

# Project Evaluation Report

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<b>Evaluator:</b>	WERK
<b>GEC Project:</b>	Education for Life
<b>Country</b>	Kenya
<b>GEC window</b>	Leave No Girl Behind
<b>Evaluation point:</b>	Baseline
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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](mailto:uk_girls_education_challenge@pwc.com).

# PROJECT BASELINE SURVEY 2019

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## Tier two partners.



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# FOREWORD

Education is a universal human right, however, many countries still face challenges in guaranteeing equal opportunities to access basic education, despite it being one of the 17 global goals.

In Kenya, the Out Of School Girls (OOSG) without basic education are often left behind by national educational policies, denying them their right to education. Non-discrimination and equality are key factors that should apply to the right to education. As such, implementation of national laws and policies can prohibit discrimination and create an environment which would enable greater equity. Furthermore, affirmative action and promotional measures are often necessary to eliminate existing inequalities and disparities in education.

ActionAid International Kenya is a lead agency in a Consortium which comprises of Voluntary Services Overseas (VSO) Kenya and Leonard Cheshire (LC) in implementing the Education for Life (EFL) Project, a UKAid - funded Girls' Education Challenge project under the Leave No Girl Behind (LNGB) window in 5 Counties in Kenya (Garissa, Isiolo, Kilifi, Kisumu and Migori)

This project aims to accelerate the attainment of literacy, numeracy and life skills for the most marginalized Out of School Girls (OOSG) in these underserved targeted counties, to transform their lives through formal education, entrepreneurship, apprenticeship and vocational training. More specifically, the EFL consortium is working with severely marginalized 5,000 girls and boys 500 aged between 10–19 years with a target of 70% who never enrolled in school and 30% who dropped out without gaining basic education. Of the 5,000 girls and 500 boys targeted by the project, 30% are those living with disability.

To realize improved literacy and numeracy rates among severely marginalized girls, the Consortium conducted a baseline survey in the five (5) counties to identify barriers to girls' learning and transition in schools. The Education for Life project targeted this marginalized group who required functional literacy and life skills to improve their life chances. The barriers that were discovered extended from the community level, school level and household level. Key barriers mentioned by girls include; high cost of education, unmet learning needs by parents and teachers, belief that girls are unable to learn among family members, insecurity on their way to school and unsafe schools, early child marriage and early pregnancies. The baseline survey findings were key in ensuring mapping of out of school girls who were placed in 150 catch-up centers within their area. At the catch-up centers, we accelerate their literacy and numeracy while preparing them for transition back to school, vocational training, entrepreneurship and apprenticeship.

ActionAid Kenya will continue to support women and girls living in poverty and exclusion to ensure they are safe from violence in both private and public spaces. We aim to ensure all forms of violence in the communities we work in are reduced and tackling violence in education for girls in and out of school.

Finally, for our Out of School Girls who are already learning at the catch-up centers, we hope that this engagement will open unlimited opportunities for you to increase your chances to live a better life.



**Susan Otieno**

Interim Executive Director  
ActionAid International Kenya



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# LIST OF ACRONYMS AND ABBREVIATIONS

<b>AIDs</b>	Acquired Immune Deficiency Syndrome	<b>IEP</b>	Individualised Education Plan
<b>ALP</b>	Accelerated Learning Program	<b>KII</b>	Key informant Interview
<b>BL</b>	Baseline	<b>LoI</b>	Language of Instruction
<b>BOM (s)</b>	Board of Management (s)	<b>LNGB</b>	Leave No Girl Behind
<b>CBO</b>	Community Based Organisation	<b>MCA</b>	Member of County Assembly
<b>CSO</b>	Curriculum Support Officer	<b>MEL</b>	Monitoring Evaluation and Learning
<b>EARC</b>	Educational Assessment and Resource Centre	<b>ML</b>	Midline
<b>EfL</b>	Education for Life	<b>MoE</b>	Ministry of Education
<b>EE</b>	External Evaluator	<b>MP</b>	Member of Parliament
<b>EGMA</b>	Early Grade Mathematics Assessment	<b>NGO</b>	Non-Governmental Organization
<b>EGRA</b>	Early Grade Reading Assessment	<b>OOSG</b>	Out of School Girl
<b>FGD (s)</b>	Focus Group Discussions (s)	<b>PCG</b>	Primary Care Giver
<b>FGM</b>	Female Genital Mutilation	<b>PTA(s)</b>	Parents Teachers Association (s)
<b>EL</b>	Endline	<b>SF</b>	Sampling Framework
<b>GBV</b>	Gender Based Violence	<b>STI</b>	Sexually Transmitted Infection
<b>GEC</b>	Girls' Education Challenge	<b>SRH</b>	Sexual and Reproductive Health
<b>GESI</b>	Gender Equity and Social Inclusion	<b>SPSS</b>	Statistical Package for the Social Sciences
<b>GWD</b>	Girl with Disabilities	<b>ToC</b>	Theory of Change
<b>HIV</b>	Human Immunodeficiency Virus	<b>TVET</b>	Technical and Vocational Education and Training
<b>HH</b>	Household	<b>WERK</b>	Women Educational Researchers of Kenya
<b>HoH</b>	Head of Household	<b>VTI</b>	Vocational Training Institute
<b>IO</b>	Intermediate Outcome	<b>VTC</b>	Vocational Training Centre

# EXECUTIVE SUMMARY

## Background

The Education for Life project is a 5 year project (2019- 2023) working with 5,000 out of school girls (Pathway - Out of school to catch up center) aged between 10 to 19 years in 5 counties in Kenya; Garissa, Isiolo, Kilifi, Migori and Kisumu to improve their literacy and numeracy through accelerated learning and transition into different pathways. The other intervention pathways after completing the catch up center include:

