] 1= Male school [_] 2= Female school [_] 3= Mixed school
How would you describe the location?	[_] 1= urban [_] 2= peri urban [_] 3= rural
Start time of IDI	End Time of IDI

Thank you all for coming today. We have asked you to help us to complete some research on the results of the Jielimishe project. I understand that you are the head teacher of this school and that your school has received support as part of the Jilimeishe project.

Today we are going to talk to you about your experiences of the project and the Jielimishe team. We want to understand if you have noted any improvements in students as a result of the project and if there are any key changes made in the school that you will continue after the project has finished. Before we start, I want to tell you the following information:

- Any information you tell us today will remain private and only used for the purpose of this project. It will not be shared with anyone in your school, community, or others that might be involved in the project at the school level
- Your information will be used by the Sayara team who will use the information to write their final report
- No personal details will be collected for this session. This includes your name, contact phone numbers, details that can identify you
- You are allowed to leave the session any time that you want if you are uncomfortable
- You do not have to answer any questions that you do not feel comfortable about

The interview will be recorded so that our team can use it for their report. It is very difficult to write everything that you say, so we record it so we can use it for the report. This recording is not shared with anyone else except for the Sayara team and is destroyed after the project.

Are you happy to continue participating in this discussion session today?   __ Yes   __ No

1. **Can you explain to me what you know about the Jieliemishe project?**
   a. What was the purpose of the project?
   b. Who were the beneficiaries of the project?

c. What do you think made the project good or bad?

2. **I understand that the project provided bursary funds to vulnerable girls and boys who may have economic problems and struggled to continue going to school.**

    a. To what extent do you think the project has helped these girls and boys?

    b. How many girls were supported with bursaries at your school?

    c. Have you noticed any changes in these girls since they started receiving scholarship support?
        i. If yes, what are key differences you have noticed?

    d. Has the provision of scholarship money to some girls had a negative impact on any other girls or boys?
        i. If yes, please explain

    e. Once the project is finished, are there any plans to continue financially supporting these students?
        i. If not, how do you think the completion of these scholarships might impact these students?

3. **Many of your teachers have been involved capacity building support as part of the Jieliemishe project. These include coaching from professionals / more experienced teachers, promoting peer to peer mentoring among teachers, ICT training, and the establishment of learning quality circles.**

    a. Can you explain to me a bit more about these activities?

    b. Do you think any of these activities have had positive influence on teachers and the school?
        i. If yes, can you provide me with examples

    c. Can you provide me any examples of improvements you might have noticed in students, teachers or the schools as a result of the teacher capacity support?

    d. Do you think there has been any negative effects of the training?
        i. If yes, please explain

    e. Do you think you will be able to continue any of the teacher capacity building activities once the project has finished?
        i. If yes, what activities will you continue and why?
        ii. Do you think there will be any challenges to continue capacity building activities with teachers?

4. **Students and teachers have also been involved in a mentorship programme which tried to build the life and leadership skills of girls.**
    a. Can you explain to me a bit more about the mentorship work that took place in your school?
        i. What were the different types of activities?
    b. What do you think have been some of the key successes as a result of these mentorship activities?
    c. What do you think the opinion of teachers and students' have been?
        i. Can you provide me with any examples?
    d. What activities in the mentorship do you think have been the most useful, and why? *(Prompt them about peer-to-peer mentor groups, identifying peer mentors in schools, bringing in alumni, professional mentors etc.)*

    e. After the Jielimishe project has finished, are you likely to continue the mentorship related work in your school?
        i. If yes, what areas of the mentorship do you think you will continue?
        ii. Do you think there will be any challenges to continue the mentorship programme?
            1. If yes, what are they?

5. **I understand the school has been providing some sanitary pads to girls, to support their attendance and make them more comfortable coming to school during menstruation.**

    a. Can you explain the affect the supply of these menstrual pads have had on students?
    b. Do you think there has been any key differences in girls' behaviour and attendance since these pads were provided?
    c. Has there been any challenges in providing pads to girls?

6. **What do you see as some of the biggest challenges facing girls and boys in your school?**
    a. Which challenges affect their learning?
    b. Which challenges affect their attendance
    c. Which challenges affect their enrolment?
    d. Are there differences between boys and girls?
        i. If yes, what are they?
        ii.

7. **Have there been any activities you think which have helped students to overcome some of those challenges you spoke about?**
    a. If yes, what were they and how did they help?
    b. Are there any key challenges that the school has still be unable to fix?
        i. Why can't they be fixed?

8. **How would you explain the attendance rates of girls?**

    a. Do you think these attendance rates have improved over the course of the project?
        i. If yes, why do you think they have improved, were there any particular activities which motivated students to have greater attendance?
        ii. Have they changed since the COVID-19 school closures?
            1. If yes, why do you think they have changed?

    b. What are some of the key reasons that students might miss classes?
        i. Has the school ever provided support to students to overcome these reasons? (Please provide examples)

    c. Do you notice any differences in attendance rates among different types of students (think about those with disabilities, those with low socio-economic backgrounds)

        i. (If there were notable differences) Why do you think there are differences?

        ii. Has the ICL team provided the school any support to help increase the attendance of these students?

9. **What effects has COVID-19 had on your schools and students since it started? (think about engagement in learning, attendance rates, drop out rates etc.)**

    a. Please explain
    b. Did many students participate in any learning at home during school closures?
        i. If yes, who was the learning provided by and how engaged were students?

10. **What type of engagement do you have with the Ministry of Education?**
    a. What kind of support does the moE provide your school?
    b. Do you think there are any challenges working with the MoE?
    c. Do you think there has been any particularly good support provided by the MoE in the past couple of years?

Thank you. That's all the questions that I have. We appreciate your time.

Jielimishe Focus Group Discussion Guide: Male Caregiver

For every group this form must be filled out and submitted with the recording:

Interviewer Name:	
Name of county:	
Name of community:	
Name and address of school associated with community:	
How would you describe the location?	[_] 1= urban [_] 2= peri urban [_] 3= rural
Start time of FGD	End Time of FGD

A minimum of 3 members of the FGD must have participated in the Economic Empowerment Intervention. The remaining three should be female caregivers of girls who are supported through the bursary programme (i.e. girls who received a scholarship to attend school).

INFORMED CONSENT

Thank you all for coming today. We have asked you to help us to complete some research on the results of the Jieliemishe project. I understand that most of you were either directly part of the project, or you have daughters who were supported by the project.

Today we are going to talk to you about your opinions of the project and any changes you may have noticed in your children as a result of their participation. Before we start, I want to tell you the following information:

- Any information you tell us today will remain private and only used for the purpose of this project. It will not be shared with anyone in your school, community or others that might be involved in the project at the school level
- Your information will be used by the Sayara team who will use the information to write their final report
- No personal details will be collected for this session. This includes your name, contact phone numbers, details that can identify you
- You are allowed to leave the session any time that you want, if you are uncomfortable
- You do not have to answer any questions that you do not feel comfortable about

The interview will be recorded so that our team can use it for their report. It is very difficult to write everything that you say, so we record it so we can use it for the report. This recording is not shared with anyone else except for the Sayara team and is destroyed after the project.

Are you happy to continue participating in this discussion session today?

