Project Evaluation Report

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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

Kenya Equity in Education Project, Phase II

Baseline Report

Submitted to GEC-T

Prepared by: C.A.C. International with input from World University Service of Canada (WUSC)

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Acronyms

BoM	Board of Management
DAFI	Deutsche Akademische Flüchtlings Initiative Albert Einstein
DEO	District education officer
EE	External evaluator
EGRA/MA	Early grade reading assessment/math assessment
FGD	Focus group discussion
FM	Fund Manager
GDP	Gross domestic product
GEC	Girls Education Challenge
GER	Gross enrolment rate
GESI	Gender Equality Social Inclusion
GRP	Gender responsive pedagogy
GWD	Girls with disability
HH	household
HHS	Household survey
HoH	Head of household
IO	Intermediate outcome
IS	In school
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KEEP	Kenya Equity in Education Project
KII	Key informant interview
LCPI	Local Initiatives for Peace International
LoI	Language of instruction
MEL	Monitoring, Evaluation and Learning
MoEST	Ministry of Education, Science and Technology
NER	Net enrolment rate
OOS	Out of school

PA	Parents' Association
PCG	primary caregiver
PTA	Parents and Teachers Association
RCT	Randomised Control Trial
SeGRA/MA	Secondary grade reading assessment/math assessment
SIP	School Improvement Plan
TAC	Teacher Advisory Centre
TSC	Teacher Service Commission
WIK	Windle International Kenya
WUSC	World University Service of Canada

Executive Summary

Project Background: KEEP II is a five-year project which began in April 2017 and will end in March 2022. The vision of KEEP II is to create conditions for learning that will allow approximately 20,673 marginalized girls from Kakuma and Dadaab refugee camps and the surrounding host communities in the counties of Garissa, Wajir, Fafi and Turkana. All of the targeted beneficiaries of KEEP II meet GEC's definition of highly marginalised, Level 3 beneficiaries, facing significant barriers including transience, poverty, remoteness, negative socio-cultural attitudes, early marriage, forced marriage, and early pregnancy, a significant household chore burden, and low levels of parental and school support.

The KEEP II Theory of Change is centred on the premise that the ideal conditions for learning are created by mutually supportive relationships amongst and between the learner, the school and the home. The degree of learner engagement is influenced by the strength of these relationships. KEEP II will deliver targeted support to the learner, home, and school, and will also leverage the power of community mobilizers to strengthen the collaboration between these actors. When the learner is empowered, she is better able to advocate for herself. When parents are engaged in the educational process, schools are pressured to deliver better quality education. When teaching quality improves, a more supportive environment for girls' learning is created in the classroom and school. Lastly, when school Boards of Management (BoM), parents' associations, local and national education authorities are involved in each of these processes, gains are likely to be institutionalised and outlast the project itself.

Baseline evaluation approach: The KEEP II evaluation design is pre-post, using a mixed methods approach - drawing on qualitative and quantitative data collected at individual, household and community levels - in order to evaluate the causal links between KEEP II outputs, intermediate outcome and outcome levels, as well as the contextual factors that influence project performance. Sampling points were purposefully selected to include 23 out of 84 project intervention schools. At baseline, the evaluation combined a dual approach (separate learning and transition cohorts) as well as a single sample (in Turkana grades 5 and 7 only for the 2017 academic year). **A total of 1808 in-school girls were surveyed** including: 1084 girls in grades 6 to 11 were surveyed and tested for literacy and numeracy outcomes; and 724 girls, between the ages of 11 and 20 years old, surveyed at the household level for transition. **Qualitative data was collected with 530 stakeholders**, including girls, boys, male and female parents, teachers, school directors, local education authorities, school Boards of Management (BoMs), community leaders and community mobilizers.

Learning outcome findings: Baseline Learning Outcomes: A large majority of girls in the KEEP II learning cohort has demonstrated a high degree of proficiency at the equivalent of a Kenya grade 3 level of achievement (as measured by EGRA/EGMA testing). The balance in learning outcomes seems to shift at a grade 4 and 5 level equivalency (corresponding to SeGRA/MA 1 sub-tasks), where approximately half of the learning cohort is rated as "non-learner/emergent learner" while the other half is rated "established/proficient learner". Mean test scores decrease significantly for all grade cohorts tested on SeGRA and SeGMA Sub-tasks 2 and 3. Test scores are lower for numeracy than for literacy at all levels. Girls in Turkana scored better on learning tests than those in Garissa while host community girls scored better than refugee girls. Mean scores for grades 7 and 8 are the lowest overall; these grades appear to warrant specific attention, particularly given KEEP II transition pathways and expected transition outcomes.

Baseline Transition Rates: The majority (87%) of the KEEP II transition outcome cohort at baseline is successfully progressing in school, with 82% progressing to the next grade and 5% transitioning between primary and secondary levels. In-school progression ranges by age with the highest in-school progression for 14year olds (88%) and the lowest progression for 19year olds (70%). A considerable proportion of girls in the cohort repeat a grade (10%). Within the benchmark transition sample (N=146), 56% of girls were enrolled in school and 30% were engaged in domestic activities last year. Of the 56% who reported they were in school last year, 14% transitioned to community-based education and 27% transitioned to religious education this year. There are very few girls who report being enrolled in TVET (under 1% in both the

benchmark transition sample and the transition outcome sample); it is unclear whether this should continue as an important transition pathway in the project's transition mapping. The baseline data emphasizes that religious education, however, is an important path for girls in KEEP intervention zones. Given this data, there is a need to revisit transition pathways before midline, particularly for paths outside of formal school.

Baseline Sustainability Scores: The overall KEEP II baseline sustainability score for the KEEP II project at baseline is rated as latent (1). This is justified for several reasons: There have been very few girls' education program initiatives in KEEP II intervention zones, particularly in host communities and at the secondary school level to date, so school and household capacities and awareness are generally low. KEEP II intervention zones are very diverse, requiring very specific sustainability planning to address specificities in gender norms and socio-economic contexts in each community, which may produce variable results and levels of sustainability across different communities within a five-year project cycle. Very few options are available to educated girls in the project zones, particularly in the refugee camps, with regard to transition pathways beyond formal schooling; early marriage remains the most viable option for many girls, both socially and economically. Finally, KEEP II intervention zones are characterised by insecurity, volatility and transience, rendering sustainability results achievement and measurement challenging. Resources for investment in refugee education are decreasing while refugee camp closures and repatriation remain a threat. Public investment in education for the ASALs is limited, with considerable turnover in education personnel and limited resources available for improvement in education quality.

Gender Inequalities and Marginalisation: The KEEP II GESI self-assessment rated the project as gender transformative for all but one output; output 2 (upgrading school infrastructure) was rated as gender accommodating, although it is unclear why this output got a lower rating than the others. While the evaluator notes the potential for gender transformative results in KEEP II, the evaluator also underscores important risks linked to the validity of the project's underlying assumptions that could potentially render KEEP II results less than gender transformative (i.e. gender accommodating or even gender non-responsive for some outputs if risks are not properly addressed). Risks related to outputs 1 and 3 are of particular concern. The evaluator also emphasizes the need to ensure synergy between project outputs 4, 5 and 6 within the project delivery strategy, in order to maximize gender equality results. In terms of social inclusion, the GESI Self-Assessment rated the project as accommodating for all outputs, except output 3 which is rated as transformative. From the evaluator's perspective, the initial design of KEEP II included a very limited focus on social inclusion or girls with disabilities (GWDs). The initial project design was reviewed and approved and it is only with guidance from GEC since July 2017 that KEEP II is now being encouraged to increase its focus on social inclusion and disability. Given this background, the evaluator feels that KEEP II's rating on social inclusion at baseline is more realistically pegged as non-responsive than either accommodating or transformative. The evaluator has confidence that KEEP II is seriously considering GEC guidance and will act to effectively address social inclusion and the needs of GWDs going forward. This will require revisiting project inputs and outputs as well as likely engaging specific SI expertise to support this initiative.

Intermediate Outcomes: While there are some risks identified above, related to assumptions on the links between outputs and intermediate outcomes (IOs), which need to be managed, the majority of assumptions around the links between IOs and outcomes appear sound and likely to hold true in the long-term. The challenge is the relatively short project timeline - given the need to shift deeply entrenched attitudes and behaviours - and the sustainability of results at the IO level given the very challenging project context. Several indicators for IOs need to be revisited by the project. Household survey responses, which represent an important source of data for IOs, appear very high with regard to girls' attendance, life skills, community attitudes and teaching quality and at odds with other sources of available data, pointing to a possible response bias. Midline and endline targets for IOs, set by the project during the development of its logframe, appear overly ambitious relative to baseline values and require review. The evaluator has suggested where indicators could be revised and targets reduced, particularly for midline, given that it comes so early in the project cycle.

1. Background to Project

1.1   Project context[1]

The vision of KEEP II is to create conditions for learning that will allow approximately 20,673[2] marginalized girls from Kakuma and Dadaab refugee camps and the surrounding host communities. KEEP II plans to improve learning outcomes (literacy and numeracy) for girls; increase the numbers of girls remaining in school and transitioning to the next grade (attendance and transition rates); and create a positive, supportive environment that values and promotes girls' learning (sustainable changes in community behavior).

KEEP II operates in four locations in northern Kenya: Turkana County (host community), Kakuma Refugee Camp, Garissa and Wajir Counties (host community) and Dadaab Refugee Camp.[3] Each of these communities has unique political, economic, and social issues that will affect approaches taken during the implementation of the project. The host communities are largely nomadic and pastoralist located within historically neglected arid and semi-arid lands, which are extremely poor, rural and remote.

The Ministry of Education, Science and Technology (MoEST) is largely in charge if education in the host schools and UNHCR for the refugee and schooling delivered through implementing partners. The Kenyan education system operates on an 8-4- 4 configuration, with eight years of basic, compulsory education. The Kenyan national curriculum applies in both host and refugee schools where primary education is free (although indirect expenses remain for families to cover including uniforms, school books, materials, etc.). Secondary education is partially subsidized by the government in host communities and is free in refugee communities.

Low capacity in teaching and school governance remain significant factors, in both refugee and host community schools, affecting education quality. Classrooms are overcrowded, teachers are in short supply and there is a severe lack of textbooks, desks and other materials for teaching and learning. The economic reality of poverty and household cost-benefit calculations of educating a girl are still having a significant impact on girls' ability to enrol, stay in and perform in school. Although families may believe that education can help children make a better life for themselves, the fact remains that there is frequently a limited scope for a girl and her family to benefit materially from that education. In these cases socio-cultural norms prevail, with families tending to give priority to boys' education when faced with financial constraints.

The marginalization of girls within the context of KEEP is complex. Parity in enrolment up until Standard 3 has largely been achieved in most sub-Saharan African contexts[4]. Girls' marginalization from the educational process begins around the time she enters upper primary (Standard 4-5), which coincides with

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[1] Sections 1.1 and 1.2 of this report were prepared by the KEEP II project.

[2] The number of total beneficiaries calculated as **20,673** is based on the KEEP II project calculation of all girls enrolled in KEEP II primary and secondary intervention schools in the 2017 academic year, in grades Standard 5 to Form 4 inclusive. For purposes of external evaluation, a cohort of girls in grades S5 to F2 will be tracked through three evaluation points during KEEP II implementation. The total beneficiary number for evaluation purposes is **19,252** girls (the difference between the project number of 20,673 and 19,252 is the subtraction of girls in F3 and F4 in 2017).

[3] For the purposes of this report we are referring to the two project intervention regions as Garissa and Turkana. It is understood, when we refer to these two regions, that **Garissa** includes host communities in Garissa, Fafi, Wajir South counties and Dadaab refugee camps, while **Turkana** includes host communities in Turkana West as well as Kakuma refugee camps. When we refer to refugee camp only, we will refer to **Dadaab refugee camps** (which include Daghaley, Hagadera and Ifo camps) and **Kakuma refugee camps** (which include Kakuma camps I, II and III).

[4] Education for All Global Monitoring Report, 2015

the onset of puberty for most girls. When these societal pressures of adolescence are combined with economic pressure, the result is higher drop-outs. Current retention rates of the targeted populations of girls indicate that between primary school and the end of the last year of secondary school, the number of girls in school will be 1/8th of its original size. Societal attitudes place a low value on the need to educate girls beyond a certain level. Poverty, displacement, conflict, and the nomadic lifestyle of the host communities are other key factors inhibiting girls from staying in school.

Broadly speaking, the existing policy for girls in KEEP II's host community contexts is positive, emphasizing the importance of improving life chances for the girl-child and children with special needs. In 2011, the MoE released the Kenya Policy Framework on Nomadic Education, which aims to address many of the issues experienced in targeted host communities. This Framework announces the Ministry's commitment to collaborate with other partners to (among others):

- Direct specific support to eliminate the hidden costs that hinder access to education;

- Ensure that schools have adequate and appropriate sanitation facilities;

- Adopt creative approaches to ensure the safety of girls who learn away from home (i.e., boarding schools or host families), as well as expanding the number of low-cost boarding schools;

- Undertake public awareness campaigns to sensitize communities as to the value of educating girls;

- Provide scholarships to girls to increase enrolments and transition.

Resourcing this framework has continued to be a significant challenge, and the host communities in KEEP's project regions continue to perform poorly in almost all education indicators. Annually, the Government of Kenya spends 5.27% of its GDP on education, approaching the 2012 UN recommendation of 6% of GDP spending.

1.2   Project Theory of Change and Assumptions

The KEEP II Theory of Change is centred on the premise that the ideal conditions for learning are created by mutually supportive relationships amongst and between the learner, the school, and the home. The degree of learner engagement is influenced by the strength of these relationships, and girls perform better in school when they are motivated to learn and taking an active role in their own education.

KEEP II will deliver targeted support to the learner, home, and school, and will also leverage the power of community mobilizers to strengthen the collaboration between all three actors. When the learner is empowered and motivated, she is better able to advocate for herself. When parents are knowledgeable and engaged in the educational process, schools will deliver better quality education. When teaching quality improves and classrooms are well equipped, schools can address learners' needs and encourage parents to support girls' education. Lastly, when key education stakeholders such as BOMs, parents' associations, DEOs and the MoEST are involved in each of these processes, gains are likely to be institutionalised and outlast the project itself.

Some of the most critical barriers, as identified in KEEP I, are highlighted below:

- Challenging school environments, including lack of girl-friendly facilities, teaching approaches and learning materials that reinforce stereotypes, sexual harassment in classrooms and by boys;

- Large gaps in schooling due to conflict and/or relocation, resulting in a large percentage of over-age learners (on average, girls are 2 years older than the grade appropriate age);

- Economic barriers, including inability to pay for tuition, uniforms, sanitary pads, and other items;

- Low levels of self-confidence, and societal expectations limit their vision for their future and life skills. When girls are not equipped with tools to advocate for themselves and face unsupportive

environments, they are more likely to be vulnerable to early pregnancy and early or forced marriage;

- Negative socio-cultural attitudes towards girls' education and empowerment, leading to unsupportive household environments and often an increased burden of household chores or other obligations that keep girls from concentrating on their studies. In the KEEP I Midline Evaluation, nearly half of the girls surveyed who had left school claimed having done so because of "obligations at home"; and

- Weak school administration and governance/accountability structures, resulting in an inability to improve school environments for girls.

Some of the critical assumptions guiding the development of KEEP include:

- Teachers effectively embed new skills and competencies.

- The conditionality on cash transfers and scholarships will be sufficient to encourage families to keep their girls in school and use the resources on the girls' needs.

- As girls' self-esteem and confidence improves they will advocate to continue their own educational journeys.

- Given new information, people will be open to positive behavioural change in support of girls' education, and, relatedly, entrenched conservative views towards girls' education are in the minority.

- Key stakeholders, including Teacher Advisory Centres (TACs) and Boards of Management (BoMs), are receptive to organisational change.

Table 1: Project design and intervention

Intervention types	What is the intervention?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
Teacher training	KEEP II will train teachers in basic pedagogical skills, gender-responsive pedagogy, and large classroom management. These teachers will deliver remedial classes to targeted girls as well as teaching in regular classrooms.	Intermediate Outcome 1 (Learning)	The GEC's Midline and End line Portfolio Evaluation highlight that investments in teacher quality have the highest impact on learning.
Infrastructure upgrading	KEEP II will provide a number of secondary schools with selected upgrades to enhance girl-friend liness and improve the capacity of secondary schools to absorb more students.	Intermediate Outcome 1 (Learning)	Improved learning environments and capacity at secondary school will ensure that girls can focus on their learning.
Scholarship provision	KEEP II will provide 250 scholarships to girls to attend 4 years of secondary school.	Intermediate Outcome 2 (Transition)	Poverty represents one of the largest barriers to girls' education in the project context. By reducing the financial barriers, more girls will be able to transition to secondary school.
Cash transfer provision	KEEP II will provide 2,500 girls and their families (annually) with regular cash transfers based on their attendance, with the intent of incentivising increased attendance in school.	Intermediate Outcome 2 (Transition)	

Intervention types	What is the intervention?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
Teacher training (Guidance Teachers)	KEEP II will hire and train 14 Guidance Teachers at secondary school to deliver career counselling.	Intermediate Outcome 2 (Transition)	Although most girls aspire to receive post-secondary scholarships through WUSC or DAFI, only a limited number are able to do so. Guidance Teachers are essential in informing girls about other options (i.e., other programs, vocational training, etc.) and supporting them through successful transitions.
Life skills support	KEEP II will deliver residential, five-day life skills camps to approximately 400 girls annually, focused on core skills such as critical thinking, problem solving, team work, and more.	Intermediate Outcome 2 (Transition)	Strengthening life skills is a critical component of improving resilience and also of providing girls with an example of what other opportunities exist.
Psycho-social support	KEEP II will hire, retain and train four psycho-social counsellors to support girls and boys in the targeted communities.	Intermediate Outcome 2 (Transition)	Given the project context and the extent of trauma, mental health challenges, and other barriers, providing marginalised girls with access to counselling is essential for helping them build life skills necessary for transition.
Community engagement	KEEP II will work with Community Mobilizers to collaborate with key community stakeholders (traditional and religious leaders, etc.) and organise community events in order to inform people about the work of the project and the importance of girls' education.	Intermediate Outcome 3 (Sustainability)	Continuous and sustained community engagement has already been shown in KEEP I to have positively impacted the attitudes of community members with regard to girls' education. Sustained investment in this area can ensure that attitudinal change also becomes behavioural change.
Capacity building	KEEP II will work with PAs, BOMs, and the Teacher Service Commission's Teacher Advisory Centre in order to build their capacity in gender-responsive, child-safe, and inclusive school management.	Intermediate Outcome 3 (Sustainability)	These stakeholders are critical to strengthening the performance of schools in the communities targeted by KEEP II and must be supported to build their capacity to deliver gender-responsive education.

1.3   Target beneficiary groups and beneficiary numbers

> **Box 1: Project's contribution[5]**
>
> All of the targeted beneficiaries of KEEP II meet GEC's definition of highly marginalised, Level 3 beneficiaries, facing significant barriers including transience, poverty, remoteness, negative socio-cultural attitudes, early marriage, forced marriage, and early pregnancy, a significant household chore burden, and low levels of parental support. In the broader context of GEC's portfolio, these girls can be understood as "hardest to reach because of a complex combination of context, social and economic factors and may require bespoke interventions tailored to an individual." KEEP II will measure grade to grade progression within its target cohort, as well as at key points (S6 to S7, S8 to F1 and F4 completion). KEEP II anticipates that approximately 20,673 beneficiaries will be reached by the project interventions in Year 1 in 84 KEEP supported schools.[6]
>
> KEEP II is structured to provide holistic support, which can respond to different and evolving needs at each stage of their development. For girls who are currently at the upper primary level, KEEP II envisions a successful transition to secondary school and achievement of (at minimum) functional literacy and numeracy. For girls who are currently at the secondary level, KEEP II envisions completion of Form 4 with strong literacy and numeracy skills, and the acquisition of life skills to successfully transition to their chosen post-secondary occupation. The majority of current KEEP beneficiaries are in Standard 4 - 8 (89%) aged between 13-20 years, while the remaining 11% of beneficiaries are in Forms 1-4. The teenage years of the girls are the most time due to the confluence of several factors: reduced parental expectation in terms of schooling; puberty and the onset of multiple associated issues, including menstruation and the possibility of early pregnancy; and increased expectations of early marriage. Findings from KEEP I Midline and Endline Evaluations demonstrated that while the majority of families want their daughters to receive an education, expectations regarding the level of education are low. This may represent the time when primary caregivers feel that the returns on investment of education begin to diminish.
>
> KEEP II will make investments in the key factors that improve girls' learning: remedial classes, teacher training and gender-responsive pedagogical practices, and creating a supportive learning environment. KEEP II will focus on grade-to-grade transition. These transition points have been identified as high-risk points where girls are most likely to dropout. KEEP II will reduce the likelihood of dropout by addressing financial barriers of schooling, one of the key causes of irregular attendance.
>
> The KEEP project has made deliberate efforts to track individual girls through the critical stages of her education cycle as well as post education based on the existing options in the areas of our operation. To address this, the MEL team will consistently triangulate all the data collected from the school registers, head teacher enrolment and spotchecks to track individual girls in a weekly basis. Attendance rates will be calculated for all the girls *(calculated as the number of days attended by an individual girl in the term divided by the total number of days in that term multiplied by 100).*

Project Beneficiaries, Disability and Social Inclusion:

In the broader context of GEC's portfolio, disabled girls also fall under "hardest to reach" because of a complex combination of context, social and economic factors. Worldwide, functional limitations are chronically under-reported due to stigma and socio-cultural attitudes regarding people with disabilities. In the KEEP context, girls with disabilities (GWDs) may remain hidden or socially isolated due to stigma, parents' perceptions about what GWDs are capable of achieving within the education system, and perceptions of the eligibility of GWDs to access education.

Although KEEP does not have a specific focus on GWDs as a targeted sub-group, we have begun to identify some of the more complex barriers faced by girls with disabilities, based on our disability mapping exercise conducted in KEEP 1. According to the Disability Mapping Report 2016, children with disabilities may face any or all the following barriers to learning:

- Unsafe journey to school or home

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[5] This table was filled in by the KEEP II project.

[6] There are 5 primary school and 1 secondary schools that have already been closed in IFO 2. The population in those schools will be absorbed in the existing Dadaab schools mainly in IFO1. This does not affect overall project beneficiary distribution.

- Inaccessible teaching and learning materials
- Lack of inclusive teaching methodologies
- Lack of assistive devices
- Discrimination by teachers, parents and students
- Inability to afford school fees and supplies

These findings are consistent with the barriers and gaps identified in KEEP's own internal analysis. Further global evidence (for example, UNGEI Report *Still Left Behind*, 2017), demonstrates that GWDs face "double discrimination." For example, while GWDs who obtain adequate support may challenge their parents' expectations of their ability at school, parents may still believe that girls are responsible for household chores. GWDs may also be exceptionally vulnerable to early marriage, as parents or guardians may try to marry girls off in order to reduce the perceived care burden- this heightens the chance that GWDs may end up in abusive marriages (UNGEI, 2017).

The recommendations from the Disability Mapping 2016 will help to support KEEP's adaptive and reflexive approach to project design in terms of accommodating GWDs. KEEP is already including the dimension of disability as an important part of gender equality and social inclusion (GESI) analysis. For example, school upgrades will be accommodating to GWDs, and disability is one of the considerations in the Marginalization Index that informed beneficiary selection for cash transfers. KEEP will take the following steps in order to improve the integration of GWDs into KEEP, in accordance with GEC's guidance around GESI:
1) Ensuring that logframe and indicators incorporate and highlight issues specific to disability into the intervention. For example, target groups could define the number of GWDs reached; indicators could be designed to monitor the extent to which GWDs are accessing education under KEEP; and monitoring data should be disaggregated to highlight girls with disability.
2) Update GESI Assessment every 6 months, including analysis of GWDs.
3) KEEP may consider integrating quotas to ensure the GWDs receive some specific interventions. For example, instituting a policy wherein at least 5% of scholarships or cash transfers are given to GWDs.

The KEEP team is committed to strengthening our understanding of the experiences of girls with disabilities in the KEEP context, and to integrate new lessons and knowledge in our implementation through adaptive management practices. The broader WUSC Kenya team is also moving forward on this file by pursuing additional funding that focuses on the needs of GWDs. For example, WUSC has been preliminarily approved for a project, entitled the *Strengthening inclusive learning environments* (SHULE) Project, funded by the U.S. Department of State. This initiative, which is anticipated to begin in Fall/Winter 2018, has the ultimate outcome of strengthening quality of education provision for refugee girls in Northern Kenya to improve transition outcomes, particularly for girls with special needs and over-aged learners. SHULE will be implemented in the same operational area as KEEP (Kakuma and Dadaab Refugee Camps and surrounding host communities), although SHULE will not explicitly target pre-existing KEEP beneficiaries. However, WUSC will leverage the SHULE Project in order to generate evidence and add value to KEEP, particularly in the area of inclusiveness of GWDs. For example:
1) The SHULE Project will conduct community engagement and outreach in order to promote the engagement of GWDs in the education system. Materials and approaches developed for the SHULE Project can also be leveraged to support more inclusive outreach and behaviour change to promote the rights of GWDs in KEEP.

2) The SHULE Project will develop a teacher training module on inclusive teaching that can complement KEEP's teacher training approach, ensuring an improved level of responsiveness to the needs of GWDs in KEEP programming.

3) The SHULE Project will provide additional resources to hire trained psycho-social counsellors that will serve the SHULE and KEEP project communities and contribute to improved support for GWDs.

The External Evaluator makes the following observations with regard to the KEEP II Theory of Change and beneficiary numbers:

- The KEEP II counting methodology appears as reliable as possible given the prevailing quality of EMIS data at the school, county and refugee camp levels in KEEP intervention zones. The total population of girl beneficiaries is quoted based on enrolment data (Standard 5 to Form 4) by school and by grade for girls, reflected in both individual class registers and school data bases. At baseline, KEEP II is focused only on in-school girls and has been working in the same 84 intervention schools since 2013; the relative size of classes and girls' cohorts in these classes is known to the project, as are any fluctuations in student populations and reasons for these fluctuations. KEEP has also been working to upgrade school administrative data and record-keeping capacity throughout its first phase, so data should be more reliable today than it was in 2013. The quality of project monitoring data on KEEP II will likely be the same as on KEEP I – that is, the quality is generally good but subject to certain qualifications which are beyond the project's control. School-level administrative data in the project intervention zones can be skewed for various reasons: 1) lots of movement of students between schools within the same academic year or students who are enrolled in more than one school simultaneously, particularly in refugee camps because of camp and school closures, refugee repatriation and/or the attraction for families of sending their children to schools where they can access KEEP inputs; the tendency of school administrators to inflate enrolment and attendance data to increase capitation grants and school performance indicators.

- **There is, however, a difference in the method of calculation of KEEP II beneficiaries between the project and the external evaluation** that will have to be resolved before midline. The project calculates total project beneficiaries as 20,673 (including all girls enrolled in 2017 in KEEP II intervention schools in grades Standard 5 up to Form 4). For external evaluation purposes and based on the KEEP II MEL Framework, the total number of KEEP II cohort girls to be tracked by the external evaluator at project start-up in 2017 are calculated to include Standard 5 to Form 2 girls only; the external evaluator calculates project beneficiaries as 19,252. Form 3 girls in 2017 (or Form 4 girls in 2018 when baseline learning outcome data was collected) are considerdd considered a learning benchmark at baseline only, and not part of the cohort of girls to be tracked at midline and endline. The inclusion of this upper grade is what constitutes the difference between the project and EE calculation of total beneficiaries.[7]

- In terms of the KEEP II Theory of Change, the evaluator notes that while the project has articulated underlying assumptions to support its results chain logic, there is no corresponding risk register or risk mitigation strategy. As will be seen in findings under Chapter 5 on Intermediate Outcomes, there are risks that are of particular concern with regard to IOs I and 3. There is also a need for the project to revisit its transition mapping (see sections 4.3 to 4.5 below) as well as its sustainability indicators (see section 4.6 below).

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[7] In the Outcome Spreadsheet (Annex 2 below) GEC-T requests "learning beneficiaries for 2018" under the New Inputs Tab of the spreadsheet. Under this tab, total beneficiary numbers are given as 20,673 (from 2017) based on project calculations.

2. Baseline Evaluation Approach and Methodology

2.1 Key evaluation questions & role of the baseline

The key questions that the evaluation is designed to address are summarised in the exhibit below. The questions and related sub-questions are also presented in the KEEP II MEL Framework (see Annex 5). The evaluation of KEEP II involves three waves: baseline, midline and end line. At each wave, these questions and sub-questions will be assessed, findings on progress and overall performance reported, and recommendations made, in order to record progress and improve ongoing project performance. The baseline report is being submitted in May 2018, the midline evaluation report is due in May 2019 and the end line evaluation report is due in May 2022.

With respect to the purpose of this baseline report, its main objectives are: To set baseline values and targets for project expected intermediate outcomes and outcomes; reflect on and assess the validity and relevance of the project's Theory of Change, its underlying assumptions and associated risks; to evidence why changes may need to be made to the project's activities in response to this analysis; and to inform a review of the project's Logframe Indicators so that the project can revise these, where appropriate and before midline.

Key evaluation Questions:

Design: _To what extent was the project successfully designed and implemented?_ This refers to the project's Theory of Change, internal coherence, logic and relevance to its context. In terms of design, were initial assumptions sound, were identified risks comprehensive, was the results logic chain sound in terms of cause-effect relationships, were gender and inclusion considerations sufficiently mainstreamed in project design? In terms of implementation, was the project context and project assumptions and risks continually analysed, was project strategy reviewed and revised as required to ensure ongoing relevance and coherence with lessons learned and evolutions in the context?

Effectiveness: _To what extent were project inputs delivered on time to achieve project outputs and contribute to immediate outcomes?_ Were immediate outcome targets achieved and if not, why? Which inputs and activities worked, and which worked less well with regard to delivering outputs and contributing to outcome achievement? What contextual factors influenced effectiveness either positively or negatively? Were there any unexpected project effects (positive or negative)? How well was the Gender Equity and Social Inclusion (GESI) strategy implemented and adapted over time by the project in order to ensure immediate outcome achievement?

Impact: _To what extent did the project improve transition and learning outcomes for targeted girls?_ What was the cause-effect relationship between the project's immediate and intermediate outcomes? Which immediate outcomes were most effective, appreciated by different stakeholders in terms of their contribution to intermediate outcome achievement? What contextual factors influenced intermediate outcome achievement either positively or negatively? Were outputs achieved on time in order to achieve outcomes? Were risks analysed and managed?

Sustainability: To what extent are project outcomes (potentially) sustainable beyond the completion of the project, at school, community and system levels? What are the contextual factors influencing sustainability and how well has the project analysed and managed risks, adapted project strategies to enhance results sustainability? To what extent has the project been successful in leveraging additional resources to support project outcomes and/or dissemination of project results and learning for eventual replication, scaling up or out?

Value for Money: To what extent does the project represent good value in terms of its cost relative to its outputs and outcome achievement?

2.2   Outcomes and Intermediate Outcomes

This section presents project outcomes and methods for their measurement including indicators, the level of measurement, data collection instruments and sources of data, the rationale for the data collection methods chosen, and their frequency. See Table 2 below for details.

Table 2: Outcomes for measurement

Outcome	Indicator	Level at which measurement will take place	Tool and mode of data collection	Rationale	Frequency of data collection
Literacy & Numeracy Marginalised girls supported by GEC have improved learning outcomes	Number of girls who have Improved literacy and numeracy (EGRA/MA and SeGRA/MA scores)	Schools	EGRA/MA SeGRA/MA	**EE**: Standardised tests, adapted to grade cohort learning level at baseline, with same test used at each wave with same cohort of girls, is deemed most objective and reliable method of measurement by GEC.	Per evaluation point
Transition Increased number of marginalised girls who have transitioned through key stages of education, training or employment	Number of marginalised girls who have transitioned through key stages of education, training or employment	Household	HH survey Qualitative data collection with IS and OOS girls, male/female parents, guidance counsellors	**EE**: Quantitative data will establish transition trends for girls while qualitative will deepen understanding of the transition pathways available to girls, what is the girls' perceived degree of influence, what factors influence these pathways, why and what difference KEEP inputs can make or have made.	Per evaluation point
Intermediate outcome 1: Improved learning experiences for girls in safe, supportive and inclusive environments	% of girls showing improved academic performance in national and school-based examinations Number and type of key stakeholders who perceive improvement or positive change in the quality of learning experience of girls at school (perception of quality of teaching and learning environment)	School Household	Learning outcome data HH Survey In-School Girl Survey KII and FGD interviews with girl students, parents, teachers, BoM	**Project**: National and school-level exam scores collected regularly by the project teams **EE**: Triangulating quantitative and qualitative data sets from girls, parents and school stakeholders will determine whether girls feel safe and happy at school, whether infrastructure is appropriate for girls, whether BoM is taking actions for girls and whether girls' learning outcomes can be attributed to any project inputs or outputs.	Annually Per evaluation point

Outcome	Indicator	Level at which measurement will take place	Tool and mode of data collection	Rationale	Frequency of data collection
Intermediate outcome 2: Increased and regular attendance of targeted girls	% improvement in targeted marginalised girls' attendance in schools throughout the life of the project % of girls and parents/guardians reporting that the support received has helped to reduce barriers to regular attendance	School Household	School attendance registers HH Survey In-school girl survey EE Spot check data KII and FGDs with girls, teachers, parents on barriers to girls' attendance	**Project**: Calculating semester attendance for each girl **EE**: Survey data and spot checks will track attendance rates. This will be compared against project attendance data collection. Qualitative data will explain the factors influencing improved attendance and the effects of KEEP inputs on existing or new barriers.	Per semester Project spot checks 2X/year Per evaluation point for EE spot check
Intermediate outcome 3: Increased ability of targeted girls to make informed education, career and life choices	% increase in GEC Life Skills Index score among targeted girls Perceptions of girls on the support they are given to make their own informed decisions in family and school settings.	School Household	HH Survey In-school girl survey KII and FGDs with girls, guidance counsellors, parents on barriers to girls' attendance	**EE**: Surveys will establish Girls' Life Skills Index Scores by age sub-group. Qualitative data from male/female parents, IS and OOS girls and teachers/guidance counsellors will identify the factors influencing family and girls' decision-making re life choices, what KEEP inputs are making a difference on positive transition pathways, if any.	Annually Per evaluation point
Intermediate outcome 4: Improved engagement of parents/guardians and school communities in support of girls' education	% of household members providing increased support to girls' education (e.g. moral, financial, division of labour) % of marginalised girls who feel they are given the appropriate support by their family to stay in school and perform well	Household Community	HH Survey In-School Girl Survey KIIs and FGDs with parents, BoM, community leaders, IS and OOS girls	**EE**: Quantitative data will establish overall trends with regard to attitudes, perceptions of girls, male and female parents/guardians regarding decision-making for and support to girls' education; qualitative methods will validate survey data and explore factors influencing differences by gender, ethnicity, community type over time.	Per evaluation point

Outcome	Indicator	Level at which measurement will take place	Tool and mode of data collection	Rationale	Frequency of data collection
Intermediate outcome 5: Strengthened school governance and management mechanisms in support of girls' education	% of schools that are governed and managed in a gender-responsive, child safe and inclusive manner based on annual school assessment Number and type of key stakeholders who perceive a positive change in how schools are addressing child protection and gender equality	School Household	HH Survey In-School Girl Survey KII and FGDs with IS girls, BoMS, teachers, parents	**Project**: School assessment tool (BoM assessment based KII, FGDs) **EE**: Quantitative data will establish what households know of the quality of BoM efforts and what girl students perceive re changes in their school environment. Qualitative data collection with girls, boys, teachers, BoMs will validate survey data and nuance what is working or not re girl-friendly schools.	Annually Per evaluation point

Outcome indicators

The outcome and intermediate outcome (IO) indicators, as articulated in the project logframe, are generally appropriate and measurable. The project should consider revising the following indicators because they are either not accurate measures for the result statement or will be difficult to measure as currently articulated:

- The first indicator under Intermediate Outcome 1: The indicator, as currently formulated, will prove much too onerous and data-intensive to measure in a meaningful way. A better wording for the indicator could be, "The % of girls demonstrating improved performance on school exams, as well as sitting and passing KCPE and KCSE exams in the project intervention schools."