- i) From catch up centre to vocational training (VT) targeting 1500 girls aged 15 to 19 years
- ii) From catch centre up to entrepreneurship for 1500 girls aged 15 to 19 years to enable them set up Micro-enterprises
- iii) From catch up centre to apprenticeship for 1500 aged 15 to 19 years to transit to internship/employment/apprentice
- iv) From catch up centre to primary school targeting 500 girls aged 10 to 14 years. The main interventions are functional numeracy and literacy and life skills intended to facilitate the 14 years and below enroll back to primary school while 15 years and above enroll into non-formal education or gainful employment

## Theory of change

The project is intended to contribute to improved life chances of marginalized girls through three 3 outcomes - learning, transition and sustainability and 4 Intermediate Outcomes (IOs)

- i) Regular attendance of girls in formal and non-formal learning
- ii) Improved quality of teaching
- iii) Increased positive social norms
- iv) Responsive and enabling policy environment and
- v) Life skills.

## Evaluation Approach

The evaluation design as per the MEL framework was the pre-post design, chosen because of the nature of the target group, the most marginalised girls in the community. It would not have been ethical to have an exactly similar target group for comparison purposes. The quantitative tools included literacy and numeracy learning tests, girl survey and household survey. FGDs, KIs and observation guides were used as qualitative tools.

Main findings from educational marginalisation analysis:

- Caregivers (regardless of gender) are likely to stop girls from going to school due to factors such as insecurity on the journey to school, their belief that the out of school girls are likely to have bad behaviour, and the belief that the schools have inadequate facilities to cater for the girl's needs;
- Girls from pastoralist communities (Garissa and Isiolo) are likely to face more barriers relating to insecurity on the journey to school, perceptions by caregivers on their inability to learn, and the belief that they are too old to go back to school;

- The proportion of girls who indicated that they had a difficulty learning were more at 16% compared to other domains of difficulty. Migori had the highest number(25%) followed by Kisumu at (20%).
- Overall, nearly two out of every five of the girls sampled (36%) had at least one form of difficulty. Migori had at least one in every two (53%) of the girls with a difficulty, followed by Kisumu (47%), while Isiolo had the girls with the least difficulties (22%).
- More than half (55%) of the girls sampled were mothers. Migori had 84% of the girls reporting to be mothers, followed by Kisumu (58%) and Isiolo (57%).
- Most of the orphan cases were partial orphans with most of the sampled girls not having fathers. Kisumu (53%) had the highest number of orphans (partial) followed by Migori (49%).

Main findings from analysis of projects' gender approach.

- More female headed households in Migori and more male caregivers in Isiolo contrary to the trends in the other counties where there are more male household heads and more female caregivers.
- There were generally more females with no education compared to their male counterparts in the households across all the regions. Garissa and Kilifi had the highest proportion of households with female heads of households with no education.

## Barriers

Main barriers to girls' learning and transition:

Barriers to girls' learning and transition were identified at three levels:

- i) Household barriers include the direct costs to schooling (uniform, 'opportunity costs', meals), house chores, lack of voice in decision making and unfavourable attitudes from parents.
- ii) Community level barriers include poor attitudes towards girls' education, early marriage, early pregnancies, FGM (Migori, Isiolo and Garissa), diseases such as HIV/AIDS, insecurity and cultural beliefs; while
- iii) School level barriers include the inadequacy of teaching resources and schools (Teachers, classes, books, desks, and space), harsh punishment, distance to schools and lack of finances to meet some of the requirements such as meals, sanitary pads and books. However, the main barriers to learning and transition are:
  - **Cost of education:** The households felt that the cost of education (uniform, transport to school, "opportunity costs" meals etc) is high, and this leads to less participation in schooling or drop out. Nearly two out of five households (37%) thought education was too costly. Kilifi had the highest respondents on the issue of cost at 47%.
  - **Un-met learning needs:** The households felt that one of the barriers to education is the un-met needs at schools (this includes physical and teaching needs). Nearly 36% of all the girls indicated that this was a cause of their non- participation at school.

- **Inability to learn:** The households also believe that their girls are unable to learn hence the reason for their non-participation. This was mentioned by 35% of the households.
- **Other barriers:** Other barriers that were mentioned by 3 in every ten primary care givers were insecurity on the journey to school and unsafe schools, marriage or getting married, girl being too old and girl being a mother.

## Baseline levels

Baseline learning levels and main findings:

- Overall most of the learners were at non-learners level across all the subtasks in all the three tests (Kiswahili, English and Mathematics). In all the subtasks, Garissa county had the highest proportion of non-learners
- For Kiswahili tests, reading comprehension had the highest proportion of non-learners compared with the other subtasks while in subtask 1 (Syllable Making Words) half of the learners were non-learners
- For English tests, all subtasks (except language activity) had over 49% of learners in non-learners band. The poorly performed subtasks were creative writing, reading comprehension and listening comprehension. Subtasks 5 and 6 had highest non-learners and EE recommends dropping one of them (sub task 6). This is coupled with the fact that the test was too long.
- Numeracy test had mixed performance with some subtasks having some sizable number of learners at proficient band. Subtasks 7 and 8 had the highest proportion on non-learners.
- The average scores for all the three tests were low (English 12.86%, Kiswahili 18.42% and Mathematics 21.43%). A sizable number of these girls (34%) had never enrolled to formal schooling. Garissa County had the lowest means for all the three tests
- There are varying learning levels of learning in different subgroups. The main differentiating factors are the age group of the girls and the exposure to learning

## Transition

- Majority (64.3%) of girls have been to school but a large proportion (37.5%) of all those who have been to school dropped out at preschool;
- Younger girls prefer literacy skills – with English (59%) being the most preferred followed by Kiswahili (55%) and Mathematics (51%). Older girls prefer learning a skill (63%) that will make them entrepreneurs (32%);
- Household chores in Garissa (62.3%) and Isiolo (43.9%) are most likely to negatively affect enrolment and attendance of girls in schools. Having flexi time and periods for catch up centres would be key to balance between the chores at home and the learning;

## Sustainability

- The sustainability score at baseline is 1.3 being latent. The average score for the system is 1.0; the community is 1.6 while the learning space is 1.4. This is on the

premise of already available facilitative policies, support by communities and initial good entry by the educator facilitators and the project implementers into the community.