Participant	Informed consent (write signature or tick)
P1	
P2	
P3	
P4	
P5	
P6	

Participant Detail Table:

Participant Demographics	Participant	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7
Age (approximate)	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=
Education level	[_] 1= no education [_] 2= primary education [_] 3= secondary education [_] 4= tertiary education [_] 5= vocational education	[_] 1= no education [_] 2= primary education [_] 3= secondary education [_] 4= tertiary education [_] 5= vocational education	[_] 1= no education [_] 2= primary education [_] 3= secondary education [_] 4= tertiary education [_] 5= vocational education	[_] 1= no education [_] 2= primary education [_] 3= secondary education [_] 4= tertiary education [_] 5= vocational education	[_] 1= no education [_] 2= primary education [_] 3= secondary education [_] 4= tertiary education [_] 5= vocational education	[_] 1= no education [_] 2= primary education [_] 3= secondary education [_] 4= tertiary education [_] 5= vocational education	[_] 1= no education [_] 2= primary education [_] 3= secondary education [_] 4= tertiary education [_] 5= vocational education
Age of daughter	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=
Grade level of daughter	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=
Employment status	[_] 1= earn a full time salary / own business	[_] 1= earn a full time salary / own business	[_] 1= earn a full time salary / own business	[_] 1= earn a full time salary / own business	[_] 1= earn a full time salary / own business	[_] 1= earn a full time salary / own business	[_] 1= earn a full time salary / own business

[_] 2= earn part time salary or occasional salary	[_] 2= earn part time salary or occasional salary	[_] 2= earn part time salary or occasional salary	[_] 2= earn part time salary or occasional salary	[_] 2= earn part time salary or occasional salary	[_] 2= earn part time salary or occasional salary	[_] 2= earn part time salary or occasional salary
[_] 3= do not earn a salary or very little salary	[_] 3= do not earn a salary or very little salary	[_] 3= do not earn a salary or very little salary	[_] 3= do not earn a salary or very little salary	[_] 3= do not earn a salary or very little salary	[_] 3= do not earn a salary or very little salary	[_] 3= do not earn a salary or very little salary
[_] 4= Housewife	[_] 4= Housewife	[_] 4= Housewife	[_] 4= Housewife	[_] 4= Housewife	[_] 4= Housewife salary	[_] 4= Housewife

3. Can you tell me the opinions your community has about education for girls? (Do people generally agree or disagree with allowing girls to go to school)
    a. Do you think opinions might be different for girls who are in primary school compared to secondary school?
        i. If yes, what are they?
    b. Are there any differences in opinion about boys going to school compared to girls?
        i. If yes, what are they?

4. Can you tell me why you allow your daughter to go to school?
    a. What is the highest level of education you would like her to receive?
        i. Do you think there are any reasons why she may not be able to reach that level of education?

Module 2: Learning experiences

7. **Have you ever met your daughter's classroom teacher?**

    e) If yes, what was your opinion of the teacher?
    f) Do you have any feedback on the quality of teaching you think that teacher is able to provide?
    g) Are your daughter's teachers male or female?
    h) Are you comfortable with your daughter studying with this teacher? Why / why not?

8. **Since your daughter started being supported under the Jieliemishe project, would you say your daughter has:**

a. improved in her learning?

b. not improved in her learning?

c. her learning has become worse?

9. **If she has improved in her learning, what activities or support do you think she has had which have made her learning improve?**

10. **If you have noticed no improvement or her learning has become worse, why do you think this has happened?**

11. **Do you think there is any other type of support she might need to keep improving her learning?**

12. **Does your daughter receive any support for her learning outside of the classroom? (Including the COVID-19 time period)?**
    b) Did she receive any learning support during the COVID-19 lock down when schools were closed?
        a. If yes, what support did she get?
        b. How useful do you think that support was?

8 **Has there been any reason, since classes were open (before and after COVID-19) that your daughter may have missed classes?**

a. Can you explain how frequently she may have missed classes?

b. Can you tell me the reasons she may have missed classes?

9 **Do you know of any girls in your community who have dropped out of school?**
    b. If yes, can you tell me the reasons and what the girl is currently doing instead of attending class?

Module 3: Economic empowerment

7. **I understand some of you have been supported with economic opportunities through the Jielimishe project.**
    a. If yes, what support was this ?

8. **Prior to receiving support from Jielimishe what was your economic situation and how did this affect your** ability to send your daughter to school?
    a. Since receiving support, how has your economic situation changed?

9. **How were you identified and selected to be part of the economic support programme?**

10. **Are you now involved in income earning opportunities as a result of Jielimishe?**
    a. If yes, what are these opportunities?
    b. Can you describe the process of how you became involved and how you decided what type of economic income pathway to follow?

c.　What type of support have you received to ensure continued income?

11. **Do you think you have come across any challenges trying to manage these economic opportunities?**
　　a.　How sustainable do you think they will be moving forward? Do you think you will be able to continue earning money without any support from **Jielimishe**?

12. **Since you have started this economic activities, have you been able to contribute to your daughter's school costs, or the costs of other children?**
　　a.　If yes, what have you contributed to?
　　b.　How has more money helped their education opportunities?

Module 4: Life skills and leadership skills

1. A key part of the classes that your daughter participates in is learning 'life skills'. Life skills refer to skills like:

　　1.　　Confidence

　　2.　　Leadership skills

　　3.　　Negotiation Skills

　　4.　　Patience

　　5.　　Communication skills (talking with other people)

　　6.　　Respect for diversity

We want to understand if you have noticed any differences in your in any of these areas since she started school?

　　a.　　If yes, can you provide me an example of a time that you saw the differences?

　　b.　　Was there any key support or activities your daughter participated in at school or outside of school that might have improved her skills in any of these areas?

　　c.　　Did your child ever receive any support through a mentorship programme in Jielimishe ?

　　　　a.　If yes, what support did they receive and how do you think it may have helped or not helped your child?

2. Which of these skills do you think would most help your daughter in her future?

　　1.　　Confidence

　　2.　　Leadership skills

　　3.　　Negotiation Skills

　　4.　　Patience

　　5.　　Communication skills (talking with other people)

　　6.　　Respect for diversity

　　　　Why do you think the skills might help her?

5. **Do you think there are other places or people who might help her to develop such life skills that is not in school?**

Module 5: Community / Caregiver engagement

6. **Have you ever participated in school related activities?**

    a. If yes, what activities have you participated in?

    b. Has participation in these activities changed your opinion or your behaviour about girls' education or your daughter's future in any way? How?

7. **What are some of the common perceptions of the value of education for girls among people in your community?**
    a. Do you think these opinions have changed over time?
    b. If yes, why have they changes and what are they currently?

Module 6: Transition and future plans

8. **How do you think education will benefit your daughter in her future?**

    a. How specifically do you think she will use the skills and lessons she has learned?

    b. Did you always think education would benefit her in these ways, or is this something you have seen since she started going to school?

9. **Would you be happy for your daughter to find employment after she has finished school?**
    a. If yes, what type of employment do you think would be appropriate for your daughter?
    b. If yes, what type of employment do you think would not be appropriate for your daughter?
    c. How do you feel about a vocational training option? Do you think it is a suitable opportunity for your daughter?

10. **Can you explain what plans you have for your daughter over the next 10 years?**
    a. Are these plans different now, from what you may have thought she should do in the future when she was younger?

11. **Who would be the most likely to make decisions about your daughters' future?**

    a. Why is this person the most important person to make these decisions?

Thank you. That concludes our discussion for today.

Jielimishe Focus Group Discussion Guide: Male Students

For every group this form must be filled out and submitted with the recording:

Interviewer Name:	
Name of county:	
Name of community:	
Name of school:	
Grade of Students:	
Start time of FGD	End Time of FGD

INFORMED CONSENT

Thank you all for coming today. We have asked you to help us to complete some research on the results of the Jielimishe project. I understand that most of you should have been supported as part of this project. You may however, have been supported in different ways.