- The second indicator under Intermediate Outcome 1: This is supposed to be a qualitative indicator and, as currently articulated, is not easy to measure in quantitative or qualitative terms. It would be better articulated as, "Changes in stakeholder perceptions with regard to the learning experience of girls in school." This articulation could be measured using both quantitative (HH survey responses, classroom observation) and qualitative data (KII and FGD with girls, teachers, parents).

- The first indicator under Intermediate Outcome 4: It is unclear what household "members" this indicator is referring to (all households and their members in all KEEP II intervention zones or just the sample administered the HH survey?). If it is the former, this will be impossible to measure short of going in and surveying each household member. In addition, the household survey (HHS) does not measure the "number of household members providing increased support to girls' education". The HH survey measures attitudinal change for the head of household and the girl's primary caregiver (in many cases the same individual), with regard to girls' education and how each of these respondents reports that education decisions are taken within the family. The girl portion of the HH survey and in-school girl survey has a question about the perceived degree of parental/family support for their education but this survey question relates to the second indicator under this IO. The first indicator should be replaced with something more measurable based on existing tools. It could be replaced with something like: "The % of HoH and PCGs surveyed who report changed attitudes in favour of supporting their girls' education."

- The second indicator under Intermediate Outcome 5: This indicator currently reads as, "Number and type of key stakeholders ….". As with the indicators under IOs 1 and 4, it will be difficult to measure the number and type of household members or stakeholders who perceive positive change. The numbers of HoH, PCG and girls can be measured in number because they are surveyed other stakeholders are not; for qualitative data collection it becomes unmanageable to respond to this indicator in a meaningful way. A better formulation would be "Evidence of change in perceptions by different stakeholders that schools are positively addressing child protection and gender equality concerns". Or better measures of school governance overall would be "the number and % of KEEP intervention schools with a school improvement plan (SIP) that reflects gender sensitivity and inclusion" and "evidence that KEEP II intervention schools have been able to implement GESI considerations as articulated in their SIPs".

Measuring Sustainability

The KEEP II MEL Framework summarises the evaluation's approach to measuring sustainability (see Annex 5). The bulk of sustainability measurement by the external evaluator will focus on changes at the **school and community levels** with regard to: community/family attitudes and perceptions as well as changes in infrastructure, systems, attitudes and practices at the school level. Project level surveys (household and in-school girl survey), as well as qualitative data collection will measure attitudinal changes over time, among in-school and out-of-school girls, male/female parents/guardians, boys, community leaders and local education authorities, with regard to the potential for outcome sustainability.

The KEEP II project design focuses limited attention on sustainable **systemic change** in the education sector; the project's control will be limited with regard to how long any changes resulting from project interventions are sustained, given broader systemic challenges in the project context (changing government refugee or education policy, human resource management practices in education, staff turnover, refugee camp closure and resettlement, etc.). Assessing KEEP II outcome sustainability at the systemic level will be focused on: 1) how well the project is leveraging additional resources for project results achievement or building local capacity to advocate for greater resources; and 2) how effectively the project disseminates project results, lessons learned and best practices to the Kenyan government and relevant development partners, for replication, scaling out or up. Data will be gathered largely through qualitative data collection with District Education Officers (DEOs), Teacher Advisory Centre (TAC) representatives, community leaders, school administrators and teachers, and through document review.

Indicators for sustainability included in the existing version of KEEP II logframe (see Annex 1) were developed by the project during the development of the MEL Framework. Project managers on KEEP II recognise that these indicators are weak, as currently articulated, and the intention is to revise them after baseline. As a result, the external evaluator feels that the Sustainability Scorecard is currently of limited utility to the project in tracking the factors and managing the risks that limit outcome sustainability (see section 4.6 below for further discussion and suggested revisions to KEEP II sustainability indicators).

Table 3: Sustainability outcome for measurement

Sustainability Level	Where will measurement take place?	What source of measurement/ verification will you use	Rationale - clarify how you will use your qualitative analysis to support your chosen indicators	Frequency of data collection
School	School	**Project**: BoM Capacity Assessments, gender responsive pedagogy (GRP) training evaluations and teacher inspection reports, classroom observations, GRP evaluation reports **EE**: In-school girl survey KIIs and FGDs with girls, boys, parents, head masters, teachers, counsellors, DEOs, TAC tutors	The qualitative data collected will help validate evidence of attitude, behaviour change and practice at the school level with regard to a more positive, safe and protected learning experience for girls at school. Qualitative data collection will serve to answer why, how and how deeply change has occurred at the school level, what systemic factors support and hinder sustainable institutional change, and how/whether these factors can be addressed by the project.	Project monitoring Midline and end line evaluation
Community	Community	**Project**: Ongoing attitudinal change monitoring **EE**: HH Survey In-school girl survey KIIs and FGDs with girls, boys, parents, head masters, teachers, counsellors, community leaders	The qualitative and quantitative data collected through HH and in-school girl surveys will help validate evidence of attitude, behaviour change at the community level as a result of films, radio broadcast, community mobilisation. Qualitative data collection will serve to answer why, how and how deeply change has occurred at individual level, what factors support/hinder sustainability and how potentially sustainably change is.	Project monitoring Midline and end line evaluation
System	School, county, national education Donor agencies	**Project**: Review of DEOs and TAC tutor school visit reports and KIIs, donor reports/discussions **EE**: Validating evidence of any systemic change identified by the project with education stakeholders at national and county levels, other donor agencies, other education actors (through KIIs)	The project will gather information to assess the extent to which the TACs and DEOs are supporting targeted schools that have GRP and child protection guidance/training.	Project monitoring Midline and end line evaluation

2.3   Evaluation methodology

Evaluation Design: The KEEP II evaluation design is pre-post, using a mixed methods approach - drawing on qualitative and quantitative data collected at individual, household and community levels - in order to evaluate the causal links between KEEP II inputs, activities, outputs and results at intermediate and outcome levels, as well as the contextual factors that influence project performance.

Through lessons learned from the KEEP I external evaluation, it was not deemed feasible to include a control or comparison group in evaluation design (i.e., randomised control trial [RCT] or quasi-experimental design). The project context is very dynamic and rapidly evolving, characterised by migration of nomadic pastoralist populations in a period of significant drought in the host communities; security threats and terrorist attacks along the Somali border across the Garissa intervention zone; an uncertain, national government refugee policy which includes camp closures, refugee repatriation and resettlement; as well as ongoing volatility in the contexts of Sudan, South Sudan and Somalia, affecting the movement of refugees in and out of Kakuma and Dadaab camps.

Target Beneficiary Groups: The ultimate and most direct[8] beneficiaries at baseline, and for the purpose of external evaluation, include 19,252 marginalised girls, enrolled in classes ranging from Standard 5 to Form 2 (in the 2017 academic year) within KEEP II targeted schools in host communities of Garissa and Turkana, as well as the refugee camps of Kakuma and Dadaab. Other direct beneficiary groups (i.e., who receive project inputs) include: 1) teachers, guidance counsellors, school administrators, boards of management and staff of Teacher Advisory Centres in KEEP II targeted schools and zones; and 2) boys, men and women parents, community mobilizers, community leaders and local education officials in the host and refugee communities where KEEP II intervenes.

Sampling Strategy: The Sampling Framework is presented in Annex 10 below. Sampling points included 23 out of 87 KEEP II intervention schools and their surrounding communities[9]. As was the case for KEEP I, these sampling points were selected purposefully to ensure appropriate representation across the project intervention zone in terms of region, host/refugee, and urban/peri-urban/rural. The intention was to create school/community clusters around selected KEEP II secondary schools: the secondary school was the primary unit of selection with six out of fourteen intervention secondary schools selected (three per region) as sampling points along with up to three "feeder" primary schools selected from the surround communities. The selection of these "school clusters" was intended to facilitate tracking girls in their transition from primary to secondary school, as well as to be able to track the support provided for girls' education in related households, communities and schools, in keeping with the project's theory of change. The same 23 sampling points/schools were used to collect data on all three cohorts of girls (see below) to be tracked in the external evaluation.

Cohorts: At baseline, the external evaluation is using both **a dual approach (separate learning and transition cohorts) with a smaller, single sample (linked cohort) included alongside it**. This allows for stronger inference about KEEP II performance while alleviating the cost, risk and logistical challenges inherent in maintaining a single sample approach for the whole project population. As such, there are three cohorts of girls being tracked on KEEP II:

- **Learning cohort of girls:** The strategy for sample selection entailed a stratified cluster sample with random selection of girls at grade level, based on class lists provided by the school. Representative samples were selected randomly from class lists at each of the grade levels from

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[8] If we consider direct beneficiaries those receiving inputs from the project, we would need to include teachers, BoMs, parents, boys. To make the distinction we will differentiate between ultimate beneficiaries (girls) and other direct beneficiaries of project inputs.

[9] A community was considered as a radius of seven kilometres around each school. Seven kilometres was chosen as the outside distance a girl might travel daily to school, given project regions and age groups.

S6 to F3 in 2018 academic year (KEEP II target grades are S5 to F2 in 2017 at project start-up, but the learning outcome baseline was collected in 2018 so it was assumed girls would have moved up a grade in the new academic year). Every second or third girl (depending on girl student population per class/school) on a class list was selected for learning tests and the administration of the in-school girl survey.

- **Transition cohort of girls**: The point of departure in each transition sampling point was the school. Households were randomly selected for survey based on standard selection protocols, which depended on population density in a given sampling point (i.e., whether it was an urban, peri-urban or rural community. The catchment "community" around each school, for randomly selecting the household/ transition cohort, was determined as a radius of up to 7km around the school. At the household level at baseline, girls who were enrolled in school and who were between 11 and 20 years old were eligible to be selected for the transition cohort and to be administered the household survey. If there was more than one eligible girl per household, the Kish grid was used to randomly select a girl.

- **Joint sample (JT) cohort of girls**: This cohort represents a sub-set of the learning cohort of girls; the JT cohort is restricted to girls in classes Standard 5 and Standard 7 only in the 2017 academic year. It is important to understand that for the JT cohort, learning outcome and transition data were collected in different academic years (the household survey was conducted in 2017 when JT girls were in S5 and S7 while the learning outcome data was collected in 2018 when JT girls are presumed to have moved ahead a grade to S6 and S8).[10] Because tracking girls from school to household presents significant challenges in the project context, this cohort was selected from the KEEP II marginalisation data base[11] which provides more complete information on each girl and her household than the information available in school registers. As the project marginalisation data base was not complete for Garissa at the time of baseline data collection, a decision was made to conduct the joint sample of approximately 210 girls only in the Turkana region. The joint sample cohort of girls was administered the full household survey, the appropriate learning test for grade level, and a slightly modified in-school girl survey (i.e., minus the life skills questions which had already been administered through the household survey).

Sample Size: Sample sizes per sampling point for the learning outcome cohort, transition outcome cohort and joint sample cohort were established based on the size of the girl student population by intervention school and grade in a given sampling point. The benchmark transition (BT) sample was set at 150, following GEC MEL Guidance, and households/girls were selected randomly based on a specific protocol for the BT sample (it was a slightly different protocol than the general transition cohort of girls/households as BT girls could be either in-school or out-of-school, while sampling for BT started at a different point in the sampling community to avoid overlap with the general transition sample).

Qualitative Sample Selection and Size: Qualitative data was collected in 11 out of the 23 sampling points with girls, male/female parents, boys, teachers, guidance counsellors, head masters, community leaders and district education officials. These sampling points were purposefully selected for representation (type and size of community, urban/rural, region), security and logistic feasibility. Between 10 and 60 stakeholders were contacted by sampling point (through KIIs and FGDs, depending on stakeholder availability) for a total of 530 respondents. The tables below show the number of qualitative data respondents by region and by stakeholder category.

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[10] For the JT sample related to learning outcomes, the cohort at project start-up (2017 academic year) was S5 and S7. However learning outcome data presented below in Chapter 4 will describe the JT sample as being in S6 and S8 because it was collected in February 2018 when the girls had moved ahead a grade academically.

[11] The project is required to establish a marginalization data base of all targeted girls for KEEP II inputs.

Respondents By Region	
Dadaab	345
Kakuma	185
Total	**530**
Respondents by Stakeholder Category	
Board of Management	45
Child Protection Officer	5
Community Leader	42
Community Mobilizer	4
Education Officials	6
Guidance & Counseling Teacher	3
Head Teacher	9
In School Boys	70
In School Girls	82
Out Of School Girls	23
Parents	145
Psychological Counsellor	21
Regular Teacher	55
Remedial Teacher	20
Total	**530**

Triangulating Quantitative & Qualitative Data Sets: Qualitative data sets were analysed against a matrix which included the following nine themes: characteristics of marginalisation, barriers to education, the five KEEP II intermediate outcomes and two outcomes of transition and learning. Quantitative data from the household and in-school girl surveys were initially analysed in terms of frequency distribution, disaggregated by age, region, community type. Questions relating to each of the nine themes referred to above were extracted and the qualitative and quantitative data for each of these themes was then compared and contrasted to identify trends, commonalities and differences which then informed findings.

Assumptions and Risks: The assumptions concerning the relationship between IO and outcomes will be evaluated largely through: 1) comparing IO and outcome values at midline and end line to the previous time point, looking at rate of change over time and testing for statistical significance in the relationship between them; and 2) analysing qualitative data collection at each wave of evaluation – key informant interviews and focus group discussions with beneficiary girls, their teachers, head masters, male and female parents, boy students, BoM members, community leaders and DEOs – to explore the validity of project Theory of Change assumptions regarding the relationship between IO and outcome achievement and 3) contrasting KEEP II data trends and findings with findings from a literature review and international lessons regarding similar themes.

The Treatment of GESI in External Evaluation – KEEP II was not designed to integrate a significant social inclusion component or a focus on girls with disabilities (GWDs). It is doing so now at the request of GEC and based on evolving GEC Guidance related to Gender Equality and Social Inclusion (GESI). The focus of baseline data collection and data analysis has therefore been limited with regard to Social Inclusion because this was not an explicit focus of the KEEP II project design.

Where feasible, survey data is analysed based on the type and severity of disability, recognising that the proportion of severely disabled girls (developmental and physical) is likely to be small on the project as these girls do not often attend public school in the KEEP II intervention zones. The external evaluator assesses the projects' approach to addressing gender inequalities and disability, the projects' efforts to promote equality of treatment and benefit through its inputs and outputs, where the project may be demonstrating gender and social inclusion transformative standards, and any risks resulting from the project's approach to gender or disability in the project context (see sections 4.7 and 6.1 below). Project staff will be interviewed at midline and end line to determine how project strategies have evolved, based on data analysis and lessons learned, and the implications for the project in terms of modified assumptions, risk management or any changes to project strategies addressing inequalities.

Box 3: Benchmarking for learning and transition

Learning Outcome Benchmark: Learning targets are set against performance benchmarks from the grade ahead. As a result, learning tests at baseline (2018) were administered to cohorts of girls in classes S6 to F4 in order to set learning targets for each grade the project's cohort of girls will transition through between baseline and end line measurement points.

Transition Outcome Benchmark: It is assumed that not all KEEP II girls will remain in school over the lifetime of the project. As such, it was important to establish transition benchmarks for girls in-school and girls out-of-school in KEEP II zones. Transition benchmarks for girls in-school were established by conducting the in-school girl survey for girls in S6 to F3 and asking them what they were doing the year before. For out-of-school girls, the evaluator conducted a transition benchmark survey (short survey based on HHS questions) for 146 randomly selected out-of-school girls at the household level, between 11 and 20 years old. In addition, the household survey asked in-school girls from 11 to 20 years old what they were doing the year before and what they are doing now. The information from these sources at baseline will inform transition targets set for midline and end line.

2.4   Baseline data collection process

Pre-data collection

Sampling Frameworks for quantitative instruments were developed for all three cohorts of girls (separate learning and transition outcome cohorts as well as a smaller joint sample cohort outcome). Please see Annex 10 for a detailed description of the framework. In Annex 5 below, the KEEP II MEL Framework is attached along with Sample Frameworks and protocol instructions for sample selection used by field teams for both transition and outcome learning data collection.

Following the guidance provided by the KEEP II MEL Framework, 1808 girls were sampled for learning and transition outcomes through quantitative evaluation (plus an additional 146 for the benchmark transition sample). This includes sampling a combination of girls who make up the joint sample, as well as the separate, transition and learning outcome cohorts. Girls were sampled in approximate proportion to the population of the school, with slight oversamples from areas with relatively low enrollments. A 30% sampling buffer was applied, as per GEC requirements.

Research Instruments: Quantitative research instruments were provided by GEC; the external evaluator modified and added some questions specific to the KEEP II theory of change and final versions of the instruments were approved by the Fund Manager (FM) at GEC. Qualitative research tools were developed for each stakeholder category with the aim of testing the project's assumptions, better understanding barriers to girls' education and the relationship between intermediate outcomes and outcomes. Tools were reviewed and approved by the FM.

Tracking Cohorts: For the joint sample cohort, the evaluator used lists of girls established by KEEP II for marginalisation and cash transfer purposes. For transition outcome cohorts, the evaluator used GPS and mobile phone numbers of the head of household to identify each household contacted. Given that there were challenges at baseline (see Limitations section 2 above) in tracking girls in the joint sample between household and school, there is a need to reassess the feasibility of and methodology for continuing with the joint sample at midline.

Piloting Instruments: The household survey was piloted during enumerator training and revised based on enumerator feedback in October 2017, prior to data collection in November 2017. All learning tests (EGRA, EGMA, SeGRA, SeGMA) were peer reviewed by an education specialist provided by the FM in December 2017. The tests were then piloted in January 2018, results were shared with the FM, tests were calibrated based on pilot results, and final revisions were made. See Annex 9 for further details on the development, piloting, calibration, administration and scoring of learning tests.

Recruitment of Enumerators: Enumerators were recruited from the project communities to administer the household survey. They were trained for 6 days on the contents of the survey, use of the tablet, ethics (do no harm, informed consent, gender and child protection), and protocols for household/girl selection and replacement. Recruitment of researchers for qualitative data was made within the networks of the evaluators' partner in Kenya – the majority of researchers/enumerators had already worked on the evaluation of KEEP I. Enumerators for learning testing were also hired from among the networks of EE local partners – more experienced enumerators had to be recruited for KEEP II given the increased difficulty of learning tests administered. All learning test enumerators/researchers were trained for 5 days in the field.

During data collection

The data collection for transition and learning outcomes was phased. Qualitative data was collected over two weeks, from October 10 - 23, 2017. The household survey was administered over six weeks, from November 1 to December 8, 2017 (24 days in total). The learning tests and in-school girl survey were administered once schools reopened for the new 2018 academic year – that is, over a three-week period, from January 29 to February 16, 2018. This phasing was necessary for several reasons: 1) lessons learned on KEEP I demonstrated that a full 6-7 months is required to complete a GEC evaluation in the KEEP II project context; 2) lessons learned on KEEP I demonstrated that it was too invasive for both KEEP project staff and local communities to have both learning and transition outcome data collection happening simultaneously; and 3) there were significant uncertainties surrounding the Kenya presidential election (held in August 2017 and repeated in October 2017) resulting in early school closures, office closures, security threats and significant disruption of work throughout the preparatory phases of the baseline process.

The ethical and child protection protocols followed for data collection can be found in the MEL Framework (see Annex 5). Enumerators and researchers were obliged to follow training on child protection and sign a code of conduct. The number of supervisors was increased in the field to ensure adequate oversight and backstopping with regard to research ethics and data quality. The same precautions were taken to ensure enumerator safety as on KEEP I – armed, police escort was engaged to accompany all data collection teams at all times, while the security situation was closely watched by KEEP II project staff and any concerns relayed to evaluation teams.

The external evaluators relied on project field staff and community leaders to organise sampling at the community level for qualitative data collection. Qualitative data collection samples were selected by field staff and community leaders on the day of evaluation team visits, based on prior instruction from the evaluation field teams in terms sample size, location, length of interviews. Wherever possible, gender disaggregated focus group discussions were organised; focus groups with girl and boy students were held separately and without the presence of teachers.

Detailed Sample Frameworks were provided to data collection teams for both training purposes and the household survey and school-level data collection. These Sample Frameworks detailed: sampling approaches, sampling points and sample sizes per point; sample selection and substitution protocols; data quality assurance checks; and codes of conduct. The quality of quantitative data was assured through careful supervision of data collectors and constant data entry and verification throughout the data collection process. The number of field supervisors was increased for KEEP II baseline given the increased complexity in sampling approaches and data collection instruments as compared to KEEP I. Tablets were used for data collection which reduced errors in data recording and entry.

The quantitative data was cleaned by research teams in the field and then reviewed and cleaned again by the external evaluator's statistician. For qualitative data collection, the data was transcribed, translated and reviewed by senior researchers in Kenya. Data collection teams then worked for a week with senior researchers to analyse the data against an issue matrix and to produce qualitative summaries for each evaluation question by stakeholder group. The external evaluation leads from Canada then participated in a workshop in Kenya where the qualitative was reviewed again by question and sub-group.

Post data collection

Data was entered by LCPI in Excel for the household survey, and VET for learning data and the in-school girl survey. Each dataset was sent in Excel format to the data analyst in Canada who cleaned the data and prepared it to be merged into a single dataset. Each data set was then transferred to Stata to be checked for logical consistency and completeness. Using the unique identification code given to each girl in the joint sample, the learning and household surveys were merged for the 157 girls who provided information at both data points (JT sample). The remaining cases were also merged as unique cases. Data was stored in Stata. Variables were recoded as needed into new variables to preserve the integrity of the original data. Analysis was completed in Stata; a 'full do file' will be provided to GEC to reproduce the analysis.

Box 3: Benchmarking for transition (External Evaluator)

Baseline (2017)	Midline (2018/19)	End line (2021/22)
Project grades		
S5	S6	F1
S6	S7	F2
S7	S8	F3
S8	F1	F4
F1	F2	
F2	F3	
Benchmark grades		
n-a		

Box 3b: Benchmarking for learning (External Evaluator)

Transition Baseline (2017)	Learning Baseline (2018)	Learning Midline (2019)	Learning End line (2021/22)
Project grades			
S5	S6	S7	F1
S6	S7	S8	F2
S7	S8	F1	F3
S8	F1	F2	F4
F1	F2	F3	
F2	F3	F4	
Benchmark			
	F4		

2.5   Challenges in baseline data collection and evaluation limitations

There were a number of challenges and limitations associated with the baseline evaluation. The evaluation design, as required by GEC-T, is very complex and requires a significant investment of time on the part of household, community and school respondents. At the same time, the KEEP II intervention context is very dynamic and volatile, characterised by severe drought in project intervention zones, ongoing security concerns related to terrorism, and a very uncertain future for Somali refugees in Kenya due to national refugee repatriation policies. Clearly, participating in lengthy data collection processes is not among the top priorities of targeted populations nor is KEEP II the only intervention that requires extensive data collection from targeted communities (particularly refugee populations); their participation in KEEP II monitoring and evaluation at baseline, as well as midline and end line is obviously be contingent on continued goodwill perceived (potential) benefit. This is a primary challenge for the evaluation, as well as a lesson learned for future consideration in the development GEC-T of data collection instruments and design of evaluation frameworks.

Methodological challenges: Response bias is the major challenge on this evaluation and has likely affected the validity of both quantitative and qualitative data. This is particularly true with regard to survey questions related to girls' enrolment, attendance, retention and respondents' views with regard to the importance of girls' education and aspirations for the level of education parents/caregivers expect their girls to achieve. This was a challenge on KEEP I, where survey respondents reported very high enrolment, attendance and retention rates for their girls which did not correspond to values obtained through sources of data including EMIS. It is suspected that respondents (particularly heads of household and primary caregivers) have provided responses to household survey questions in anticipation of receiving KEEP II inputs and/or other Windle Trust project inputs (scholarships, incentive-based jobs for refugees, cash transfers, etc.). The household survey for KEEP II baseline was undertaken after the WUSC/RTI data collection for the project's marginalisation index, which was to be used for the purposes of identifying families for cash transfers. It was clear, in some areas, that respondents were confusing the WUSC and EE survey processes. The strategy used to manage response bias at baseline was to clearly explain the purpose of baseline data collection at household, community and school level, clearly differentiate it from other data collection processes undertaken by WUSC/Windle or other actors and triangulate our survey data across different sources and sets of data in order to increase the validity and reliability of our findings.

Timing and Contextual Challenges: While the baseline evaluation process extended from September 2017 to May 2018, the evaluator was constrained to effectively and efficiently design, plan and execute the baseline evaluation by a mix of external factors. The evaluator had to plan the baseline evaluation and collect data while attempting to respect evolving GEC Requirements on the one hand, and dynamic Kenya contextual realities on the other hand. As an example, schools were closed as of September 30th 2017 in Kenya due to repeat elections, while GEC required all learning tests to be reviewed prior to pilot testing but produced guidelines for SeGRA/SeGMA development in mid-November 2017. As a result, the window of opportunity to pilot learning tests or collect data with many school stakeholders was effectively closed until January 2018. As a result, timelines for developing, piloting, revising and undertaking learning tests were very contracted, given the Christmas break in Kenya and the gradual opening of schools in mid-January 2018. The strategy to manage these challenges involved very iterative and opportunistic planning with local research teams who proved incredibly flexible and very dedicated to task. While GEC-T requirements and deadlines were often challenging to respect, given the Kenya context at the time, the GEC Evaluation Advisor at the FM was very effective and responsive in providing timely support and feedback as requested.

Limitations with Regard to the Data Collection Instruments: The wording of some questions in the household and in-school girl survey presented problems for both data collectors and respondents. Terminology such as transition, head of household, primary caregiver, gestures, etc all presented challenges in interpreting while some concepts (particularly in Life Skills sections of the survey) were not culturally meaningfully or easily understood by enumerators or respondents. The data collection teams discussed these issues with CAC in order to come up with standard translations that were mutually agreed upon and culturally sensitive.

Limitations with Regard to Data Collection: Not all survey data was collected for the benchmark transition (BT) sample which makes it challenging to track all KEEP II benchmark transition pathways and set targets for midline. That said, the transition outcome cohort data from the household survey makes it possible to track transition rates for the project's two main project transition pathways (in-school progression and transition from primary to secondary by age group) with a sample size that is statistically significant. From this data, midline targets can be set. What is not possible is to track transition rates from girls who were in school last year to other successful, project transition pathways (ALP, TVET, college/university, paid employment or incentive work) through the benchmark transition sample. The data that was collected through the BT sample points, however, to the possibility of other important transition pathways for girls in the project intervention zones that KEEP II did not include in their mapping.

Limitations to data collection in the field

- Incomplete Project data base: Due to community conflict around imminent refugee camp closures in Dadaab and wariness around the new cash transfer component on KEEP II, many households refused to participate in the KEEP II marginalisation index data base that was undertaken by the project to identify households for cash transfers. This data base was used by the EE to randomly select girls for the joint sample at baseline. As the project data base was more complete in Kakuma/Turkana than Dadaab/Garissa, a decision was made by the evaluator (and approved by GEC) to apply the joint sample approach only in the Kakuma/Turkana region.

- Security risks: There was a shooting at a rural secondary school requiring EE data collection teams to be evacuated in October 2017; the sampling point had to be replaced for qualitative data collection.

- Survey fatigue: The KEEP II populations, particularly in refugee camps, are very frequently surveyed, particularly given resettlement and repatriation. There is suspicion and a high level of survey fatigue, with households demanding incentive pay for their participation. The research teams are used to this reaction and take the time to remind households of the benefits they have received from both KEEP I and other Windle International Kenya (WIK) initiatives over the years, stressing that the relevance of these initiatives is based on evidence collected with beneficiaries. Goodwill generally prevails given careful enumerator selection, training and supervision.

- Misunderstanding the purpose of the survey: Many respondents confused the household survey with registration for KEEP II cash transfers. In many instances, this confusion rendered the random selection of households for participation in the household survey challenging; heads of household did not understand why their households were not selected for the EE survey. There was also considerable frustration expressed by respondents with regard to eligibility for the KEEP II cash transfer. Data collection teams patiently explained the difference between the processes and enlisted the support of KEEP II staff, local authorities and opinion leaders in the community to communicate the purpose for the baseline surveys to community members and distinguish it from KEEP's marginalization index process.

- Challenges with maintaining the joint sample cohort of girls: There was a loss (and required substitution) of 52 out of 209 (24.8%) of girls randomly selected for the joint sample between the household survey conducted in November-December 2017 and the in-school learning tests conducted in January-February 2018. This is likely due to irregular school attendance by girls in the JT cohort (Standard 6 and 8), who were not found at school despite three repeated visits by the data collection teams. To mitigate the challenge of tracking girls at home and school over time, the data collection teams did a pre-visit to the fields in October and January to identify the girls and their households and schools/classes before the start of data collection. In addition, opinion leaders and local authorities were used to identify joint sample girls and explain the process to them. A decision will be made, in collaboration with the project and the GEC-T FM, as to whether a joint sample is worth pursuing at midline.

- The size of school cohorts and the distance between households: Some selected sampling point schools had to be replaced due to insufficient enrolment and/or attendance by girls during data collection. St. Cosmas Primary had to be replaced by St. John in Lokichoggio because there were not enough girls in the school to meet KEEP II sampling sizes. In very sparsely populated areas, protocols for random selection of households had to be altered when distances between houses became logistically unmanageable.

Among all of the limitations above, response bias likely provides the greatest threat to quantitative and qualitative data validity. Presenting the purpose and process of data collection as transparently as possible to communities, while enlisting the support of local authorities, WIK staff and opinion leaders, appear to be the best mitigation strategies to address this challenge. Methodologically, collecting and triangulating data from a number of sources is also crucial to improving the quality of data, findings and conclusions.

3. Key Characteristics of Baseline samples

3.1 Project beneficiaries[12]

KEEP II beneficiaries are Level 3 Marginalized (i.e., the hardest to reach). The factors that relate to overall social marginalization are also the factors that influence educational marginalization: poverty; vulnerability of female or child headed households; household chore burden; and social norms and attitudes related to girls' roles in society. All of these factors influence girls' ability to participate fully in the education system. In the broader context, these girls can be understood as "hardest to reach because of a complex combination of context, social and economic factors.

WUSC also understands that there are girls, even within this Level 3 grouping, who are further marginalized, including girls who are disabled (1 in 10 surveyed KEEP beneficiaries[13]), living in households where one or both of the parents is not present (approximately 35.7% of KEEP's beneficiaries[14]), have suffered trauma or abuse, or are young mothers or victims of forced marriage. KEEP II will work with two groups of marginalised girls who are at different stages in their educational journey: girls in upper primary (Standard 5-8), and girls in secondary (Form 1-4).

Boys are not currently receiving any project interventions. The project is conducting an analysis of the conditional cash transfer pilot, and if there is a strong case to be made for the inclusion of a percentage of boys as beneficiaries (based on DNH risks to girls), the project will consider the inclusion of boys, based on the same marginalization criteria used to select the female beneficiaries of cash transfers.

A significant number of KEEP I beneficiaries drop out of school in upper primary or during the transition to secondary school and, as a result, face further challenges in ensuring that they have functional literacy and numeracy skills that will allow them to potentially transition.

3.2 Representativeness of the learning and transition samples

This section provides details of the evaluation sample breakdown across the three cohorts (dual samples for learning and transition as well as smaller, single sample administered in Turkana only – there is no control group for KEEP II). Tables 4 to 7 below present the sample breakdown by region, grade, age and disability.

As noted in Section 2.5 on Limitations, the joint sample size changed from 209 girls surveyed at the household level in November 2017, to only 157 girls traced for the learning test and survey in February 2018 (a 25% loss in sample size). In Tables 4 to 7 below, the 52 girls selected for the joint sample who could not be traced for in-school data collection have been added to the general transition sample. The joint sample now includes only 157 girls for which both transition and learning data are available.

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[12] The KEEP II project prepared section 3.1.

[13] KEEP I Endline Evaluation draft, February 2017

[14] KEEP I Endline Evaluation draft, February 2017

Table 4: Evaluation sample breakdown (by region)

Baseline by Region	Transition Sample (dual)	Learning Sample (dual)	Joint Sample
Sample breakdown (Girls)			
Garissa (%)	50.3%	56.2%	0
Turkana (%)	49.7%	43.8%	100%
Girls (sample size)	**724**	**927**	**157**

Table 5: Evaluation sample breakdown (by grade)

Baseline by Grade	Transition Sample (dual)	Learning Sample (dual)	Joint Sample
Sample breakdown (Girls)			
Pre-Primary to S5[15]	43%	0%	0%
Standard 6 (%)	12%	12%	47%
Standard 7 (%)	14%	14%	3%[16]
Standard 8 (%)	6%	12%	50%
Form 1 (%)	6%	7%	0%
Form 2 (%)	4%	18%	0%
Form 3 (%)	2%	17%	0%
Form 4 (%)	1%	18%	0%
Secondary 5-8 (%)	0.8%	0%	0%
Other/Missing/Refused	11%	0%	0%
Girls (sample size)	**724**	**927**	**157**

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[15] There are many over-age learners in the KEEP II intervention zones; girls are often two years older than their grade. In the transition sample, girls were selected by age (11 to 20 years old) so that many 11-year olds might be enrolled in classes below Standard 6. Younger girls are more likely to be at home during the day when the HH survey was conducted. The breakdown by age is more balanced in Table 6, based on Kish grid selection procedures.

[16] In principle the joint sample is only supposed to include girls in S6 and S8. It is possible that the 3% of girls listed in S7 (4 girls out of 157) were held back at the start of the 2018 academic year and /or that the WUSC/RTI data base incorrectly identified them as students in S6 when the data was collected by the project in October 2017.