Baseline IO indicator levels and main findings

## Attendance

- Overall (based on analysis of barriers and characteristics), the main barriers to attendance and learning were noted to be insecurity to school and safety at school, the need for the girls to work, household chores, cost of education, and lack of facilities to meet the unique needs for girls;
- Qualitative data from FDGs with community members and interviews with key informants indicated that general school attendance for girls and boys across the counties was poor. However, girls were more likely to miss school due to household chores compared to boys;
- Overall, school costs were the main reason that girls were out of school as reported by 34% of the care givers with out of school girls;
- Main barriers to attendance included: household chores, menstruation or lack of sanitary towels, cultural practices such as FGM (Migori, Garissa and Isiolo), early marriage and 'disco matangas', tribal clashes, negative attitude to girls' education. County specific barriers included:
  - **Garissa County:** Insecurity, cost of education and household chores. Older girls from households where the caregiver is not employed are the most likely not to attend.
  - **Isiolo County:** Insecurity, household chores, cost of education. Older married girls are the most likely not attend
  - **Kilifi County:** Insecurity, cost of education and negative perception of out of school girls as truants are the key barriers. Older girls from households where the head is not employed are the most likely not to attend.
  - **Kisumu County:** early marriage, the need for the girl to work and the negative perception that the girls are incapable of learning are the key barriers. Married girls and those who are mothers are the most likely not to attend.
  - **Migori County:** The key barrier is the negative perception that the girls are incapable of learning. Girls who are mothers or married are the most likely not to attend.

## Teaching Quality

- At baseline, teaching and learning at the catch up centres had not started. 56.5% of the care caregivers across the counties were optimistic that learning that will be offered to their daughters at the catch up centres would be very good.
- Migori County had the highest proportion (85.0%) of caregivers who indicated that the quality of education will be very good followed by Kisumu 65.2% and Isiolo 52.7%.

- The education facilitators are trained teachers; however they have limited experience in teaching learners in accelerated learning environments (including multi grade classes) and may need extensive support in these aspects.

### Status of catch-up centres

- Evidence from qualitative data indicates that catch up centres had largely been mapped out and educator facilitators recruited in four counties. The catch up centres for Kisumu County had not been identified or finalized.
- In three counties (Garissa, Isiolo and Migori) provision of facilities such as chairs and desks had been put in place.
- Notably, there was a provision for a lactation room in some catch up centres in Migori County. However, still in Migori County, there were catch up centres that did not have ready access to water making it unfriendly for girls.

### Community attitudes and behaviour change

- Some of the statistically significant barriers in the community were insecurity to and from school, the opinion that the girls need to work and lack of facilities at schools to address the unique needs of the girls (eg for young mothers or girls with disabilities)
- The statistically significant community attitudes that affected the learning of the girls included – the belief that out of school girls are likely to have bad behavior (truancy), older girls do not need to go to school, the girls would rather work, education is too costly and that girls would rather be married
- Household heads with no education and the motherhood status of the girls were key characteristics that influenced the education levels of girls
- This was corroborated by the qualitative data from FGDs with community members and OOS girls and boys.
- The proportion of OOSGs who believe that the community is supportive of girls education was higher (91%) compared to that of the community support for children with disability (82%).
- Overall, the proportion of the care givers agree that a girl is just as likely to use education as a boy was higher (91.8%) compared to those who agreed that limitation of funds (86.1%) should not affect investment in girls' education.
- High proportions of care givers (92.7%) agree that the community is supportive of OOSGs' right to education, followed by 71.9% who indicated that the community supports education of OOSGs while 63% of the care givers indicated that community members were holding sensitization meetings to support education for marginalised girls. However, 55.5% of the care givers said that adolescent OOSGs are not given opportunities to learn in the community

### Supportive policy environment

- In three counties, key informant interviews with MOE officials, and implementing partners found that the

Ministry of Education Officials were supportive of alternative education programs as a way of assisting the Government in providing OOS girls with education.

- Some negative attitudes towards the EFL program by the MOE representative were noted in Kilifi and Isiolo Counties. While one officer refused to be interviewed about the project, the other official disagreed with the design of the project saying that the OOS girls were the wrong target because it would be difficult to access and motivate them to benefit from the project
- High proportions of care givers (92.7%) agree that the community is supportive of OOSGs right to education, followed by 71.9% who indicated that the community supports education of OOSGs while 63% of the care givers indicated that community members were holding sensitization meeting to support education for marginalised girls.
- However, overall, 55.5% of the care givers said that adolescent OOSGs are not given opportunities to learn in the community.

### Life Skills

- The consolidated life skills score was 3.4 out of 5; there is little variation between the counties.
- The girls self confidence in the home is higher at 83% compared to self confidence in the community at 50%.
- The inability to read has an influence in the confidence levels of the girls with only 43% of the girls indicating they are NOT nervous to read in front of others

### Rights and Abuse Attitudes

The attitude of the girls on issues of gender, ethnicity and personal relations were used to determine their attitudes towards issues of rights and abuse.