Today we are going to talk to you about your experiences in this project, and whether you felt you had made improvements as a result of the project. We will be discussing it in a group together. Before we start, I want to tell you the following information:
- Any information you tell us today will remain private and only used for the purpose of this project. It will not be shared with anyone in your school, community, to your parents or others that might be involved in the project at the school level
- Your information will be used by the Sayara team who will use the information to write their final report
- No personal details will be collected for this session. This includes your name, contact phone numbers, details that can identify you
- You are allowed to leave the session any time that you want, if you are uncomfortable
- You do not have to answer any questions that you do not feel comfortable about

The interview will be recorded so that our team can use it for their report. It is very difficult to write everything that you say, so we record it so we can use it for the report. This recording is not shared with anyone else except for the Sayara team and is destroyed after the project.

Are you happy to continue participating in this discussion session today?

Participant	Informed consent (write signature or tick)
P1	
P2	
P3	

P4	
P5	
P6	

Participant Data Table

Participant Demographics	Participant	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7
Age	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=
Grade Level (current)	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=
Does student have a disability?	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No
Do you participate in student clubs in your school?	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No
Are you employed for money outside of school?	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No	[_] 1=Yes [_] 2= No

Ice-breaker

[NOTE FOR RESEARCHER: In order to build rapport and create a 'fun' environment, the following questions will require a ball. For each question you ask students, you should play a game called 'hot potato.' Girls are required to catch the ball if it is thrown to them, answer one of the questions bellow and then immediately throw it onto another girl. If a girl pauses for more than 5 seconds, she is required to complete a task or sit and stand in a position for the next minute. The consequence can be decided by the girls themselves at the start of the game.]

1. **I would like each of you to tell me a little bit about yourself:**
   a. What was your favourite thing about going to school?
   b. What was your least favourite thing about going to school?
   c. Tell me one think you think you have improved in the most since attending school

Module 1: Barriers to Education

3. **As you know there are many reasons why girls cannot go to school or access school. I would like you to do an activity for me which identifies some of these barriers. In groups of 3 people, you will do the following:**

- On a piece of paper, I want you to draw three columns
    i. Column 1 (Barriers to access school)
    ii. Column 2 (Barriers to attendance)
    iii. Column 3 (Barriers to learning)

d) For column 1 I want you to think of all the challenges and barriers that might be stopping girls from being allowed to go to school. Take two minutes together. Think about things that are in their family, in the community, challenges in travel, money etc.

e) For column 2 I want you to think about all the challenges and barriers that might be stopping girls from regularly attending school. Are there any specific reasons why girls might regularly miss classes?

f) For column 3 I want you to think about all the challenges and difficulties students might face trying to learn. Think about the availability of learning materials, teaching quality, household responsibilities etc.

[Ask girls to present the barriers noted]

4. **Has anything been done to help boys and girls to fix these challenges that you said?**

    - Why do you think these activities / efforts helped to make the barriers less?

    - Do you think there has been any activities which people tried to introduce which didn't really help to stopped these barriers?

    - Can you think of any other support that might be better to stop some of these barriers?

Module 2: Learning Experience

1. Do you feel you are a good learner at school, or do you struggle to learn?
    a. Why do you think this?

2. Do you think your teacher might teach boys and girls differently in school?
    a. If yes, what are those differences and why do you think there are those differences?

I now want to ask you some questions about the type of learning you do with your teacher.

3. How often would you say your teacher does the following per week? [RESEARCHERS CIRCLE ANSWER MORE REGULARLY NOTED]

Group Activities	1. Every day 2. Every few days 3. Never
Dictation (listening to what the teacher says and writing it)	1. Every day 2. Every few days 3. Never
Working in Pairs	1. Every day 2. Every few days 3. Never
Doing independent study (Studying by yourself during class time)	1. Every day 2. Every few days 3. Never

Playing games	1. Every day 2. Every few days 3. Never
Doing craft activities	1. Every day 2. Every few days 3. Never
Doing activities outside	1. Every day 2. Every few days 3. Never
Reading and doing exercises in your text book	1. Every day 2. Every few days 3. Never
Reading as a class	1. Every day 2. Every few days 3. Never
Reading as a group	1. Every day 2. Every few days 3. Never

32. **Of the activities we just discussed, which of these do you think helps you learn better and why?**
     a. Of the activities we just discussed, which of these activities do you think help you learn least and why?

33. **Between math and English classes, please tell me how easy or difficult you think they are**

     a. Do you think you have been able to improve in your math or English classes over the past 2-3 years?

          i. If yes, why do you think you have improved?
          ii. Are there any activities that your teachers have done to make you improve more?

34. **How do you feel the COVID-19 school closure affected your learning?**

     a. Do you feel that you have become worse, better or learning has not changed?

     b. Is things that have changed in your school since COVID-19?

     c. Do you feel any differently about school since the COVID-19 closure?

35. **Do you study ICT (information communication technology)?**

     a. If yes, explain what you think about this subject?

     b. Do you have any difficulties completing this subject?

     c. Are there any skills you learn that you think might be useful for the future? If yes, what are they?

36. **If someone in your class has difficulty in a certain subject, does your teacher help students?**

     a. If yes, what do they do to help you?

     b. Has this help changed over time (like, has the teacher helped you more now than before or in different ways?)

37. **Can you give me any examples of a time when your classroom teacher spoke about the role of women in Kenya or the role of women in your community?**

    a. Can you tell me about this example and how it made you feel?

    b. How regularly would you say your teachers talk about the role of women in Kenya or in your community?

4. **Thinking about the time when school was open, not during the Corona lockdown, can you tell me a bit about the following?**

    a. What are students usually punished for? Is this a regular occurrence?

    b. How are students punished? Do teachers use physical punishment (hitting students) or verbal punishment (yelling at students)? Can you give an example?

    c. Are there any other ways that teachers discipline students?

    d. Was there a difference in how teachers discipline boys and girls?
       o What were these differences?

Module 5: Community and Family engagement

5. Since you started coming to school in this community, have you heard of any negative comments or actions from anyone in your life or your community about going to school girls going to school in general?

    a. If yes, can you tell me what these comments or actions were and the extent to which you agree with them?

    b. How did you respond? (eg shared with parents (mother or father?) or with friends, or with teachers? Etc.)

6. Do you feel that boys and men in your community or family are happy about girls going to school?

    c. Is it the same for girls when they are young and then when they become teenagers?

    d. Do you think there have been any differences in these opinions over the past 3 years?
       i. If yes, can you tell me these differences and why you think they might have changed?

Module 6: Transition Outcomes:

38. **Would you like to continue your education until the end of secondary years? Why?**

    a. Have you currently attained a higher grade than you expected?

39. **Has your choice of pathway changed over the time you have been in school?**

    a. Why has it changed?

40. **Has some one ever had discussions with you about what you might like to do after finishing school?**

    a. If yes, who was it?

b. If yes, what did you talk about and what did you say you would like to do after finishing school?

c. If no, can you tell me what you would like to do when you finish school?

d. Can you tell me what you think a 'good' future would look like for you?

41. Have you ever had this discussion with your family?

a. What was their opinion?

42. Since starting school in this community, have you changed your mind of what you think your future might look like?

a. What did you think it would look like before?

b. What do you think it might look like now?

c. Is there anything that you think might stop you from reaching that goal?

(PROMPTS)
9. Family members
10. Marriage
11. Children
12. Money
13. Security
14. Availability of Jobs
15. Transportation
16. Attitudes in the community

43. How likely is it, do you think, that you will be able to finish all of your education?

a. What will happen to your learning once this project finished (if you receive monetary support or provision of school materials?)

Thank you. That concludes our discussion for today.

Jielimishe Interview Guide: Mentors

This tool is to be completed with mentors who participated in part of the Jielimishe project.

For every interview this form must be filled out and submitted with the recording:

Interviewer Name:	
Name of county:	
Name of community:	
Name and address of school associated with community:	
Type of school:	[_] 1= Primary school [_] 2= Secondary school
Types of students at school	[_] 1= Male school [_] 2= Female school [_] 3= Mixed school
How would you describe the location?	[_] 1= urban [_] 2= peri urban [_] 3= rural
Start time of IDI	End Time of IDI

Thank you for coming today. We have asked you to help us to complete some research on the results of the Jielimishe project. I understand that you are a mentor who was involved in part of the Jielimishe project.