Table 6: Evaluation sample breakdown (by age)

Baseline by Age[17]	Transition Sample (dual)	Learning Sample (dual)	Joint Sample
Sample breakdown (Girls)			
Aged 6-8 (% aged 6-8)	0%	0.1%	0%
Aged 9-11 (% aged 9-11)	11%	0.5%	4%
Aged 12-13 (% aged 12-13)	25%	7%	22%
Aged 14-15 (% aged 14-15)	27%	18%	33%
Aged 16-17 (% aged 16-17)	22%	29%	27%
Aged 18-19 (% aged 18-19)	11%	33%	12%
Aged 20+ (% aged 20 and over)	4%	13%	1%
Not specified*	0%	0.1%	0%
Girls (sample size)	**724**	**927**	**157**

Table 7: Evaluation sample breakdown (by disability)[18]

Baseline by Disability	Learning Sample (dual)	Joint Sample	Household Survey and Girls School survey – Washington Group and child functioning questions
Girls with disability (% overall)	1.6%	2.6%	2.6%
Provide data per impairment			
Vision impairment	1%	0.6%	0.8%
Hearing impairment	0.3%	0%	0.3%
Mobility impairment	0.5%	2%	1.6%
Cognitive impairment	0%	0.6%	N/A
Self-care impairment	0%	0.6%	N/A
Communication impairment	0%	0%	N/A

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[17] For transition sample, age given by head of household was used. Where this value was not recorded or missing, age given by girl was used.

[18] GEC-T guidance states that the population identified as having a disability should include all those with difficulty *in at least one domain* recorded at *a lot of difficulty* or *cannot do at all*.

Girls with disability

GEC-T Baseline Template guidance states that the population identified as having a disability should include all those with difficulty *in at least one domain* recorded at *a lot of difficulty* or *cannot do at all*. As a result, Table 7 above calculates only severe levels of physical disability among the KEEP II cohort of girls surveyed at baseline. Based on household and in-school survey data and as reflected in Table 7, disabilities reported at baseline include physical disabilities only and are limited to vision, hearing and mobility. For the joint sample, there were 4 of 157 girls reported as physically disabled, 15 girls in the learning outcome cohort, and 31 girls in the transition outcome cohort; together this represents **a total of 50 girls (less than 3% of the total population)** who have *a lot of difficulty* or *cannot do at all* out of 1808 surveyed.

In analysing less severe forms of disability through baseline surveys, mobility appears to be most prevalent disability with 11% of girls experiencing *some difficulty* walking 100 metres and 14% of girls experiencing *some difficulty* walking 500 metres. Only 3% of these girls report using equipment or receiving assistance for walking. In contrast, only 6% of girls report *some difficulty* seeing and less than 2% of girls report *some difficulty* hearing. Generally, physical disabilities appear to be slightly more prevalent in refugee communities and in the Turkana region.

Is the evaluation sample selected fully representative of the wider beneficiary population?

Based on a comparison of the characteristics of KEEP II project beneficiaries (see sections 1.3 and 3.1 above as well as Annex 4 below) as described by the project, and the evaluation sample of girls surveyed at baseline (see sections 3.2 and annex 4), the evaluation sample appears representative of the project beneficiary population. While there are a few characteristics of the sample which deviate somewhat from the beneficiary population, it is not felt that these differences undermine the overall representativity of the sample or inferences that can be made based on its analysis. Areas of difference include:

- Age: We note in Annex 4 that 47% of the project beneficiaries of in-school girls are aged between 18 and 20 years old, whereas only 30% of the evaluation sample falls within this age range – the largest segment of the evaluation sample is situated between 12 and 15 years old. This likely has to do with the transition outcome sample at the household level and the selection of the girl in the household; this age group of girls was more likely to be available and at home during the day than were older girls between 18-20 years old.

- Grade: We note in Annex 4 that 86% of project beneficiaries are in upper primary grades while only 50% of the evaluation sample of girls are enrolled in upper primary. This difference is likely related to two factors: The first is that the transition outcome sample selects girls by age rather than grade and there are many over-age learners in the KEEP II intervention schools so that 196 girls or 10% of the transition sample is in lower primary, grades which are not targeted by KEEP II. The second factor is that, because the learning cohort was surveyed in a different academic year than project beneficiaries were counted, the evaluation sample includes upper primary girls (F3), effectively spreading out the baseline evaluation cohort across a greater grade range than the project targeted grades of S5 to F2.

- Community type: We note in annex 4 that only 19% of project beneficiaries are pastoralist while pastoralist girls/households represent 30% of the evaluation sample. Given the education marginalization of girls in pastoralist communities, it may be a positive element for the project to collect more data on this particular population.

- Disability: In section 3.1 above, the project reports that 10% of project beneficiaries are disabled; the project does not specify what type or degree of disability this involves. In terms of the baseline evaluation sample, there were approximately 400 girls (22%) out of 1808 surveyed who were reported as having "*some difficulty*" hearing, seeing, walking, caring for self, etc. There were also a total of 50 girls (less than 3% of the total sample) who were described as significantly disabled (see table 7 above).

3.3   Educational Marginalisation

Girls Characteristics Related to Education Marginalisation: As shown in Table 8 below, over 50% of the girls surveyed come from female-headed households with up to 72% in Kakuma refugee communities. A significant majority of girls come from households where the head of household (HoH) and primary caregiver (PCG) have no education. Girls from host communities of Turkana and Garissa experience higher levels of poverty than those from refugee camps, with over 50% of families reporting they are unable to meet basic needs. This is particularly true for host communities in Turkana, where a third of the families surveyed report going to sleep hungry (compared to 20% in other zones) and over half of households report it is difficult to afford sending girls to school. There is also a much larger proportion of girls in Turkana host communities who are orphans (almost one quarter of those surveyed). At the same time, girls who are married or are mothers represent a very small proportion of surveyed girls overall (girls surveyed were enrolled in school whereas married girls or mothers may be less likely to be in school). Over 60% of girls report not speaking the language of instruction or speaking it only a little; these rates are highest for Turkana host communities at 90%. Overall, factors of marginalization appear to be highest for girls in Turkana host communities.[19]

Table 8: Girls' characteristics

Characteristics	Garissa		Turkana		*Source (HHS)*
	Host	**Refugee**	**Host**	**Refugee**	
Sample breakdown (Girls)					
Household composition:					
Single orphan	14 (7%)	29 (11.5%)	36 (23.7%)	52 (11.9%)	*PCG_11g*
Double orphan	0	0	8 (5.3%)	5 (1.1%)	*PCG_13g*
Living without both parents	7 (4%)	9 (4%)	9 (6%)	28 (6%)	*PCG_10g, PCG_12g*
Living in female headed household	95 (52.5%)	145 (57.3%)	79 (52%)	318 (72.4%)	*HH_8*
Parental Education:					
HoH has no education	156 (86.2%)	185 (73.1%)	91 (59.9%)	274 (62.4%)	*HH_13*
PCG has no education	83 (94.3%)	98 (73.7%)	54 (73%)	61 (41.5%)	*PCG_6*
Status of Girl:					
Married	1 (0.7%)	1 (0.5%)	1 (0.8%)	20 (5.2%)	*PCG_22g*
Mothers under 16	2 (1.7%)	3 (2.4%)	0 (0%)	4 (3.5%)	*PCG_23g*
Mothers under 18	2 (1.4%)	3 (1.6%)	1 (1.5%)	7 (4.3%)	*PCG_23g*
Poor households:					
Difficult to afford for girl to go to school	45 (32.4%)	35 (16.7%)	69 (55.2%)	136 (35.4%)	*PCG_7enr*
HH doesn't own land	50 (34.5%)	103 (47.2%)	41 (31.5%)	222 (57.8%)	*PCG_11econ*

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[19] Only the most prominent characteristics of marginalization from survey data were selected to populate Table 8; disability was not among the most prominent with only 3% of surveyed girls reporting more serious forms of disability.

Characteristics	Garissa		Turkana		Source (HHS)
	Host	Refugee	Host	Refugee	
Sample breakdown (Girls)					
Roof material is mud, thatch, tarp/plastic	61 (42.1%)	18 (8.2%)	84 (64.6%)	137 (35.7%)	PCG_2econ
HH unable to meet basic needs	77 (53.1%)	85 (39%)	85 (65.4%)	128 (33.3%)	PCG_5econ
Gone to sleep hungry for many days in past year	20 (13.8%)	33 (15.2%)	47 (36.1%)	71 (18.5%)	PCG_7econ
Language Difficulties:					
Lol different from mother tongue	131 (94.2%)	207 (99%)	117 (93.6%)	343 (89.3%)	PCG_2enr
Girl doesn't speak Lol (AND yes, a little)	78 (59.5%)	149 (72%)	107 (91.5%)	257 (74.9%)	PCG_3enr

Barriers to Girls' Learning and Transition: As shown in Table 9 below, the key barrier to girls' education appears to be insufficient time to study linked to a high chore burden for girls at home; this affects 68% of girls in Garissa host communities and 86% of girls in Turkana host and Kakuma refugee camps**.** Interestingly, less than half of girls in Dadaab refugee camps report this is a barrier. Over 50% of PCG in Garissa host and Kakuma refugee communities report that it is acceptable for a girl <u>not</u> to go to school if she is getting married/is married or is a child mother; this view is slightly less prevalent in Daddab refugee camps (40%). Very few girls report not receiving sufficient parental support to stay in school. The quality of school facilities and teachers are also not reported as major barriers to education by surveyed girls, although responses vary by community/region – girls in Garissa host communities reported the greatest dissatisfaction with school facilities and with teachers treating girls differently than boys (60%) while approximately one quarter of girls in Garissa host and Kakuma refugee communities reported their teachers often being absent from class. While the vast majority of surveyed girls report feeling supported by their teachers (86% on average), almost half of these same girls report not having enough support at school to succeed in their studies. Approximately 80% of surveyed girls report that guidance counsellors do not help students make good decisions about their future, although this could be related to the fact that many schools do not yet have functional guidance units. Safety around school was not seen as a major barrier to education reported by girls or PCG. Reported attendance rates by PCG appear high across all communities and are not perceived as a barrier (this could relate to response bias particularly if respondents confused this survey with the project data base to select families for cash transfers). The high attendance rates reported by PCGs appear in contradiction to the high chore burden reported by many girls.

Table 9: Potential barriers to learning and transition

Potential Barriers	Garissa		Turkana		*Source (HHS and Girls School Survey*
	Host	Refugee	Host	Refugee	
Sample breakdown (Girls)					
Home – community					
Safety:					
Fairly or very unsafe travel to schools in the area	6 (4.2%)	3 (1.4%)	21 (16.2%)	11 (2.9%)	PCG_9
Doesn't feel safe travelling to/from school	8 (7.8%)	8 (2.3%)	6 (4.4%)	24 (11.3%)	CS_W13s
Parental/Caregiver support:					
Insufficient time to study: High chore burden (whole day, half day or quarter day)	86 (68.8%)	74 (48.7%)	93 (86.1%)	310 (86.8%)	PCG_26g
Doesn't get support to stay in school and do well	3 (2.1%)	4 (1.8%)	3 (2.1%)	22 (5.7%)	HHG_7
It is unusual for people in their (village/camp) to send girls to school (% who report "most don't send girls to school")	2 (1.1%)	5 (2%)	7 (4.6%)	1 (0.2%)	HH_13a
It is acceptable for a child to not attend school under listed conditions:					HH_AT2, PCGWG_AT2
Child is married/is getting married & Child is a mother	97 (53.6%)	94 (37.2%)	61 (40.1%)	221 (50.3%)	
Education is too costly	75 (41.4%)	91 (36%)	27 (17.8%)	173 (39.4%)	
School level					
Attendance:					
Since the start of the most recent school year, girls attended school on most days that the school was open	139 (100%)	208 (99.5%)	123 (98.4%)	369 (96.1%)	PCG_5enr
Attends school half the time or more	0 (0%)	1	0 (0%)	11 (73.4%)	PCG_6enr
Attends school less than half time	0	0	0	4 (26.7%)	PCG_6enr
Doesn't feel safe at school (Girl in-school)	4 (2.6%)	2 (0.6%)	1 (0,7%)	4 (1.8%)	CS_W14s
School facilities:					
No seats for all students	59 (37.8%)	78 (22%)	5 (3,6%)	22 (10.2%)	*CS_W5s*
Difficult to move around school	62 (40.3%)	35 (9.9%)	39 (29.3%)	53 (25%)	*CS_W6s*

Potential Barriers	Garissa		Turkana		Source (HHS and Girls School Survey
	Host	Refugee	Host	Refugee	
Doesn't use drinking water facilities	25 (16.3%)	19 (5.3%)	9 (6.7%)	10 (4.7%)	*CS_W7s*
Doesn't use toilet at school	9 (9.3%)	32 (9.4%)	1 (0.7%)	3 (1.4%)	CS_W9s
Doesn't use areas where children play/ socialize	4 (4.3%)	7 (2%)	1 (0.7%)	9 (4.3%)	CS_W11s
Teachers:					
Disagrees teachers make them feel welcome	3 (3.6%)	46 (13%)	3 (2.2%)	15 (7%)	*CS_WA*
Feel supported by teacher to do well studies. OR	134 (85.9%)	292 (80.2%)	108 (94.7%)	199 (86.9%)	*LSCO_s29*
Do not have enough support at school to succeed in studies.	66 (42.3%)	199 (54.7%)	49 (43%)	107 (46.7%)	*LSCO_s31*
Agrees teachers treat boys and girls differently in the classroom	93 (60.3%)	88 (25.7%)	6 (20.7%)	28 (14.6%)	*CS_1s*
Agrees teachers often absent from class	29 (25%)	49 (13.9%)	16 (11.7%)	51 (23.95%)	*CS_2s*
Guidance Counsellors:					
Guidance counsellor does not help student make good decisions about future**	119 (76.3%)	287 (79%)	106 (93%)	188 (82.1%)	LSCO_s30
Do not have enough support at school to make good decisions about future	77 (49.365)	190 (52.2%)	43 (37.7%)	97 (42.3%)	LSCO_s32
School Management Governance:					
In the past 12 months board of management/PTA have taken actions or initiatives (% disagree)	31 (32%)	54 (28.7%)	21 (22.6%)	80 (35.7%)	*SM_6ha*

3.4 Intersection between key characteristics and barriers

This section will analyse the intersection between girls' characteristics and the potential barriers to girls' education in order to identify the most (potentially) marginalised girls in KEEP II intervention zones. Table 10 below, analyses characteristics identified in Table 8 above against barriers identified in Table 9 above.

The intersect between girls' characteristics and key barriers to their education

The cost of education and parental support for education: Based on analysis in Table 10 below, over a third of all PCGs, across all characteristics, report that an acceptable reason for a girl not to go to school is that education is too costly (rates are slightly higher in the case of married girls/girl mothers)**.** Although most households surveyed report that it is worth investing in girls' education even when funds are limited, households experiencing poverty or that are unable to meet basic needs face more difficulties sending girls to school. In terms of parental support, the education barrier for girls appears very much linked to their high domestic chore burden which translates into insufficient time for study. While very few surveyed girls' report receiving insufficient support from their families to stay in school, qualitative data from key informants[20] suggest that, in the face of limited resources, parents will invest in a boy's education over that of a girl. Parents with low levels of education are prevalent across KEEP intervention zones. During qualitative data collection, respondents reported that these parents are less likely to see education as important or relevant for their girls; this appears particularly true for male parents and for households in Turkana host communities. The investment in girls' education is seen to leave the family when the girl gets married and goes to live in her husband's family. Several informants also highlighted that parents in Garissa host communities attach a lot of value to religious classes (e.g. madrassa and duksi) and, in many cases, a girl is allowed to enrol in public school only once religious education is completed (at 11-12 years on average); this is a factor leading to more, older-age learners in school.

Insufficient study time/high chore burden: This affects all girls relatively equally regardless of their characteristics (around 70%), although it seems to be slightly more acute for girls who are also married/mothers and those who live longer distances from school (93% and 85% respectively). According to household survey data, there are more female-headed households in Turkana host communities and Kakuma refugee camps and the domestic chore burden is heavier for girls from these communities as well.

Early marriage: Almost half of PCGs, across all girls' characteristics, consistently report that it is an acceptable reason for a girl <u>not</u> to go to school if she is getting/is married/is a child mother. The status of girls (married girls or mothers) also seems to have a direct effect on girls' time dedicated to study because of a high chore burden. Qualitative data suggests that when a girl is considered mature (the age of maturity can vary starting from about 9 years old) or when she reaches Standard 4, parents start preparation for marriage[21]. Respondents generally reported that early marriage serves to prevent early pregnancy although the importance of dowry also is highlighted, particularly in Turkana. Married girls or mothers tend to be more frequent in the Kakuma refugee camps than in other project intervention zones.

Attendance: This does <u>not</u> appear to be a barrier to girls' education, as reported by PCGs in the household survey for KEEP II. There is the possibility of response bias here as attendance rates as reported by PCGs appear significantly higher than those from other available sources of data – see section 5.1 below for an analysis of attendance data. From the girls' survey responses, the high chore burden results in insufficient

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[20] These include 145 parents, 82 in-school girls and 42 community leaders across 11 sampling points who were interviewed through Focus group discussions. While not all stakeholders listed shared this point of view, there appeared to be a consensus given focus group discussions.

[21] This issue was discussed within focus groups with 82 in-school girls, 70 in-school boys, 145 parents and 42 community leaders across 11 sampling points. While there were some differences in opnion on the age girls are ready for marriage in different communities, there was a consensus that 16 years was generally perceived as reaching the upper limit of what was acceptable for marriage in most of the KEEP II intervention context.

time to study, but it is unclear if and how this may affect school attendance. From KEEP I results and lessons learned, irregular and/or low attendance does appear to be an issue for girls in KEEP intervention zones, and it is most often linked to domestic responsibilities and lack of sanitary wear. The culture of pastoralism is common in Turkana, leading to irregular attendance patterns (with seasonal migration of domestic animals to find pasture) and a general view that girls' education is not relevant, given this lifestyle.

Teachers and guidance counselling: Although surveyed girls and PCGs generally report satisfaction with teachers, girls do report that teachers treat boys and girls differently, particularly in Garissa (60% of girls agree with this statement). The qualitative data clearly highlight the lack of a supportive and gender sensitive environment as a major barrier for regular girls' attendance and retention. In this regard, lack of female teachers, lack of dedicated support to girls (counselling resources, remedial classes, girls' clubs), and lack of gender responsive pedagogy, all appear to constitute barriers for girls. Survey data also points to high levels of negative discipline and corporal punishment in classrooms (67% of girls report that teachers punish students who get answers wrong and 14% of girls report their teachers using corporal punishment almost everyday in the classroom). Effective guidance counselling is not yet well developed in the majority of KEEP intervention schools, so surveyed girls have few opinions on this issue at present.

School infrastructure: Surveyed girls report some issues with lack of space and seating in the classroom, but these <u>do not</u> appear to constitute major barriers to education for them. That said, in qualitative data collection, school infrastructure was raised as a major issue by a variety of respondents (mostly teachers, administrators, BoM members) – overcrowded classrooms, lack of seating, leaking roofs, inadequate teaching and learning materials were all seen to contribute to lower attendance, retention and learning outcomes.

School governance: A majority of PCGs across all characteristics (around 65%) consistently report that school Boards of Management (BoM) have not taken any actions or initiatives in the last 12 months. Based on qualitative data collection with school staff and parents, BoM are seen as a channel for community mobilisation, as a mechanism to support the monitoring of teachers and girls' attendance, and as an overseer to ensure that steps are taken to provide a more inclusive and gender sensitive environment at school. It is recognised that these BoM are newly created and still need to demonstrate how they can impact school management and girls' education specifically.

Table 10: Barriers to education by characteristic

Barriers	Characteristics						
	Household composition		Parental education	School distance to HH	Status of girls	Language difficulties	Poverty level
	Single or Double Orphans	Female HoH	HoH or PCG has no education	≥ 30 minutes walk	Married or Mother	Girl doesn't speak Lol or speaks a little	- Difficult to afford for girl to go to school - HH ability to meet basic needs -Gone to sleep hungry for many days in past year
Home – Community							
Parental/Caregiver support:							
Insufficient time to study: High chore burden (evaluator to specify threshold, %)	104 (76%)	358 (77%)	334 (73%)	61 (85%)	14 (93%)	389 (77%)	216 (69%)
It is acceptable for a child to not attend school under following conditions: Child is married/mother	73 (47%)	290 (46%)	296 (45%)	22 (38%)	4 (22%)	264 (45%)	264 (45%)
It is acceptable for a child to not attend school under following conditions: Education too costly	58 (37%)	228 (36%)	238 (37%)	20 (23%)	8 (44%)	211 (36%)	211 (36%)
School level							
Attendance							
Since the start of the most recent school year, girls attended school on most days that the school was open	150 (98%)	515 (97%)	517 (98%)	76 (97%)	18 (100%)	580 (98%)	359 (98%)
School facilities							
No seats for all students	1 (50%)	1 (50%)	1 (50%)	0 (0%)	0 (0%)	1 (33%)	1 (50%)
Difficult to move around school	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1 (33%)	0 (0%)

Barriers	Characteristics						
	Household composition		Parental education	School distance to HH	Status of girls	Language difficulties	Poverty level
	Single or Double Orphans	Female HoH	HoH or PCG has no education	≥ 30 minutes walk	Married or Mother	Girl doesn't speak Lol or speaks a little	- Difficult to afford for girl to go to school - HH ability to meet basic needs -Gone to sleep hungry for many days in past year
Teachers							
Agrees teachers treat boys and girls differently in the classroom	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Guidance Counsellors							
Do not have enough support at school to make good decisions about future *							
School Management Governance:							
In the past 12 months board of management/ PTA has not taken actions or initiatives	104 (68%)	343 (64%)	347 (64%)	49 (62%)	7 (39%)	364 (62%)	219 (60%)

* Because of differences in the structure of and questions asked in the Household Survey versus In-school Girl Survey the cross tabs for this survey question is not possible to calculate; this question was only asked of the general learning sample (i.e., in school girl survey) and not the joint sample (through the household survey) who are the only students having information about family characteristics, education levels attained by HoH and PCG, etc.

3.5   Appropriateness of project activities to the characteristics and barriers

Based on the analysis in Section 3.3, **key characteristics of girls' marginalisation** include poverty (characterised by female-headed households, girls who are orphans, parents who have no education, households that are unable to meet basic needs or go to sleep hungry). Among KEEP communities, poverty is more evident in Turkana region with host communities appearing particularly affected. Girls' inability to speak the language of instruction (LOI) is also a key factor in their education marginalisation, with 60% of households surveyed reporting this as an issue; in Turkana host communities 90% of girls report not speaking or only speaking a little of the LOI.

Based on the analysis in Section 3.4 above, the **key barriers to girls' education** (across all characteristics of girls' marginalisation) appear to be the cost of education (linked to poverty)[22], a high domestic chore burden/insufficient time to study and early marriage. These are all demand-side factors. The supply-side factors of school infrastructure, teaching and counselling, and school governance, while important, appear less significant in terms of barriers to girls' education than the demand-side factors, at least in the opinion of surveyed girls and PCGs. In qualitative data collection, supply-side factors take on greater importance, particularly with regard to the quality and number of teachers (especially female), as well as the availability of seats, teaching and learning materials. It must be recognized that qualitative data related to school infrastructure was raised mostly by education officials and school staff rather than girls and parents.

This analysis of characteristics and barriers has the following implications for KEEP II proposed activities:

- Addressing demand-side factors is as, or more, important than addressing the supply-side factors related to the identified barriers to girls' education. This should be recognised in time and resource allocation on KEEP II.

- KEEP II inputs for girls and households (cash transfers, remedial education, life skills camps, girls clubs, etc.) should be targeted at the most marginalised girls based on the characteristics identified above. While rates of disability are not high among the KEEP II cohort, there are 3% of girls who report serious disability and 14% of girls who report some level of mobility constraints. KEEP II has defined "moderate disability" among its criteria for marginalization, although this needs clearer definition in terms of what kind of disability and what constitutes 'moderate' . Greater focus of inputs should be brought to marginalized girls in Turkana/Kakuma given the extent of girls' education marginalisation in these communities.

- Given the significance of LOI in girls' education marginalisation across KEEP II intervention zones (and particularly in Turkana), English language instruction should become a major focus of remedial education, girls' clubs, etc.

- Community sensitisation: Households in both refugee and host communities need to better understand the benefits of education, especially girls' education; this will require more targeted messaging about identified education barriers (domestic chores, early marriage, etc.) and more nuanced messaging, with special consideration given to those households where parents have the lowest levels of education and the highest levels of poverty.

- Teacher training on gender responsive pedagogy (GRP), large class management and remedial classes: Although some teachers have benefited from previous training on GRP, they need to strengthen their teaching practices in the classroom. This needs to be supported by effective and ongoing pedagogical support and in-service teacher training, as well as national education system incentives and rewards (see section 4.6 on Sustainability). In addition, given high rates of corporal punishment reported by surveyed girls, GRP should likely include a module on

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[22] Poverty should really be considered both a characteristic of marginalisation and a barrier to girls' education. It is discussed as both throughout this report.

alternative discipline. Although accessible to all girls in need, guidance counsellor support should also target the most marginalised girls and be sensitive to the challenges of GWDs.

- Capacity building of BoMs: The BoM mandate and structure is recent in Kenya. Few BoMs have received training on or fully understand their official role, let alone the role KEEP II wishes them to play with regard to promoting a girl-friendly learning environment. The mandates for BoM membership are also short, so BoM training will need constant renewal. A shorter-term goal for KEEP II could be to get more women and girl students involved as BoM members to better represent girls' views and/or integrate community mobilizers. Finally, there is a need to support communities (BoMs) to advocate for the employment of more female teachers as role models and for guidance counselling.

4. Key Outcome Findings

4.1 Learning Outcome

This section explains the types of learning tests and scoring methods used and presents KEEP II baseline learning results.

Learning Tests Administered

Please see Annex 9 for details on test development, piloting, calibration and revision processes and results. Based on the results of the piloting process, it was decided (with approval by the FM) that the first three sub-tasks on the EGRA test and the fifth would <u>not</u> be administered; the Kenya education system does not use letter sound identification and these sub-tasks proved challenging and inconclusive when administered in KEEP I at baseline. Similarly, it was decided that the first sub-task on the EGMA test would not be administered. The grade mapping for each sub-task, as it aligns with the national curriculum and grade-levels in Kenya, is indicated in Table 11 below.

Table 11: Mapping Grade Levels to Administered Literacy and Numeracy Tests

Relevant subtasks	Literacy	Grade Mapping to Kenya National Curriculum	KEEP II Cohorts Tested at Baseline
Subtask 1 (EGRA)	Letter Sound Identification	Standard 1	None
Subtask 2 (EGRA)	Familiar Word	Standard 1& 2	None
Subtask 3 (EGRA)	Invented Word	Standard 1& 2	None
Subtask 4 (EGRA)	Oral Reading Fluency (WpM)	Standard 2	Standard 6
Subtask 5 (EGRA)	Comprehension	Standard 3	None
Subtask 6 (SeGRA 1)	Comprehension using simple inferences	Standard 4 & 5	Standard 6, 7, 8 through Secondary 1-4
Subtask 7 (SeGRA 2)	Comprehension using complex inferences	Standard 6 & 7	Standard 7, 8 through Secondary 1-4
Subtask 8 (SeGRA 3)	Short Essay construction	Standard 8 & Form 1	Standard 8 through Secondary 1-4

Relevant subtasks	Numeracy	Grade Mapping to Kenya National Curriculum	KEEP II Cohorts Tested at Baseline
Subtask 1 (EGMA)	Number Identification	Standard 1	None
Subtask 2 (EGMA)	Quantity Discrimination	Standard 1&2	Standard 6
Subtask 3 (EGMA)	Missing Numbers	Standard 2	Standard 6
Subtask 4 (EGMA)	Additions	Standard 2	Standard 6

Relevant subtasks	Numeracy	Grade Mapping to Kenya National Curriculum	KEEP II Cohorts Tested at Baseline
Subtask 5 (EGMA)	Subtraction II	Standard 2 &3	Standard 6
Subtask 6 (EGMA)	Words Problem	Standard 2&3	Standard 6
Subtask 7 (SeGMA 1)	Advanced multi and division etc.	Standard 4 & 5	Standard 6, 7, 8 through Secondary 1-4
Subtask 8 (SeGMA 2)	Algebra	Standard 6 & 7	Standard 7, 8 through Secondary 1-4
Subtask 9 (SeGMA 3)	Data Interpretation etc.	Standard 8 & Form 1	Standard 8 through Secondary 1-4

Test Scoring Methods: Each subtask's score was obtained as the total of correct answers over the total number of items and converted into an equivalent mark out of 100. The Oral Reading Fluency score for EGRA was an exception as its basic score was measured in words per minute (WPM). WPM scores higher than 100 were set to 100. For every WPM score under 100, the standardised score was discounted out of 100 by 1 mark (i.e., 1 WPM = 1/100). The scores ranged from 0 to 100 points and the standard approach was used, weighing all subtasks that each girl completed equally, independently of the grade of the girls tested. The shor[23]t essay construction (SeGRA 3) was scored against a number of standard, qualitative criteria also listed in Annex 9. The aggregate scores were used to estimate the project's baseline value for learning and to set the learning target for midline via the 0.25SD per year formula (see Outcome Spreadsheet in Annex 2 below).

N.B. Tables 12 to 15 below, including accompanying narrative, analyse learning outcomes across all learning test sub-tasks administered. GEC has requested that, in addition to this analysis and for comparison purposes across grades, the SeGRA/SeGMA 1 sub-task test be analysed in isolation, given that it was the only test administered to each grade cohort. Table 16 below presents aggregate scores on only the SeGRA/SEGMA 1 sub-tasks by grade. It is these SeGRA/SEGMA 1 learning test results which are used for the calculation of a single baseline value for literacy and numeracy in the outcome spreadsheet and logframe.

Tables 12 and 13 below present literacy and numeracy mean scores and standard deviations by grade across all the learning sub-tasks administered. Learning tests were administered at the start of the academic year, in February 2018. Aggregate scores by grade, for all literacy and numeracy tests administered, are low with no grade achieving mean scores above 50% for literacy or numeracy. There does not appear to be the chance of either a floor or ceiling effect, given baseline scores, although the learning score means by grade are much lower, using these more difficult tests, than they were in KEEP I, when only EGRA/MA tests were used at all levels. <u>Standards 7 and 8 have the lowest scores in both numeracy and literacy, followed by Form 2,</u> so project attention should be directed at these grades, particularly given their importance to KEEP II transition pathways and outcomes.

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[23] The tables in this section provide aggregate scores by grade for all learning sub-tasks administered. GEC subsequently requested an aggregate learning score based on SeGRA/MA Sub-task 1 only, for comparison purposes, as this was a test administered to all cohort grades. A breakdown of SeGRA/MA 1 test scores by grade, region, community is available in Annexe 6 in Volume II of the Baseline Report.

Table 12: Literacy (EGRA/SeGRA)

Grade	Intervention Group Mean	Control Group Mean	Standard Deviation in the intervention group
S6	42.35		24.97
S7	24.69		17.29
S8	30.45		16.56
F1	33.33		15.62
F2	32.65		15.57
F3	37.8		16.61
F4	46.01		17.84

Table 13: Numeracy (EGMA/SeGMA)

Grade	Intervention Group Mean	Control Group Mean	Standard Deviation in the intervention group
S6	63.27		24.18
S7	17.38		16.8
S8	20.77		17.4
F1	21.23		14.28
F2	19.28		13.87
F3	28.06		16.36
F4	37.05		22.46

Interestingly, standard deviations (SD) are relatively low and quite consistent; literacy SDs are all below 20 points, with the exception of Standard 6, while numeracy SDs vary from 13 to 25 points. The highest SD is recorded for Standard 6 in both numeracy and literacy scores. This suggests that the differences in learning achievement levels among girls in the KEEP II cohort do not vary excessively but are highest for S6 girls. Standard deviations for literacy scores on KEEP I at all grade levels were much more important. The assumption on KEEP I was that this may have been linked to different girls in the cohort (particularly refugee) facing different degrees of difficulty with language of instruction (LOI). While LOI may continue to present a challenge for girls on KEEP II, there seems a similar degree of difficulty encountered across the cohort as the difficulty of the test increases.

Tables 14 and 15 below present foundational skill gaps in literacy and numeracy by grade. The data presented in these two tables facilitates an analysis of what foundational skills girls in the KEEP II cohort may be missing with regard to literacy and numeracy and at what general grade level they are seen to be achieving and/or struggling.

Table 14: Foundational numeracy skills gaps

Categories	Subtask 1 EGMA 4a Number Identification	Subtask 2 EGMA 4b Quantity Discrimination	Subtask 3 EGMA 5a Missing Number	Subtask 4 EGMA 5b Subtraction II	Subtask 5 EGMA 6 Word Problems	Subtask 6 SEGMA 1 Advanced multi and division	Subtask 7 SEGMA 2 Algebra	Subtask 8 SEGMA 3 Data Interpretation
Non-learner 0%	2%	14%	10%	17%	14%	10%	24%	39%
Emergent learner 1%-40%	11%	16%	20%	16%	21%	58%	50%	56%
Established learner 41%-80%	38%	33%	49%	36%	35%	29%	22%	4%
Proficient learner 81%-100%	49%	38%	21%	31%	31%	3%	4%	1%
	100%	100%	100%	100%	100%	100%	100%	100%

Table 15: Foundational literacy skills gaps

Baseline Categories	Subtask 1 Letter sound	Subtask 2 Familiar word	Subtask 3 Invented word	Subtask 4 EGRA 4a Oral Reading Fluency	Subtask 5 EGRA 4b Comprehension of Short Fluency Para	Subtask 6 SEGRA 1 Comprehension Using Simple Inference	Subtask 7 SEGRA 2 Comprehension Using Complex Inference	Subtask 8 SEGRA 3 Short Essay Construction
Non-learner 0%	n-a	n-a	n-a	18%	n-a	5%	24%	.4%
Emergent learner 1%-40%	n-a	n-a	n-a	15%	n-a	42%	48%	85%
Established learner 41%-80%	n-a	n-a	n-a	35%	n-a	47%	26%	14.5%
Proficient learner 81%-100%	n-a	n-a	n-a	32%	n-a	6%	2%	.1%
				100%		100%	100%	100%

EGRA/EGMA Test Performance: EGRA/MA tests were administered to Standard 6 girls only, testing at a grade 2 and 3 level of achievement mapped against the Kenya education system, depending on the sub-task (see Table 11 above for grade/test mapping). Based on data in Table 14 above, a third of the girls tested on basic numeracy skills (sub-tasks 2-5) were rated as non-learners or emergent learners – this means that about two thirds of S6 girls tested for the same tasks were either established or proficient learners. As seen in Table 14 above, a third of S6 girls were not able to read a paragraph (WpM) at a grade three level and were rated as non-learner or emergent while two-thirds were reading at a grade three level.

SeGRA/SeGMA Performance: The learning test performance changes significantly with SeGRA/MA testing, which begins at a grade 4 or 5 level of proficiency as mapped to the Kenya education system.