- 77% of the girls believe that men and women should be treated the same. 62% of the girls agreed that men and women were equal
- 79% of the girls believed that exchanging verbal abuse was fine with only 21% disagreeing that abusing someone who has wronged you is fine. Garissa (11%) and Migori (16%) had the least proportion of girls disagreeing.
- Belief in having superior and inferior ethnic communities was also reported in Kilifi (40%) followed by Migori (28%)

### Skills for Protection from Abuse

The girls were asked to indicate how they address or mitigate against issues of conflict.

- 35% indicated that they did not know how to prevent or protect themselves from abuse. Kilifi (48%) and Migori (47%) had the highest indicating this.
- On reporting mechanisms for cases of abuse or infringement of rights, it was noted that the chief (56%) was the most preferred followed by the village elder (38%) and then the parent or adult (33%).
- 35.2% don't know where to report cases of abuse or violation compared to those who know where to report (25.3%).



## SRH Knowledge

- On methods of contraception, 45% of the girls indicated that they did not know methods of contraception. Garissa (67%) and Kilifi (65%) had the highest proportion of girls who did not know methods of contraception.
- For the married girls, injectable was the most common method of contraception with 42% of the girls mentioning this method with majority being from Isiolo and the least from Kilifi.
- Garissa (5%) had the least proportion of married respondents using contraception while Kilifi (54%) had the highest proportion.

## A Summary of the main conclusions

### Learning

Generally a substantial number of girls were at non-learners level across all the subtasks in all the three tests. For Kiswahili tests, reading comprehension had the highest proportion of non-learners compared with the other subtasks while for English tests, all subtasks (except language activity) had over 60% of learners in non-learners band. Numeracy test had mixed performance with some subtasks having some sizable number of learners at proficient band.

### Transition

There are more girls in the above 15 years age group that are expected to attain functional literacy and numeracy levels as per catch up centre curriculum and transition to Vocational Training or entrepreneurship or apprenticeship. For the ages 10-14 years, insecurity concerns contribute to barriers in transition because there are fewer secondary schools hence lower distances leading to lower transitions from primary to secondary.

### Sustainability

There are some positive community attitudes towards girls education, a relatively favourable policy environment that promotes both automatic secondary transition and TVET enrolment and generally accessible primary schools. However, the socio-economic status of the communities is very low, the girls who are already mothers or married have additional duties (household) that compete with their aspirations and these create significant barriers. However, with cooperation from the other stakeholders (the government and non-state actors), achieving sustainability is achievable.

### Attendance

Qualitative data from KIs and FGDs found that school attendance across the counties for girls and boys was poor. Girls were more likely to miss school due to household chores such as cleaning and cooking, fetching water, taking care of young ones and older members of the family. School expenses such as lunch expenses were the main reason that girls were out of school.

### Teaching quality

At baseline, teaching and learning at the catch up centres had not started. 56.5% of care caregivers across the counties were optimistic that education that will be offered to their daughters would be very good.

Community attitudes and behaviour change: the community attitudes are relatively positive towards girls' education and primary care givers were noted to be the key influencers of the change of girls' situation in the community

### Life skills

Different regions have different life skills needs, dependent on factors such as age, religion and cultural/ general attitudes of the community. In addition, there is commonality on what the target girls feel as relevant skills. These have to be skills that will lead them to be self-employed and not to be employed. Literacy skills, especially English, is more preferred than numeracy skills.

### Supportive policy environment

In Garissa, Migori and Kisumu, key informant interviews found that Ministry of Education Officials were supportive of alternative education programs as a way of assisting the Government in providing OOS girls with education.

### Appropriateness of project interventions

The project target group is the most marginalised group and the interventions designed are relevant to the group. The group requires functional literacy and life skills in order to have improved life chances. Other relevant interventions include sensitization forums to rally community support for girls' education, training of teachers to deliver functional literacy and numeracy and life skills as well of training of SMC and PTA members to support girls' education.

### Design

The project interventions are relevant to addressing barriers facing girls. Significant barriers were largely county specific rather than cross cutting. For instance in Garissa County, the main barrier was household chores; while in Isiolo it was the age of the child (the child is too old). On the other hand cost to education was a key barrier to girls' education in Kilifi County. Emphasis on girls working to contribute to family income was identified as a key barrier in Kisumu while pregnancy and early marriage were key barriers in Migori County. Consequently, for the project to make an impact project needs to design the implementation strategy targeting specific regional barriers identified and resources should be allocated per region depending on the additional monitoring information from the project and the baseline findings

- The education facilitators are trained teachers; however they have limited experience in teaching learners in accelerated learning environments (including multi grade classes) and may need extensive support in these aspects.
- The design needs to harness the positive community attitudes, and responsive and enabling MOE policy environment. Currently the government has put in place systems to ensure increase in TVET enrolments, higher transition rates and more bursaries as a way of promoting education of OOS girls and children with disability.
- The project was designed not to have learners with severe disabilities, however from the analysis of the sample, it was noted that some regions have high numbers of learners with disabilities. There is needs redesign the project to incorporate these learners to mitigate exclusion of this subgroup.