Today we are going to talk to you about your experiences of the project and the Jielimishe team. We want to understand if you have noted any improvements in students as a result of the project and if there are any key changes made in the school that you will continue after the project has finished. Before we start, I want to tell you the following information:

- Any information you tell us today will remain private and only used for the purpose of this project. It will not be shared with anyone in the school, community, or others that might be involved in the project.
- Your information will be used by the Sayara team who will use the information to write their final report
- No personal details will be collected for this session. This includes your name, contact phone numbers, details that can identify you
- You are allowed to leave the session any time that you want if you are uncomfortable
- You do not have to answer any questions that you do not feel comfortable about

The interview will be recorded so that our team can use it for their report. It is very difficult to write everything that you say, so we record it so we can use it for the report. This recording is not shared with anyone else except for the Sayara team and is destroyed after the project.

Are you happy to continue participating in this discussion session today?   __ Yes   __ No

First, I would like to ask you some demographic questions.

Mentor Demographics	
Age	[_] 1=
Gender	[_] 1= male [_] 2= Female
Current employment status	[_] 1= students [_] 2= professional
What type of mentor	[_] 1 = professional mentor [_] 2 = Alumni of school [_] 3 = University student [_] 4 = teacher
Participated in which type of mentorship work	[_] 1 = professional mentorship [_] 2= Facilitate mentorship sessions (assembly / clubs) [_] 3= Provide peer mentorship training to students (peer mentor students 140 per school)

1. **I understand that you were selected to be a mentor as part of the Jiemlieshe project with I Choose Life. I have a few key questions about your experience I would like to explore:**

   i. Can you explain what was your role as a mentor?
   ii. How often did you go to schools and conduct work as a mentor?
   iii. How long have you been a mentor?
   iv. How often did you come to mentor girls at the school? And for how long each time?
   v. Why did you decide to become a mentor?
   vi. How were you selected to be a mentor?
   vii. Did you receive any renumeration for your role?
      1. If yes, what did you receive?

2. **What were some of the key activities you completed as a mentor?**
   a. Can you provide me some examples of activities that you have completed?

3. **What type of girls did you work with?**
   a. Did you ever work with just a select group of girls, or it was girls at a school level?

4. **What did you think were some of the key themes and topics you brought to girls in your mentor role?**
   a. Why do you think these themes were most important?
   b. Where there any themes which you thought were not the most interesting or relevant? Why?

5. **Can you explain how engaged or interested you think the girls were in the mentorship programme?**
   a. Can you give me an example of a time when you think girls were particularly engaged?
   b. If they were not engaged, why do you think that?

6. **What were some of the key skills or lessons you think that girls got from the mentorship programme?**
   a. Can you give me some specific examples?

7. **Did you ever recognise any key changes in girls as a result of their participation in the mentorship programme?**
   a. Can you give me an example?

8. **Did you ever receive any positive or negative feedback about the mentorship programme from students or others at the school?**
   a. If yes, what was it?

9. **How valuable do you think the mentorship programme was for girls in the school?**
   a. Why do you think this?
   b. Do you think there could have been any improvements to the programme?

Thank you. That's all the questions that I have. We appreciate your time.

Jielimishe Interview Guide: Teachers

For every interview this form must be filled out and submitted with the recording:

Interviewer Name:	
Name of county:	
Name of community:	
Name and address of school associated with community:	
Type of school:	[_] 1= Primary school [_] 2= Secondary school
Types of students at school	[_] 1= Male school [_] 2= Female school [_] 3= Mixed school

How would you describe the location?	[_] 1= urban [_] 2= peri urban [_] 3= rural
Start time of IDI	End Time of IDI

Thank you all for coming today. We have asked you to help us to complete some research on the results of the Jielimishe project. I understand that you are a teacher at this school and that your school has received support as part of the Jilimeishe project.

Today we are going to talk to you about your experiences of the project and the Jielimishe team. We want to understand if you have noted any improvements in students as a result of the project and if there are any key changes made in the school that you will continue after the project has finished. Before we start, I want to tell you the following information:

- Any information you tell us today will remain private and only used for the purpose of this project. It will not be shared with anyone in your school, community, or others that might be involved in the project at the school level
- Your information will be used by the Sayara team who will use the information to write their final report
- No personal details will be collected for this session. This includes your name, contact phone numbers, details that can identify you
- You are allowed to leave the session any time that you want if you are uncomfortable
- You do not have to answer any questions that you do not feel comfortable about

The interview will be recorded so that our team can use it for their report. It is very difficult to write everything that you say, so we record it so we can use it for the report. This recording is not shared with anyone else except for the Sayara team and is destroyed after the project.

Are you happy to continue participating in this discussion session today?   __ Yes   __ No

First, I would like to ask you some demographic questions.

Teacher Demographics	
Age	[_] 1=
Gender	[_] 1= male [_] 2= Female
Number of years teaching	[_] 1=
Type of subjects' teacher teaches	[_] 1= math [_] 2= English [_] 3= Swahili [_] 4= Health [_] 5= Science [_] 6 = history [_] 7 = ICT [_] 8 = Social studies [_] 9 = Other _____
Type of support received by Jieliemeshe	[_] 1= Teacher Coaching (by professional) [_] 2= Peer to Peer Mentorship [_] 3= Teacher Quality Circle (TQC) [_] 4= ICT training [_] 5= Child Protection Session [_] 6= Mentoring for girls
What are your qualifications?	[_] 1 = Master's degree in Education or higher [_] 2= Bachelor's degree in Education

	[_] 3= Certificate / Diploma in education (TTI) [_] 4= Other _____

11. **Can you explain to me what you know about the Jieliemishe project?**
    a. What was the purpose of the project?
    b. Who were the beneficiaries of the project?
    c. What do you think made the project good or bad?

12. **Since this project stated in 2017, what do you think have been some results ?**
    (Think about areas of learning, attendance, teacher support, community engagement, mentoring, transition pathways)
    a. Do you think these results were good?
    b. How do you think the project helped those results come about?

13. **Can you explain your opinion and experience with the Jielmieshe team over the course of this project?**
    a. How experienced and capable would you consider the ICL team to be?
        i. Why do you consider this?
    b. Do you think their team had any key strengths that are worth noting?
    c. Do you think their team had any key limitations or challenges worth noting?

14. **(IF THEY SELECTED TEACHER COACHING) You mentioned that you participated in Teacher Coaching:**
    a. What did you do during teacher coaching?
    b. How useful or not useful do you think teacher coaching was?
    c. What do you think are areas that you might have improved in since you had teacher coaching?
    d. Do you think there was anything negative about teaching coaching?

15. **(IF TEACHER NOTED PARTICIPATION IN <u>TEACHER QUALITY CIRCLES</u>, ASK)**
    a. **You noted that you participated in Teacher quality circles, can you tell me how these learning circles worked?**
    b. What was the purpose of the Teacher quality circles?
    c. How did you end up participating in these learning circles? (i.e. how did you find out about it, were you invited, or someone told you about them ….)
    d. How beneficial or unbeneficial did you find these learning circles?
    e. Were there any challenges in facilitating or maintaining learning circles?
    f. Do you think you will continue participating in learning circles after this project has finished?
        i. Why / why not?

16. **(IF TEACHER PARTICIPATED IN <u>PEER TO PEER SESSIONS</u>)**
    a. You noted that you have participated in peer-to-peer support session?
        i. What did you do in these peer-to-peer support sessions?
        ii. Did you do any observations of other teachers in your school?
            1. If yes, do you think this was beneficial or not?
                a. If yes, what was beneficial?
    b. To what extent do you think these sessions were beneficial to improving your teaching capacity?
        i. Why / why not?
    c. How competent would you describe your coach to be?