Numeracy: As seen in Table 14 above, the vast majority of the KEEP II cohort of girls are rated as non-learners or emergent learners in numeracy for all three SeGMA sub-tasks, regardless of the grade level the girl who was tested is enrolled; 64% of girls are non-learners or emergent learners for SeGMA Sub-task 1 (advanced multiplication and division), 74% for SeGMA Sub-Task 2 (algebra) and 95% for SeGMA Sub-task 3 (data interpretation). This means that fewer than half of the KEEP II cohort of girls is achieving proficiency at a grade 4 or 5 level of numeracy.

Literacy: As seen in Table 15 above, the vast majority of the KEEP II cohort of girls are rated as non-learners or emergent learners in literacy for the more difficult SeGRA sub-tasks 2 and 3, regardless of grade level tested; 86% of girls were rated as emergent learners for SeGRA 2 (comprehension with complex inferences) and 85% for SeGMA 3 (written composition). For SeGRA Sub-Task 1 (reading comprehension with simple inferences) just over half were rated as established or proficient learners; that said, literacy scores for this sub-task are much higher in the upper grades of secondary (F2 and above). Slightly more than half (53%) of all girls in the cohort are performing at a grade 4 or 5 level of proficiency in literacy.

Overall, however, while literacy mean scores are generally better than numeracy mean scores, the data suggests that at least half of the girls in the KEEP II cohort are performing at or below a grade 4 or 5 level of proficiency in literacy and numeracy, as mapped against the Kenya education system.

Mean Score Analysis: In terms of means scoring by test and by grade, average passing scores (50% and above) were achieved for EGRA and EGMA sub-tasks administered to Standard 6 girls; these tests map at a grade 1, 2 and 3 levels of proficiency within the Kenya education system. On the SEGMA Sub-task 1, the mean scores for all grades in the KEEP II cohort was below 50% for numeracy and over 50% only for the KEEP II cohorts in grades F2 and above. The mean scores for SeGRA/MA sub-tasks 2 and 3 (mapped at grades 6 to first year of secondary in the Kenya system) were well below 50% for all of KEEP II cohort grades.

The tests were administered at the beginning of the academic year. It is unlikely that had any significant effect on test scores given that test score means are consistently low for all tests and all grades tested in the KEEP II cohort. If girls enrolled in secondary school are struggling with a test that is mapped at a grade 4 or 5 level of proficiency, it is more likely that contextual factors (girls' characteristics and barriers to their education) are playing a role than the timing of testing. Learning testing will take place at exactly the same time of year for midline (February 2019) to mitigate for any possible, negative effects on timing going forward. All tests across all grades received the same time allotment – 15 minutes per sub-task – to ensure comparability.

Conclusions on Learning Gap Analysis: Based on the data in the tables and analysis above, it would appear that a majority of girls in the KEEP II cohort has achieved a grade 3 level of proficiency within the Kenya education system and are rated as either established or proficient learners at this level. The balance seems to shift and more girls across the KEEP II cohort appear to struggle, markedly and consistently, at a grade 4 and 5 level of achievement (corresponding to SeGRA/MA 1 sub-tasks), with greater difficulty exhibited in numeracy than literacy skills. Increasing difficulty is demonstrated at higher levels of testing (SeGRA/MA Sub-tasks 2 and 3) where the majority of KEEP II cohort girls score as non-learners or emergent learners only. Mean learning scores for Standards 7 and 8 are the lowest overall; these grades appear to warrant specific attention in terms of project support, particularly given KEEP II transition pathways and expected transition outcomes.

Aggregate Learning Outcome Scoring: GEC requires an aggregate learning baseline score (to be included in the outcome spreadsheet and logframe). Given that an appropriate comparison across grades cannot be made on the basis different sub-tasks, GEC has requested that sub-task SeGRA-SeGMA 1 be used to calculate aggregate learning scores and compare performance across grades and across evaluation points. Table 16 below compares learning performance in terms of SeGRA 1 and SeGMA 1.[24]

Table 16: Aggregate Learning Scores SEGRA/MA 1

Grade	Literacy Score (SeGRA1)	Numeracy Score (SeGMA1)
S6	29.7	17.0
S7	35.9	25.7
S8	45.3	34.1
F1	44.1	37.4
F2	50.6	31.9
F3	54.9	40.9

As the learning analysis above suggests, there is a shift in capacity downward, at all grade levels, when testing with SeGRA 1 and SEGMA 1 in comparison to EGRA/EGMA. Test scores are low overall, with an average pass rate of over 50% on SEGRA 1 only in the upper secondary grades. The average score across all grades on SEGMA 1 is under 50%. If there is a need for a standardized test across all grades going forward at midline and endline on KEEP II, to establish an aggregate learning score, careful reflection should ensue as to whether SeGRA and SEGMA 1 are the appropriate tests for this purpose given such low scores at baseline.

Targets for midline: The weighted evaluation point 2 target for literacy is 5.64 and for numeracy is 5.77, as per calculations in the Outcome Spreadsheet (see Annex 2).

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[24] The use of SeGRA-SeGMA 1 as the basis for the calculation of an aggregate learning value at midline and endline needs to be discussed with the KEEP II project, given the prospect of very low test scores at baseline and potentially minimal progress at midline (given difficulty of learning test for target population).

4.2 Subgroup analysis of the Learning Outcome

This section presents learning outcomes by sub-group and analyses any identified trends in order to understand the characteristics and barriers associated with the lowest levels of learning.

Analysis of Learning Scores by Girls' Characteristics: Table 17 includes only joint sample girls (n=157) where data for both characteristics and learning outcomes is available. The sample is relatively small, so response rates for certain survey questions related to girls' characteristics are limited. Generally, household composition, status of girl and poverty appear to be among key characteristics that contribute the most to low learning levels for girls in the KEEP II cohort. In terms of household composition, girls who are orphans or who are living without both parents score lower. Girls who are married or young mothers appear to score considerably lower on the learning tests. Finally, poverty plays a role in girls' education marginalisation (see discussion in sections 3.4 and 3.5 above), particularly where the head of household does not own land or reports that is difficult to afford girl going to school. Interestingly, the level of the parents' education and the ability of the girl to speak the language of instruction do not appear to negatively affect learning outcomes in a significant way. Living in a female-headed household also appears to have limited impact on learning mean scores for this sample of girls.

Table 17: Learning scores of key subgroups[25]

	Average literacy score (aggregate)	Average numeracy score (aggregate)
All girls (N=157)	**35.08**	**40.07**
Household composition		
Orphan (N=31)	33.25	31.86
Living without both parents (N=13)	38.43	29.35
Living in female headed household (N=104)	33.64	40.85
Parental Education		
HoH has no education (N=99)	33.72	41.11
PCG has no education (N=20)	37.39	39.40
Status of Girl		
Married or Mother (N=5)	28.46	12.1
Mothers under 16 (N=1)	23.92	26.4
Mothers under 18 (N=3)	33.27	17.05
Poor households		
Difficult to afford for girl to go to school (N=60)	37.91	34.85
HH doesn't own land (N=70)	29.42	34.51
Roof material is mud, thatch, tarp/plastic (N=69)	39.00	43.34
HH unable to meet basic needs (N=67)	37.74	37.80
Gone to sleep hungry for many days in past year (N=116)	35.45	39.04
Language Difficulties		
Lol different from mother tongue (N=135)	35.21	41.66
Girl doesn't speak Lol (AND yes, a little) (N=115)	33.93	42.08

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[25] Table 15 data based on joint sample (JT) of 157 girls only, which surveyed in Turkana only. JT sample only cohort to answer these survey questions AND have learning test data.

Analysis of Girls' Learning by Region: As seen in the graph below, learning scores in literacy are consistently higher for Garissa county than for Turkana counties in terms of the KEEP II cohort of girls at all grade levels, with the exception of Standard 6. This is consistent with KEEP I results as well as EMIS data by region on education performance. (The graphs below present learning scores across all learning test sub-tasks. See tables in Annex 6 for a breakdown of sample size and related learning scores for SeGRA and SEGMA 1 only, by refugee/host and region).
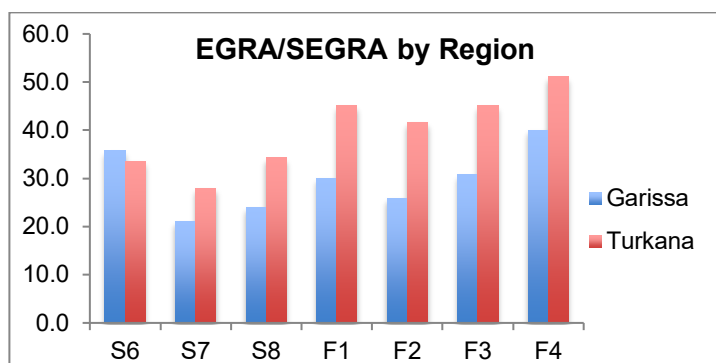
Analysis of Girls' Learning by Community Type (host/refugee): As seen in the graph below, learning scores are variable between regions – they are relatively similar average scores in lower grades, consistently higher for girls in host communities than for girls in refugee communities at all grade levels, although the difference at Standard 6 and 8 are minimal. This is also consistent with KEEP I results and EMIS data. Generally, host community schools perform better because they are Kenya government schools and thus must have trained teachers. In refugee schools, teachers often have only a KCSE rather than a teaching certificate and the student: teacher ratio is often higher.
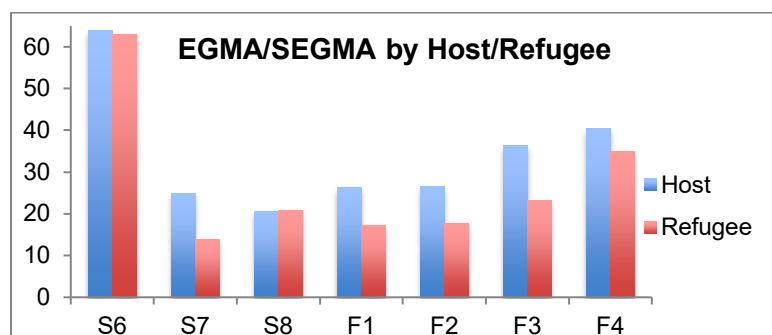
Analysis of Girls' Learning Scores by Barrier to Education: Table 18 below combines both JT and learning cohort data, as well as transition cohort data where available. The barriers to girls' education which appear to affect the girls in the KEEP II cohort with regard to lower learning scores include safety, school facilities and teachers. While the sample of respondents is small for safety considerations, girls who reportedly feel unsafe travelling to and from school appear to have lower learning scores, especially in numeracy. In terms of school facilities, girls who report no seats, difficulty moving around, insufficient water facilities, not using the toilet and particularly, not using play area/socialising at school, all appear to have lower test scores than the average girl, particularly in numeracy. For girls who report their teachers do not make them feel welcome, treat boys differently than girls, and are often absent, all seem to have lower than average test scores, particularly in numeracy. Interestingly, the level of family support and school attendance are not barriers that appear to significantly lower test scores for girls in the KEEP II cohort.

Table 18: Learning scores of key barriers[26]

	Average literacy score (aggregate)	Average numeracy score (aggregate)
All girls	**35.08**	**40.07**
Safety		
Fairly or very unsafe travel to schools in the area (N=12)	40.18	25.44
Doesn't feel safe travelling to/from school (N=19)	28.73	27.14
Parental/Caregiver Support		
Sufficient time to study: High chore burden (evaluator to specify threshold, %) Whole day, half day or quarter day (N=116)	35.21	43.75
Doesn't get support to stay in school and do well (N=4)	32.05	47.72
It is unusual for people in their (village/camp) to send girls to school (% who report "most don't send girls to school") (N=**1**)	16.5	2.2
It is acceptable for a child to not attend school under listed conditions:		
Child is married/is getting married & Child is a mother (N=51)	35.06	35.56
Education is too costly (N=37)	32.50	39.64
School Attendance		
Attends school on most days (N=144)	34.95	40.28
Doesn't feel safe at school (Girl in-school) (N=11)	42.54	41.95
School Facilities		
No seats for all students (N=163)	30.86	28.66
Difficult to move around school (N=189)	38.99	30.50
Doesn't use drinking water facilities (N=63)	37.59	28.97
Doesn't use toilet at school (N=45)	30.53	24.31
Doesn't use areas where children play/ socialize (N=21)	28.62	19.30
Teachers		
Disagrees teachers make them feel welcome (N=65)	32.55	32.29
In the last 12 months schools haven't provided counselling to help girls continue and do well in school (N=##)		
Agrees teachers treat boys and girls differently in the classroom (N=212)	32.32	31.31
Agrees teachers often absent from class (N=146)	38.53	30.37
Guidance Counsellors		
Guidance counsellor does not help student make good decisions about future (N=##)		
Do not have enough support at school to make good decisions about future (N=##)		
School Management Governance		
In the past 12 months board of management/PTA haven't taken any actions or initiatives (N=103)	33.55	40.77

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[26] Where there are no values provided in the table under learning scores it is because these questions were not included in the household survey administered to JT girls for which learning data is available.

Analysis of Girls' Learning Scores and Barriers to Education by Region and Host/Refugee (for data see tables in Annex 6 below). For Turkana, safety is a barrier which affects girls' learning scores, and is more evident in refugee communities than host communities. School attendance is a greater barrier affecting learning scores for girls in host communities, particularly in numeracy, than in refugee communities. School facilities affect girls' learning scores for numeracy only, in both refugee and host schools. Teachers are a greater barrier to learning in refugee communities, although teachers treating boys differently than girls negatively affects learning scores in both communities, particularly in numeracy. Parental support does not appear to be a major barrier affecting learning scores in either community. For Garissa, school facilities are a key barrier affecting learning scores in refugee communities, much less so in host communities. Teachers are a significant barrier affecting test scores in refugee communities (particularly regarding whether teachers make girls feel welcome); teachers treating boys differently than girls and teachers often absent remain barriers in both host and refugee communities.

Analysis of KEEP II Cohort of Girls in Terms of High Learning Achievement: In Table 19 below, the learning scores have been analysed in terms of those scoring above 50% and above 80% on literacy and numeracy tests, disaggregated by number of girls, region and refugee/host communities. Girls in Turkana generally performed better than girls in Garissa; this is consistent with EMIS and KEEP I learning outcomes. What is surprising is that the refugee girls were consistently among the highest performers rather than those from the host communities. This could be the result of KEEP I investment in remedial education in the camps as well as the motivation of refugee families for education as a path out of the camps.

Table 19: Profile of High Learning Achievement

High Performing Student Analysis				
	Region		Community	
	Garissa	Turkana	Host	Refugee
50%+ Literacy Score % (N)	29.7% (82)	70.3% (194)	41.3% (114)	58.7% (162)
80%+ Literacy Score % (N)	38.5% (10)	61.5% (16)	23% (6)	77% (20)
50%+ Numeracy Score % (N)	49.6% (120)	50.4% (122)	34.3% (83)	65.7% (159)
80%+ Numeracy Score % (N)	50% (33)	50% (33)	28.8% (19)	71.2% (47)

4.3   Transition Outcome

This section presents the key findings on transition outcomes at baseline for KEEP II. In Table 20 below, the KEEP II transition pathways are presented, as detailed in the KEEP II MEL Framework (Annex B) from September 2017. It is important to note that the KEEP II cohort at baseline is comprised exclusively of in-school girls. As such, transition pathways below assume that 100% of targeted beneficiary girls at baseline are in school and will be tracked at sub-sequent evaluation points as they progress through school and/or leave school to pursue other (successful or unsuccessful) transition pathways.

In terms of the project context, it is important to note that girls in refugee camps cannot be salaried or gainfully employed in the country as long as they are receiving UNHCR support, neither can they work outside the refugee camps. They can work in the informal economy within the camps or they can work on a temporary basis for "incentive pay" and are usually engaged by development agencies or NGOs in this

way. There are only two vocational institutions available to refugee and host community girls; both are run by NGOs, one in the Garissa region and one in the Turkana region. There are alternative learning programs (ALP) for girls and boys who are not at primary school or who have dropped out, again provided by NGOs and development agencies. Religious education appears to be very present for girls of all ages, in both the camps and the host communities (see analysis in Chapters 3 and 5).

Table 20: Transition pathways[27]

	Baseline point	Successful Transition	Unsuccessful Transition
Upper primary	Enrolled in Standards 5, 6, 7, 8	Completes S8 Leaves school to enter into ALP	Drops out of primary school without completing S8
Primary to Secondary Transition	Entry into F1	Passes KCPE Finds a place in Form 1 Enrols in TVET	Fails KCPE Passes KCPE but chooses not to transition to secondary school or TVET Finds no available spot in secondary school or TVET
Secondary school	Enrolled in Forms 1,2, 3, 4	Completes Form 4 Leaves school to enter TVET Completes TVET	Drops out of secondary school Drops out of TVET
Post-secondary Transition		Passes KCSE Enters tertiary education (including remote learning courses) Gains formal employment (host) Gains incentive work (refugee) Pursues entrepreneurial role	Girl chooses not to pursue tertiary education, employment/incentive work or an entrepreneurial role
Adapt as required			

Analysis of the Benchmark Transition Sample: The benchmark transition sample (N=146 girls) was surveyed at baseline in order to assess possible transition pathways for girls in and out of school in the project intervention zones while informing transition targets at midline and end line, specifically for out of school girls or girls who drop out of school. Unfortunately, the transition benchmark data set is not complete in terms of data on what all girls were doing last year and what all girls are currently doing this year. In addition, survey questions did not always reflect the activities that girls are or have been engaged in so that there are many girls whose activities were "unaccounted for" (i.e., it is assumed girls did not know how to anser the question). For the data that is available, as presented in Tables 21 and 22 below, the following statements can be made with regard to benchmark transition sample (recognising that the sample size is large enough for statistical inference to the beneficiary population):

- Of the total transition benchmark sample, 56% girls were enrolled in school last year; 30% were engaged in domestic activities, less than 1% was enrolled in TVET and 14% were engaged in activities not captured by the survey questions (column labelled unaccounted for).

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[27] Based on Transition Pathways for KEEP II as presented in Annex B (Transition Mapping) of KEEP II MEL Framework, September 2017.

- Of those who reported that they were enrolled in school last year, 14% (11 girls) transitioned to community-based education (CBE) and 27% (22 girls) transitioned to religious education this year.

- Of those girls in domestic activities last year, 19% (8 girls) transitioned to religious education or community-based education.

- The transition to or from religious education and domestic activity appear to be important paths and are not currently reflected in (as either successful or unsuccessful) KEEP II transition pathways. These should be recognised in KEEP II transition mapping after baseline and for tracking at subsequent evaluation points.

- There was only one respondent out of 146 that was enrolled in TVET last year; based on the transition benchmark and household survey data (see below), TVET may be a less viable transition pathway than the project is currently assuming.[28]

- For the purposes of setting baseline values, survey data provides percentages of the benchmark transition (BT) sample that were engaged in domestic activity, TVET, community-based and religious training this year; no data is available for the same girls on what they were doing last year. That said, this data represents valuable information and can be used to monitor trends within KEEP transition cohorts over time.

- In-school progression and transition rates, from primary to secondary, are measured through the Transition Outcome and JT samples (through household survey data - see notes to Tables 21 and 22 below).

- What is not possible unfortunately, given available survey data, is to establish a baseline of transition rates from school to VTET or from school to domestic activity, which are among KEEP II transition pathways (successful and unsuccessful).

Table 21: Benchmarking for the Transition Outcome

Benchmark transition sample							
Transition pathways							
Age	Sample size (#)	In-school (year before)	Engaged in domestic activity (year before)	Engaged in TVET (year before)	Unaccounted For * (year before)	Enrolled in community-based education (CBE) (this year)	Engaged in Religious Education (this year)
11-13	51	43%	33%	0%	24%	10%	24%
14-15	30	80%	10%	0%	10%	3%	37%
16-17	27	67%	22%	0%	11%	15%	19%
18+	32	44%	50%	3%	3%	9%	16%
Not Specified	6	50%	17%	0%	33%	0%	17%
Overall	**146**	**56% (81)**	**30% (43)**	**.05% (1)**	**14% (21)**	**9% (13)**	**24% (34)**

* Unaccounted for girls are those whose activity the year before is not known –survey questions failed to capture what they were doing the year before.

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[28] During qualitative data collection, several respondents indicated the TVET spaces were very limited and the TVET training provided was not a compelling choice for young people; enrolling in TVET was perceived as a sign that the young person had failed their KCPE, could not go into secondary school and had no other options.

Table 22: Transition Pathways for BT Sample

Benchmark group					
Transition pathways for transition benchmark sample					
Age	Sample size (#)	Transition from In School to Community Based Education	Transition from In School to Religious Education	Transition from Domestic Activity to CBE or Religious Education	Transition from TVET to CBE or Religious Education
11-13	51	23%	23%	18%	0%
14-15	30	4%	38%	33%	0%
16-17	27	22%	22%	17%	0%
18+	32	7%	29%	13%	100%*
Not Specified	6	0%	0%	0%	0%
Overall	146	14% (11)	27% (22)	19% (8)	100% (1)

*Note: only 1 girl was reported to be in TVET last year.

Explanation of data in tables 21 and 22: The percentages listed in Table 21 represent the individual data points for each of the relevant household survey indicators for <u>the transition benchmark cohort only</u>. For example, data column 1 (In-school - year before) is the percentage of girls in a particular age group that reported being in school in the previous academic year (q_131), while data column 2 (Engaged in domestic activity) represents the percentage of girls in a particular age group that reported engaging in domestic activity in the previous year (q_133). These data are not transitions; rather, they are simply individual markers for what activities girls engaged in at a particular time point (this year or last year).

Using the data in Table 21, we are able to make some limited observations about the nature of the transition paths taken by girls from last year to the current year. These can be found in Table 22. For example, data column 1 (Transition from In School to Community Based Education) represents the proportion of the girls in a particular age group that were enrolled in school last year, but moved to community-based education (CBE) this year. In other words, they represent a crosstabulation between age and current enrolment in CBE among only those girls who were in school last year.

Table 23 and the ensuing analysis relates to the general transition outcome sample of girls who will be tracked through midline and endline using the household survey. At baseline, these girls were, in principle, all enrolled in school.

Table 23: Intervention group (girls)

Intervention group (girls)									
Benchmark transition pathway									Transition rates
Age	Sample size (#)	In-school progression*	Moved into secondary school	Repeating Grade from Previous Year	Un-accounted for**	Enrolled in TVET course last year	In Employment Last Year	In Domestic Activity Last Year	Successful transition rate per age (%)***
11	87	87%	0%	7%	6%	0%	0%	0%	87%
12	110	84%	0%	12%	4%	.1%	0%	4%	84%
13	102	82%	2%	9%	7%	3%	0%	0%	84%

			Intervention group (girls)						
		Benchmark transition pathway							Transition rates
14	120	88%	3%	8%	1%	0%	.1%	1%	91%
15	127	79%	4%	15%	2%	3%	0%	0%	83%
16	105	79%	10%	8%	3%	0%	0%	1%	89%
17	97	76%	10%	12%	2%	1%	0%	2%	86%
18	62	82%	11%	3%	4%	0%	0%	0%	93%
19	40	70%	5%	20%	5%	0%	0%	0%	75%
20	31	77%	7%	16%	0%	0%	0%	0%	84%
Overall	881	82% (718)	5% (41)	10% (93)	3% (29)	.1% (10)	.01% (1)	.1% (10)	87% (759)

* Measured as in-school girls who did not have to repeat grade

** Unaccounted for girls are those whose activity the year before is not known – they were not in school, but survey questions failed to capture what they were doing.

***Measured as proportion of girls per age category that stayed in school or moved into secondary

Analysis of the Transition Outcome Cohort

Based on data in Table 23 above, the overall successful transition rate for the transition outcome cohort of girls at baseline is 87%. **In terms of successful transition pathways**, 82% of girls in the cohort transitioned from one year to the next in school, while 5% transitioned from primary to secondary school. In terms of unsuccessful transition pathways, 10% of the cohort repeated a grade of school (although this is not defined as one of KEEP II's unsuccessful transition pathways, it should be added after baseline to the project's transition mapping, as grade repetition represents a block to successful transition rates). The activities of 3% of surveyed girls was unaccounted for last year (i.e., survey questions did not capture their activities).

In terms of data analysis on transition by age, there is a considerable range of in-school progression from a high of 88% (at 14 years old) to only 70% for 19 year-olds. This is likely due to the fact that there are many older-age learners, particularly in the refugee camps due to disrupted education paths, who find it difficult to pursue their education with younger students, as they get married, become mothers and have increasing domestic and productive responsibilities. This is reinforced through qualitative data collection, where respondents explained that 15 or 16 years old was the oldest, "appropriate" age for an educated girl to leave school if she expected to attract a suitor for marriage[29]. Transition rates from primary to secondary school are twice as high for 16 to 18 year olds (at 10%), than they are for 13 to 15year-olds, underscoring both the limited numbers of girls who proceed to secondary school and the proportion of older-age learners within this cohort. Grade repetition rates are highest for 15, 19 and 20 year-olds. Few girls were enrolled in TVET during the previous year, reinforcing the point raised above that it may be less important as a transition pathway for KEEP II cohorts

In conclusion, the majority (87%) of the KEEP II transition outcome cohort at baseline is successfully progressing within school, with an average of 82% overall progressing to the next grade and an average of 5% transitioning between primary and secondary school. In-school progression is higher for girls of 11 years old and then drops significantly as girls get older. There is a considerable proportion of girls (10% on average) who repeat a grade so that KEEP II should include grade repetition in its transition mapping. There

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[29] Based on KIIs and FGDs with 145 parents, 42 community leaders, 70 boys in-school, 82 girls in school. While there was a divergence of views depending on the community, there was a strong concensus that it is acceptable to be in school and unmarried up to about 16 years old for a girl, after which time it is less socially acceptable to keep studying and not get married.

are very few girls who report being enrolled in TVET (under 1% in both the benchmark transition sample and the transition outcome sample) so that it is unclear whether this should continue as an important transition pathway in KEEP II's transition mapping.

At the same time, religious education appears to be an important activity for girls in KEEP intervention zones and this should be integrated into the project's transition pathways and mapping. Finally, after baseline, KEEP II should better define the different education/training options available for girls beyond formal schooling in the intervention zones (i.e., what exactly is community-based education, non-formal, informal or religious education as well as employment or domestic chores). These different transition options need to be more carefully identified and articulated in the project's transition pathways before midline, so that EE transition survey questions at midline can better capture girls' actual transition paths and rates. The project is currently taking steps to address this issue.

4.4   Sub-group analysis of the transition outcome

As KEEP II has selected a joint sample from school/intervention and all girls surveyed at baseline are currently in-school, this analysis is not possible at this time but will become more important at midline and end line as girls drop out.

4.5   Cohort tracking and target setting for the transition outcome

At midline, only the transition outcome cohort will be tracked, using GPS data collected at baseline to identify surveyed households as well as contact data for the HoH and the girl, to ensure the latter can be identified. The support of community leaders, project mobilizers and KEEP II field staff will be used, as usual, to help identify the same households and girls for survey at midline. In addition, the EE field teams always travel to sampling points before data collection to ensure that families and girls within families are still available, have not moved, resettled or repatriated. Where girls and their households are no longer traceable at midline, they will be replaced using a standard protocol for random selection of replacement households. Replacement rates on the KEEP I household survey at end line were about 30%; it should be expected that KEEP II replacement rates will be similar or slightly higher, given the volatility in the project context and the older age of the girls targeted (they will often leave their communities to join their husbands' households when married).

In terms of setting a midline transition target, there are several factors to consider: 1) The most important consideration is that KEEP II will have less than a year to launch many of the activities that are intended to impact upon girls' transition before midline data collection begins (these activities include cash transfers, remedial education, life skills training and girls' clubs, etc.); 2) the project activities that are intended to affect transition outcomes are somewhat indirect and may take several years to manifest (for example, cash transfers will increase attendance which will then hopefully lead to greater retention and improved learning outcomes, while life skills training is intended to improve girls' agency but her influence on decisions about her future may be restricted until her parents' attitudes change); 3) there is likely a need for the project to revisit its transition pathways before midline, in light of the conclusions from section 4.4 above; and 4) population transience and the volatility in project intervention zones with regard to pastoralism and drought, refugee repatriation and resettlement – effectively tracking girls is challenging and expecting linear transitions for these girls is likely unrealistic given the context.

Midline target: The overall successful transition rate at baseline is 87% for both girls' in-school progression and transition from primary to secondary. An increase of 5% at midline for the overall rate of successful transition in the cohort could be considered as a reasonable target.

Table 24: Target setting

	Evaluation point 2	Evaluation point 3
Target generated by the outcome spreadsheet	EO to input	
Alternative target proposed by project (if applicable)	+ 5%	

4.6   Sustainability Outcome

This section analyses the potential sustainability of KEEP II outcome achievement and provides a sustainability scorecard and rationale for the baseline score at the community, school and system levels (see Table 25 below). Sustainability indicators presented below were formulated by the project in September 2017 as the logframe and MEL Framework were developed. It was recognised by project managers at the time that these sustainability indicators would require review after baseline.

Table 25: Sustainability indicators

	Community	School	System
Indicator 1:	Evidence of community-led awareness and engagement campaigns supporting girls education	% of targeted schools that are actively maintaining new/upgraded facilities as per the school improvements plans	% of trained education officials integrating GRP and child protection criteria into their school support functions (refugee/host)
Indicator 2:		# and % of targeted schools that have a functioning and trained life skills and counselling unit	Evidence of replication, uptake, scaling up of KEEP II financial support modalities by other engaged stakeholders
Indicator 3:		% of teachers improving in GRP over time	
Baseline Sustainability Score (0-4)	Baseline Sustainability Score: Emerging (2)	Baseline Sustainability Score: Latent (1)	Baseline Sustainability Score: Negligent (0)
Overall Sustainability Score (average of the three level scores)	Average Baseline Sustainability Score: Latent (1)		

Community Level Sustainability Scorecard: Emergent (2)

Sustainability in attitudinal/behaviour change at the community level is scored as "emergent" for KEEP II at baseline. There was evidence of changed attitudes and behaviour in terms of girls' education at the endline evaluation of KEEP I, measured by increased education enrolment and performance by girls in KEEP intervention schools, as well as by the perception of various community stakeholders that community attitudes were shifting in favour of girls' education. This change was more evident in some project zones than others (specific refugee communities) and was more evident in terms of the value of girls' education at the primary school level, than that of girls entering secondary, particularly upper secondary, where early

marriage (for dowry and to avoid early pregnancy) becomes a very entrenched, socio-economic barrier to girls' education retention and outcomes.

Based on qualitative data collection under KEEP I and at baseline under KEEP II, household decisions about whether to send girls to school involve quite complex cost/benefit calculations by individual household members (i.e., the male head of household may see this calculation of cost/benefit very differently from the girls' mother and/or from the girl herself). All of these individuals are subject to different social pressures resulting from differing gender norms and biases, while each holds different levels of power and influence in the household and in the community.

The sustainability issue at the community level appears to be much more about understanding gender power relations, who has the balance of power to decide and what factors will influence whether girls' education is perceived, on balance, as a greater benefit or as a greater cost (to the community, to the household or to the individual in the household who retains the balance of decision-making power). Understanding and influencing <u>individual motivation and incentive</u> with regard to investing in girls' education are key to changing gender norms and power dynamics at the level of communities and households. This necessitates an understanding of the cost/benefit calculations that different individuals perceive and make with regard to investing in girls' education.

The sustainability indicator selected by the project for the community level - evidence of community-led campaigns - does not appear to be an appropriate measure of sustained results for KEEP II. It would seem unlikely that communities would organise or maintain 'campaigns' in favour of girls' education in the absence of ongoing project support while the real change to be measured should be focused on shifts in individual, family or community attitudes and behaviours. More appropriate indicators of sustainability at the community level could include:

- The gross enrolment rate (GER)/net enrolment rate (NER) for girls at different levels of the school system (alternatively, the number of out of school girls at different levels)
- Changes in perception on the part of male/female parents and male/female community leaders with regard to the benefits of educating girls relative to the costs
- The percentage of male/female parents who report that they feel increasing social pressure in their communities to send their girls to school.

Baseline Sustainability Score for the School Level: Latent (1)

The baseline sustainability score at the school level is rated as "latent" because gender-sensitive learning environments and child protection considerations have received limited attention in the targeted schools to date In addition, these are communities with very strongly entrenched social and religious beliefs with regard to gender norms, biases and power relations. KEEP I was the first project in the intervention zone to specifically focus on girls' education and the promotion of gender equity in education. For all of these reasons, the project is starting from a very low level of awareness and capacity at the school-level to begin with.

On KEEP I, the project offered modest training and follow-up support on GRP to a small number of teachers per school. Head masters were also trained at the end of the project. Given limited capacity at the outset, modest amounts of training provided by the project, a social context with deeply entrenched gender norms and significant rates of teacher turnover due to hardship conditions, it appears unlikely that KEEP I could have affected significant and sustainable change in teaching quality.

Based on KEEP I end line evaluation findings, results from GRP teacher training were, in fact, mixed. Students and school inspectors reported that GRP uptake by teachers in the classroom was very uneven. While teachers' knowledge and attitudes related to GRP and large classroom management may have been positively affected by the training, teachers were challenged in applying their new knowledge consistently in the classroom. Qualitative data collection on KEEP II at baseline confirms that teachers themselves feel

they need significantly more training in GRP, basic pedagogical skills and large classroom management in order to improve their teaching quality.

The reality is that support systems for teachers' professional development in Kenya (in-service training, pedagogical and curriculum support provided through the national education system) are very weak and sporadically provided by government, in the absence of ongoing, external assistance by donors.

It is always difficult for international development projects to achieve sustainable, institutional change at the school level, in the absence of systemic change in national education policies, strategies, systems, regulations, directives and resource management practices (human and financial). It must be recognized that in an education system that is resource poor, where only a small percentage of the public education budget is available for non-salaried expenditure, a reliance on government structures and resources is unlikely to result in ongoing teacher training activities and sustainable change in teaching quality, particularly with regard to gender equality which is not often of high priority.

KEEP II is currently investigating alternative means of delivering ongoing teacher training and professional development support in GRP through models which do not only rely on government delivery structures (communities of practice through on-line resources or small school clusters, etc). This makes sense and there are numerous lessons learned, in Kenya and internationally, on what tends to work well and why. That said, project expected achievements with regard to producing sustainable change in teaching quality should be tempered in terms of the institutional and broader systemic challenges raised above. KEEP II's ability to demonstrate that it is building on best practices and lessons learned in promoting and sustaining teaching quality at the school level is already a positive step towards potential sustainability.

In terms of the second indicator related to school guidance and counselling for girls, based on both the baseline survey data and qualitative data collection, these systems at the school level were found to be either embryonic or not operational at KEEP II baseline. This was largely due to a lack of female teachers, a lack of training in guidance and counselling for existing teaching staff, and/or staff turnover in schools where guidance counsellors did exist and may have been effective in the past but are no longer. Again, sustainability here will be challenging in the absence of broader systemic reforms and public resource allocations. The ongoing existence of a counselling unit at the school level is likely a good measure of some aspect of sustainability although ongoing training, beyond KEEP II, is unlikely.