## Sustainability

- Economic Empowerment is key for the hardest to reach girls since main to this target group is often the resource availability. Whereas the project has put in place interventions that will link the communities to social security funds such as Orphans and Vulnerable Children funds or funds for the aged, there is need for more concerted effort to address this issue if sustainability is to be achieved.
- The project can explore possibilities of introducing livelihood or income generating interventions more so in Kisumu, Kilifi and Migori where many of the families are reportedly going without food, as they majorly rely on charity to meet their basic needs.
- Alternatively, the project could consider including economic empowerment model into this project after undertaking a vulnerability analysis of the selected groups. The groups with the highest converging characteristics (such as lack of education by households, partial orphans, lack of employment or profession, young mothers or single mothers) may be selected through a community driven process.
- The communities seem to have high expectations and believe the design would bring financial related interventions. There is need to address this in order to sustain community support throughout the life of the project.
- Currently, the project has employed all the persons supporting the catch up centre activities. However, to increase sustainability the project should explore use of community volunteers – especially young graduates or form four leavers to come and support the facilitators, mentors and minders.
- The output on strong and active partnerships should be emphasized during implementation of this project given the level of sustainability that the project seeks to achieve. Monitoring, evaluation and learning of the project
- As part of the beneficiary profiles, the project needs to collect data on the gender of the caregiver, highest education level, employment status and occupation for both the head of household and the caregiver to enhance data on regional vulnerability analysis.
- Internal learning and utilization of knowledge on community based structures for monitoring progress at catch up centres should be replicated from other regions and shared across the counties. This will reduce the learning curve and lag between the regions.
- There should be common implementation mechanisms as well as unique mechanisms that will serve only the specific counties and respond to the target groups' unique issues.
- The project needs to finalise the parameters of measuring the progress towards functional literacy and numeracy using pre-determined benchmarks based on the curriculum. In addition, a robust framework of monitoring the support given to the educator facilitators need to be put in place.
- There is need for more reflection on dealing with beneficiaries with disabilities. The project planned to first collaborate with EARCs to assess the girls with disabilities before placement in relevant institutions while supporting the caregivers. The project has also planned to support schools to be more accessible in addition to giving accessibility devices to the girls. The evaluation notes that majority of the EARCs are under-resourced and the regular schools are not adapted to cater for learners with disabilities such as visually impaired, hearing impaired. For the physically disabled, the adaptation process may be expensive – unless a specific number of schools are targeted. However, these challenges can be addressed if a collaborative strategy is designed with relevant partners on the ground in addition to the consortium partner with sufficient expertise and experience to address some of these challenges.

## Evaluation questions

- **Process:** The project has so far has engaged or involved communities, in the project implementation especially in Garissa, Isiolo, Kilifi and Migori. However, more needs to be to engage the ministry of education officers and the BOMs of schools from the targeted communities.
- **Relevance:** The project interventions are relevant to the target group. The OOS girls require functional literacy, numeracy and life skills in order to have improved life chances. However, the older girls' expectation is to exit quickly to entrepreneurship, TVET or gainful employment. As such, this calls for clarity in regard to this pathway at the beginning and during the course of the implementation on how the project is relevant and beneficial to them.
- **Impact:** Since this is baseline, the project has no impact at the moment. However, there are great expectations from the communities for instance; a majority (57%) of the caregivers believes that the teaching quality will be good or excellent.
- **Efficiency:** The aspect of efficiency will be determined in subsequent evaluations
- **Effectiveness:** The project has so far been effectively implemented except for Kisumu county which has had delayed recruitment of girls, hence delay in the whole process such as recruitment and sensitisation of educator facilitators.
- **Sustainability:** The project has the basic structures to ensure sustainability in place with the stakeholder groups and initial mobilisation of government officers to support the project. The engagement of community structures such as local administration will also lead to sustainability. Leveraging on other non-state actors to support some components of barriers will be critical for sustainability.
- **Learning:** The project is still at operationalisation stage but the baseline evaluation evidence indicates already that there is an opportunity of inter county learnings with some counties such as Migori, Isiolo and Garissa having kicked off well in recruitments and setting in place structures while Kilifi and Kisumu seem to lag behind a bit.

### **Gender Equality:**

Gender equality has been mainstreamed in most of the stages of the project design especially the project target of marginalized OOS girls. However, sensitization activities that involve community members should be sensitive to the needs of women and men especially when they relate to the entrenched cultural practices like FGM, forced marriage and ability of women to voice their views on issues happening within the community.

### **Risks**

The foreseen gender and social inclusion risks for the project include the possibility of further marginalization of some girls with disabilities and those with children from participating in the project.

To counter this, mapping of girls should take into account the stigmatization and consequent concealing of children with disabilities may exclude them from the selection process.





# Chapter 01



### 1.1 Project Context, Target Beneficiary Groups and Theory of Change

The constitution of Kenya (2010) provides for free, compulsory basic education as a right for every child, regardless of gender, disability or socio-economic background. Kenya's Vision 2030 aims to reduce illiteracy, improve primary to secondary transition rate and raise education quality. However, there are various challenges inhibiting the achievement of this objective. norms, and their perceived position in society, it can be difficult for girls to challenge the status quo. Girls who are: living with disability, young mothers, married, from pastoralist communities, in child or forced labour, affected or living with HIV and AIDS, orphans, heading households, or from very poor families are some of the most marginalized girls facing discrimination and additional barriers to education.

Domestic violence is rife in Kenya. Violence is often used to reinforce gender norms and authority of men and increases the barriers for girls to access education. Long distances to schools especially for those with disability inhibit access to education; along with a lack of assistive devices for girls with disability; lack of sanitary wear, learning materials and food; and inadequate and unfriendly school infrastructure for girls. Education and social protection funds are poorly allocated and accounted for by government and school authorities.

Lack of school provision of gender sensitive spaces and services for girls also lead to early drop outs. Inadequate capacity to deliver inclusive education (gaps in identification, assessment and placement; unresponsive quality assurance); and inadequate and unmotivated teachers lead to inconsistency, poor quality and delay in delivery of curriculum.