17. (IF teacher participated in ICT training)
    a. What was the reason you participated in ICT training?
    b. What were some key skills you learned in ICT?
    c. How have you been able to use these skills in your role as a teacher?
    d. Is there recommendations you have to improve this training?

18. Selecting a number from 1 to 5 (1 = didn't help me improve at all, and 5 =helped me a lot), how would you rate each of the activities in which you participated?

(Facilitator, tick the number selected for each activity)

	1	2	3	4	5	Didn't participate
Teacher Learning Circle						
Teacher Coaching						
Peer to Peer Sessions						
Coaching Session						
ICT training						

Module 4: Learning practices and attendance

19. **Can you explain what types of teaching methods have been most useful when learning?**
    a. Why have these been the most useful?

20. **Can you explain what types of teaching methods have been the least useful in promoting learning?**
    a. Why do you think this?

21. **Can you give me an example of a few activities you do with your students that have promoted better learning?**

22. **Have you had to make any changes to your teaching since the COVID-19 pandemic started?**
    a. If yes, what changes were they and how have they helped?

23. **Have you ever participated in remedial learning for students? (IF HAVEN'T PARTICIPATED, SKIP)**

    a. If yes, can you explain the remedial learning programme
    b. What do you consider some of the key successes of remedial learning?
         i. Why do you think this?
    c. What are some of the key challenges about implementing remedial learning?
         i. Have you or the ICL partners done anything to try and overcome these challenges?

24. **How would you explain the attendance rates of girls?**

    a. Do you think these attendance rates have improved over the course of the project?
         i. If yes, why do you think they have improved, were there any particular activities which motivated students to have greater attendance?
         ii. Have they changed since the COVID-19 school closures?
              1. If yes, why do you think they have changed?

    b. What are some of the key reasons that students might miss classes?
         i. Has the school ever provided support to students to overcome these reasons? (Please provide examples)

  c. Do you notice any differences in attendance rates among different types of students (think about those with disabilities, those with low socio-economic backgrounds)

    i. (If there were notable differences) Why do you think there are differences?

    ii. Has the ICL team provided the school any support to help increase the attendance of these students?

25. If a student misbehaves in class, how would you discipline them?

  a. What kind of things would you normally discipline for?

  b. Are there any differences in how you would discipline a boy and a girl?

Module 5: Challenges

26. Have you met any challenges in your role as a teacher?
  a. Think about the following areas:
    i. Engaging with students
    ii. Having and developing the necessary subject knowledge
    iii. Administrative and human resource challenges
    iv. Managing teaching responsibilities with your personal life
    v. Finding additional teaching opportunities in the future
    vi. Teacher salaries

27. Since you started teaching, what have been some of the biggest challenges that have been overcome?
  a. Do you think these were associated with any of the efforts from ICL?
  b. How were these challenges mitigated?

Module 6: Life skills and leadership and Mentorship

28. (FOR THOSE WHO SAID THEY PARTICIPATED STUDENT MENTORSHIP)
  a. What was your role in the mentorship programme?
  b. What type of activities did you do with students?

29. For girls who have participated in the mentorship programme, what differences have you noticed in them over the life of the project?
  a. Can you give me any examples of key successes?

30. What are some of the activities or discussions that you think have been most beneficial for girls regarding building their life skills

  a. How successful do you think these activities have been? Why
  b. Where there any activities or discussions you think were not as successful? Why

Thank you. That's all the questions that I have. We appreciate your time.

Jielimishe Focus Group Discussion Guide: TVET Students

For every group this form must be filled out and submitted with the recording:

Interviewer Name:	
Name of county:	
Name of community:	
Name of school:	
Start time of FGD	End Time of FGD

INFORMED CONSENT

Thank you all for coming today. We have asked you to help us to complete some research on the results of the Jielimishe project. I understand that most of you should have been supported as part of this project. You may however, have been supported in different ways.

Today we are going to talk to you about your experiences in this project, and whether you felt you had made improvements as a result of the project. We will be discussing it in a group together. Before we start, I want to tell you the following information:

- Any information you tell us today will remain private and only used for the purpose of this project. It will not be shared with anyone in your school, community, to your parents or others that might be involved in the project at the school level
- Your information will be used by the Sayara team who will use the information to write their final report
- No personal details will be collected for this session. This includes your name, contact phone numbers, details that can identify you
- You are allowed to leave the session any time that you want, if you are uncomfortable
- You do not have to answer any questions that you do not feel comfortable about

The interview will be recorded so that our team can use it for their report. It is very difficult to write everything that you say, so we record it so we can use it for the report. This recording is not shared with anyone else except for the Sayara team and is destroyed after the project.

Are you happy to continue participating in this discussion session today?

Participant	Informed consent (write signature or tick)
P1	
P2	
P3	
P4	
P5	
P6	

Participant Data Table

Participant Demographics	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
Age	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=
School Level Completed	[_]Started Primary [_] Completed Primary [_] Started Secondary [_] Completed secondary	[_]Started Primary [_] Completed Primary [_] Started Secondary [_] Completed secondary	[_]Started Primary [_] Completed Primary [_] Started Secondary [_] Completed secondary	[_]Started Primary [_] Completed Primary [_] Started Secondary [_] Completed secondary	[_]Started Primary [_] Completed Primary [_] Started Secondary [_] Completed secondary	[_]Started Primary [_] Completed Primary [_] Started Secondary [_] Completed secondary
Trade completing in TVET	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=	[_] 1=

Module 1: Education Experience (Perception and Barriers)

[NOTE FOR RESEARCHER: In order to build rapport and create a 'fun' environment, the following questions will require a ball. For each question you ask students, you should play a game called 'hot potato.' Girls are required to catch the ball if it is thrown to them, answer one of the questions bellow and then immediately throw it onto another girl. If a girl pauses for more than 5 seconds, she is required to complete a task or sit and stand in a position for the next minute. The consequence can be decided by the girls themselves at the start of the game.]

1. **I would like each of you to tell me a little bit about yourself:**
   a. What was your favourite thing about going to school (NOT TVET)
   b. What was your least favourite thing about going to school (NOT TVET)
   c. Tell me one think you think you have improved in the most since attending school

Module 2: Transition Experience

1. **Can you please explain the reason as to why you chose to transition to a TVET programme?**

2. **How did you find out about TVET as an alternative option to university or completing additional secondary years in school?**

3. **Before you started TVET, what are your opinion of the programme?**

   a. Did you think it was valuable pathways?
   b. Did you think it was as good as continuing with secondary or university education?
   c. Did you have any negative opinions about TVET?

4. **Prior to transitioning did you receive any mentorship support from someone at your school, family or community who spoke to you about the options of TVET?**
   a. If yes, what did they talk about and how did you feel about these sessions?

Module 3: TVET Experience

1. **Please tell me what vocational or technical programme you are currently completing in TVET?**
   a. How long have you been doing this programme and how long until it is finished?
   b. Why did you choose that particularly programme?
   c. What are some of the key skills you have learnt in this programme, to date?

2. **What would you consider some of the benefits of completing TVET?**
   a. Why did you choose to complete TVET?

3. **Can you tell me if you face any challenges completing your TVET programme? Think about things like costs, location, attitudes of the family and community?**
   a. Do you think you have been able to overcome any of these challenges?
      i. If yes, how did you do that?
      ii. Was there any one who provide you particular support?
   b. Do you think these challenges can negatively impact your ability to finish the TVET course?
      i. If yes, why?

4. During your time in TVET, can you tell me about any entrepreneurial skills you have learnt?
   a. Do you feel like you have the skills to start your own business?
   b. If no, what additional skills might you need?