Finally, KEEP II is providing a limited amount of new infrastructure to 5 out of 14 intervention secondary schools (or 5 out of 87[30] project intervention schools overall). The maintenance of this new infrastructure is not a bad indicator in and of itself, although this indicator represents a very small portion of KEEP II schools. A better indicator of sustainability might be: "Evidence of ongoing capacity to identify and implement girl-friendly school improvement objectives and targeted initiatives in the approved school improvement plans (SIPs) of KEEP II intervention schools." It is felt that this indicator better captures a more holistic awareness and capacity of girls' education needs at the school level and across all school stakeholders.

Baseline Sustainability Score for System Level: Negligent (0)

Baseline sustainability at the system level is scored as "negligent" for KEEP II. KEEP I did not address system level change at district, county or national levels,[31] nor did the project bring its results and learning to the attention of national education decision-makers in Kenya. System-level change was generally not a focus of GEC guidance or requirements. On KEEP I, GRP training for teachers was a project-driven initiative. Teacher Service Commission (TSC) representatives were engaged as advisors to assist in training delivery and follow-up for teachers, the GRP training was not integrated within any formal, in-service teacher training initiative or pedagogical support model.

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[30] There are now 84 KEEP II intervention schools as a result of camp closures in Dadaab.

[31] KEEP I was never expected to produce this level of sustainable change in its design or results framework.

The first KEEP II sustainability indicator at the system level relates to attitude and behaviour change among "trained education officials" with regard to integrating GRP and child protection into their school support functions. It is assumed that education officials here include head masters/head teachers, teachers, PTA and BoM members, district education officials, TAC and TSC representatives at district and county levels. This may be a better indicator of school-level change than systemic change, given that all of these stakeholders (including TSC and TAC representatives) are largely focused at instituting quality teaching and learning at the school level, even though they are part of the broader 'system'.

At the system level, sustainable change is probably better understood in terms of the project's positive influence on public knowledge, discussion and debate, as well as education priorities, plans, practices, regulations and systems in Kenya and/or the refugee camps. It must be recognized that KEEP II works in only 35 public schools in Kenya, with the remaining KEEP schools operating in the refugee camps[32]. Given this small number of public schools, the project's degree of access to and influence over national education officials is necessarily limited. The project's sustainability strategy, related to evidence-based advocacy and positive influence, is largely focused on education in the refugee context, both regionally, nationally and internationally.

While this is appropriate given where the majority of project resources are allocated, it does not preclude the project from partnering with other organizations in Kenya to bring its evidence and knowledge to bear on girl-child education advocacy efforts within Kenya's national education system. KEEP I generated very interesting evidence and lessons learned with regard to improving education access and attendance for marginalized girls' in Kenya. Similar evidence and lessons will undoubtedly be generated on KEEP II and it will be important for the project to find appropriate avenues to bring learning and results to the attention of national education stakeholders and other education actors in the country.

It would seem that a useful role for KEEP II, in terms of system level sustainability, would be: to ensure a sound evidence base to assess the causal link between its initiatives and improved retention/learning/transition outcomes for girls in school; to disseminate project results and lessons learned to refugee and national education policy-makers; and to collaborate with other girls' education initiatives in Kenya to attempt to influence national policy and plans based on collective evidence in different education contexts. That said, sustainability targets should be tempered for the project in terms of what influence the project actually has and how receptive national education officials are to improving education in the ASALs or in the refugee communities.

In terms of sustainability indicators for KEEP II at the system level, more appropriate indicators than those articulated above might include: 1) evidence of the project's positive influence on international, national or local knowledge, public discourse or debate, education priorities, plans, practices or programs; and 2) evidence that KEEP II partnerships and institutional linkages are contributing to evidence-based advocacy initiatives for marginalized girls' education.

The overall sustainability score for the KEEP II project at baseline is rated as latent (1).

This is justified for several reasons: The KEEP I project design placed limited emphasis on outcome sustainability and was more focused on testing the effectiveness of different measures to address various barriers to girls' education in the project intervention zones; there have been very few girls' education program initiatives in KEEP II intervention zones, particularly in host communities and at the secondary school level to date; as well as the reality that very few options are available to educated girls in these contexts with regard to the transition pathways defined by the project (early marriage remains the most viable option for many girls, both socially and economically). Finally, and perhaps most importantly, KEEP intervention zones are characterised by transience and significant movement of people. The refugee context is inherently and intentionally unsustainable. In the refugee camps, transience is due to government

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[32] While refugee camp schools are technically the responsibility of the Kenya government, in practical terms they are funded and run by UNHCR with little oversight provided by national education authorities.

policy on repatriation, camp closures, insecurity and violence. In the host communities this is due to pastoralism, poverty and drought. At a school and education system level, the project intervention zones are the most difficult to serve and poorly resourced in the country, so that staffing levels and staff turn-over remain major challenges. For all of these reasons, it is important to set a realistic baseline with regard to KEEP II outcome sustainability.

The following sub-section and Table 26 have been completed by the project.

Table 26 below[33] outlines the core pillars of KEEP II's Sustainability Plan, which is focused on achieving sustainable change across the three levels of community, school, and system. Sustainability is a complex issue in a refugee context. Multilateral bodies, NGOs, host governments, and many refugee communities see themselves as transitory actors in a temporary response. The aid structures and education systems in place in Kakuma and Dadaab were not designed for sustainability- particularly financial sustainability. In order to have the greatest impact, the project focuses on social norm change, change within the institutions we work in directly (schools) and on system-level change via evidence generation.

Broadly speaking, the project aims to promote sustainable improvements in learning and pathways for girls' transition through: 1) improving engagement of communities in support of girls' education; 2) strengthening the governance and management of KEEP schools; and 3) contributing to evidence in the sector through engagement with the Government of Kenya and community-level partners.

At the community level: All community engagement activities can be considered as "cross-cutting," given that reaching a critical mass of community-level attitude and behaviour change would have far-reaching impacts on the school-level sustainability outcomes, and potentially some impact on the system-level outcomes as well. As the External Evaluator indicates in Section 4.6 analysis, it is critical to get to the core of gender power dynamics in order to create change at this level. WUSC has made significant efforts in KEEP II to harmonize and strengthen our community engagement approach and to reduce siloes across our community engagement programming in order to improve our targeting approach. KEEP II has developed an intersectional Gender Strategy and Communications Strategy, which factors in how dynamics and messaging need to differ depending on the location we are working in. We would also note that "campaigns" of various types, while not the entirety of KEEP II community engagement strategy, are in fact a critical way of addressing the heart of community perceptions, gendered power relations, and promoting normative change around girls' education.

At the school level: This level of intervention is deeply intertwined with the community level, given that community members *are* the teachers, Head Teachers, and other personnel that make up the school environment, and that Head Teachers and others can be influential opinion leaders within the community. WUSC is continuing to work with these individuals in order to deliver on teacher training activities but is also exploring ways to integrate them more holistically into programming (for example, including Head Teachers in trainings on how to engage men and boys in promoting girls' education). In terms of the External Evaluator's assessment of this level as "Latent," a key piece of this ranking appears to be dependent on the issue of turnover within KEEP II intervention schools. While this is certainly a challenge, the project's sphere of influence in this regard is limited, and it may be an insufficient metric with which to make this assessment. The External Evaluators highlight in Section 4.6 that KEEP II is the first program in the targeted region to challenge gender norms, but also comment that gender-sensitivity and child protection have received limited attention. This appears on some levels to be a contradiction, or perhaps to imply that KEEP II should engage in a more coordinated, higher-level organizational partnership with others working on this issue in order to ensure that gender-sensitivity is integrated across all programming in the project environment (thus raising this activity to the level of system change).

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[33] This table will be updated by the project in August 2018 when it updates the project logframe including sustainability indicators.

At the policy level: Overall, the core challenge in attaining sustainability at the system-level remains the issue of government willingness to devote financial and human resources to addressing the protracted refugee situation in Northern Kenya, a challenge of incentives which is more or less beyond the scope of the project. The impact of such a potential change in government willingness and incentives would be significant and cross-cutting, but for the time being, KEEP II is focusing on lower levels of engagement, including a significant increase in engagement with District-level officials on the design, delivery, and monitoring of teacher training activities. However, given the uniqueness of KEEP as a project operating within a protracted displacement situation, there is scope for significant learning around best practice of refugee education programming. Therefore, a strong focus should be put on influencing global best practice in this area through dissemination of knowledge, lessons learned and impact among global communities of practice. There is a strong emerging field of knowledge on this issue that KEEP II should continue to be engage in.

Table 26: Changes needed for sustainability[34]

	Community	**School**	**System**
Change: what change should happen by the end of the implementation period	By the end of the project, there should be an increasing number of community members who feel that it is an acceptable social norm to support their daughter's education, and enrolment of girls until at least the end of primary should be seen as "normal" behaviour. *EE suggested new indicator:* Percentage of male/female parents who report that they feel increasing social pressure in their communities to send their girls' to school. *Indicator to be confirmed by team.* *Pre-Baseline Indicator:* Evidence of community led awareness and engagement campaigns supporting girls' education	By the end of the project, head teachers, school administrators, and other relevant actors should feel that they have the necessary tools and knowledge in order to improve the gender-responsiveness, child safety, and inclusivity of their schools. *EE suggested new indicator:* Evidence of ongoing capacity of school administrators to identify and implement girl-friendly school improvement objectives and initiatives. *Indicator to be confirmed by team.* *Pre-Baseline Indicator:* Schools in targeted areas that maintain or improve their gender-responsiveness, child safety and inclusivity rating	By the end of the project, KEEP II has a wide body of evidence that is incorporated into new initiatives and can be shared with government and other education stakeholders. *EE suggested new indicator:* Evidence that KEEP II results and lessons learned have influenced the content of national education action plans, programs, training, or other. *Indicator to be confirmed by team.* *Pre-Baseline Indicator:* Evidence of replication, uptake of scalable KEEP interventions and best practice

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[34] This table will be revised by the project when sustainability indicators are revisted in the logframe.

	Community	School	System
Activities: What activities are aimed at this change?	Conduct multi-media community outreach (film and radio) Conduct study of engaging with female-headed households Develop and implement of project Gender Strategy Deliver of community trainings (activities focused on engagement of men and boys, PAs, BOMs) Mobilize of Girls Education Advocates Coordinate Community Engagement Working Group to facilitate improved coordination of community engagement activities	Deliver teacher training (basic pedagogy, GRP and remedial teacher training) Build school upgrades Deliver remedial classes Deliver PA and BOM trainings Build capacity of Guidance Teachers and Psycho-social Counsellors to deliver services	Engage with MoE of Kenya Engage with DEOs in project locations Engage Teacher Training Working Group (including Sub-County Directors of Education) in order to develop new coordinated teacher training approach Generating a body of evidence on KEEP II interventions (i.e., cash transfers, teacher training, and life skills) in order to highlight best practice Engagement with MoE (TSC), UNHCR, and LWF (among other actors) in order to promote changes in day-to-day practice of teacher trainings
Stakeholders: Who are the relevant stakeholders?	Parents/guardians, religious leaders, community leaders, key influencers, PAs, BOMs, men and boys	School administration, head teachers, teachers	Government, education development partners, donors
Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms etc.	Poverty is the main barrier to school enrolment/attendance Social norms regarding the value of girls' education and how much girls will be able to contribute to the household through education Girls often face significant demands for household chores and other tasks in the home Each individual within the household who influences a girls' ability to attend school has a different set of cost-benefit calculations, making it challenging to craft and deliver targeted messaging	Lack of resources (human and financial) at the school level to implement required changes High turnover of those human resources that do exist, making it hard for training activities to truly be "institutionalized" Overcrowding of classrooms limits teacher ability to apply gender-sensitive and child-centred approaches Limited supervision from district government does not foster accountability for change	Lack of resources to invest in fully implementing existing policy in remote regions Government policies with regard to refugee mobility and right to work affect ecosystem of refugee camps

4.7   Gender Equality and Social Inclusion (GESI)

The project conducted a GESI Self-Assessment in early 2018, which was reviewed and approved by GEC. The evaluator makes the following observations with regard to gender equality and social inclusion in rating the overall KEEP II project at baseline.

Gender Equality: The KEEP II GESI Self-Assessment rated the project as gender transformative for all but one output. Output 2 related to upgrading school infrastructure was rated as gender accommodating only, although it is unclear why this output got a lower rating than the others. It could be because of the limited number of schools targeted (only 5 out 14 secondary schools). It could be that infrastructure upgrades have more to do with girls' practical than strategic gender interests or barriers to education.

In more general terms, while the evaluator notes the potential for gender transformative results on KEEP II, given its design, the evaluator also underscores important risks linked to the validity of the project's underlying assumptions in its theory of change that could render KEEP II results less than gender transformative (i.e., either gender accommodating or even gender non-responsive for some outputs if risks are not properly addressed). Key risks are related to outputs 1 and 3 in particular. At the same time, the evaluator emphasizes the need to ensure synergy between outputs 4, 5 and 6 within the project delivery strategy in order to maximize gender equality results. Table 27 below outlines the evaluator's observations on KEEP II GESI gender ratings and associated risks against each project output.

Social Inclusion: The KEEP II GESI Self-Assessment rated the project as accommodating for all outputs, except for output 3 which was rated as transformative. From the evaluator's perspective, the initial design of KEEP II included a very limited focus on social inclusion or girls with disabilities (GWDs). This design was reviewed and approved by GEC. With subsequent guidance from GEC since July 2017, KEEP II is now being encouraged to increase and make much more explicit its focus on social inclusion and disability. Given this background, the evaluator feels that KEEP II's rating on social inclusion at baseline is more realistically pegged as non-responsive than either accommodating or transformative; this was not a project initially designed to address social inclusion results. The evaluator has every confidence that KEEP II is seriously considering GEC guidance and will effectively address social inclusion and the needs of GWDs going forward. This will, however, require revisiting project inputs and outputs as well as likely engaging specific SI expertise to do so. KEEP II has the potential to become accommodating and transformative in terms of social inclusion but at baseline and given the project's initial design, the evaluator would rate KEEP II as non-responsive in this regard. Table 27 below provides the evaluator's observations on KEEP II outputs as they relate to social inclusion.

Table 27: Observations of External Evaluator on KEEP II GESI Ratings

KEEP II Outputs	Agreed[35] Gender Equality Rating	Agreed[36] Social Inclusion Rating	External Evaluation Observations
Output 1: Girls have increased access to high quality gender-sensitive learning opportunities	Transformative	Accommodating	The content of GRP training is potentially transformative in terms of shifting teachers' attitudes and behaviour with regard to the use of gender-sensitive teaching practices in the classroom. GRP training in KEEP II remains, however, a project-driven initiative with limited links to the national education system; there is currently no formal, institutional incentive for teachers to apply GRP in the classroom after training. With significant staff turnover in the difficult project intervention schools and no provision for the MoE or UNHCR to continue this training post-project, sustainability remains questionable and could undermine the transformative potential of this output. These are crucial risks the project should address before midline. In terms of social inclusion, the project admits that GRP training does not specifically address social inclusion and disability, although it does help teachers identify and analyse different learning needs and learning styles in the classroom. Social inclusion could be more explicitly addressed and integrated into GRP; this would require the project engaging an outside expert to do so.
Output 2: Targeted secondary schools are able to offer additional placements and quality learning facilities for girls	Accommodating	Accommodating	In the KEEP II proposal and initial design, this output involved refurbishing 5 out of 14 secondary schools with upgraded facilities including dormitories, science labs, classrooms, hygiene facilities. No mention was made of social inclusion or disability in the project proposal. With current GEC guidance, KEEP II is now widening the scope of its plans to include wheelchair access as a school refurbishment 'where required'. While this is a positive step, it would better serve GWDs if KEEP II plans were based on a needs analysis: baseline survey data reveal that moderate mobility constraints are the predominant disability among the KEEP II cohort (14%) but that only 3% of girls use equipment to assist them with walking. If wheelchair ramps are the social inclusion modification found to be most needed at these schools for GWDs, there would presumably be other modifications required to accommodate wheelchair access throughout the school (i.e., for toilets, dormitories, desks, etc). For this output to warrant the rating of 'Accommodating' it would appear that more analysis is required on actual GWD needs at targeted schools for both existing and future students. Survey data at baseline found that difficulty walking was the predominant disability reported by girls, with greater proportions of girls reporting difficulty in refugee than host communities.

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[35] Agreed by KEEP II and GEC in 2018 in the context of the project's GESI Self-Assessment

[36] Agreed by KEEP II and GEC in 2018 in the context of the project's GESI Self-Assessment

KEEP II Outputs	Agreed[35] Gender Equality Rating	Agreed[36] Social Inclusion Rating	External Evaluation Observations
Output 3: Targeted families have additional resources to offset the costs of sending girls to school	Transformative	Transformative	The External evaluator has raised numerous concerns with regard to potential risks associated with cash transfers. The greatest risk, raised by a broad range of stakeholders, is that the cash transfer may not be used by very marginalised families for the specific education needs of girls; in families where gender stereotypes already limit girls' opportunities and where money for basic needs is scarce, cash transfers may simply reinforce gender bias and oblige girls to go to school without adequate sanitary wear, food, learning materials or school uniforms. Without very careful monitoring of individual families receiving cash transfers, the risk is that this output is not transformative but rather gender unresponsive. KEEP II is aware of these risks and is rolling out this project component more slowly than initially planned for careful monitoring, but it is not completely clear to the EE how these risks are being mitigated or what an alternative project strategy might be if initial assumptions prove invalid.

As for social inclusion, the KEEP II project has included 'mild disability' as one of four criteria of marginalisation used to select girls for cash transfers. The rationale for and definition of mild disability as a selection criterion is not fully understood by the EE. According to baseline household survey results, there is a small percentage (3%) of girls with more severe, physical disabilities in KEEP II intervention schools (see section 3.3, Table 7). Selection criteria for cash transfers have been developed on the basis of careful consultation with communities. That said, there may be room to increase the focus on GWDs and more severe forms of disability in cash transfer selection for this output, in order for it to be truly transformative. |
| Output 4: Targeted girls are equipped with knowledge and skills to make informed life choices and decisions about careers | Transformative | Accommodating | With regard to gender equality, the evaluator concurs that life skills training could potentially be gender transformative, depending on the effectiveness of project capacity building for school guidance counsellors (who are often young, male teachers in the KEEP II context, making it difficult for girl students to seek them out). The life skills training for girls will also be more gender transformative if it is developed and delivered in synergy with gender equality awareness and training efforts directed at parents, teachers and BoM members. In KEEP I, gender efforts were perceived by the external evaluator to be limited by a silo approach in which different service providers were tasked with the delivery of different project components. The EE feels that more synergy between the activities of KEEP II would be beneficial, with girls perhaps being engaged as active participants or change agents across different project components. This would allow girls to practice life skills and voice their needs and opinions on decisions that affect them.

In the initial KEEP II design and planning, the external evaluator was not aware of a significant focus on social inclusion for output 4. The focus appeared to be primarily gender-oriented. At baseline, that would render the project rating closer to non- |

KEEP II Outputs	Agreed[35] Gender Equality Rating	Agreed[36] Social Inclusion Rating	External Evaluation Observations
			responsive than accommodating for social inclusion. Presumably, social inclusion aspects will be more explicitly developed and delivered by the project within its training of school guidance counsellors and its life skills training provided to girls going forward.
Output 5: Parents/guardians and school communities have increased awareness of barriers to girls' education and how to address them	Transformative	Transformative	To be gender transformative, community messaging needs to go beyond 'girls have a right to education' or 'girls should go to school'. It needs to address the specific, short and long-term, socio-economic calculations that families make in deciding where and how to invest scarce household resources. Since this calculation at the family level is very different across the varied KEEP II community contexts, project messaging and community dialogue must be very context specific. The project is aware of this challenge and has developed more nuanced and strategic messaging in this phase, which can potentially be transformative. The evaluators would encourage the project to find strategies to increase synergy between outputs 4, 5 and 6 in order that girls are supported to practice voicing their needs and concerns directly to different education stakeholders (at the family, school and community levels) in a safe and supportive way.

In terms of social inclusion, while this was not an explicit focus of messaging in KEEP I, the project could and is planning to increase its focus more explicitly in KEEP II. This would ensure a rating of accommodating if not transformative going forward. |
| Output 6: School support and governing bodies have increased capacity to manage targeted schools in a more gender-responsive, child-safe and inclusive manner | Transformative | Accommodating | The focus of BoM training in KEEP I was to help members understand their official roles and responsibilities with regard to the development and implementation of the School Improvement Plan (SIP). In KEEP II, this training was foreseen to include gender equality awareness and how to make the school environment safe and gender-sensitive. This is potentially gender transformative if the project promotes equal representation of women on the BoM (and in executive positions), and if the length and depth of training is sufficient to result in changes to the content of SIPs and associated school resource allocations. The training will need to be repeated as BoM membership terms are 2 years in length.

As for social inclusion, it does not appear to have been initially foreseen as an explicit component of BoM training in KEEP II design, but the project is now planning to make SI an explicit part of this training as per GEC guidance. |

5. Key Intermediate Outcome Findings

The following intermediate outcomes were designated keeping in mind that the KEEP II theory of change is centred on the premise that the ideal conditions for learning are created by mutually supportive relationships amongst and between the learner, the school, and the home. It is understood that the degree of learner engagement is influenced by the strength of these relationships, and that girls perform better in school when they are motivated to learn and take an active role in their own education.

KEEP II will deliver targeted support to the learner, home, and school, and will also leverage the power of community mobilizers to strengthen the collaboration between all three actors. When the learner is empowered and motivated, she is better able to advocate for herself. When parents are knowledgeable and engaged in the educational process, schools will deliver better quality education. When teaching quality improves and classrooms are well equipped, schools can address learners' needs and encourage parents to support girls' education. Lastly, when key education stakeholders such as BoMs, PAs, DEOs and the MoEST are involved in each of these processes, gains are likely to be institutionalised and outlast the project itself.

5.1 Intermediate Outcome 1 - Teaching and Learning Quality

Why was the IO chosen? What are the barriers to girls' education that the project is aiming to reduce under this IO?

A critical barrier to girls' education lies in challenging school environments, including lack of girl-friendly facilities, teaching approaches and learning materials that reinforce stereotypes, and sexual harassment in and around the school. (Please see section 1.2 for further details on the project theory of change.)

What indicators were chosen and why?

Quantitative indicator - % of girls showing improved academic performance in national and school-based examinations

It is assumed that by improving a gender friendly and sensitive learning environment, girls learning outcomes will improve. Girls' enhanced knowledge should be reflected in their performance on standardised national and school-based examinations.

The EE raised issues with this indicator in section 2.2 and suggests it be modified to the following wording: "The % of girls demonstrating improved performance on school exams, as well as sitting and passing KCPE and KCSE exams in the project intervention schools."

Qualitative indicator - Number and type of key stakeholders who perceive improvement or positive change in the quality of learning experience of girls at school (perception of quality of teaching and learning environment)

The EE raised issues with this indicator in section 2.2 and suggests it be modified to the following wording: "Changes in stakeholder perceptions with regard to the learning experience of girls in school."

KEEP II is specifically targeting complementary aspects that aim at having a direct impact on improving girls' learning. Key school stakeholders (girls, teachers, parents) will be interviewed on their perceptions about improvements in the learning environment for girls.

What data has been collected?

School exam results as well as KCPE and KCSE for all girls in KEEP schools will be aggregated by grade and compared at different evaluation points. Household survey and girls' in-school survey data will be tracked as it relates to teaching quality and learning environment. In-depth interviews and focus group discussion with girls, teachers and parents will also be undertaken. For further details, please see sections 2.2 (Outcomes and Intermediate Outcomes), 2.4 (Baseline Data Collection), and 3.2 (Representation in Learning and Transition Samples) as well as Annexes 5 (MEL Framework) and 10 (Sampling Framework).

Baseline indicators and values

Baseline values for the two indicators of Intermediate Outcome 1 are provided below. For each indicator, the EE has included key data sources that are used to establish a baseline value which will be used to track progress at each subsequent evaluation point, with a view to measuring changes over time.

Baseline Value for Intermediate Outcome 1:[37]

Quantitative indicator - %d of girls showing improved academic performance in national and school-based examinations

- Overall average girls' performance at T2 school-based exams and KCPE/KCSE, 2017:

Girl/Class	T2 Performance Average[38]	KCPE / KCSE[39]
S6	40.9%	
S7	40.3%	
S8	41.8%	49.1%
F1	34.0%	
F2	30.5%	
F3	26.9%	
F4	26.7%	33.2%

KCPE Girls' Performance Average

Garissa	Turkana	Host	Refugee
49.6%	48.7%	48.4%	49.9%

KCSE Girls' Performance Average

Garissa	Turkana	Host*	Refugee
35.1%	29.5%	37.4%	31.1%

* Includes host communities from Garissa only

Qualitative indicator - Number and type of key stakeholders who perceive improvement or positive change in the quality of learning experience of girls at school

- 77.6% of PCG (87.4% from Garissa and 70.9% Turkana) believe that the quality of teaching of their girl child has improved in the past 12 months
- 97% of PCG from Garissa and 85% of PCG from Turkana believe that the quality of teaching of their girl child is either good or very good
- 24% of girls (30% from Garissa and 10.7% from Turkana) believe that their teachers treat boys and girls differently
- 84.9% of girls (89.9 from Garissa and 89.5% from Turkana) feel supported by their teacher to do well in their studies

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[37] The key questions/values we will track at each evaluation point for Intermediate outcomes are highlighted and shaded in blue at the beginning of each section in this chapter.

[38] These are aggregate scores for girls' school examinations by grade for all KEEP II intervention schools. This data was provided by the project.

[39] This is an aggregate of Kenya national standard examinations scores (KCPE at Standard 8 and KSCE at Form 4) for girls' in the two KEEP II project intervention regions of Garissa and Turkana. This data is EMIS/UNHCR data.

Finding: National and school exam scores for girls across all grade levels are very low in KEEP II project intervention zones.

Average national and school exam scores for girls across all grades are under 50%, with performance at the higher levels weaker than in lower grades (linked to more challenging learning tests as grade level increases). This reinforces learning outcome data in Chapter 4 which demonstrates that girls in KEEP II intervention schools are performing at grade levels considerable below the grade they are actually enrolled in. KCPE results are relatively similar across KEEP II regions and community types. Garissa girls score better overall than Turkana girls on both KCPE and KSCE.

According to most teachers interviewed during qualitative data collection, they perceive no tangible differences in learning abilities between girls and boys. However, they recognize that girls are confronted with numerous challenges that affect their learning and performance at school, including shyness and irregular attendance, largely due to domestic chores.

Finding: A majority of surveyed parents and girls perceived teaching quality as strong although teachers report they need more training and pedagogical support.

During qualitative data collection, when both girls and boys in focus group discussions were asked about their teachers, their responses were overall, very positive. This is reinforced by survey data at baseline (see table below), where a majority of girls report that their teachers make them feel welcome (highest scores recorded in Turkana region and host communities). A majority of girls do not feel that their teachers treat boys and girls differently, although this varies by region and community type, with the highest prevalence in host communities. A majority of girls in school feel that teachers explain things clearly and will explain again if something is not understood the first time. At the same time, the vast majority of girls also report that corporal punishment by teachers is ongoing if students do not respond correctly.

> "When I was in class 7, my performance was not good, I remember there was a time I even reached position 21. The teachers followed up with me and advised me to improve in my academics. The teachers told me to do a lot of revisions, ask questions when I don't understand and above all be disciplined. In last year's 3rd term exams, I became number 4." (girl student in Dertu Primary School, Garissa Region)

	Garissa	Turkana	Host	Refugee
Girls say that their teachers make them feel welcome *(sample 793 respondents)*	77.9%	89.3.9%	92.8%	79.2%
Girls feel that their teachers treat boys and girls differently *(sample 721 respondents)*	30%	10.7%	45.9%	16.4%
Girls feel supported by their teachers to do well in their studies *(sample 863 respondents)*	81.8%	89.5%	89.6%	82.8%
If you (girls) don't understand something, teachers often use a different language to help *(sample 863 respondents)*	36.4%	39.4%	51.1%	31.4%
Teachers explain things clearly *(sample 862 respondents)*	77.7%	89.8%	90.4%	78.9%
If a student does not understand, the teachers explain it again *(sample 862 respondents)*	79.6%	89.5%	86.7%	82.1%
Teachers punish students who get the wrong answer *(sample 863 respondents)*	64.4%	72%	75.6%	63.7%

The girls' exam performance scores above demonstrate that improvements are needed in teaching quality. In addition, surveyed girls report significant levels of corporal punishment and negative discipline used by teachers in the classroom. The majority of teachers consulted during qualitative data collection report that they want more training, especially in gender-sensitive pedagogy and in large class management. According to the external assessment of GRP undertaken during KEEP I, results from GRP teacher training were mixed; teachers that benefited from training under KEEP I gained an understanding of key concepts but require more in-service training and ongoing pedagogical support to ensure effective take-up of GRP at the classroom level.

In-service training for teachers remains an ongoing challenge as school staffing, recruitment and retention are major issues due in the volatile security environment, along with difficult living and teaching conditions. Refugee camp teachers do not have formal teacher training and often do not master basic pedagogical skills (lesson planning, classroom management). Host community teachers have followed teacher training but are likely to have benefitted from in-service training only where donor and NGO programming has provided it. Pedagogical support and school inspection services are limited by a lack of resources at MoEST and the Teacher service Commission for regular field visits and workshops. Although most teachers are willing to give extra support to girls, some teachers question this approach as they feel that, in so doing, boys are left aside.

Finding: School safety and the quality of school infrastructure do not seem to significantly impact girls' education.

As components of a positive learning environment for girls at school, available evidence collected through surveys at baseline suggest that school safety and infrastructure are of limited concern to girls and their households (see table below). The vast majority of parents surveyed felt that girls were safe travelling to and from school. Only a few parents, during focus groups, raised concerns with regard to the prevailing security situation for girls walking long distances to get to school.

	Garissa	Turkana	Host	Refugee
% of primary caregivers who believe that it is very or fairly safe for girls to travel to schools in their area *(sample 877 respondents)*	97.54%	93.89%	90.2%	97.7%

In terms of school infrastructure and equipment, qualitative and quantitative data report different things. Qualitative data with teachers and education administrators points to the negative effects of overcrowded classes, the poor quality of equipment and accommodation in secondary school that are seen to negatively affect the environment for girls' education. It is frequent to hear that students must sit on the floor, that classes are made up of 90+ pupils, or that 5 pupils or more must share a desk or a textbook. Other factors reported frequently by education officials during qualitative discussions include: insufficient classrooms; science laboratories not fully equipped; insufficient or inadequate gender and culturally-sensitive teaching and materials; broken desks, broken chairs, broken doors, broken toilets or toilets without any privacy for girls; flooding in the school yard and no space dedicated to extra-curricular activities.

In contrast, quantitative data from the household and in-school surveys, based on responses from girls and their primary caregivers, paint a less dire picture with regard to the school environment (see table below). A lack of desks, space, toilets or books does not appear to present a challenge for the majority of girl respondents.

	Garissa	Turkana
There are not seats for every student in their class (sample 863 respondents)	26.7%	7.9%
Girls cannot move around their school easily (sample 857 respondents)	19.1%	26.9%
Girls cannot use toilet facilities (sample 804 respondents)	9.1%	1.1%

	Garissa	Turkana
Girls cannot use books or other learning materials they need (sample 860 respondents)	1.8%	7.8%

Data from Education Management Information System (EMIS) in Dadaab seems to nuance the gravity of the school infrastructure situation as well. For instance, the average pupil/teacher ratio is estimated at 1:57 at primary school level and 1:34 at secondary.[40] Data from EMIS does, however, corroborate that for math, English and sciences, from two to seven pupils must share a single text book. EMIS data does not address the availability of gender and culturally-sensitive pedagogical material which is seen as a significant constraint to quality education for girls, according to teachers and education authorities interviewed.

Ambitious but realistic targets for midline and end line (recommendations)

IO 1 Indicator: % of girls showing improved academic performance in national and school-based examinations

- Proposed KEEP II target for midline (end of March 2019) = +5% from baseline
- Proposed KEEP II target for end line in 2022 = +15% from midline

Recommendation from EE: Keeping in mind the need to revisit the articulation of the performance indicators related to IO #1, the External Evaluator has included several different sources of data to measure progress on this result achievement (see shaded box on page 67). For the purpose of filling out the logframe and outcome spreadsheet baseline values, the EE will only use an average annual score for KEEP II intervention zones of KCPE and KSCE results; the average of these two aggregate scores at baseline is 41.15%. Targets initially proposed by the project in its current logframe, for midline and endline respectively are +10% and +20%. These appear overly ambitious from the EE's perspective. The EE would scale them back to +5% at midline and +15% at endline.

IO 1 Indicator: Number and type of key stakeholders who perceive improvement or positive change in the quality of learning experience of girls at school

- KEEP II target for midline (end of March 2019) = +10% from baseline
- KEEP II target for end line in 2022 = +20% from baseline

Recommendation from EE: Keeping in mind that the articulation of this indicator needs to be revisited by the project, the value that will be tracked here is the % of PCG that see improvements in the quality of teaching of their girl child which, at baseline and according to the household is at 77%. Targets initially proposed by the project in its current logframe, for midline and endline respectively, are +30% and +60%. These appear overly ambitious from the EE's perspective and cannot be accommodated given baseline values. The EE would scale them back to +10% at midline and +20% at endline.

Evidence in the baseline that achieving this IO will likely lead to learning and/or transition outcomes

- Based on the KEEP I external evaluation, there has been demonstrated improvement in girls' enrolment and performance in the project intervention zones since 2013. While this undoubtedly was affected by KEEP demand-side inputs (which made it easier for families to afford girls' education and for girls to attend school more regularly), access to remedial classes and the sensitization and training of teachers and head masters with regard to gender-sensitive pedagogy are also seen to have contributed. Beneficiary girls rated remedial classes as among the most important inputs of KEEP I to the quality of their education. The assessment of GRP training,

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[40] Education Management Information System, Dadaab Refugee Camps EMIS Sept 2017 report.

however, demonstrated mixed results: Teachers had gained understanding of how gender bias and gender stereotypes affects teaching quality but teachers' ability to transfer their new knowledge into improved teaching practices was uneven at best. Teachers were found to need more training and more ongoing technical follow-up and pedagogical support to ensure more effective and sustained take-up in the classroom. [41]

- While logic in the KEEP II theory of change and logframe appear sound in terms of remedial classes and improved teacher quality contributing to improved learning and transition outcomes for girls[42], the question remains how much training and ongoing support is actually required in order that individual teachers improve their teaching practice, given a severely resource-poor education system where teachers' pre-service training is weak and systems for in-service training and ongoing pedagogical support are severely lacking. The literature points to variable performance among teachers, with a significant degree of heterogeneity in their teaching practices, even within the same school. KEEP II will be training teachers, head masters and staff from teacher advisory centres in GRP, but it is unclear the extent to which sufficient training and support can be provided by the project to affect learning outcomes and/or whether these project efforts are sufficiently aligned with national education system plans and programming to continue after the project ends (see analysis in section 4.6 above).