The Education for Life project will work with 5,000 out of school girls (OOSGs) in 5 counties in Kenya; Garissa, Isiolo, Kilifi, Migori and Kisumu to improve their literacy and numeracy, and support them to access a quality education. The 5 county project areas are in rural settings, all with high levels of poverty. The Kenya education system and policies are not devolved functions thus governed at national level and applicable across all the 5 counties the project interventions are being implemented. The Swahili language is spoken in all the 5 counties, but every county has local languages spoken as well; and in Isiolo and Garissa the local languages are used more widely than Swahili.

### 1.2 Project Beneficiaries

Adolescent girls aged 10 to 19 years of age. Girls aged 10-14 would be in upper primary while 15-19 would be in secondary or pursuing tertiary and/or vocational skills training. For the 5000 girls targeted by EfL project, decisions are made for them over their bodies and lives.

Their rights are violated which results to multiple layers of vulnerability that keep girls from enrolling and remaining in school hence denying them their right to education. Violations like, GBV in all the five counties; harmful practices such as FGM and marrying off under-age girls in Isiolo and Garissa; incest, defilement and child labour in Kilifi; increased household chores like farming, burning charcoal and working in quarries are also evident in all counties to supplement family income. These violations have led to girls contracting sexually transmitted diseases including HIV and AIDs due to limited knowledge on sexual reproductive health rights.

Table 1. 1: Beneficiaries Subgroups

Sub-groups and explanation	How these girls are educationally marginalised	Comments
<p><b>Girls with disabilities:</b></p> <p>In the spirit of leaving no girl behind, the project will identify all girls with disability in the recommended age bracket, support them to undergo diagnostic and functional assessment then place them appropriately. The project will not target girls that have extremely severe intellectual disability that may not allow them acquire literacy and numeracy skills; the project however endeavour to refer girls to MOE special units for training in Activities of Daily Living and other training</p>	<ul style="list-style-type: none"> <li>• Stigma/prejudice leading to belief/attitude at household/community and school level that GWD cannot learn</li> <li>• Inaccessibility to educational centres due to lack of assistive devices</li> <li>• Un-conducive learning environment not adapted for learners with disability</li> <li>• Lack of adapted teaching and learning materials</li> <li>• Teachers not trained on inclusive methodology</li> <li>• Lack of basic needs e.g. diapers for girls with extreme disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• The findings indicate that the projects have girls with difficulties (as per WGQ) across all counties but majority are in Kisumu and Migori counties. Based on general observation, the evaluators noted that Kisumu has a large number of girls who because of their difficulties could not be assessed or interviewed. At the time of baseline, there was no adaptation undertaken to cater for any of the difficulties for the catch up centres visited.</li> <li>• The evaluation therefore concurs with the project plans for the girls with disabilities</li> </ul>
<p><b>Girls with disabilities:</b></p> <p><i>Girls who have experienced violence in the community and at school:</i></p> <p>Various forms of gender-based violence including; domestic violence, sexual harassment, rape, female genital mutilation, child marriage, beading, exposed to sex trade and drug abuse</p>	<ul style="list-style-type: none"> <li>• Not enrolling in school at all resulting to high illiteracy levels and denied education opportunities</li> <li>• Poor attendance or complete withdrawal from school to be married off or participate in beading and FGM practices</li> <li>• Physical and emotional harm that affect girls' concentration in school resulting to poor learning outcomes</li> <li>• Lack of basic needs and learning materials due to parental neglect</li> <li>• Exposure to sex trade and drug abuse leading to them dropping out of school</li> </ul>	<ul style="list-style-type: none"> <li>• The key findings indicate that the likely violation of rights that were reported by the girls were those of "denial of right to education-58%", "cruel punishment – 41%" and "denial of food and shelter-24%"</li> <li>• The abuse on the way to school and at school were noted as key concerns for the heads of households and caregivers because of the likely abuse and teasing that occurs</li> </ul>
<p>Girls who have survived conflict and insecurity in form of cattle rustling and tribal clashes in Isiolo and Garissa</p>	<ul style="list-style-type: none"> <li>• Irregular school attendance due to displacement of populations during the raids</li> <li>• Complete drop-out from school in extreme cases where schools are burnt down</li> <li>• Poor learning outcomes due to low self-esteem and trauma for girls defiled/raped during raids</li> </ul>	<ul style="list-style-type: none"> <li>• The key findings indicate that girls from conflict areas are often displaced when violence breaks and therefore the main violation is their freedom of movement as reported by 33% of the girls. Isiolo and Garissa reported the highest incidence of conflicts.</li> <li>• Another effect of conflicts noted was the decrease of food and the non-attendance of school hence violation of rights to food, shelter and education</li> </ul>