Module 5: Family / Community Engagement

1. **Can you tell me a bit about what your family and community think about TVET?**
   a. What are some of the positive things they might think about TVET programmes?
   b. What are some of the negative things they might think about TVET programmes?

2. **Has anyone in your family participated in activities or discussions about TVET before or since you have started?**
   a. If yes, what was the discussion and with whom was it?

3. **Do you think any attitudes about TVET have changed over the past few years? For example, do you girls, families and communities think more positively about it or negatively about it?**

Module 6: POST TVET plans

1. **What are your plans once you have completed TVET?**

2. **Do you think you will come across any challenges?**
   a. If so, what are they and how do you think you could overcome them?

3. **Have you been put in touch with any potential employers or businesses through your TVET period?**
   a. If yes, what company was it and what opportunities could they offer you?

4. **Do you think there are any kinds of jobs that you wouldn't be eligible to enter into? (think about office jobs, or international jobs, government jobs etc.)**
   a. Why do you think these might be challenging to enter?

Thank you. That concludes our discussion for today.

GEC-T Classroom Observation Form

The following two has two components:

1. **Classroom review**
   a. **This includes the completion of key modules include**
      i. **attendance rates**
      ii. **dropout rates, covid attendance rates,**
      iii. **classroom condition and resources review,**
      iv. **teacher self-competency review.**

These are to be completed at any point of the day before or after the active classroom observation

2. **Active class observation**
   a. **The active classroom observation will require the researcher to sit in on an active class. The subject should be either a literacy or numeracy class. The researcher must sit in the class for a period of 45 minutes.**

Date	
Name of Interviewer	
County	
Sub county	
Name of community/village	
Name of School	
Gender composition of school	☐ 1. Girls only ☐ 2. Mixed (boys and girls)
Does the gender composition of the class differ from the composition stated in the sampling? **(the sampling said it was a girl's class, but it was a mixed class on observation)**	☐ 1. Yes ☐ 2. No

ATTENDANCE AND ENROLLMENT RECORDS

Date	Grade	Grade ID (i.e 4A, 4B, 4C...)	Number of officially enrolled students	Number of students recorded in teachers' attendance (for the day of the survey)	Number of students actually present (Headcount for the day of the survey)
EXAMPLE: **13.10.21**	**F1**	**F1A**	**Total Number: ___25___** **Male students: ___10___** **Female Students:___15___**	**Total Number: __22____** **Male students: ___10___** **Female Students:___12___**	**Total Number: ____20** **Male students: _____8** **Female Students:____12**
			Total Number: _____ Male students: _____ Female Students:_____	Total Number: _____ Male students: _____ Female Students:_____	Total Number: _____ Male students: _____ Female Students:_____
			Total Number: _____ Male students: _____ Female Students:_____	Total Number: _____ Male students: _____ Female Students:_____	Total Number: _____ Male students: _____ Female Students:_____
			Total Number: _____ Male students: _____ Female Students:_____	Total Number: _____ Male students: _____ Female Students:_____	Total Number: _____ Male students: _____ Female Students:_____
			Total Number: _____ Male students: _____ Female Students:_____	Total Number: _____ Male students: _____ Female Students:_____	Total Number: _____ Male students: _____ Female Students:_____
			Total Number: _____ Male students: _____ Female Students:_____	Total Number: _____ Male students: _____ Female Students:_____	Total Number: _____ Male students: _____ Female Students:_____
			Total Number: _____ Male students: _____ Female Students:_____	Total Number: _____ Male students: _____ Female Students:_____	Total Number: _____ Male students: _____ Female Students:_____

Dropped Out Students in selected class Source: School attendance records and teacher interview				COVID-19 Remote Learning in selected class Source: School records and teacher interview			
Dropped out = Child is enrolled but no longer attending school or class Including COVID-19 Period				Remote learning: Participated in continued learning which was facilitated by the classroom teacher remotely during the COVID-19 school closure period			
Grade	Grade ID (i.e 4A, 4B, 4C…)	Number of GIRLS dropped out since beginning of school year	Number of BOYS dropped out since beginning of school year	Number of Girls who participated in remote learning from original class	Number of Girls enrolled in the class	Number of boys who participated in remote learning	Number of Boys enrolled in the class
Comments (record reasons for drop out): (provide a reason for each girl)				Comment: Reason for not participating in remote learning			

Researchers: Choose one class in the school to observe.

2. Class Conditions and Resources Source: Observation of class/school, review of school documents, interviews with school shuras and students		
Appropriate learning resources		
2.1. Does the class have these resources?	**Yes**	**No**
a. One copy of textbooks for the grade for every subject for every child	☐	☐
b. A blackboard/whiteboard, eraser and chalk in every classroom	☐	☐
c. Sufficient stationary for each student (i.e. each student has their own notebook and pen)	☐	☐
Adequate Facilities		
2.2. Does the class meet these conditions?	**Yes**	**No**
a. Enough chairs for all learners.	☐	☐
b. (If no chairs) Enough rugs/carpets for all learners	☐	☐
c. Clean drinking water is available at school or less than 30 meters away.	☐	☐
d. Hand washing facilities for students.	☐	☐
e. Doors and windows close properly	☐	☐
f. Doors and windows are not broken	☐	☐
g. Roof is waterproof and does not leak.	☐	☐
h. Adequate heating or ventilation as appropriate for the season and the climate.	☐	☐
i. There are clean latrines available within 30 metres of the classroom for girls to use	☐	☐
j. The school have a boundary wall	☐	☐
Safe and respectful learning environment		
2.3. Does the class meet these conditions?	**Yes**	**No**
a. The class/school has rules and a teacher code of conduct to prevent violence **(ask teacher)**	☐	☐
b. The school council make regular visits to the school and talk to students about how teachers treat them **(ask teacher)**	☐	☐
c. The class/school has practices to protect children going to school and returning home **(ask teacher)**	☐	☐
d. There are class rules to prevent bullying **(ask teacher)**	☐	☐
e. The school has a system in place to report and deal with cases of violence against children **(ask teacher)**	☐	☐

3. Teacher section (source – teacher interview)
3.1. Teacher training
a. Gender of teacher ☐ 1. Female ☐ 2. Male
b. Educational qualification of teacher (grade of school that teacher has completed) _____
c. Have you participated in any of the following: (Tick if you have participated) ☐ 1. Teacher coaching ☐ 2. Peer to Peer mentorship (teacher to teach) ☐ 3. Teacher quality circles ☐ 4. ICT training ☐ 5. Child protection sessions
3.2. Inclusion of disabled students

a. Are there any students in your class who have a disability? [Note: Disabilities may include physical disabilities such as being unable to walk, poor sight, missing limbs etc. It may also include sensory disabilities such as being deaf, blind, mute or speech impairment, or cognitive disabilities which are disabilities that impacts on children's ability to mentally process information, including learning disabilities and autism]	☐ 1. Yes ☐ 2. No
b. If yes, how many students have such disabilities?	1. [__]
b. If yes, what kind of disabilities? _____	
c. What kind of adjustments have you made to teaching to support these students?	

3.3. Teacher professional competency assessment

We believe that as teachers you are never done learning and growing. In order for us to understand how we can help you continue to develop professionally, we would like to ask you some questions about your strengths and challenges as a teacher. The answers to these questions will be used only to determine professional development needs.