5.2 Intermediate Outcome 2 - Attendance

Why was the IO chosen? What are the barriers to girls' education that the project is aiming to reduce under this IO?

Extreme poverty is a characteristic that impedes families from providing the inputs their sons and daughters require to attend school (including their ability to pay for tuition,[43] uniforms, school materials, incentive fees, sanitary pads, and other items). Families who face extreme poverty often must choose to send only some of their children to school, and girls are often left at home due to prevailing social norms. KEEP II focuses on grade to grade transition at three key transition points: Standard 6 to Standard 7; Standard 8 to Form 1, and Form 4 to post-secondary. These transition points have been identified as high-risk points where girls are most likely to drop out. KEEP II will reduce the likelihood of dropout by addressing financial barriers, one of the key causes of irregular attendance.

What indicators were chosen and why?

Quantitative indicator - % improvement in targeted marginalised girls' attendance in schools throughout the life of the project (weighted average percentage and individual level)

This indicator should reveal improvements in girls' attendance and transition at specific key stages.

Qualitative indicator - % of girls and parents/guardians reporting that the support received has helped to reduce barriers to regular attendance

The main barrier related to this intermediate outcome is the cost of education for families. Items that are recognised to have a direct impact on girls' attendance are, in order of priority: sanitary pads, uniforms and learning materials. Under KEEP I, girls were provided with these items directly, along with other inputs such

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[41] Endline Evaluation of KEEP I. CAC International, March 2017; University of Saskatchewan, Research in the Gender Responsive Pedagogy (GRP): Kenya Equity in Education Project (KEEP), Final Report, November 2016.

[42] The literature supports this causal linkage. In terms of remedial classes see: APHRC (2015) *Improving learning outcomes and transition to secondary school through after-school support and community participation*. In terms of teacher training see: Bruns, B, DeGregorio, S and Taut, S. *Measures of Effective Teaching in Developing Countries*. RISE Working Paper, September 2016, p. 4.

[43] Primary education is free (with the exception of uniforms, school books, and related expenses), while secondary education is partially subsidised by the government in host communities and is free in refugee communities.

as solar lamps and remedial education. These items are no longer provided to girls directly by the project; instead, families in need will be given cash transfers to send their daughters to school and to ensure their regular attendance.

What data has been collected

Regular monitoring of all intervention school registers is undertaken by the project at the end of each semester. The EE conducts an attendance spot check in targeted schools at each evaluation point. Household surveys and in-school surveys ask the PCG and the girl about the girl's attendance. During qualitative data collection, focus group discussions were undertaken with parents, guardians and girls with regarding to access, enrolment, attendance, retention and performance of girls at school. For further details, please see sections 2.2 (Outcomes and Intermediate Outcomes), 2.4 (Baseline Data Collection), and 3.2 (Representation in Learning and Transition Samples) as well as Annexes 5 (MEL Framework) and 10 (Sampling Framework).

Findings at Baseline level

The following table provides key data regarding girls' attendance that the EE find important to follow through the life cycle of the project.

Baseline Value for Intermediate Outcome 2:

Quantitative indicator - % improvement in targeted marginalised girls' attendance in schools throughout the life of the project

EE Spot check February 2018[44]	Girls Attendance Rate	KEEP II Average attendance for T2 in 2017[45]	Girls Attendance Rate
Standard 6	87.6%	Standard 6	71.1%
Standard 7	71.1%	Standard 7	72.0%
Standard 8	86,4%	Standard 8	72.8%
Form	97.3%	Form 1	66.5%
Form 2	64.8%	Form 2	68.3%
Form 3	60.6%	Form 3	68.7%
Form 4	100.0%	Form 4	69.1%

Qualitative indicator - % of girls and parents/guardians reporting that the project support received has helped to reduce barriers to regular attendance

- 97.9% of PCG (99.7% from Garissa, Fafi and Wajir and 96.7% from Turkana) say that their girls attended school on most days since the start of the most recent school year.

- 98.9% of girls (99.4% from Garissa, Fafi and Wajir and 98.6% from Turkana) confirmed that they have been attending school on most days since the start of the most recent school year.

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[44] The EE undertook an attendance spot check in February 2018, prior to learning testing, in 23 of 87 KEEP II intervention schools.

[45] This data is collected by the project in each school for each girl at the end of each semester. It is calculated based on monthly attendance/absence registers.

Finding: Attendance spot check data presents a more positive picture of girls' attendance than project monthly school register tracking.

The EE attendance spotcheck data from February 2018 provides much higher attendance rates than the project attendance data, particularly in Standards 6 and 8, Forms 1 and 4. Attendance rates for Standard 7 and Form 2 are relatively consistent across the two data sets. Overall attendance rates are lower for refugee girls, particularly in the Kakuma camps. Household survey data on attendance, collected from PCG and girls, is extremely high (98%), and out of keeping with other attendance data so that the possibility of a response bias is high.

Given that project attendance data is collected for all KEEP intervention schools and is based on monthly registers, it is likely the more reliable data set for attendance measurement than the EE spotcheck data (collected in 23 schools based on a headcount on a single day). It is not possible for the EE field teams to arrive at a school unannounced in the KEEP II intervention zones. Both data sets will be collected, analysed and compared at midline and endline. Attendance data can also be extremely variable, depending on conditions in the external environment (teacher strikes, elections, insecurity, drought, resettlement, school fees, etc). Improvement in girls' attendance was difficult to track accurately on KEEP I for all of these reasons. This will likely be true for KEEP II as well.

Finding: The combination of family poverty and cultural factors are barriers to girls' school attendance.

Qualitative data collected from parents, school managers and education authorities suggest that girls' school attendance improved to some degree thanks to KEEP I. Despite project inputs for girls on KEEP I (sanitary towels, uniforms, school materials and remedial), girls' attendance remained uneven and did not improve significantly during the life of the project. This points to the fact that many issues related to girls' attendance fall on the demand-side of education and are much more challenging for projects to influence as they are often linked to poverty levels, gender norms and social attitudes. Over one-third of HoH and PCG feel that it is acceptable for a girl to <u>not</u> attend school if it is too costly. Surveyed girls report a high domestic chore burden that keeps them away from their studies; while a majority of girls (87.2%) feel they get the support they need to stay in school and perform well, girls also report that they spend at least a quarter of the day or more doing domestic work. Girls from Turkana host communities and Kakuma refugee camps spend more time doing chores than girls from Garissa and Dadaab camps. Qualitative data corroborate the fact that housework can prevent girls from going to school. In addition, the culture of pastoralism, especially in Turkana, and the insecurity resulting from repatriation and resettlement of refugees in Dadaab, are also seen to negatively affect girls' attendance.

		Garissa	Turkana	Host	Refugee
Girls attending school spend time doing housework *(sample 877 respondents)*		66.9%	77.6%	78.2%	70.9%
Time girls typically spend on a normal school day on doing all these things *(sample 742 respondents)*	*Half day*	19.9%	35.5%	15%	36.3%
	Quarter day / a few hours	18.8%	37.8%	40.8%	26.1%
	A little time /1 hour or less	40.8%	13.3%	23.2%	23.8%
Housework sometimes stops girls from going to school *(sample 742 respondents)*		2.9%	19.8%	9.4%	15.3%

Finding: The cash transfer initiative of KEEP II raises concerns among stakeholders regarding how the money will be used and for what purpose.

The cash transfer is the only KEEP input specifically aimed at increasing girls' attendance. In a context of extreme poverty, representatives of all stakeholder groups consulted are concerned that cash transfers will not be used primarily for girls' education. Based on discussions with the various groups of respondents, the cash transfer strategy raises the following concerns (in order of priority): 1) Criteria for selecting families for cash transfer may not be sufficiently transparent, may not select the right families in most need and could create conflict within the communities; 2) the money will not be used for girls' education but will be used for other family needs or the needs of the head of household, depending on how funds are distributed and what conditions are attached; 3) the girl may be forced to attend school regularly without the material support necessary to ensure her well-being (sanitary wear, appropriate uniform and school materials) putting additional pressure on the girl; and 4) families receiving cash transfers may put pressure on teachers or head masters to ensure that school registers reflect regular attendance by girls. At the time of baseline qualitative data collection (November-December 2017) the project's cash transfer implementing mechanism was not clear in project intervention communities and this was generating a considerable amount of discussion and some frustration among community stakeholders.

In the household survey (see results in table below), households were asked if their girls had received scholarships or financial support in the last year. Given the high response rate, it appears likely that this question was understood by respondents to include <u>any</u> support received (not just financial and potentially including any school-related input). In any event, to the extent that this data can be relied on, it is interesting to note that a large majority of respondents from Turkana and a majority of refugee households report that receiving support for girls' education has had no change on the way families spend the rest of their income. Data from the household survey demonstrate that financial support has also positively influenced girls' school attendance, although majorities are more modest (especially in host communities).

		Garissa	**Turkana**	**Host**	**Refugee**
Girls received a scholarship or other financial support towards education last year *(sample 663 respondents)*		22.7%	16.1%	20.8%	18.1%
Girls receiving scholarship or other financial support attended school more regularly *(sample 125 respondents)*		69.8%	53.2%	100%	44.8%
How access to scholarship or other financial support for girls' educational costs change the way families spend the rest of their income *(sample 125 respondents)*	No change	27%	85.5%	34.2%	65.5%
	Spend on another child's education costs	20.6%	12.9%	26.3%	12.6%
	Save money	52.4%	1.6%	39.5%	21.8%

At the community level, according to qualitative data, both mothers and fathers feel that cash transfers will be challenging to manage – adding that, if needed, they might be tempted to use the money for a purpose other than girls' education. Although most mothers believe that it would benefit girls' more if mothers were given the money, the women surveyed fear that this could result in household and community conflicts.

The literature on conditional cash transfers to overcome barriers in rural education demonstrates that, while CCTs may positively affect enrolment and attendance, there is limited evidence of their effects on actual test scores or school achievement. Several explanations for this are proposed: while school quantity increases, teaching quality remains limited and the pupil-teacher ratio rises with the increased enrolment; school attendance can come at the expense of child leisure and

> "Some parents are careless and will only let their children go to school after they finish their home chores. Others are more concerned about the costs of educating a child rather than the benefits that education brings. Some parents will tell the girls I don't have the fees for your schooling just because it is a lot and not because they cannot afford it". (a male parent from Garissa)

not child labour, so children are too tired to learn; and the incentive for the child is centered on attendance rather than learning. [46]

Generally, there are many questions around CCTs, both within KEEP II communities and within development practice; it will be very important that the project carefully monitor how the CCTs are delivered as well as their effects, most importantly from the perspective of the girls involved.

Ambitious but realistic targets for midline and end line (recommendations)

IO 2 Indicator: % improvement in targeted girls' attendance in schools throughout the life of the project

- Proposed KEEP II target for midline (end of March 2019) = +5%
- Proposed KEEP II target for end line in 2022 = +10%

Recommendation from EE: In KEEP I, girls' attendance rate did not increase appreciably over the life of the project (less than 5%) for a variety of reasons, many of which were beyond the control of the project. The same is likely to be the case for KEEP II. On KEEP II, the baseline value as reflected in the project logframe will be an average attendance rate for girls across all grade levels, as collected by the project in its monthly review of school registers for Term 2. This value at baseline gives an average attendance rate of 60.5% across all KEEP II schools and grades. The project initially set targets for midline and endline as +10% and +20% respectively. Given the experience on KEEP I, the EE feels these targets are overly ambitious and would better be set at +5% and +10% respectively, given many extraneous factors that can influence attendance rates in the project intervention zones.

IO 2 Indicator: % of girls and parents/guardians reporting that the support received has helped to reduce barriers to regular attendance

- Proposed KEEP II target for midline (end of March 2019) = +10%
- Proposed KEEP II target for end line in 2022 = +20%

Recommendation from EE: This is not a very meaningful indicator and it should be focused exclusively on girls and not their parents. The likelihood is that there will be a significant response bias in any survey and the vast majority of parents will report a positive effect of the cash transfers on girls' attendance for fear of losing this financial support. Considering that cash transfers are the only project input directly intended to improve girls' attendance, that the number of selected families is relatively modest (2500 maximum), and that cash transfers are being rolled out incrementally in 2018.

Evidence in the baseline that achieving this IO will likely lead to learning and/or transition outcomes

- The causal link between more regular school attendance and improved learning and transition outcomes appears sound but may not be direct and/or incentives for improved attendance may not be the only element required to improve learning and transition outcomes. The international literature cautions that, while attendance is important, learning outcomes will not necessarily increase if the quality of education is not also improved: ''Conditional Cash Transfers alone are not enough to raise learning outcomes. Improved school quality is central, and one of the largest challenges in improving school quality in rural areas is to reduce teacher absenteeism and improve teacher effort. Based on existing evidence, especially from a series of recent randomized experiments, strategies that increase monitoring of teacher presence and effort can be particularly effective for improving school quality."[47] In other words, improved attendance

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[46] Lazslo, S. Breaking down the barriers to rural education: Recent evidence from natural and randomized experiments in developing countries. Research to Practice Policy Briefs. ISID, McGill University. September 2013.

[47] Lazslo, S. Op.cit.

(motivated by CCTs) should be accompanied by other measures to improve teaching quality and a more effective role for parents' associations and Boards of Management in ensuring teacher presence and effort in favour of girls' education. Together, the various inputs of KEEP II appear to address the inter-dependency of factors affecting education quality and outcomes.

- In the case of KEEP II, there are gender considerations related to CCTs which must be monitored carefully to ensure that the money is spent, largely at least, on girls' education needs so that girls' school attendance is not forced on them, at the expense of girls' emotional and physical well-being. There is limited literature on CCTs and gender equality considerations. In the external evaluation of KEEP I, it was clear that providing material input to families, particularly sanitary wear, had a direct impact on girls' attendance and overall well-being. Girl beneficiaries reported that sanitary wear was the most important KEEP input for them, enabling their improved access and more regular attendance at school. There remains a significant risk, on KEEP II, that CCTs will not be used for providing the most important inputs girls need to ensure that their education experience is of quality.

- Finally, it must be recognized that there was a limited increase in overall attendance rates for girls in intervention schools, from baseline to endline on KEEP I. School attendance is affected by many factors in the KEEP intervention zones, many of which are beyond the control of the project.

5.3 Intermediate Outcome 3 - Life Skills/Self-Efficacy

Why was the IO chosen? What are the barriers to girls' education that the project is aiming to reduce under this IO?

Prevailing gender norms and stereotypes in the targeted communities often result in low self-esteem and lack of motivation among girls as learners and as agents of change in their lives. For refugee and nomadic girls, this is compounded by contextual barriers including the language of instruction, irregular or interrupted schooling. Motivating and supporting girls involves structuring interventions to address lack of self-esteem and improve life skills. When girls are not equipped with tools to advocate for themselves and face unsupportive environments, they are more likely to be vulnerable to early pregnancy and early or forced marriage.

What indicators were chosen and why?

Quantitative indicator - % increase in GEC Life Skills Index score among targeted girls

With the standardised life skills guide, KEEP II should be able to assess the impact on girls of the life skills program.

Qualitative indicator - Perceptions of girls on the support they are given to make their own informed decisions in family and school settings

In the context of the evaluation of KEEP II, stakeholder perceptions will be measured with regard to the extent and quality of support girls are receiving from the household and from the school. Qualitative data will be collected from girls, parents, teachers, guidance counsellors and boys with regard to the support girls are receiving and any changes in their attitudes or behaviours noted. The GEC-T life skills index will also be used to track girls' perceptions of their own abilities and agency to influence the course of their lives.

What data has been collected?

The household survey and in-school girls' survey both collect data on the GEC-T Life Skills Index questions. (see Annex 11 for completed Life Skills Template). In addition, qualitative data was collected with girls, boys, teachers, and parents. For further details, please see sections 2.4 (Baseline Data Collection), and

3.2 (Representation in Learning and Transition Samples) as well as Annexes 5 (MEL Framework) and 10 (Sampling Framework).

Findings at baseline levels

The following table provides data related to key life skills that girls are expected to develop through the life cycle of the project so as to increase their self-esteem and their influence over decisions that affect their lives.

Baseline Value for Intermediate Outcome 3:

Quantitative indicator - % increase in GEC Life Skills Index score among targeted girls

Learning to learn

- 87.5% of girls (87.1% from Garissa and 88% from Turkana) say they are able to do things as well as their friends.
- 80.5% of girls (75.4% from Garissa and 88.3% from Turkana) feel confident answering questions in class

Learning for life

- 92.7% of girls (92% from Garissa and 93.1% from Turkana) would like to continue learning by staying in school, going back to school, learning a vocation or trade.
- 60.4% of girls (46.4% from Garissa and 69.2% from Turkana) get nervous when they have to speak in front of an adult.
- 53.7% of girls (38.4% from Garissa and 63.4% from Turkana) get nervous when they have to speak in front of a group of people their age.

Agency

- 51.6% of girls (35.8% from Garissa and 62.6% from Turkana) cannot choose whether to attend or stay in school; they just have to accept what happens.
- 82.9% of girls (79.2% from Garissa and 88.3% from Turkana) say they decide or decide jointly with their family when or at what age they will get married

Qualitative indicator - Perceptions of girls on the support they are given to make their own informed decisions in family and school settings.

- 87.2% of girls (97.2% from Garissa and 80.2% from Turkana) say they get support they need from their family to stay in school and perform well.
- 47.2% of girls (51.3% from Garissa and 40.8% from Turkana) don't have enough support at school to make good decisions about their future.

Finding: Based on survey data, girls are interested in pursuing education and report relatively high levels of self-esteem and self-confidence; while girls report they get the support they need from their family to perform in school, they also report limited ability to influence their education path.

According to baseline surveys, a large majority of girls (87.5%, with a much higher proportion of girls from Garissa than Turkana) report they can do things as well as their friends while the vast majority (93%) wish to continue pursuing an education, vocational training or trade. At the same time, survey data reveals that over half of the girls remain shy to express themselves in front of adults or groups of their peers (see baseline data above). Through qualitative data collection, teachers corroborated this finding, adding that girls do not often participate spontaneously in class, and teachers attribute this to their shyness. Teachers also reported that when they are asked, girls generally have the knowledge to answer; girls' shyness and lack of confidence is perceived as the result of culture and gender norms which make girls believe they have to rely on boys and men. Girls are significantly more confident when attending girls' only classes – i.e., remedial classes. Although teachers say that girls acquire confidence as they get older and more educated, the life skills survey data is consistent across different age groups with regard to self-confidence.

In terms of agency and influence over decisions which affect their life choices, 50% of girls surveyed report that they cannot choose whether to attend or stay in school- that they just have to accept what happens. The percentage of those who report they cannot choose, is much higher in Turkana (62%) than in Garissa (36%). At the same time, household data appears slightly contradictory on this issue: 87% of girls report they receive the support they need from their families to stay in school and perform well while 82.9% of girls say they decide or decide jointly with their family when or at what age they will get married.

> "The girls come to us although they have already submitted to their major problem which is early marriage. They have been made to believe that they only exist to get married and bear children and that transitioning to university will render you single forever as you will lack a husband if you go to university." (Teacher from Kakuma)

It will be necessary, at midline and during qualitative data collection, to delve further into issues around girls' agency and influence over household decision-making with regard to her education, marriage and employment opportunities. This will be particularly true in Turkana, where 62% of girls report they cannot choose whether to stay in school, while 91% of the same Turkana girls report they decide jointly with their family at what age to get married.

According to the same survey, both HoH and PCGs report being receptive and listening to the views of their girls, especially in Garissa county. However, the qualitative data collected with girls and parents reveal that, even if the girls may sometimes be allowed to share their views and even though mothers may influence the decision-making process, fathers make the final decisions with regard to education and marriage.

> "In this community, men are the household heads and make all the decisions. This is how it works here. Fathers make the decisions on everything." "I agree with my colleague on this. Men in this community may not abdicate this role. Women have to adjust to such decisions once made." (male parents from Lopwarin)

Finding: Girls perceive they receive more support from family than from school.

Surveyed girls reported high levels of support from their families to stay in school and perform well, with the lowest reported levels of family support in Turkana. The Life Skills Template (see Annex 11 below) demonstrates that the support girls receive from their families to stay in school is age sensitive – over 90% of girls 12 and under report being supported by their families to stay in school against 52% for girls 13 and over. Given data on girls' influence over decision-making above and the high domestic chore burden reported elsewhere, it is unclear how surveyed girls are interpreting this question and the term 'family support'. It may be that their interpretation is very narrowly focused on financial support for school; this will need further investigation at midline.

	Garissa	Turkana	Host	Refugee
Girls get support they need from their family to stay in school and perform well. *(sample 877 respondents)*	97.2%	80.2%	92.7%	98.4%
When having a problem, girls feel comfortable talking about it with a teacher at their school *(sample 863 respondents)*	76.7%	77.6%	82.6%	74.5%
When having a problem, girls go to the school guidance counsellor for help. *(sample 862 respondents)*	81.9%	89.5%	89.6%	82.8%
Girls do not have enough support at school to succeed in their studies *(sample 863 respondents)*	50.96%	45.5%	42.6%	51.6%
Girls do not have enough support at school to make good decisions about their future *(sample 863 respondents)*	51.3%	40.8%	44.5%	48.4%

Qualitative data reveal that, when struggling with issues they may face at home, girls essentially talk to their mothers. At school, girls look to female teachers, especially when confronted with personal issues, as it is often difficult, culturally, to address a male teacher and discuss personal issues. Most schools lack female teachers and guidance counsellors, if they exist, are often male teachers. In focus group discussions, girls reported that they cannot always get the support they're looking for at school. Moreover, girls' language of expression can sometimes represent a challenge to get support as they will usually be more comfortable expressing themselves in their own language rather than in English or Kiswahili.[48]

The survey data above points to a more positive picture where surveyed girls report that they feel comfortable going to a teacher, and even more comfortable going to a guidance counsellor, for support with a problem. Approximately half of girls surveyed feel they do not get adequate at school to either succeed in their studies or make informed decisions about the future. The survey data requires further investigation at midline given its contrast with qualitative data and the lack of operational guidance counselling units in many schools at the moment.

> "I have not been trained on guidance and counseling, I don't have any expertise to do this. I only advise the girls based on my experience". (a male guidance counsellor in a Dadaab refugee camp)
>
> ''Girls shy off from approaching male teachers and when male teachers advise them on sexual matters this is sometimes a sexual provocation.''
> *Enow, Aldawid Omar. A Survey of factors Influencing Girls' Attitudes Towards Secondary Education in Wajir District Kenya. 2010. p. 64.*

Ambitious but realistic targets for midline and end line (recommendations)

IO 3 Indicator: % increase in GEC Life Skills Index score among targeted girls

- KEEP II target for midline (end of March 2019) = 10%

- KEEP II target for end line in 2022 = 50%

Recommendation from EE: Based on the life skills template, girls are scoring very high with regard to self-esteem, learning and agency. As such, there is limited room for improvement so that the current KEEP II targets appear too high to accommodate baseline values. The exception is related to girls' level of shyness speaking in front of adults and peers, as measured in relevant questions above. This could, however, be a culturally entrenched behaviour that may be more difficult to change in a short period of time. Given the usual qualifiers, that KEEP inputs will have only just begun as midline data collection begins next September, a more realistic target for this IO could be +5% at midline level and an additional +10% for end line.

IO 3 Indicator: Perceptions of girls on the support given to make their own informed decisions in family and school settings

- Proposed KEEP II target for end of March 2019 (midline) = +5%

- Proposed KEEP II target for end line in 2022 = +5%

Recommendation from EE: Responses given by all girls regarding their influence in the decision-making process on their education and futures are also high. A realistic target would be to maintain response rates over the life of the project or perhaps increase by 5% maximum.

At midline, we will include a specific question related to girls' influence on their male and female relatives' decision-making as the male relative appears to have final say with regard to girls' marriage, school, and work while the female relative generally has influence over domestic chore burdens. On KEEP I it was found that female relatives often have a more positive perception of the relevance of girls' education. At midline we will also include a question on the existence and gender of guidance counsellors at school as well as the number of times they are consulted for personal or school-related problems.

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[48] In the host communities, teachers come from all over Kenya and may not speak Turkana or Somali.

The HHS and the girls' in-school survey are perhaps less reliable sources of data (possible high response bias – see Limitations section in Chapter 2 above) and certainly need to be triangulated with qualitative data. At midline we will increase qualitative data collection with girls, mothers and fathers (male and female relatives) on the issues of girls' agency and influence in family decision-making to validate baseline survey results.

Evidence in the baseline that achieving this IO will likely lead to learning and/or transition outcomes

- Life skills education (LSE) was introduced as a stand-alone subject, to be taught once per week in both primary and secondary education in Kenya, in 2008. While it was initially introduced in the Kenya education system in 1999 to combat HIV-AIDS, the current syllabus is quite generic, largely focusing on personal agency and decision-making.[49] LSE is a non-examinable subject in Kenya and there is evidence that many teachers use the time allocated to LSE to teach examinable subjects instead. Constraints to the teaching of LSE in Kenya include inadequate teacher training, negative teacher attitudes, lack of teaching and learning materials and the use of inappropriate teaching methods.[50] The literature points to a national syllabus in LSE that KEEP II could eventually build on. Studies demonstrate that the pedagogical approach required to deliver life skills training is completely different than that of regular teaching practice; if KEEP II will be using regular teachers and guidance teachers to deliver LSE to girls, there will likely be a need for intensive training, coaching and the provision of teaching materials to ensure LSE is effectively delivered.

The UNICEF Global Evaluation of LSE Programmes (see reference above) demonstrates that, ''There is strong evidence of LSE developing relevant knowledge, skills and attitudes among learners' but little assessment has been done beyond knowledge acquisition.'' (i.e., assessing the extent of any changed behaviours as a result of LSE). [51] The UNICEF evaluation, which included a case study in Kenya, makes two relevant points for KEEP II: The first point is that, where awareness of gender roles and gender inequalities may be raised through LSE training, opportunities and conducive environments (both in school and beyond) to challenge and develop alternative gender relations and gendered identities are often limited. The second point is that there are considerable opportunities for synergy and mutual reinforcements between LSE and child-friendly school approaches but surprisingly little coordination between these programming efforts. While these points relate to UNICEF programming, they are equally important points for KEEP II to consider; there is a need for synergy and mutual reinforcement between all project activities at school (teacher training, LSE for girls, BoM capacity building) and at the community level (awareness raising and work with men, boys and community leaders) to ensure that girls are empowered at home, at school and in the community to challenge prevailing gender norms (awareness is one thing, practicing new gender norms and having a supportive environment for this practice is another thing entirely). On KEEP I, the endline evaluation commented on how project activities related to gender equality, at school, community and household level, were often delivered in isolation; on KEEP II it is hoped that more synergy will be promoted for improved effects.

5.4 Intermediate Outcome 4 – Community Attitudes and Perceptions

Why was the IO chosen? What are the barriers to education that the project is aiming to reduce under this IO?

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[49] UNICEF (2012) Global Life Skills education Programme Evaluation.

[50] ''Implications of Life Skills Education on Character Development in Children: A Case of Hill School.'' Baraton Inter-Disciplinary Research Journal (2015), 5 (special Issue), pp. 173-181.

[51] UNICEF (2012), Op. cit. p. X.

Negative socio-cultural attitudes towards girls' education and empowerment lead to unsupportive household environments and often an increased burden of household chores or other obligations that keep girls from attending school regularly and concentrating on their studies. In the KEEP I Midline Evaluation, nearly half of the girls surveyed who had left school, claimed to have done so because of "obligations at home". Learning from KEEP I and other gender equality initiatives has demonstrated that men and boys can act as gatekeepers and barriers to girls' education (for example, withholding financial resources necessary to send daughters to school or discouraging sisters from participating in class).

What indicators were chosen and why?

Quantitative indicator - % of household members providing increased support to girls' education (e.g. moral, financial, division of labour)

This indicator refers to three different aspects: moral, financial, and division of labour. It would be complex to evaluate this indicator accurately. EE suggests revisiting the articulation of this indicator and replacing it with "% of households that report providing increased support to their girls' education", (see section 2.2), the objective being to assess changes in support provided by families for girls' education in terms of financial support and limiting the domestic chore burden (both questions asked through household survey).

Qualitative indicator - % of marginalised girls who feel they are given the appropriate support by their family to stay in school and perform well

It was suggested, in section 2.2, that this indicator be reviewed and possibly replaced with the following: "The % of HoH and PCG surveyed who report providing increased support in favour of their girls' education."

What data has been collected?

Household surveys have collected data on the perceptions of HoH and PCG with regard to the importance of girls' education, while in-school girls' surveys have collected data on the nature and extent of support provided by the family to the girl so that she can stay in school and perform well. Qualitative data collection was also undertaken with girls, parents, teachers and community mobilizers. For further details, please see sections 2.2 (Outcomes and Intermediate Outcomes), 2.4 (Baseline Data Collection), and Annexes 5 (MEL Framework) and 10 (Sampling Framework).

Findings at baseline level

The following table provides key data to be measured throughout the project life cycle to demonstrate changes in parental attitude and support to their girls' education.

> **Baseline Value for Intermediate Outcome 4:**
>
> Quantitative indicator (current) - % of household members providing increased support to girls' education (e.g. moral, financial, division of labour)
>
> - 92.9% of HoH (93.3% from Garissa and 92.6% from Turkana) strongly agree or agree that "even when funds are limited it is worth investing in girls' education".
> - 35.7% of HoH (38.2% from Garissa and 33.8% from Turkana find it acceptable for a child to not attend school if education is too costly.
> - 94.7% of PCG (93.9% from Garissa and 95.1% from Turkana) strongly agree or agree that "even when funds are limited it is worth investing in girls' education".
> - 34.5% of PCG (39.1% from Garissa and 31.3% from Turkana) find it acceptable for a child to not attend school if education is too costly.
> - 75.8% of PCG (57.8% from Garissa and 86.6% from Turkana) say that girls typically spend one quarter of the day or more on a normal school day on doing housework.
>
> Quantitative indicator - % of marginalised girls who feel they are given the appropriate support by their family to stay in school and perform well.
>
> - 87.2% of girls (97.2% from Garissa and 80.2% from Turkana) say they get the support they need from their family to stay in school and perform well.

Finding: In household surveys, household members consistently report that they support girls' education; qualitative data collection raises questions about the limits of that support and the ongoing effects of cultural attitudes as barriers to girls' education.

The household survey data below demonstrates that both HoH and PCG are supportive of and committed to the education of their girls. Approximately 90% of HoH and PCG want their girl child to achieve college or university. That said, a much lower percentage of HoH agree that a girl is just as likely to use her education as a boy. Responses in favour of girls being able to use their education are much higher from PCG and HoH in Garissa than Turkana, while they are relatively similar when compared between refugee and host communities. Pastoralist communities in Turkana were seen to have the most negative attitudes towards girls' education.

> "Why send a girl to school? What will she get out of it? Only shame. Besides many get out of school without being able to read and write." (male parent in Turkana)

		Garissa, Fafi, Wajir	Turkana	Host	Refugee
HoH want their girl child to achieve college or university school level *(sample 1025 respondents)*		93.5%	89.2%	89.8%	91.6%
PCG want their girl child to achieve college or university school level *(sample 877 respondents)*		96.4%	90.7%	94.9%	92.2%
HoH agree that "a girl is just as likely to use her education as a boy" *(sample 1025 respondents)*	Strongly agree	60.1%	19.8%	36.9%	36.8%
	Agree	38.5%	74.1%	59.2%	59%
PCG agree that "a girl is just as likely to use her education as a boy" *(sample 877 respondents)*	Strongly agree	63.6%	20.2%	36.9%	38.9%
	Agree	34.7%	73%	61.1%	55.3%

According to household survey data, 93% of HoH and 95% of PCG find it is worth investing in girls' education even when funds are limited, while only about one third of PCG agree that it is acceptable for a child to not attend school if a child is getting married, or if education is too costly. Based on qualitative data, many parents report that there have been changes recently, within their communities, regarding attitudes

to education; they now understand the importance of educating their girls and supporting them, particularly as a path out of the refugee camps. During focus group discussion, a clear majority of parents said they want their girls to reach college or university level; this may be due to KEEP I scholarships for girls as well as other projects which offer support for university education in the refugee camps. Parents add, however, that they are beginning to recognize the benefits they can derive for their family if a girl is educated; some parents say that educated daughters are more likely to take care of their parents as they get older than educated sons. According to most parents interviewed, in order for a girl to attend school regularly, there is a need for parents, teachers and school administrators to advise her on the importance of education and monitor her at school.

Quantitative and qualitative data indicate that female relatives are seen as more supportive of girls' education. At the same time, 75% of PCG report that girls spend more than a quarter of a day on domestic chores (the chore burden is consistently lower for Garissa at 56% than for Turkana at 85%). As for male relatives, qualitative data and the external evaluation of KEEP I indicate that, while they may support their girls to enrol and attend school until about grade 5, thereafter dowries from marriage and fear of early pregnancy become of great concern for them. This trend is very evident in Turkana. Overall, parents from Garissa appear more supportive of their girls' education as they are seen to spend more resources on various education items for girls and they are more convinced (*strongly agree*) that a girl is just as likely to use her education as a boy. This is corroborated by key education informants (parents, girls, teachers) during qualitative data collection.

> "Here we follow the culture that we found our forefathers practicing. What we really follow closely is getting married. When you take the dowry, you are given an agreement. So for us, it doesn't matter what else you do, you have to have cattle. A girl is like an agricultural farm in Turkana. If I have six girls I become very rich." (male BoM member from Lopwarin)

In order to consolidate emergent changes seen within the communities, most informants believe that there should be continuous sensitisation activities, especially dedicated to men and boys, as they are perceived as among the main barriers to girls' education. That said, qualitative data show that some boys are starting to understand the issues that girls face and are more supportive of girls' education up to a certain age, after which the community agrees a girl should get married.

> "The boys don't go through a lot of challenges the way the girls go through to get education. For instance, they don't have to go through menstruation that will make them fail to come to school." (boy student from Undugu Primary School)

Qualitative discussions concerning radio broadcasts indicate that not all households own a radio or listen to it, and that using the local language should be mandatory for any future radio broadcasts. The household survey reveals that 83.2% of PCG have heard radio broadcasts or seen short films related to girls' education over the past year.

Ambitious but realistic targets for midline and end line (recommendations)

IO 4 Indicator: % of household members providing increased support to girls' education (e.g. moral, financial, division of labour)

- KEEP II target for midline (end of March 2019) = +20%
- KEEP II target for end line in 2022 = +50%

Recommendation from EE: The EE has suggested a reformulation for this indicator and a target should be established based on any reformulation by the project. As stated previously, this indicator refers to three different aspects (moral, financial division of labour). The EE, in its baseline values, has chosen to focus on financial and division of labour as that is where data triangulation is strongest. It is challenging to set one value and one target as a result.