Sub-groups and explanation	How these girls are educationally marginalised	Comments
Girls who have been affected by modern day slavery e.g. child labourers and un-gainful employment	<ul style="list-style-type: none"> <li>• Irregular attendance or complete drop out from school as under-age girls are forced to work in quarries/ farms/ households to supplement family income</li> </ul>	<ul style="list-style-type: none"> <li>• The evaluation did not find any main findings on modern day slavery indicators other than cases of girls who had initially been selected but dropped off to go and work in cities and towns.</li> </ul>
<b>Pregnant girls and young mothers</b>	<ul style="list-style-type: none"> <li>• Complete drop out from school to carry pregnancy, delivery and nurse the baby</li> <li>• Hostile learning environment for young mothers that opt to go back to school resulting to poor learning outcomes or complete drop-out</li> <li>• Irregular school attendance to care for the baby/ lack of childcare support</li> <li>• Return to school" policy not implemented</li> </ul>	<ul style="list-style-type: none"> <li>• The findings noted many cases of young mothers in the project beneficiary.</li> <li>• Motherhood status of the girls is a key determinant to the education level of the girls.</li> <li>• The project should pay special attention to this subgroup of girl</li> </ul>
<b>Girls from pastoralists' communities (Isiolo and Garissa)</b>	<ul style="list-style-type: none"> <li>• Irregular attendance due to frequent mobility by nomadic communities</li> <li>• Lack of access to education institution due to mobility</li> <li>• Lack of basic needs like learning materials and personal effects</li> </ul>	<ul style="list-style-type: none"> <li>• The findings indicate that Isiolo has more barriers affecting girls education such as age of the girl, household chores, insecurity and cost of education</li> <li>• Garissa the key barrier is the opinion of caregivers that girls are unable to learn. This is mainly influenced by the poverty levels of households</li> </ul>
<b>Girls who are household heads, orphans and extremely vulnerable girls</b>	<ul style="list-style-type: none"> <li>• IDropping from school as a coping mechanism to take care of sibling needs</li> <li>• IPerennial absenteeism due to lack of basic needs such as sanitary towels, food, clothes, learning materials</li> </ul>	<ul style="list-style-type: none"> <li>• Partial orphanhood was a key characteristic with majority of households not having fathers.</li> <li>• Insecurity to school and at school; truancy; belief that the girl is too old and early pregnancy were some of the key barriers likely to manifest in the extremely vulnerable households</li> </ul>

## Mapping of Project Beneficiaries

The process of mapping the 5000 out of school girls is detailed in the table below:

Table 1. 2: Beneficiary Mapping Process

STEP	Purpose and Description	Tools	Resource Persons
<b>Step 1:</b> Rapport building	<ol style="list-style-type: none"> <li>1. This is the process of mobilization and preparation for the identification of OOSGs through meetings geared towards developing a common understanding of all parties. This step can also be used to identify and select Community Resource Persons.</li> <li>2. The process involves convening meetings at village / ward level to discuss the project plan and aspirations (meeting participants to include relevant stakeholders like Chief, CSOs, Women's Networks, opinion leaders, Ward and County officials etc.)</li> <li>3. Collect secondary information available on the villages and wards as relates to Out of School Girls (OOSG)</li> </ol>	NA	EfL project teams and ActionAid resource staff
<b>Step 2:</b> Village Analysis	<ol style="list-style-type: none"> <li>1. This is to establish through discussing and analysis the community situation in relation to education specifically on OOSG.</li> <li>2. The analysis is conducted through a series of mixed group village discussions (average of 6-8 meetings) to bring out the village demography such as gender, health, education and wealth status)</li> </ol>	<ol style="list-style-type: none"> <li>1. Historical timelines (as an ice breaker tool)</li> <li>2. Social and resource map (to generate pictorial information on households with OOSGs and potential sites of establishing catch up centers, establish ownership of village resources)</li> <li>3. Well-being analysis (captures village demographics)</li> </ol>	EfL project teams, ActionAid resource staff, community resource persons
<b>Step 3:</b> Marginalization Process Analysis	<ol style="list-style-type: none"> <li>1. This step critically analyzes the conditions that have led to exclusion of OOSG and why their needs over time have been ignored or been less prioritized.</li> <li>2. This analysis is conducted through mixed group and gender segregated village discussions (average of 3-6 meetings) to have a deep understanding of conditions of OOSGs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily calendar (to understand OOSG social roles)</li> <li>2. Seasonal calendar (to understand nature of poverty and coping mechanisms)</li> <li>3. Cobweb analysis (to understand OOSG access and control)</li> <li>4. Problem tree (to identify root causes of the issues)</li> </ol>	EfL project teams, ActionAid resource staff, community resource persons



STEP	Purpose and Description	Tools	Resource Persons
<b>Step 4:</b> The Engagement	<ol style="list-style-type: none"> <li>1. This is the process of holding initial meetings with the OOSG after identification.</li> <li>2. The process aims at creating a safe space for interface with the girls, triangulation of marginalization information, ascertaining the age bracket of the girls (10-19 years) and carrying out collective visioning and goal setting with the OOSG. Some home visits may be made for OOSG with specific mobility and socio-cultural needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Venn / "chapati"</b> diagram (used to map out the different stakeholders, their roles and responsibilities <b>from</b> the perspective of OOSG).</li> </ol>	EfL project teams, ActionAid resource staff, community resource persons, OOSGs, parents / guardians
<b>Step 5:</b> The Assessment	<ol style="list-style-type: none"> <li>1. This is the process of determining the nature and multiplicity of marginalization and exclusion, literacy and numeracy status of OOSG.</li> <li>2. The assessment will be carried out on individual OOSG in a safe space to determine the marginalization level paying keen interest to disability marginalization and other types of vulnerabilities.</li> <li>3. Diagnosis and referrals should be done to deserving OOSG (medical, legal and psychosocial).</li> <li>4. This step should clearly define the OOSG who will be enrolled into the project.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Vulnerability Assessment Tool</b> (the process of defining, identifying, classifying and prioritizing vulnerabilities among OOSG)</li> <li>2. <b>Learning assessment</b> (to identify literacy and numeracy levels of OOSG pre-placement)</li> </ol>	EfL project teams, ActionAid resource staff, OOSGs, parents / guardians, Referral mechanism actors (Women's networks, Chief, paralegals, pro bono lawyers, counselors, police, health practitioners, children's officers, judicial officers)
<b>Step 6:</b> Placement	<p>This is the process of attaching the girls to the catch-up centers to enable the process of learning to commence. The following will be done at this step:</p> <ol style="list-style-type: none"> <li>1. Washington Group Child Functioning Questions (to collect disability prevalence data by type and severity of difficulty for appropriate referrals and support)</li> <li>2. Bio-data forms and Registration (to collect information about OOSG such as: personal information (e.g., date of birth, gender, marital status, village/ward, educational background etc.).</li> <li>3. Confirming the Educator Facilitators linked to the centers and developing their Individualized Education Plans (IEPs).</li> </ol> <p>NB: It should be noted that some girls may require support at the household level and may not be linked to a catch-up center though will be attached to an Educator Facilitator.</p>		EARCs, EfL project teams, Educator Facilitators, Teacher Coaches.