For each competency, please provide a number between 1 and 4.
1 = Beginning (this is not something you do confidently yet)
2 = Developing (you are quite confident, but you still need to improve)
3 = Proficient (you do this well almost all the time)
4 = Advanced (you are very confident, and you could share your experience with others)

Subject knowledge				
How confident do you feel about:	**1**	**2**	**3**	**4**
1. Your own understanding of each content you teach including mathematics, Dari, English, science etc.	☐	☐	☐	☐
2. Your ability to explain complicated topics in a way students will understand	☐	☐	☐	☐
3. Demonstrating to students your expertise on the subject	☐	☐	☐	☐
4. Responding to students' content questions accurately	☐	☐	☐	☐
5. Bringing examples and explanations from your own knowledge	☐	☐	☐	☐
6. Relating new knowledge to students' existing knowledge	☐	☐	☐	☐
Student engagement and lesson planning				
How confident do you feel about:	**1**	**2**	**3**	**4**
7. Teaching one concept using a variety of methods	☐	☐	☐	☐
8. Using group work activities in your class	☐	☐	☐	☐
9. Supporting students who take longer to understand	☐	☐	☐	☐
10. Engaging both male and female students for gender equality in the classroom (if class is mixed, if not mixed leave blank)	☐	☐	☐	☐
11. Using interactive teaching techniques (like games, songs, and class libraries)	☐	☐	☐	☐
12. Making and using learning aids from local materials	☐	☐	☐	☐
13. Making and following a lesson plan	☐	☐	☐	☐
14. Encouraging your students to be creative	☐	☐	☐	☐
15. Designing activities and lesson plans that are age appropriate for student interest	☐	☐	☐	☐
16. Keeping students actively engaged and interested during class	☐	☐	☐	☐
17. Using student centred learning strategies	☐	☐	☐	☐
18. Providing students with learning opportunities that require problem solving	☐	☐	☐	☐
19. Providing students with learning opportunities that require them to make judgments or comparisons	☐	☐	☐	☐
20. Creating teaching and learning materials in the classroom	☐	☐	☐	☐
21. Using different techniques to help students improve their understanding (e.g. asking them to make predictions)	☐	☐	☐	☐
Classroom management				
How confident do you feel about:	**1**	**2**	**3**	**4**

	1	2	3	4
22. Treating your students with fairly and with respect	☐	☐	☐	☐
23. Your ability to keep a disciplined classroom using positive methods	☐	☐	☐	☐
24. Creating a learning environment that helps girls feel respected, protected and valued	☐	☐	☐	☐
25. Keeping your classroom organized	☐	☐	☐	☐
26. Helping students of all abilities feel welcomed and appreciated	☐	☐	☐	☐
27. Keeping your classroom safe for all of your students	☐	☐	☐	☐
28. Managing the use of slates, chalk, exercise books, pens/pencils, text books, and reading materials	☐	☐	☐	☐

Assessment for learning

How confident do you feel about:	1	2	3	4
29. Using knowledge of child development to increase student interest	☐	☐	☐	☐
30. Making sure that all of your students are understanding what you are teaching	☐	☐	☐	☐
31. Using a variety of methods to measure students' understanding	☐	☐	☐	☐
32. Helping students reflect on their own learning	☐	☐	☐	☐
33. Preparing your students for the end of the year exams	☐	☐	☐	☐
34. Using the students current level of understanding to improve lesson plans and teaching methods	☐	☐	☐	☐
35. Your ability to help students work through social and academic challenges	☐	☐	☐	☐

Professional development

How confident do you feel about:	1	2	3	4
36. Finding opportunities besides required trainings to improve your knowledge and skills as a teacher	☐	☐	☐	☐
37. Accessing resources to answer student questions	☐	☐	☐	☐
38. Lead Teacher quality Circles to share experiences and create materials (if have not led teacher quality circles, leave blank)	☐	☐	☐	☐
39. Finding someone who can help you improve your teaching	☐	☐	☐	☐
40. Applying what you learned in trainings or Teacher quality Circles in your own classroom (if not participated in Teacher quality circles, leave blank)	☐	☐	☐	☐

Community engagement

How confident do you feel about:	1	2	3	4
41. Helping your students build character and have good behavior	☐	☐	☐	☐
42. Teaching your students to be positive influences on society consistent with the teachings of Islam	☐	☐	☐	☐
43. Promoting the value of education and working with the community to help students transition	☐	☐	☐	☐
44. Encouraging students to make positive goals for their futures	☐	☐	☐	☐
45. Supporting all children including girls to develop leadership skills	☐	☐	☐	☐
Covid-19 Remote Learning (if you did not participate in remote learning, leave blank)	☐	☐	☐	☐
How confident do you feel about:				
47. Improve students learning through remote teaching	☐	☐	☐	☐
48. Preparing material which is appropriate for students to use when studying at home along	☐	☐	☐	☐
49. Track the amount and quality of work being done by students throughout the COVID-19 period	☐	☐	☐	☐
50. Your skill set to manage any emotional or psychological struggles a student might have during the COVID-19 period	☐	☐	☐	☐

51. Your skill set to manage any emotional or psychological struggles a you might face as a teacher during the COVID-10 period	☐ ☐ ☐ ☐

Classroom observation.

[This is the beginning of the active class observation. This component should last for 45 minutes, during that time the researcher must completed the following tool]

Name of Observer: _____

Grade of class observed: _____

Subject of class being taught: _____

Teacher Assessment Tool

Classroom Map

As the class is starting:
- Draw a box to represent each student
- Draw a box in one of the corners of the map for the teacher
- In the upper corner of the box, mark if the student is M=Male or F=Female

Student Attentiveness:
- Observe each student's behavior for a few seconds and record in his or her box if the student is
    - **P=paying attention (looking at what they need to do),**
    - **S=Not paying attention silently,**
    - **D= Not paying attention disruptively,**
    - **O=Student is out of the classroom.**

- Repeat the observations of each student every three to four minutes and record another letter in the student's box. By the end of a 45-minute class period, each student's box should contain 10 letters.

Communication:
- Throughout the class:
    - If the teacher asks a question to the whole class, put a ↓ above the teacher's box.
    - If the teacher speaks to a student directly with either a question or comment, put a ↓ above the student's box.
    - If a student comments or proposes a question to the teacher or whole class, put a ↑ in the student's box.
    - If a student speaks to another student, draw a → above the student's box.

Quick Tallies about teacher activities:
- Each time the teacher moves to a different place in the room, put a tally mark in this box

> Teacher Movement:

- Each time the teacher does a student-centered activity (defined as students: discussing or working in groups, playing a game, singing a song, repeating a rhyme, doing a whole class activity, using manipulatives), put a tally mark in this box

> Student Centered Activity:

At each of these time intervals in the class, provide a short description of what the teacher is doing, and what the students are doing. For instance, is the teacher asking students to come up to the board, doing group work, reading from the textbook etc? Are students paying attention, talking to one another, doing maths problems?	Timing	What is the teacher doing?	What are the students doing?
	0 to 10 min.		
	10 to 20 min.		
	20 to 30 min.		
	30 to 45 min.		

Lee / Laura and Peter will complete the calculations – remember to submit classroom map with the document.

After the visit is over, you can use the map to calculate the following:

Total # of students: _____ # of male students: _____ # of female students: _____

Number of times a student-centered activity was used: _____

Number of different locations the teacher taught from: _____

Possible Observations about Student Engagement may include:
Number of students who had 10 of 10 Ps : _____

Number of students who had 9 of 10 Ps: _____

Number of female students who had 10 of 10 Ps: _____

Possible Observations about Communication may include:
# of female students who commented or posed a question to the class: _____

# of male students who commented or posed a question to the class: _____

# of female students who received direct communication from the teacher during the class: ____

# of male students who received direct communication from the teacher during the class: ____

External Evaluator declaration

Name of Project: Jielimishe Endline Evaluation

Name of External Evaluator: Sayara International

Contact Information for External Evaluator:

c/o Sayaleva Research Services

POSTBANK HOUSE, NAIROBI

PO Box:1567, 00100   KENYA

Names of all members of the evaluation team:
Lee Ariana Rasheed (Technical Lead)

Peter Njoroge (Analyst)

Laura Young (Project Manager)

Lee Rasheed certifies that the independent evaluation has been conducted in line with the Terms of Reference and other requirements received.