IO 4 Indicator: % of marginalised girls who feel they are given the appropriate support by their family to stay in school and perform well

- KEEP II target for midline (end of March 2019) = +5%
- KEEP II target for end line in 2022 = +5%

Recommendation from EE: According to the data, marginalised girls already report high scores with regard to perceived family support (87.2% of girls agree). As such, perhaps the target should entail maintaining existing scores or increasing by +5% over the project life cycle. More effort should be put into assessing the attitude of men and community leaders. More qualitative data will be collected at subsequent evaluation points on efforts to sensitise boys and men.

Evidence in the baseline that achieving this IO will likely lead to learning and/or transition outcomes

- Monitoring and evaluation efforts on KEEP I demonstrated a slight increase in terms of community involvement and support for girls' education. At the end of KEEP I, there appeared to be increased momentum for girls to be in school and to get more support from the community. There was some evidence that improving community support has contributed to improvements in girls' access, retention and performance; generally, it was found that male relatives (fathers) were willing to support girls' education until puberty, at which time concerns over early pregnancy, girls' being influenced by negative values at school and the importance of dowry, intercede to act as major barriers to girls' ongoing education. That said, different communities in KEEP intervention zones were found to view girls' education very differently, necessitating different messaging and intervention strategies. Turkana host communities were seen as least supportive while Garissa host communities were most supportive of girls' education in KEEP II baseline data collection.

- There is growing evidence in various African countries, that parents' attitudes towards girls' education can shift where parents begin to recognize the immense value their daughters can bring to the family throughout their lives and that this value is often greater and more dependable than that of boys.[52] On the endline evaluation of KEEP I, this shift in attitudes was reflected in the views expressed among parents in KEEP communities during qualitative data collection. While this is a potentially positive shift in household and community attitudes towards girls' education, it must be recognized that there are risks in promoting and reinforcing this trend. This is not necessarily a transformative shift in gender attitudes and beliefs; while this shift may result in girls' staying in school longer, the intention remains the same as it is with early marriage – the girls' future is calculated and decided in terms of her value to family resources and benefits rather than in terms of her own agency, human rights or individual development potential. It would be important for KEEP II to ensure that it's messaging is gender transformative; its recent GESI self-assessment no doubt helps to ensure transformative project messaging.

5.5 Intermediate Outcome 5 - School Governance and Management

Why was the IO chosen? What are the barriers to education that the project is aiming to reduce under this IO?

Although school governance structures, particularly parent associations and BoMs, have an important role to play in the functioning of schools, many PAs and BoMs are not representative bodies and do not have sufficient capacity, currently, to understand, formulate and implement gender-responsive school strategies and plans. Weak school administration and governance/accountability structures can result in an inability to improve school environments for girls.

What indicators were chosen and why?

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[52] Sources: Edewor, P. ''Changing Perceptions of the Value of Daughters and Girls' Education among the Isoko of Nigeria.'' Department of Sociology, Convenant University, Nigeria; Raymond, A. ''Girls' Education in Pastoralist Communities. CfBT Education Trust, 2014.

Quantitative indicator - % of schools that are governed and managed in a gender-responsive, child safe and inclusive manner based on annual school assessment

KEEP will undertake an annual assessment of school governance to look at the extent to which the School Improvement Plan (SIP) promotes and implements a girl friendly and child responsive and inclusive environment.

Qualitative indicator - Number and type of key stakeholders who perceive a positive change in how schools are addressing child protection and gender equality

This indicator intends to assess key stakeholder perceptions at community level on the effectiveness of school management and how schools take into account gender considerations in education.

What data has been collected?

The project provided a baseline assessment of BoM capacity. In addition, household survey data from PCG was collected with regard to school governance. Finally, qualitative data was collected with key school informants (teachers, girls, head masters), BoM members and PAs. For further details, please see section 2.4 (Baseline Data Collection) and Annexes 5 (MEL Framework) and 10 (Sampling Framework).

Findings at baseline level

The following table provides key data to be measure throughout the project life cycle so as to demonstrate changes in parental attitude and support to their girls' education.

Baseline Value for Intermediate Outcome 5:

Quantitative indicator - % of schools that are governed and managed in a gender-responsive, child safe and inclusive manner based on annual school assessment

Based on School Boards of Management Needs Assessment report:[53]

- One third of BoM members are female (31% in Garissa and 34% in Turkana)
- Over 50% of BoM members are not aware of their duties, roles and responsibilities at the school level (source: surveyed head masters).

Based on the household survey:

- 50.3% of PCG (74.7% from Garissa and 33.6% from Turkana) rate the performance of the school head teacher or principal as excellent.
- 41% of PCG (50.9% from Garissa and 34.1% from Turkana) say that the school has a BoM and that the BoM communicates with them monthly or weekly.

Qualitative indicator - Number and type of key stakeholders who perceive a positive change in how schools are addressing child protection and gender equality

Actions or initiatives taken by the BoM in the last 12 months according to PCG:

- Overall, 93% of PCG feel that actions or initiatives taken by the BoM in the last 12 months were useful for improving the quality of girls' schooling (monitoring of students and teachers' attendance, improve infrastructures and raise funding).

Finding: Boards of management are developing their capacities to fulfil their roles but their understanding of and actions for gender equality and inclusion are very limited.

Based on household survey data, 93% of PCG feel that actions taken by BoM in the last year were useful for improving the quality of girls' schooling. The positive assessment of the BoM by the PCG is contradicted

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[53] Maina, Grace; Noor, Elias; Training Needs Assessment of School Boards of Management, 2018.

by other data sources below. This contradiction points to either a misunderstanding of the question or a possible response bias.

Qualitative data collected from discussions with key informants (including Head of school management, teachers, PCG and BoM members) corroborate most of the data shown above. According to Head teachers and corroborated by the School Boards of Management Needs Assessment report, while BoMs are in place, their composition and competencies vary, while the support they are provided appears limited.

The majority of BoM members are reported to have only a primary level education, suggesting that they have not the education to equip them to handle school governance or negotiation with the head master. Based on focus group discussions, the majority of BoM members are looking for more training. The BoM Needs Assessment report reveals that over 800 BoM members were trained under KEEP I, but many of them are no longer members as the BoM has only a two-year term. Most of the schools (8 out of 11 schools visited for qualitative data collection by EE) have a School Improvement Plan (SIP). According to the household survey, the focus of BoM activity is student and teacher attendance, but BoM members consulted insist that infrastructure improvement is also a priority. Although some of the SIPs refer to child-friendly schools, gender issues are not addressed in those improvement plans that were reviewed.

Ambitious but realistic targets for midline and end line (recommendations)

IO 5 Indicator: % of schools that are governed and managed in a gender-responsive, child safe and inclusive manner based on annual school assessment

- Proposed KEEP II target for midline (end of March 2019) = +10%
- Proposed KEEP II target for end line in 2022 = +20%

Recommendation from EE: The level of competencies and support provided by BoMs is reported to be very low based on the project's own BoM needs assessment report, and there will be turnover in BoM membership during KEEP II given the two-year term of BoM membership. Head teachers at baseline estimate that 50% of BoM members do not understand their roles and responsibilities. A more realistic target could be +10% at midline and an additional +20% by the endline, given elections in-between.

IO 5 Indicator: Number and type of key stakeholders who perceive a positive change in how schools are addressing child protection and gender equality

Recommendation from EE: The EE suggested changes in the wording of this indicator to make it more measurable. Responses from PCG through the household survey are already very positive at baseline (93%) for initiatives taken by the BoM in the last 12 months which were useful for improving the quality of girls' schooling related questions so there is not much room for improvement over the life of the project. There is likely a significant response bias at work. A new indicator should measure the integration of GESI into SIPs and their implementation. There should be more emphasis placed on the SIP, where it includes gender equality and inclusion considerations, the extent to which these are implemented. This would be easier to attach a single value target to, for midline and endline. Until the indicator is revisted there is no use proposing targets.

Evidence in the baseline that achieving this IO will likely lead to learning and/or transition outcomes

- The BoM needs assessment report, undertaken by KEEP II, highlights that BoMs trained under KEEP I improved the performance of their respective schools. While the evidence base for this claim is not as robust as it could be, this <u>may</u> indicate that, with a comprehensive capacity building programme for BOMs, schools could benefit from improved governance and better implementation of their SIPs. However, the same report demonstrates that there has been high turnover of trained members of BoMs who are elected to only a two-year mandate. The need for ongoing training and coaching of BoMs remains. Among current BoM members, there are low literacy and numeracy

levels, and very little experience in managing schools, both factors that could hinder their effectiveness in executing their mandate.

- There is research on parental involvement in education in Africa[54] positing that the work of school committees showed little direct impact on children's learning although parental involvement in these committees was seen to have a positive effect on direct, parental support for their children's school work at home. The same research emphasizes the fact that parents, in resource-poor settings, need not only to be informed about their role in the child's education, they also need support in recognizing and testing their own abilities to affect change. Parents may feel they lack the position, socio-economic clout or capacity to affect change at the school level, and that is something projects need to address in addition to providing information on BoM roles and responsibilities. This is an interesting lesson that KEEP II should consider when strengthening the capacity of the BoM and when supporting attitude and behavioural change among parents in in KEEP II communities.

6. Conclusions and Recommendations

6.1 Conclusions

Project Beneficiaries: KEEP II anticipates that approximately 20,673 beneficiaries will be supported in Year 1, with declining numbers in later years as girls' progress in school and complete their schooling. All of the targeted beneficiaries of KEEP II meet GEC's definition of highly marginalised, Level 3 beneficiaries, facing significant barriers including transience, poverty, remoteness, negative socio-cultural attitudes, early marriage, forced marriage, and early pregnancy, a significant household chore burden, and low levels of parental support. In the broader context of GEC's portfolio, these girls can be understood as "hardest to reach because of a complex combination of context, social and economic factors and may require bespoke interventions tailored to an individual."

Girls Characteristics Related to Education Marginalisation: Major characteristics of education marginalisation among the KEEP II beneficiaries include <u>household composition</u> where over 50% of the girls surveyed come from female-headed households (72% in Kakuma refugee communities), with a number of girls in Turkana host communities who are orphans. Another important characteristic is <u>poverty</u>: A significant majority of girls come from households where the head of household (HoH) and primary caregiver (PCG) have no education; while over 50% of households surveyed in host communities from Turkana and Garissa report they are unable to meet basic needs. This is particularly true for host communities in Turkana where over half of households report it is difficult to afford sending girls to school. Over 60% of girls report <u>not speaking the language of instruction or speaking it only a little,</u> with the highest percentage for girls in Turkana host communities (90%). Girls who are married or are mothers represent a small proportion of surveyed girls[55] so it is difficult to determine the extent to which marriage is a factor in marginalisation.

Barriers to Education for Girls: The key barrier to girls' education appears to be <u>insufficient time to study linked to a high chore burden for girls at home</u>; this affects 68% of girls in Garissa host communities and 86% of girls in Turkana host and refugee camps**.** Interestingly, less than half of girls in Dadaab refugee camps report a high chore burden as a barrier. <u>Early marriage</u> is another significant barrier: over 50% of PCG in Garissa host and Kakuma refugee communities report that it is acceptable for a girl not to go to school if she is getting married/is married or is a child mother; response rates are lower (around 40%) in

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[54] Lieberman, E and Zhou, Y. ''Can Validated Participation Boost Efficacy and Active Citizenship to Improve Education Outcomes.'' Princeton University: December 2015.

[55] All girls surveyed were enrolled in school whereas married girls or mothers may be less likely to be in school.

Dadaab refugee and Turkana host communities. Family support (with the exception of a high chore burden[56]), school facilities and teachers are <u>not</u> reported as major barriers to education by surveyed girls. Safety around school was <u>not</u> seen as a major barrier by girls or PCGs. Girls' attendance, as reported by surveyed girls and by PCGs, appear high across all communities, although this contradicts other sources of data. Demand-side factors tend to represent more important barriers than supply-side factors, given available baseline data.

Baseline Learning Outcomes: A large majority of girls in the KEEP II learning cohort has demonstrated a high degree of proficiency at the equivalent of a Kenya grade 3 level of achievement (as measured by EGRA/EGMA testing). The balance in learning outcomes seems to shift at a grade 4 and 5 level equivalency (corresponding to SeGRA/MA 1 sub-tasks), where approximately half of the learning cohort is rated as "non-learner/emergent learner" while the other half is rated "established/proficient learner". Mean test scores decrease significantly for all grade cohorts tested on SeGRA and SeGMA Sub-tasks 2 and 3. Test scores are lower for numeracy than for literacy at all levels. Girls in Turkana tended to score better on learning tests than those in Garissa while host community girls scored better than refugee girls. Mean scores for grades 7 and 8 were the lowest overall; these grades appear to warrant specific attention, particularly given KEEP II transition pathways and expected transition outcomes.

Baseline Transition Rates: The majority (87%) of the KEEP II transition outcome cohort at baseline is successfully progressing in school, with 82% progressing to the next grade and 5% transitioning between primary and secondary levels. In-school progression ranges by age with the highest in-school progression for 14year olds (88%) and the lowest progression for 19year olds (70%). A considerable proportion of girls in the cohort repeat a grade (10%). Within the benchmark transition sample (N=146), 56% of girls were enrolled in school and 30% were engaged in domestic activities last year. Of those in school last year, 14% transitioned to community-based education and 27% transitioned to religious education this year. There are very few girls who report being enrolled in TVET (under 1% in both the benchmark transition sample and the transition outcome sample); it is unclear whether this should continue as an important transition pathway in the project's transition mapping. Religious education appears to be an important path for girls in KEEP intervention zones, both preceding and following formal schooling. There appears a need for the project to revisit transition pathways before midline as they appear less linear than currently mapped and transition paths outside of formal schooling require further definition.

Baseline Sustainability Scores: The overall KEEP II baseline sustainability score for the KEEP II project at baseline is rated as latent (1). This is justified for several reasons: There have been very few girls' education program initiatives in KEEP II intervention zones, particularly in host communities and at the secondary school level to date, so school and household capacities and awareness are generally low. KEEP II intervention zones are very diverse, requiring very specific sustainability planning to address specificities in gender norms and socio-economic contexts in each community, which may produce variable results and levels of sustainability across different communities within a five-year project cycle. Very few options are available to educated girls in the project zones, particularly in the refugee camps, with regard to transition pathways beyond formal schooling; early marriage remains the most viable option for many girls, both socially and economically. Finally, the majority of KEEP II intervention zones are characterised by insecurity, volatility and transience, rendering sustainability results achievement and measurement challenging. Resources for investment in refugee education are decreasing while refugee camp closures and repatriation remain a threat. Public investment in education for the ASALs remains limited, with considerable turnover in education personnel and limited resources available for improvement in education quality.

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[56] Girls respond in high proportions that they feel supported by their family to go to school. In seeming contradiction, girls also report that the high chore burden at home leaves them with insufficient time to study. It is likely that girl respondents do not see domestic chores as linked or part of "parental support" to go to school.

Gender Inequalities and Marginalisation: The KEEP II GESI self-assessment rated the project as gender transformative for all but one output. Output 2 related to upgrading school infrastructure was rated as gender accommodating only, although it is unclear why this output got a lower rating than the rest. In more general terms, while the evaluator notes the potential for gender transformative results on KEEP II, the evaluator also underscores important risks (linked to the validity of the project's underlying assumptions in its theory of change) that could render KEEP II results less than gender transformative (i.e., either gender accommodating or even gender non-responsive for some outputs if risks are not properly addressed). Key risks related to outputs 1 and 3 are of particular concern. At the same, the evaluator emphasizes the need to ensure synergy between project outputs 4, 5 and 6 within the project delivery strategy, in order to maximize gender equality results. In terms of social inclusion, the KEEP II GESI Self-Assessment rates the project as accommodating for all outputs, except for output 3 which is rated as transformative. From the evaluator's perspective, the initial design of KEEP II included *a very limited focus* on social inclusion or girls with disabilities (GWDs). The initial project design was reviewed and approved by GEC and it is only with guidance coming out of GEC since July 2017, that KEEP II is now being encouraged to increase and make more explicit its focus on social inclusion and disability. Given this background, the evaluator feels that KEEP II's rating on social inclusion at baseline is more realistically pegged as non-responsive than either accommodating or transformative as this was not a project initially designed to address social inclusion results. The evaluator has confidence that KEEP II is seriously considering GEC guidance and will effectively address social inclusion and the needs of GWDs going forward. This will, however, require revisiting project inputs and outputs as well as likely engaging specific SI expertise to support this initiative.

Assumptions, Risks and Factors Related to the KEEP II Theory of Change: There are concerns around certain assumptions made in the project's theory of change and related risks to their validity. For example, while teachers may receive the project's GRP training, the assumption that they will automatically apply new teaching skills in the classroom may not hold if GRP training is not formally integrated into institutional processes for teacher appraisal, support and advancement. While families may receive cash transfers, the assumption that the family will use this money for the girl's education needs is being questioned by many stakeholders at baseline; the risk is that girls are forced by their families to attend school without the proper resources and that gender inequalities are reinforced. The EE feels that the validity of project assumptions and associated risks should be further analysed and a risk mitigation strategy be developed by the project, with particular focus given to outputs 1, 3 and 5 and the achievement of corresponding IOs. With regard to intermediate outcome indicators, the majority of assumptions around the links between intermediate outcomes and outcomes achievement appear sound and likely to hold true in the long-term; the challenge is the relatively short project timeline, given the need to shift deeply entrenched attitudes and behaviours, as well as the sustainability of results at the intermediate outcome level, given the very challenging project context. There are many factors in the KEEP II context which are beyond the project's control but which can affect girls' learning, transition and attendance outcomes. For example, the refugee and pastoralist populations experience significant degrees of instability due to repatriation, conflict and drought, which inevitably affect girls' school attendance and learning. It will be very important for KEEP II to identify, analyse and document risks to the validity of its assumptions at all levels of its theory of change, in order to develop risk mitigation strategies where necessary, as well as to document and explain what factors may be influencing project performance beyond the project's control.

Intermediate Outcomes: Several indicators for IOs need to be revisited by the project to ensure they are SMART. Until these indicators are revised, it is difficult to establish baseline values as well as midline and endline performance targets. Midline and endline targets for IOs, set by the project during the development of its logframe, appear high relative to baseline values and require review. The evaluator has suggested where targets could be reduced considerably, particularly for midline, given that it comes so early in the project cycle. The project is expected to revise its logframe before midline in order to enable timely setting of midline targets. Household survey responses, which represent an important source of data for IOs, appear very positive with regard to girls' attendance, life skills, community attitudes and teaching quality; these high response rates appear somewhat at odds with other sources of available data, pointing to a

possible response bias. In order to measure project progress on IOs, it will be important to look at a variety of sources of data rather than limiting measurement to one single value (as is the case in the project logframe); it will be important to triangulate qualitative and quantitative data sources in order to ensure the validity and reliability of findings.

6.2 Recommendations

The following recommendations are provided for the project to consider after baseline:

Recommendations with regard to monitoring, evaluation and learning of the project

- The project should review Intermediate Outcome and Sustainability indicators and update the project logframe (see suggestions and discussion in sections 2.2 and 4.6). Performance targets at midline and endline will also need revision on the basis of revised indicators.

- The project should develop a risk analysis and mitigation strategy to manage risks related to the validity of its assumptions at all levels of the project Theory of Change.

- The project should strengthen the systems and tools it uses to track BoM capacity annually. This should include a short survey questionnaire administered to all BoM members and the school principal/headmaster, a content review of school improvement plans and a focus group discussion with parents' associations, BoM members and girl students. The measurement of BoM capacity should focus on the development and implementation of School Improvement Plans which integrate GESI considerations.

- The project needs to ensure an appropriate framework for monitoring the effects of cash transfers on girls' education; monitoring cash transfers must include qualitative data collection directly with girls to determine whether and how cash transfers are supporting their education needs and whether this support is resulting in girls' improved attendance and learning at school.

- In terms of transition pathways and mapping, there is a need to define, in much greater detail, the transition paths (successful and unsuccessful) outside of the formal school system. It will be very important to define exactly what is meant by community-based education, non-formal and informal education as well as entrepreneurship, employment and domestic work in the different project contexts. The external evaluator needs much greater definition and detail (and appropriate wording so that these terms are understood locally) in order to better tailor questions for surveys and qualitative data collection at midline and end line.

- Given the suspected (and likely significant) response bias with regard to the household survey and in-school girl survey responses at baseline, there will be a need to ensure robust triangulation of data sources (project monitoring and external evaluation - qualitative, quantitative, administrative data, other donor reports) at midline and endline to ensure data validity going forward. Response bias was a significant issue on KEEP I evaluations as well and is to be expected, particularly in the refugee context where there are high levels of survey fatigue. The project must continue to support the EE in identifying and accessing various data sources.

- In terms of the external evaluation, it is recommended that the joint sample (single cohort) approach be abandoned at midline due to the significant level of substitution of individual girls who could not be located already between the administration of the household survey in November 2017 and learning tests administered in February 2018. The project context is not conducive to a joint sample approach.

- The selection and use of a single learning test (SeGRA/SEGMA Sub-task 1) to calculate literacy and numeracy performance scores at baseline, for entry into the project logframe and outcome spreadsheet, should be reviewed by GEC, the project and the EE for midline and endline. The SeGRA/SeGMA Sub-task 1 score, on its own, may be too challenging to provide an accurate assessment of learning outcome performance progress over time on KEEP II.

Recommendations with regard to project design, including the calculation of beneficiary numbers

- Beneficiary numbers by age and grade need to be verified and standardized before midline based on the project marginalization data base and in keeping with the KEEP II MEL Framework.

- The project needs to revisit transition pathways in keeping with findings on transition outcomes at baseline (see bullet point above as well as discussion in sections 4.3 to 4.5) and better define both successful and unsuccessful transition pathways for girls who do not stay in school (which appear less linear and more diverse than the existing project transition mapping would suggest).

- Gender equality results could be enhanced by carefully monitoring assumptions and risks with regard to outputs and the achievement of intermediate outcomes 1 and 3 while ensuring greater synergy in the delivery strategy for IOs 4,5 and 6. This synergy would hopefully ensure that girls can practice newly acquired life skills in safe and supportive environment (family, school, community) while promoting greater participation by marginalized girls as agents of change.

- In terms of the most marginalised girls facing the greatest barriers to education, available evidence at baseline tends to single out girls who are in female-headed households, orphaned or unaccompanied; girls in the host communities of Turkana and the refugee camps of Kakuma; girls with a low level of capacity in the language of instruction; and girls of marriageable age, particularly those studying in Standards 7 and 8. These characteristics of marginalisation, if they are not already, could be used as criteria to target KEEP II inputs and monitoring efforts.

- Social inclusion needs to be more clearly defined and more explicitly integrated in various project components including the definition of marginalization and criterion for selecting girls to receive KEEP II inputs. While baseline evidence points to relatively low numbers of disabled girls among the KEEP II population, the project should address disability/inclusion issues more explicitly in its BoM, life skills and GRP trainings.

- GRP teacher training and BoM training should include the importance of and skills for alternative discipline given the reported prevalence, by girls, of corporal punishment and inappropriate discipline used by teachers in the classroom. Developing and enacting school policies on positive discipline could be a GESI component of the School Improvement Plan that KEEP II could promote and monitor.

Recommendations with regard to scalability and sustainability

- As mentioned above, the project needs to revisit sustainability indicators at community, school and system levels. Suggestions are provided in section 4.6 above.

- The project needs to revisit its sustainability strategy for all three levels, with a view to recognizing the challenges and setting expectations at a more realistic level. Evidence-based engagement and advocacy, at different levels and with different types of education and refugee actors, appear to be the most promising avenues for KEEP II (see discussion in section 4.6 above).

N. B. For the KEEP II Project Response to the External Evaluator's conclusions and recommendations, please refer to Annex 13 in Volume II.

Kenya Equity in Education Project, Phase II

Final Baseline Report

Volume II – Annexes

Submitted to GEC-T

Prepared by: C.A.C. International with input from World University Service of Canada (WUSC)

July 30, 2018

Table of Contents

Annex 1: Logframe

The KEEP II logframe could not be integrated into this document and will be sent to GEC as a separate file.

Annex 2: Outcomes Spreadsheet

The Outcome Spreadsheet could not be integrated as a file within Volume II and is being uploaded to the GEC-T PWC Sharepoint as a separate document.

Annex 3: Key Findings on Output Indicators[1]

Output indicators

Logframe Output Indicator	Means of verification/sources	Collection frequency
Number and Indicator wording	List all sources used.	E.g. monthly, quarterly, annually. NB: For indicators without data collection to date, please indicate when data collection will take place.
Output 1: Girls have increased access to high-quality, gender-sensitive learning opportunities		
Output Indicator 1.1: % of GRP-trained teachers demonstrating application of gender-responsive teaching methodologies (class; host/refugee, Kakuma/Dadaab)	Classroom observations using a competency-based observation tool	Annually
Output Indicator 1.2: % girls selected for remedial programs attending at least 80% of remedial classes (class; host/refugee, Kakuma/Dadaab)	Remedial class attendance records	Attendance data recorded weekly (registers) and bi-weekly (digital data system), and reported on termly
Output Indicator 1.3: % of girls showing improved performance in remedial class assessments (class; host/refugee, Kakuma/Dadaab)	Remedial class performance data	Collected termly, reported on quarterly
Output 2: Targeted secondary schools able to offer additional placements and quality learning facilities, particularly for girls		
Output Indicator 2.1: % of additional placements in targeted secondary schools taken up by girls (host/refugee, Kakuma/Dadaab).	School enrolment data triangulated by an assessment of additional physical capacity based on construction records. E.G. estimation number of beds in the dormitory or sitting capacity in new classrooms)	Annually
Output Indicator 2.2: # of upgraded facilities equipped with required resources (type of facility, host/refugee, Kakuma/Dadaab)	The school assessment tool that will be conducted annually	Annually
Output Indicator 2.3: % of girls reporting that they are using the equipped learning facilities as a result of school upgrades (host/refugee, Kakuma/Dadaab)	FGDs with girls in targeted secondary schools	Annually
Output 3: Targeted families have additional resources to offset the costs of sending girls to school		
Output Indicator 3.1: % of girls receiving cash transfers with improved attendance in school (host/refugee, Kakuma/Dadaab)	Attendance data (spot check + school attendance records)	Data collection: biweekly Aggregation and reporting quarterly

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[1] This annex was prepared by the KEEP II project.

Logframe Output Indicator	Means of verification/sources	Collection frequency
Output Indicator 3.2: % of girls receiving scholarships with improved attendance in school(host/refugee, Kakuma/Dadaab)	School attendance records	Quarterly
Output Indicator 3.3: % of girls receiving cash transfers reporting that their school-based costs/needs are met (host/refugee, Kakuma/Dadaab)	FGDs with targeted girls	Annually
Output 4: Targeted girls are equipped with knowledge and skills to make informed life choices and decisions about careers		
Output Indicator 4.1: % of girls receiving life skills training with improved knowledge of career options and life skills (host/refugee, Kakuma/Dadaab)	Pre- and post-assessments administered at the life skills camps	Beginning and end of each training
	Training attendance registers	Every training
Output Indicator 4.2: % of trained teachers showing increased knowledge of how to deliver career guidance and counselling (host/refugee, Kakuma/Dadaab)	Training attendance registers	After every training
	Pre- and post-training tests, counsellors, teachers de-briefing reports	Beginning and end of each training
Output 5: Parents/guardians and school communities have increased awareness of barriers to girls' education and how to address them		
Output Indicator 5.1: % of trained school community members demonstrating improved knowledge and attitudes on methods to support girls' education	Training attendance registers	After every training
	Pre and post knowledge tests	Beginning and end of each training
Output Indicator 5.2: # and type of activities initiated by school communities in support of girls' education (host/refugee)	Reporting tool for trained individuals to capture training follow up activities	Annually
Output Indicator 5.3: Level of awareness of barriers to girls education and how to address them among boys, parents/guardians and other community members reached by multimedia messaging	Multimedia partners pre and post assessment reports	Data collection: at activity completion Aggregation and reporting: annually
Output 6: School support and governing bodies have increased capacity to manage targeted schools in a more gender-responsive, child-safe and inclusive manner		
Output Indicator 6.1: % of trained school management and governance members showing increased knowledge of gender issues, child protection and inclusion (host/refugee; male/female)	Training attendance registers	After every training
	-Pre and post knowledge tests -Follow up reports	Beginning and end of each training
Output Indicator 6.2: % of trained Board of Management members showing increased knowledge of financial management	BOM assessment based on observation, administrative documents review, KII, FGDs. -Follow up reports	Beginning of project and annually

Baseline status of output indicators

Logframe Output Indicator	Baseline status/Baseline values Relevance of the indicator for the project ToC	Baseline status/Baseline values
Number and Indicator wording	What is the contribution of this indicator for the project ToC, IOs, and Outcomes? What does the Baseline value/status mean for your activities? Is the indicator measuring the right things? Should a revision be considered? Provide short narrative.	What is the Baseline value/status of this indicator? Provide short narrative.
Output 1: Girls have increased access to high quality gender – sensitive learning opportunities		
Output Indicator 1.1: % GRP – trained teachers demonstrating application of gender responsive teaching methodologies	Indicator is appropriate to identify the number and extent to which teachers are applying GRP strategies, and to inform future training content and support focus.	0 (no classroom observations conducted)
Output Indicator 1.2: % girls selected for remedial programs attending at least 80% of remedial classes	Indicator is appropriate to help keep track on the remedial attendance as well as aid in tracking and follow up of absenteeism.	Overall: 63.2[2]% (N=1326) attended more than 80% of time allocated for remedial over the program period.
Output Indicator 1.3: % of girls showing improved performance in remedial class assessment	Indicator is appropriate to assess the performance and progress of girls in the remedial program.	Overall: 50.5[3]% (N=1133) remedial girls showed improved performance within the program period.
Output 2: Target secondary schools are able to offer additional placement and quality learning facilities for girls		
Output Indicator 2.1: % of additional placement in targeted secondary schools taken up by girls	Indicator is appropriate to monitor increased enrolment as a result of upgraded facilities.	0 (School upgrades yet to be done)
Output Indicator 2.2: # of upgraded facilities equipped with required resources, type of facility	To monitor if the schools allocate funds to fully equip and resource additional facilities (e.g. stock a library, equip a lab, etc.)	0 (School upgrades yet to be done)
Output Indicator 2.3: % of girls reporting that they are using the equipped learning facilities as a result of school upgrades	Indicator is appropriate to assess if teachers and girls are using the new facilities as intended.	0 (School upgrades yet to be done)
Output 3: Targeted families have additional resources to offset the costs of sending girls to school		
Output Indicator 3.1: % of girls receiving cash transfers with improved attendance in school (host/refugee, Kakuma/Dadaab)	To monitor the attendance trends of cash transfer recipients on a quarterly basis.	0 (Cash transfers yet to be implemented)

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[2] 2017 Remedial attendance data (in hours)

[3] 2017 termly performance data (difference between T2 2017 and T3 2016)

Logframe Output Indicator	Baseline status/Baseline values Relevance of the indicator for the project ToC	Baseline status/Baseline values
Output Indicator 3.2: % of girls receiving scholarships with improved attendance in school (host/refugee, Kakuma/Dadaab)	To monitor the attendance trends of scholarship recipients on a quarterly basis.	All girls in scholarship had 100% attendance
Output Indicator 3.3: % of girls receiving cash transfers reporting that their school-based costs/needs are met (host/refugee, Kakuma/Dadaab)	To monitor if families of girls who receive cash transfers allocate funds to materials/needs that the girl requires in order to attend and perform well at school (e.g. uniform, sanitary pads, transport, etc.)	0 (Cash transfers yet to be implemented)
Output 4: Targeted girls are equipped with knowledge and skills to make informed life choices and decisions about careers		
Output Indicator 4.1: % of girls receiving life skills training with improved knowledge of career options and life skills (host/refugee, Kakuma/Dadaab)	To assess the impact of the life skills camps in teaching girls about career options and building key life skills.	0 (life skills camp data yet to be collected)
Output Indicator 4.1: % of trained teachers showing increased knowledge of how to deliver career guidance and counselling (host/refugee, Kakuma/Dadaab)	To assess if the teachers are receptive to adopt new teaching methodologies and content which increase their knowledge.	0
Output 5: Parents/guardians and school communities have increased awareness of barriers to girls' education and how to address them		
Output Indicator 5.1: % of trained school community members demonstrating improved knowledge and attitudes on methods to support girls' education	To assess the participation in the trainings and the knowledge increase.	0
Output Indicator 5.2: # and type of activities initiated by school communities in support of girls' education (host/refugee)	To assess whether the trained community members are active in the community as a result of the training and are able to marshal support for girls' education.	0
Output Indicator 5.3: Level of awareness of barriers to girls education and how to address them among boys, parents/guardians and other community members reached by multimedia messaging	To assess the effectiveness of multimedia messaging in terms of changes in awareness levels of people exposed to them.	0
Output 6: School support and governing bodies have increased capacity to manage targeted schools in a more gender-responsive, child-safe and inclusive manner		

Logframe Output Indicator	Baseline status/Baseline values Relevance of the indicator for the project ToC	Baseline status/Baseline values
Output Indicator 6.1: % of trained school management and governance members showing increased knowledge of gender issues, child protection and inclusion (host/refugee; male/female)	To assess the willingness to attend trainings and their openness to changing their attitudes and practices.	0
Output Indicator 6.2: % of trained Board of Management members showing increased knowledge of financial management	To assess the willingness of the BOM to attend the trainings and their knowledge on financial management.	0

Output indicator issues

Logframe Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
Number and Indicator wording	E.g. inappropriate wording, irrelevant sources, or wrong assumptions etc. Was data collection too frequent or too far between? Or no issues?	E.g. change wording, add or remove sources, increase/decrease frequency of data collection; or leave as is.
Output 1: Girls have increased access to high quality gender – sensitive learning opportunities		
Output Indicator 1.1: % of GRP-trained teachers demonstrating application of gender-responsive teaching methodologies (class; host/refugee, Kakuma/Dadaab)	The indicator is appropriate	No changes required
Output Indicator 1.2: % girls selected for remedial programs attending at least 80% of remedial classes (class; host/refugee, Kakuma/Dadaab)	The indicator is appropriate	No changes required
Output Indicator 1.3: % of girls showing improved performance in remedial class assessments (class; host/refugee, Kakuma/Dadaab)	The indicator is appropriate	No changes required
Output 2: Target secondary schools are able to offer additional placement and quality learning facilities for girls		
Output Indicator 2.1: % of additional placements in targeted secondary schools taken up by girls (host/refugee, Kakuma/Dadaab).	The indicator is appropriate	No changes required

Logframe Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
Output Indicator 2.2: # of upgraded facilities equipped with required resources (type of facility, host/refugee, Kakuma/Dadaab)	The indicator is appropriate	No changes required
Output Indicator 2.3: % of girls reporting that they are using the equipped learning facilities as a result of school upgrades (host/refugee, Kakuma/Dadaab)	Change the source of data. The indicator is quantitative but the means of verification is qualitative. Currently the source of the data is <u>focus group discussions with girls and boys in targeted secondary schools</u>	Change the source of the data to: <u>school assessment conducted annually in targeted upgraded schools, external evaluation data.</u>
Output 3: Targeted families have additional resources to offset the costs of sending girls to school		
Output Indicator 3.1: % of girls receiving cash transfers with improved attendance in school (host/refugee, Kakuma/Dadaab)	The indicator is appropriate	No changes required
Output Indicator 3.2: % of girls receiving scholarships with improved attendance in school(host/refugee, Kakuma/Dadaab)	The indicator is appropriate	No changes required
Output Indicator 3.3: % of girls receiving cash transfers reporting that their school-based costs/needs are met (host/refugee, Kakuma/Dadaab)	Change the source of data. The indicator is quantitative but the means of verification is qualitative. Currently the source of the data is <u>focus group Discussions with targeted girls</u>	Change the source of the data to: <u>cash transfer assessments conducted, external evaluation data.</u>
Output 4: Targeted girls are equipped with knowledge and skills to make informed life choices and decisions about careers		
Output Indicator 4.1: % of girls receiving life skills training with improved knowledge of career options and life skills (host/refugee, Kakuma/Dadaab)	The indicator is appropriate	No changes required
Output Indicator 4.2: % of trained teachers showing increased knowledge of how to deliver career guidance and counselling (host/refugee, Kakuma/Dadaab)	The indicator is appropriate	No changes required
Output 5: Parents/guardians and school communities have increased awareness of barriers to girls' education and how to address them		

Logframe Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
Output Indicator 5.1: % of trained school community members demonstrating improved knowledge and attitudes on methods to support girls' education	The indicator is appropriate	No changes required
Output Indicator 5.2: # and type of activities initiated by school communities in support of girls' education (host/refugee)	The indicator is appropriate	No changes required
Output Indicator 5.3: Level of awareness of barriers to girls education and how to address them among boys, parents/guardians and other community members reached by multimedia messaging	The indicator is appropriate	No changes required
Output 6: School support and governing bodies have increased capacity to manage targeted schools in a more gender-responsive, child-safe and inclusive manner		
Output Indicator 6.1: % of trained school management and governance members showing increased knowledge of gender issues, child protection and inclusion (host/refugee; male/female)	The indicator is appropriate	No changes required
Output Indicator 6.2: % of trained Board of Management members showing increased knowledge of financial management	The indicator is appropriate	No changes required

Annex 4: Beneficiary tables[4]

Direct beneficiaries

Beneficiary type	Total project number	Total number of girls targeted for learning outcomes that the project has reached by Endline	Comments
Direct learning beneficiaries (girls) – [Girls in the intervention group who are specifically expected to achieve learning outcomes in line with targets. If relevant, please disaggregate girls with disabilities in this overall number.]	20,673 girls	19,252[5] girls.	[Projects should provide additional information on who they are and the methodology used. If the numbers have changed since Baseline, an explanation should be provided] The numbers are based on enrolment figures for girls from grades S5-F2 in 2017. The source of the data is school data in KEEP II intervention schools.