Specifically:

All of the quantitative data was collected independently ((Initials: L.R.)

All data analysis was conducted independently and provides a fair and consistent representation of progress (Initials: _L.R)

Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed (Initials: _L.R.___)

The recipient has not fundamentally altered or misrepresented the nature of the analysis originally provided by Sayara International) (Initials: L.R)

All child protection protocols and guidance have been followed ((initials: L.R.)

Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols (Initials: L.R)

Lee Rasheed _____

(Name)

_Sayara International

(Company)

02.04.2022

(Date)

Project Management Response on Jielimishe Endline Report

Date: 25th Feb 2022

Learning

The endline findings indicate that the project girls and related stakeholders have continued to benefit from the project, especially because of mentorship activities that have resulted in improved learning.

The project also notes that impact from interventions undertaken during the COVID-19 school interruption period (March 2020 – December 2020) was skewed; households with more resources (access to smart phones, radios etc) were able to benefit more compared to households situated in the resource poor areas. ICL considering these findings will ensure that future projects operating in similar conditions are more innovative and focussed and provide support to households or communities from resource poor areas so that they are integrated in learning in a more meaningful way.

Transition

The project acknowledges the finding that some interventions such as mentorship had an overall influence in retaining more girls in school, equipping them with self confidence skills and aspirations for success. These ultimately culminated in higher retention and transition rates. In addition, for the identified vulnerable households, the bursary support helped them to remain in school and transit into the different pathways.

However, the project also notes that the evaluation findings indicate that sustainability of the bursary related interventions are limited and that more economic empowerment strategies should be invested on as a more sustainable approach.

Separately, the evaluation highlights that after exposure to Technical, Vocational Education and Training (TVET) girls are changing their attitudes and realising the immense opportunities available with this pathway. This pathway had initially not been a popular transition pathway but the beneficiaries are appreciating that it is a feasible, and probably more affordable pathway to them changing their lives. However, there is need for more availability and flexibility within the pathway to allow for the young mothers to be able to join and be retained. The project may opt to find ways of engaging with relevant government bodies to influence the appropriateness and flexibility of the curriculum.

Sustainability and Value for Money

The project acknowledges that the evaluation concurs on the choice of the project to focus on Mentorship as the main sustainability approach. Of great importance is the efforts that the project has made in supporting the Ministry of Education to entrench the Mentorship Policy within the Kenyan school system – this will have far reaching positive effects on many school going children in Kenya, beyond the project beneficiaries.

On the other hand, the project recognises that some of the interventions may have not been very sustainable and require a change of strategy in future programming. For instance, the distribution of sanitary pads was while noted to be a good intervention required by the girls but not sustainable. There needs to be more focus on pursuing alternative, affordable, good quality re-usable sanitary pads. ICL is piloting some of these sanitary pads through a different programme in Northern Kenya with the hope that more women and girls will benefit from the initiative.

With regard to value for money, the project noted that the evaluation found the teacher capacity building approach to be too resource intensive at the expense of the direct support to beneficiaries. Whereas we agree to the finding, our view is that, building the capacity of the

educators is very important and will lead to sustainability in the future; educators will remain in school and the benefits accrued from the knowledge gained will impact many more children.

Mentorship
The overall finding that the interventions linked to mentorship were perhaps the most relevant, effective and sustainable is acknowledged by the project. Mentorship was mentioned as a key contributor to improved outcomes in all areas of the project – including learning outcomes, transition, attendance and overall sustainability. The project agrees that mentorship interventions are a good investment and offer significant value for money in both learning and transition of targeted beneficiaries.

We believe, and the evaluation concurs, that the benefits accrued from mentorship will benefit most of the Kenyan children since there is a policy framework and the roll out has commenced across the country.

Intermediate Outcomes

Improved Teaching Quality: Even though the evaluation found that the investment in the teacher improvement and capacity building is disproportionate to the direct beneficiaries, the project disagrees because the teachers trained will impact the lives of many more children beyond the targeted beneficiaries in the future. The teachers remain in the schools as the girls transit and they continue to use the skills imparted in them to improve the lives of many more girls. Furthermore, the introduction of new or alternative methods of teaching have helped the classes to be more vibrant and this has been credited to teachers having more exposure – for example the use of ICT in teaching and learning was noted by the beneficiaries and teachers alike as one of the most useful approaches to teaching and learning. The project acknowledges and hopes to work with teachers and other stakeholders to ensure the gains are augmented with more support to schools to improve delivery using ICT related approaches.

Improved Attendance: The evaluation noted general improvement of attendance rates, especially for the beneficiaries of the bursaries. This confirms the need for supporting vulnerable groups but the project acknowledges that the support has to be sustainable and therefore to sustain attendance there should be more initiatives towards community economic empowerment and less around bursary support.

Improved Community Support: The evaluation recognised that the project engagement with the community (especially the motorbike "*bodaboda*" riders) was effective in addressing some of the challenges face on their way to and from school, and within the community. ICL acknowledges that these group had been identified in previous evaluations and the project team had crafted interventions around them. It was fulfilling to note that indeed the strategies deployed by the project were having change within the community attitudes and practices.

Lessons Learned
The implementation of the Jielimishe GEC Project has offered the ICL team various learnings. First, the overall aspiration of any household or community is to see their children succeed in life and education offers such an opportunity to communities. For any organisation working in these communities, they are bestowed the opportunity to understand the communities and work together in determining relevant, effective and efficient solutions.

Second, having the government as an integral part of the project throughout assures more sustainability. For the project, working together on the Mentorship Policy made it easier for the government to see how the implementation of the mentorship interventions were having an effect on the learners, this made it easier for the government to drive the policy formulation process because they had bought into the efficacy of the policy.

Third, having more distinct categorisation of the beneficiaries is useful in ensuring that there are no target beneficiaries falling "through the cracks". In the project, the girls with disabilities and to an extent the young mothers may have not been given the specific focus even though girls in general were given focus. This led to the project being evaluated as GESI Accommodative and not GESI Transformative – there was more focus on gender equality and less on social inclusion.

ICL Overall Reflection

ICL has crystalized the role of being a leader in mentorship, whereas previously the focus of ICL was on university youth, the Jielimishe GEC Project has enabled ICL to venture, learn and innovate to address the mentorship issues of primary and secondary level children. In the process, ICL has managed to chaperone a policy – Mentorship Policy – that will impact on many children across Kenya.

Implementing the Jielimishe GEC project enabled ICL to continuously engage with communities for over 8 years and in the process has gained important insights on how communities change. The fact that the project straddled three different contexts – urban poor (Mombasa), rural poor (Meru) and ASALs (Laikipia) tested the resolve of the project team to think wholesome (overall outcomes) but also implement specific to the different contexts. This has helped the organisation learn much more on programming. The structure by the FCDO and the support system from the fund manager and evaluation managers have helped the organisation learn immensely on how to design, manage and implement programmes while at the same time evaluating and learning from them. In addition, the COVID-19 interruption brought to the fore the importance of adaptive management strategies and why it is important to be alive to the changing conditions and have mechanisms of feedback.

As a spin off of implementing Jielimishe GEC project and the learnings gained from it, ICL is in the process of trialing and testing re-usable pads that can be used by women and girls from resource poor communities; piloting community service-learning initiative that targetes secondary schools with practical mentorship activities based on engaging with the community resources and resource persons in their areas. This is to ensure that the students understand their communities, the opportunities, challenges and start – at an early stage – to engage as problem solvers or solution thinkers; working on a economic empowerment model that is self-sustaining and serving communities left furthest behind