Other beneficiaries

Beneficiary type	Number	Comments
Learning beneficiaries (boys) – as above, but specifically counting boys who will get the same exposure and therefore be expected to also achieve learning gains, if applicable.	30,839 boys in S5 - F2	These are boys in the KEEP supported schools same grade as the girls who are the learning beneficiaries.
Broader student beneficiaries (boys) – boys who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	33,710 boys (in S1-4; F3-F4 in 2017)	These are boys in the project schools who are outside the target cohorts for the project but largely expected to benefit from sustainable interventions made by the project
Broader student beneficiaries (girls) – girls who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	25,633 girls (in S1-4; F3-F4 in 2017)	Girls in the KEEP project schools who are expected to benefit in the long run from sustainable KEEP interventions

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[4] This annex was prepared by the KEEP II project; the EE supplied evaluation sample numbers for the tables below.

[5] 19,252: girls in S 5-8; F1-F2.

Beneficiary type	Number	Comments
Teacher beneficiaries – number of teachers who benefit from training or related interventions. If possible /applicable, please disaggregate by gender and type of training, with the comments box used to describe the type of training provided.	Data not available.	School assessments yet to be done to determine the population of teachers in all KEEP supported schools.
Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	Data not available	

Target groups - by school

School Age	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Lower primary	N/A		196
Upper primary	√	16,569	921
Lower secondary	√	2,683	310
Upper secondary	√		360
No grade information			21
Total:		19,252[6]	[This number should be the same across Tables 3, 4, 5 & 6]

Target groups - by age

Age Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Aged 6-8 (% aged 6-8)			
Aged 9-11 (% aged 9-11)	<12	112	93
Aged 12-13 (% aged 12-13)	12-13	884	278
Aged 14-15 (% aged 14-15)	14-15	3,091	412
Aged 16-17 (%aged 16-17)	16-17	3,916	466
Aged 18-19 (%aged 18-19)	18-19	3,414	407
Aged 20+ (% aged 20 and over)	>20	3,740	152

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[6] This represents the learning beneficiaries in S5-F2. The numbers are based on enrolment of May 2017. Source: summary enrolments in head teachers board in KEEP Schools.

Age Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Total:		**15,157[7]**	[This number should be the same across Tables 3, 4, 5 & 6]

Target groups - by sub group

Social Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Disabled girls (please disaggregate by disability type)	N/A		50
Orphaned girls	N/A		156
Pastoralist girls	Girls from the host schools	3,729[8]	579
Child laborers	N/A		
Poor girls	N/A		1808
Other (please describe)	Displaced girls: girls from the refugee camps	15,523[9]	1229
Total:		**19,252**	[This number should be the same across Tables 3, 4, 5 & 6]

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 Baseline
Out-of-school girls: have never attended school	Not available		N-A
Out-of-school girls: have attended school, but dropped out	Not available		N-A
Girls in-school	Std 5-8;F1-F2	19,252	1606[10]

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[7] In September 2017, KEEP conducted a verification process of its list of beneficiaries whose data was collected in May 2017; only **15, 157 girls (about 77% of expected beneficiaries).**

[8] Girls in the host schools (Std 5-8; F1-F2) in 2017.

[9] Girls in the refugee schools (Std 5-8; F1-F2) in 2017.

[10] In the Household survey, there were 196 responses for girls in Standard 4 (because the HH survey eligibility is based on age and there are many older-age learners in the project intervention zones). There were 6 responses Form 5 and above which are erroneous.

Educational sub-groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Total:		19,252	[This number should be the same across Tables 3, 4, 5 & 6]

Annex 5: MEL Framework

GEC-T MEL Framework

5136

Kenya Equity in Education Project (KEEP)

Phase II

World University Service of Canada (WUSC)

External Evaluators:

C.A.C. International

Version 3

September 2017

Annex 6: Learning Results by Region, Community Type

Learning scores of key subgroups by Host/Refugee Status[11]

	Turkana			
	Host		Refugee	
	Average literacy score (aggregate)	Average numeracy score (aggregate)	Average literacy score (aggregate)	Average numeracy score (aggregate)
Household composition				
Orphan (Host: N=13) (Refugee: N=18)	39.77	27.45	28.55	35.04
Living without both parents (Host: N=4) (Refugee: N=9)	62.28	41.93	27.82	23.75
Living in female headed household (Host: N=17) (Refugee: N=90)	38.85	29.46	32.66	43.07
Parental Education				
HoH has no education (Host: N=21) (Refugee: N=78)	36.12	27.54	33.08	44.77
PCG has no education (Host: N=13) (Refugee: N=7)	45.31	42.82	22.68	33.04
Status of Girl				
Married or Mother (Host: N=1) (Refugee: N=4)	47.85	12.1	22	12.1
Mothers under 16 (Host: N=1) (Refugee: N=0)	23.92	26.4	-	-
Mothers under 18 (Host: N=2) (Refugee: N=1)	35.88	19.25	28.05	12.65
Poor households				
Difficult to afford for girl to go to school (Host: N=24) (Refugee: N=36)	43.85	31.21	33.89	37.28
HH doesn't own land (Host: N=12) (Refugee: N=58)	35.06	23.09	28.21	36.87
Roof material is mud, thatch, tarp/plastic (Host: N=20) (Refugee: N=49)	35.11	27.10	40.55	49.96

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[11] This table is based on data from the JT sample only. It cannot be broken down by region because JT girls are only from Turkana.

	Turkana			
	Host		Refugee	
	Average literacy score (aggregate)	Average numeracy score (aggregate)	Average literacy score (aggregate)	Average numeracy score (aggregate)
HH unable to meet basic needs (Host: N=28) (Refugee: N=39)	41.50	34.25	35.03	40.35
Gone to sleep hungry for many days in past year (Host: N=34) (Refugee: N=81)	37.74	30.53	34.50	42.62
Language Difficulties				
Lol different from mother tongue (Host: N=39) (Refugee: N=96)	42.30	34.53	32.35	44.56
Girl doesn't speak Lol (AND yes, a little) (Host: N=34) (Refugee: N=81)	41.02	34.10	30.98	45.43

Girls' Learning Scores by Barriers in Turkana

	Turkana			
	Host		Refugee	
Safety				
Fairly or very unsafe travel to schools in the area (Host: N=9) (Refugee: N=3)	47.67	25.09	17.73	26.50
Doesn't feel safe travelling to/from school (Host: N=6) (Refugee: N=13)	30.32	12.48	28.01	33.90
Parental/Caregiver Support				
Sufficient time to study: High chore burden (evaluator to specify threshold, %) Whole day, half day or quarter day (Host: N=25) (Refugee: N=91)	44.83	41.02	32.55	44.50
Doesn't get support to stay in school and do well (Host: N=1) (Refugee: N=3)	70[12]	78.14	22.57	37.58
It is unusual for people in their (village/camp) to send girls to school (% who report "most don't send girls to school") (Host: N=0) (Refugee: N=1)	-	-	16.5[13]	2.2

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[12] This is the view of only one respondent.

[13] This is view of only one respondent

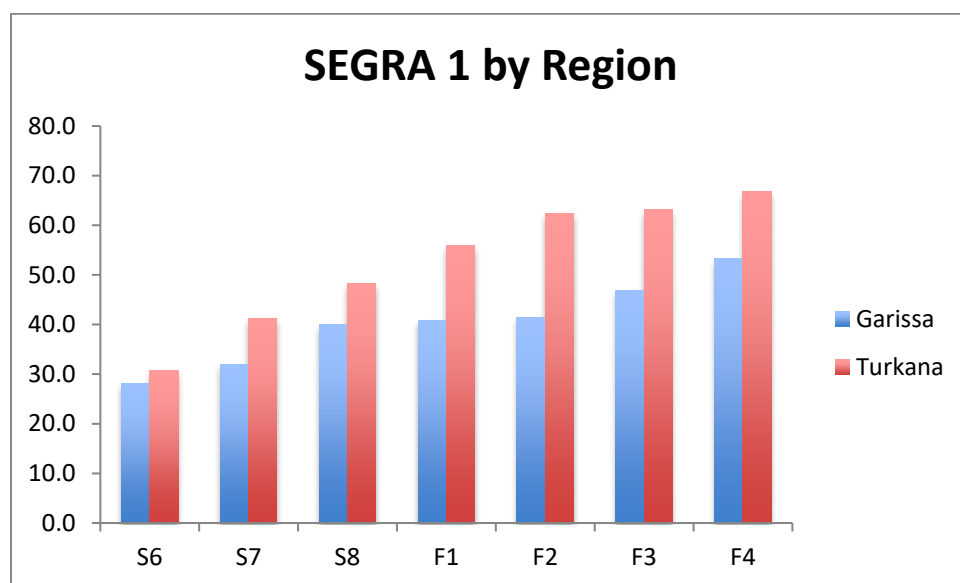|	Turkana			
	Host		Refugee	
It is acceptable for a child to not attend school under listed conditions:				
Child is married/is getting married & Child is a mother (Host: N=12) (Refugee: N=39)	45.78	27.39	38.77	38.07
Education is too costly (Host: N=2) (Refugee: N=35)	38.77	6.87	32.14	41.51
School Attendance				
Attends school most days (Host: N=41) (Refugee: N=107)	42.34	34.00	32.12	42.69
Doesn't feel safe at school (Girl in-school) (Host: N=1) (Refugee: N=2)	61.05	35.2	43.79	51.70
School Facilities				
No seats for all students (Host: N=5) (Refugee: N=22)	39.38	31.34	34.16	26.88
Difficult to move around school (Host: N=38) (Refugee: N=53)	43.53	31.08	40.79	20.32
Doesn't use drinking water facilities (Host: N=9) (Refugee: N=10)	50.26	32.70	25.07	11.64
Doesn't use toilet at school (Host: N=1) (Refugee: N=3)	56.25	23.33	28.05	18.51
Doesn't use areas where children play/ socialize (Host: N=1) (Refugee: N=9)	0	37.51	25.46	12.59
Teachers				
Disagrees teachers make them feel welcome (Host: N=3) (Refugee: N=15)	51.33	44.77	40.33	24.09
In the last 12 months schools haven't provided counselling to help girls continue and do well in school (Host: N=##) (Refugee: N=##)				
Agrees teachers treat boys and girls differently in the classroom (Host: N=6) (Refugee: N=28)	32.08	23.07	38.68	23.75
Agrees teachers often absent from class (Host: N=16) (Refugee: N=51)	49.77	34.64	46.15	29.28
Guidance Counsellors				
Guidance counsellor does not help student make good decisions about future (Host: N=34) (Refugee: N=81)				
Do not have enough support at school to make good decisions about future (Host: N=34) (Refugee: N=81)				

	Turkana			
	Host		Refugee	
School Management Governance				
In the past 12 months board of management/PTA haven't taken any actions or initiatives (Host: N=24) (Refugee: N=81)	39.64	35.38	31.75	42.40

Girls' Learning Scores by Barriers in Garissa

	Garissa			
	Host		Refugee	
School Attendance				
Doesn't feel safe at school (Girl in-school) (Host: N=4) (Refugee: N=2)	42.87	41.94	30.11	25.85
School Facilities				
No seats for all students (Host: N=59) (Refugee: N=77)	33.21	35.34	27.60	23.88
Difficult to move around school (Host: N=62) (Refugee: N=34)	38.14	38.82	33.98	31.27
Doesn't use drinking water facilities (Host: N=25) (Refugee: N=9)	41.61	38.37	32.89	23.95
Doesn't use toilet at school (Host: N=9) (Refugee: N=32)	38.39	41.53	27.75	20.04
Doesn't use areas where children play/ socialize (Host: N=4) (Refugee: N=7)	42.66	43.69	28.75	11.39
Teachers				
Disagrees teachers make them feel welcome (Host: N=3) (Refugee: N=45)	41.90	64.92	28.25	32.01
In the last 12 months schools haven't provided counselling to help girls continue and do well in school (Host: N=##) (Refugee: N=##)				
Agrees teachers treat boys and girls differently in the classroom (Host: N=93) (Refugee: N=85)	33.01	37.80	29.57	27.28
Agrees teachers often absent from class (Host: N=29) (Refugee: N=49)	30.85	37.42	32.26	26.41
Guidance Counsellors				
Guidance counsellor does not help student make good decisions about future (Host: N=34) (Refugee: N=81)				

	Garissa			
	Host		Refugee	
Do not have enough support at school to make good decisions about future (Host: N=34) (Refugee: N=81)				

By Region

SEGRA 1 by Region

Garissa						Turkana					
SEGRA 1 Test						**SEGRA 1 Test**					
	Obs	**Mean**	**Std.**	**Min**	**Max**		**Obs**	**Mean**	**Std.**	**Min**	**Max**
S6	79	28.1	22.1	0	80.0	**S6**	109	30.8	21.6	0	90
S7	65	32.0	21.7	0.0	80.0	**S7**	72	41.3	25.3	0	100.0
S8	67	40.0	22.7	0.0	80	**S8**	120	48.3	23.7	0	90
F1	53	40.8	23.1	0	90.0	**F1**	15	56.0	19.6	10	80
F2	96	41.5	21.6	0	100.0	**F2**	75	62.4	22.5	0	90
F3	81	46.9	20.8	0	90.0	**F3**	79	63.2	21.9	10	100
F4	79	53.3	21.3	0	100.0	**F4**	92	66.7	19.3	10	100

SEGMA 1 by Region
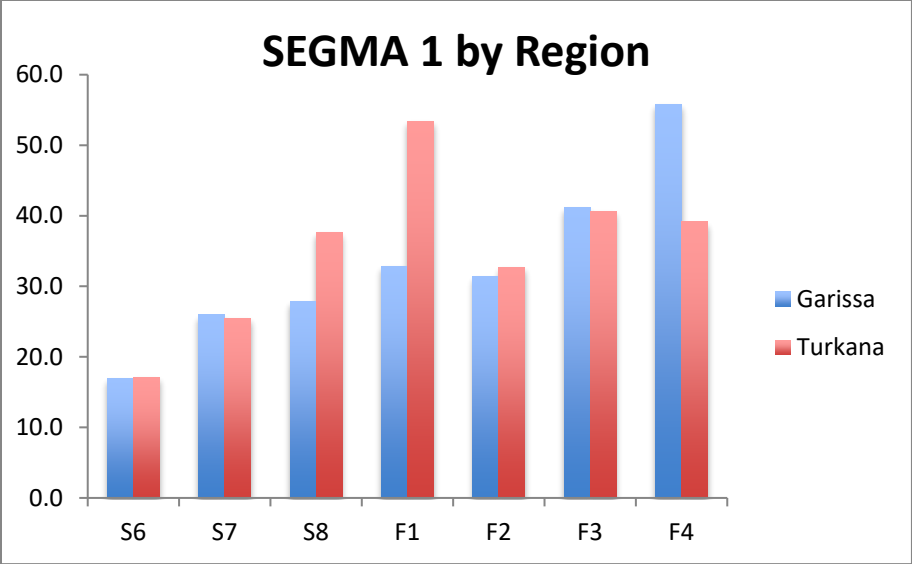
Garissa					Turkana				
SEGMA 1 Test					**SEGMA 1 Test**				
	Obs	**Mean**	**Std.**	**Min**	**Max**		**Obs**	**Mean**	**Std.**	**Min**	**Max**
S6	79	17.0	18.5	0	73.3	**S6**	109	17.1	17.6	0.0	60.0
S7	65	25.9	23.3	0	86.7	**S7**	72	25.5	21.5	0.0	80.0
S8	67	27.9	20.6	0	86.7	**S8**	120	37.6	24.5	0.0	93.3
F1	53	32.8	20.4	0	80.0	**F1**	15	53.3	22.8	6.7	86.7
F2	96	31.4	18.3	0	86.7	**F2**	75	32.6	18.5	0.0	73.3
F3	81	41.2	20.6	0	93.3	**F3**	79	40.6	21.0	6.7	80.0
F4	79	55.8	28.2	0	100.0	**F4**	92	39.1	21.0	0.0	93.3

By Host/Refugee

SEGRA 1 by Host/Refugee
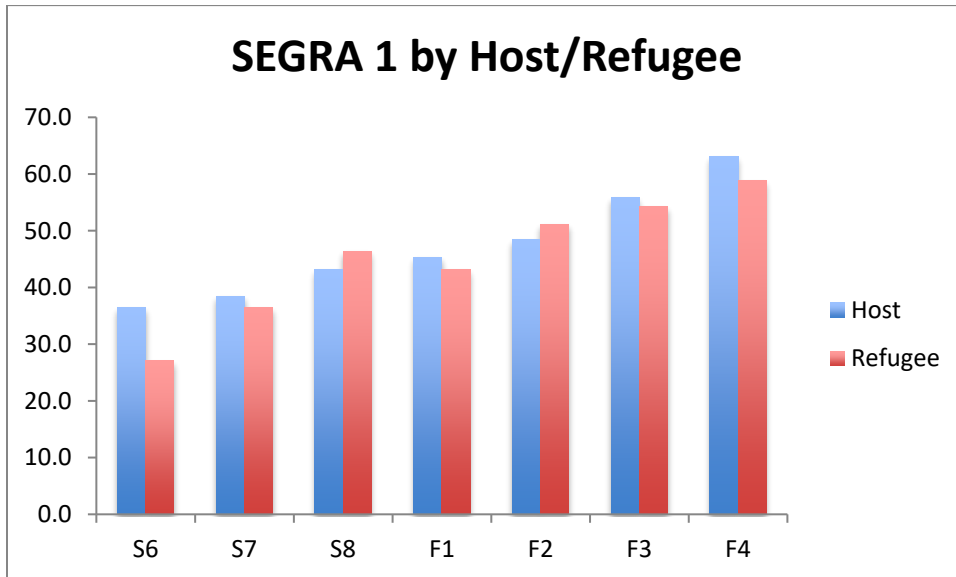
Host						Refugee					
SEGRA 1 Test						**SEGRA 1 Test**					
	Obs	**Mean**	**Std.**	**Min**	**Max**		**Obs**	**Mean**	**Std.**	**Min**	**Max**
S6	53	36.4	21.5	0	80.0	**S6**	135	27.0	21.4	0	90
S7	44	38.4	23.3	0.0	100.0	**S7**	92	36.5	24.3	0	90.0
S8	57	43.2	25.2	0.0	90	**S8**	130	46.3	22.9	0	90
F1	30	45.3	22.7	0	80.0	**F1**	38	43.2	23.7	0	90
F2	33	48.5	24.5	10	90.0	**F2**	138	51.2	24.3	0	100
F3	59	55.9	25.7	10	100.0	**F3**	101	54.4	21.1	0	90
F4	67	63.1	19.1	10	100.0	**F4**	104	58.8	22.5	0	100

SEGMA 1 by Host/Refugee
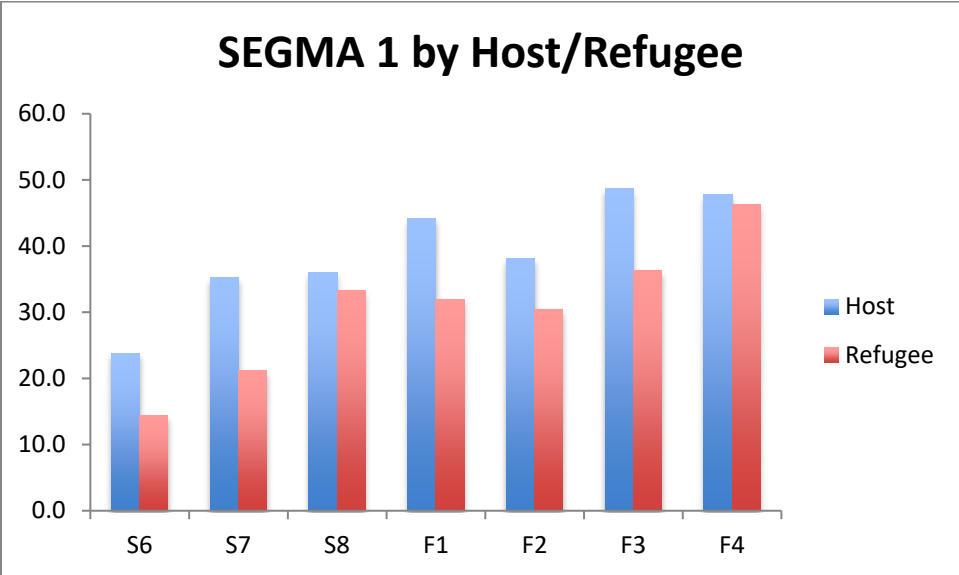
Host						Refugee					
SEGMA 1 Test						**SEGMA 1 Test**					
	Obs	**Mean**	**Std.**	**Min**	**Max**		**Obs**	**Mean**	**Std.**	**Min**	**Max**
S6	53	23.8	22.7	0	73.3	S6	135	14.4	15.0	0.0	66.7
S7	44	35.3	24.2	0	86.7	S7	92	21.2	20.0	0.0	80.0
S8	57	36.0	18.9	0	80.0	S8	130	33.3	25.4	0.0	93.3
F1	30	44.2	25.4	0	86.7	F1	38	31.9	18.5	0.0	80.0
F2	33	38.2	20.8	0	80.0	F2	138	30.4	17.5	0.0	86.7
F3	59	48.7	20.8	13.3	93.3	F3	101	36.3	19.4	0.0	73.3
F4	67	47.8	23.1	0	100.0	F4	104	46.2	27.6	0.0	100.0

Annex 7: Data Collection Tools used for Baseline

Submitted separately.

Annex 8: Datasets, codebooks and programs

Data sets, codebooks etc. for learning and transition have been uploaded as a separate file to the PWC Sharepoint.

Annex 9: Learning test pilot and calibration

This is uploaded separately.

Annex 10: Sampling Framework

The Sample Framework could not be integrated into this Volume of annexes and will be uploaded to PWC GEC-T SharePoint as a separate document

Annex 11: Life Skills Template

Reported as percentage stating strongly agree or agree

Summary table	learning to learn					
	I am able to do things as well as my friends	I want to use the skills I've learned during my education	I get nervous when I have to speak in front of an adult[14]	I get nervous when I have to speak in front of people my age	I feel confident answering questions when I'm in a group of people	I can stay focused on a goal despite things getting in the way
Treatment	91	94	59	55	87	78
Comparison/Control						
12 and under	88	94	59	50	82	61
13 and over	92	94	59	56	88	79
In school girls	91	94	59	55	87	78
Out of school girls						
Sample size (valid responses)	1740	1740	1739	1740	1720	1544

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[14] I get nervous when I have to speak in front of an adult" (Alternative wording specifies "others" instead of "adults")

Summary table	Learning for life (Transition)												
	I would like to continue studying/ attending school after this year	I can put a plan in place and stick with it	I recognise when choices I make today about my studies can affect my life in the future.	I can describe my thoughts to others when I speak	If someone does not understand me I try to find a different way of saying what is on my mind	When others talk I pay attention to their body language, gestures and facial expressions	I can work well in a group with other people	When I have the opportunity, I can organize my peers or friends to do an activity.	I often feel lonely at school	I ask the teacher if I don't understand something	When I succeed at school it is because I worked hard	If I do well in a test it is because I am lucky[15]	I get support I need from my family to stay in school and perform well
Treatment	88	84	79	85	85	86	87	83	48	85	90	67	83
Comparison/Control													
12 and under	89	87	74	84	74	90	65	79	52	88	94	73	90
13 and over	88	83	79	85	86	85	87	84	48	85	90	66	52
In school girls	88	84	79	85	85	86	87	83	48	85	90	67	83
Out of school girls													
Sample size (valid responses)	1740	1717	1543	1740	1543	1718	1544	1740	1543	1739	1740	1740	1740

[15] If I do well in a test it is because I am lucky (Alternative wording specifies "succeed at a task" instead of "do well in a test")

Reported as percentage stating 'I decide' or 'I decide jointly with my family'

Summary table	Agency						
	Whether or not you will go to school	Whether or not you will continue in school past this year[16]	When/ at what age you will get married	If you will work after you finish your studies	What type of work you will do after you finish your studies	How you spend your free time	How often you spend time with your friends
Treatment	88	87	88	93	93	93	92
Comparison/Control							
12 and under	87	85	84	96	74	87	93
13 and over	88	88	89	93	93	93	92
In school girls	88	87	88	93	93	93	92
Out of school girls							
Sample size (valid responses)	1740	1719	1740	1718	1544	1544	1740

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[16] Whether or not you will continue in school past this year (Alternative wording specifies "Whether or not you can go back to school or vocational training")

Annex 12: External Evaluator Declaration

Name of Project: Kenya Equity in Education Project, Phase II

Name of External Evaluator: CAC International

Contact Information for External Evaluator: Margot Rothman, margot@msrevaluation.ca

Names of all members of the evaluation team:

Margot Rothman, CAC

Harley Johnson, CAC

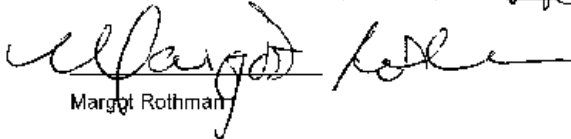Marie-Claude Rioux, CAC

Andrea Lawor, Large-N

Millicent Otieno, LCPI

Amos Kaburu, VET

I, Margot Rothman, certify 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: _____)

- All data analysis was conducted independently and provides a fair and consistent representation of progress (Initials: _____)

- Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed (Initials: _____)

- The recipient has not fundamentally altered or misrepresented the nature of the analysis originally provided by CAC International (Company) (Initials: _____)

- All child protection protocols and guidance have been followed ((initials: _____)

- Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols (Initials: _____)

Margot Rothman

_____

CAC International

_____

May 25, 2018

Annex 13: Project Management Response

The KEEP management team appreciates the thorough, thoughtful approach taken by the External Evaluators, and generally agrees with the recommendations made in section 6.2, with a few points of clarification and elaboration.

1. Recommendations with regard to M&E

a. We are also concerned about some of the intermediate outcome and sustainability indicators (discussed in sections 2.2 and 4.6 of this report), and will engage in a thorough review to ensure they are still relevant, given the baseline findings. We feel that some of the perception-based indicators are merely demonstrating that many people in the KEEP project area know what project staff would like them to hear. The project team is currently undertaking a review of the indicators in question, with support from the external evaluator, and will develop some alternative indictors or suggestions for how to measure the indicators in way that make them more useful for measuring the project's impact.

b. As suggested, the project will strengthen its risk mitigation strategy to include more assumptions around various levels of the theory of change.

c. The suggestion to strengthen monitoring and measurement of BOM strengthening is well received. Conducting a content review of school improvement plans is a particularly good idea, and should be relatively easy to implement.

d. Monitoring non-academic effects of cash transfers is important and has been discussed at length during the first and second Review and Adaptations Meetings (RAMs). The KEEP M&E team will collect qualitative data about the impact of transfers on a variety of measures of girls well-being. In addition, WUSC is currently supporting a graduate student to conduct a piece of research on the impact of cash transfers on family and community dynamics during the pilot phase, which will be useful as we refine our design prior to scaling.

e. We agree that there is a need to better define the non-academic post-school transition paths, and will make this a priority between now and the midline. We will also ensure that we share this updated information with the EE in time to be included in midline data collection tools.

f. Agreed. We are equally concerned about both response bias (which appears to be substantial) and survey fatigue, particularly in the refugee population. The project team will continue to think about how to identify new/better data, and how existing data sources can be better used to triangulate and strengthen each other.

g. Regarding the recommendation to abandon the joint sample, we are happy to do so, provided approval is provided by GEC.

h. With regard to the suggestion to use a broader learning measure than SeGRA/SEGMA Sub-task 1 for entry into the log fame, we wholeheartedly agree, and would request that the fund manager explore a more nuanced approach if possible.

2. Recommendations with regard to project design and beneficiary numbers

a. There is some confusion with regard to how KEEP calculates beneficiaries. In the past, we have defined direct KEEP beneficiaries as all girls who are in KEEP schools and in cohorts that are targeted by KEEP activities. So in 2018 this would include Girls in KEEP primary schools in Standards 6, 7 and 8 and all girls in KEEP secondary schools. We agree that this needs to be standardized and clarified with the EE before midline.

b. As noted in 1e above, we agree that post-school transition pathways need to be better mapped and will make this a priority.

c. With regard to revisiting our GESI strategy, the KEEP team has recently completed both our gender strategy and conducted a GESI self-assessment, the latter of which has been reviewed and approved by the fund manager. We feel that we have put a lot of thought into ensuring KEEP activities are as transformative as possible, given the unique set of cultural, socioeconomic and even legal (in the case of refugees) restrictions of our project context. However, we are open to further specific recommendations.

d. The list of extreme marginalization criteria is well received. In many cases (such as teacher training), project inputs cannot realistically be targeted to certain girls. However, wherever possible, these criteria are already being used to target our interventions. For example, cash transfers, scholarships and remedial classes all use some combination of this list as part of their targeting criteria.

e. While the project does not have a stand-alone strategy relating to disability and inclusion, it is something that has been a major focus of the project for some time now. Toward the end of KEEP I, we used Maximizing Impact funds to a conduct a disability and inclusion mapping assessment, which was carried out by Handicap international. We have carried out training with all of our staff on disability and have ensured that we have SOPs in place so that our staff can connect students with disabilities to service providers who can help them in both camp and host communities contexts. Our revised GRP teacher training curriculum now has greater focus on ensuring that teachers pay attention to all children who might be left out, including those with disabilities. That said, our recent Gender Equality and Social Inclusion self-assessment did identify several areas for improving our current approach to disability and inclusion, including additional training for our school-based counselors on this issue, and a revision of our Board of Management training manuals to ensure inclusion is considered as part of school improvement plans.

f. The recommendation to focus on corporal and inappropriate punishment in our BOM and teacher training is well received. During the first year of KEEP II, we have worked hard to improve our ability to monitor and report on child protection issues (including all types of abuse by teachers) via our school-based counsellors. This is something we can work with them to continue to improve.

3. Recommendations with regard to scalability and sustainability

a. We fully concur with the suggestion to review our sustainability indicators, as several of them currently do not appear to measuring what we had originally intended. We will make this a priority in the coming quarter, and will seek guidance from the FM with respect to what we can change at this point.

b. While we agree that our sustainability strategy could use additional refinement, much of what has been suggested in this recommendation is already taking place. To the extent possible, KEEP is working to harmonize our interventions with those of education providers in the camp and host communities. We have selected several interventions around which to focus our policy advocacy (including remedials, GRP and cash transfer) and have engaged with government counterparts at county and national levels to share our learning from KEEP 1, and continue to work closely with UNCHR on issues relating to cash transfers, for example. KEEP recently presented on "long term approaches to education in refugee settings" at the Comparative International Education Society's annual conference in Mexico City, leading a panel that consisted of WUSC, DFID and the Kenyan Ministry of Education. We also recently hosted the Kenyan Emergencies in Education working group, which is chaired by the Ministry of Education but comprised of a range of major Education actors. Although none of these activities will by

themselves lead to substantial policy change, we do believe that this type of engagement will yield results over time.

c. The advice to start scaling processes early is well received. In some cases, where we already have reasonably good evidence (such as with remedial classes) we can and should begin working on a scaling strategy right away. In other cases, such as cash transfers, we don't yet have the evidence that we would need to do so.

4. Recommendations with regard to gender

a. We appreciate the insights into how the project can better incorporate gender, and this is an area we have put considerable effort in order to strengthen. We have developed a comprehensive gender strategy, which has been disseminated and discussed with field teams, and the recently completed GESI self-assessment identified that the project is operating at a transformative level in a number of areas.

b. We appreciate the comment that there is need to develop stronger and more nuanced messaging, particularly within community engagement work. We have developed a Gender and Communications Strategy for that purpose, outlining key messages for key stakeholders, particularly to support community engagement work but also across the project as a whole. We will continue to develop and strengthen this strategy through collaboration with field teams.

c. We are in agreement for the need to create more synergy and alignment between different project components at school and community levels, and are committed to creating better links between project initiatives. An example of what has been done to date is the formation of a Community Engagement Working Group to bring together partners working on community outreach and training (Africa's Voices, FilmAid and White Ribbon) in order to provide a forum for sharing key findings, insights and key messages and creating a more holistic approach to engagements within the community.