### Beneficiary Definition and Selection Criteria

The project defines an out of school girl as a girl who is not enrolled in a formal learning institution. The following criterion was used to select cohort 1 out of school girls after the mapping process: Criteria 1: Must be between 10-19 years

### Criteria 2:

Enrollment status – not enrolled in school

### Criteria 3

Learning level eligibility determined through tests (English, Kiswahili and Math)

Table 1. 3: Beneficiaries Placement Test - Literacy

Reading - English			
STEP	Words	Paragraph	Story
Letter/Letter Sound <b>If the girl cannot read any 4 out of 5 letter/sound</b>	If the girl cannot read at least 4 words as provided	If the girl makes more than 2 mistakes while reading the provided paragraph	If the girl makes more than 4 mistakes while reading the story provided If the girl cannot comprehend the story read
Stadi za Kiswahili			
	Words	Paragraph	Story
Letter/Letter Sound <b>If the girl cannot read any 4 out of 5 letter/sound</b>	If the girl cannot read at least 4 words as provided	If the girl makes more than 2 mistakes while reading the provided paragraph	If the girl makes more than 4 mistakes while reading the story provided If the girl cannot comprehend the story read

Table 1. 4: Beneficiaries Placement Test - Literacy

Count and Match	Number Recognition	Addition	Subtraction	Division	Multiplication	Ethno-math
If the girl cannot pair at least 4 numbers	If the girl does not get at least 4 pairs	If the girl cannot do at least 2 correct additions	If the girl does not get at least 2 out of the 6 tasks provided	If the girl cannot get at least 2 out of the 6 tasks provided	If the girl cannot get at least 2 out of the 6 tasks provided	The girl cannot answer any of the 2 questions provided

Table 1. 5: Summary of Direct Beneficiaries

Direct beneficiary numbers	Total figures
Total number of girls reached in cohort 1	641
Total number of girls expected to reach by end of project	5,000
Education level	Proportion of total direct beneficiaries (%)
Never been to school	34 %
Been to school but dropped out.	60%
Age banding (The age bandings used should be appropriate to the ToC)	Proportion of total direct beneficiaries (%)
10 to 14	18.88 %
15 to 17	30.58%
18 to 19	40.56%

Table 1. 6: Proposed Intervention Pathways

Reading - English							
STEP	Words		Paragraph		Story		
Intervention pathway	Which girls follow this pathway?	How many girls follow this pathway for cohort 1?	How long will the intervention last ?	How many cohorts are there?	What literacy and numeracy levels are the girls starting at?	What does success look like for learning?	What does success look like for Transition?
From out of school into the catch up centre	10-19	5,000	6 to 9 months	3	Below functional literacy and numeracy levels	Attainment of functional literacy and numeracy levels as per catch up centre curriculum	Completion of one of the project's transition pathways
From catch up centre to VTI	15-19	1,500	3 to 9 months	3	Below functional literacy and numeracy levels	Attainment of functional literacy and numeracy levels as per catch up center curriculum	Completion of one VTI course
From catch up to entrepreneurship	15-19	1,500	3 to 9 months	3	Below functional literacy and numeracy levels	Attainment of functional literacy and numeracy levels as per catch up center curriculum	Setting up a small business
From catch up to apprenticeship	15-19	1,500	3 to 9 months	3	Below functional literacy and numeracy levels	Attainment of functional literacy and numeracy levels as per catch up center curriculum	Being attached to an employer for internship/ apprenticeship
From catch up to primary school	10-14	500	Until completion of primary school	3	Below functional literacy and numeracy levels	Attainment of functional literacy and numeracy levels as per catch up center curriculum	Enrolment into primary school
<p>The 6-9 months is the period a girl is anticipated to be at the catch-up centre – The project will still have other interventions post catch-up centre as depending on the pathway chosen.</p> <p>The projects working definition for “functional literacy and numeracy” is the ability to read, write, perform basic mathematics that would enable one to understand information so as to perform activities of daily living.</p>							

**Table 1. 7: Indirect Beneficiary Groups**

Group	Interventions received	Total number reached for cohort 1
Educator Facilitators	Training on the catch up centre curriculum and teaching methodology	33
Mentors	Training on life skills delivery	150
Community	Sensitisation forums	100
SMC and PTAs	Training	100

### 1.3 Project Theory of Change

The project will contribute to improved life chances of marginalized girls through three 3 outcomes - learning, transition and sustainability and 4 Intermediate Outcomes (IOs):

- i. Regular attendance of girls in formal and non-formal learning;
- ii. Improved quality of teaching;
- iii. Increased positive social norms;
- iv. Responsive and enabling policy environment.
- v. Life skills

To address the root causes of the girls being out of school, the project will go beyond enhancing training/ education to ensuring a supportive enabling environment. Thus, the IOs target not only the girls (IO1 & IO5) but also schools and teachers (IO2), parents/ guardians/ community members (IO3), policies and networks (IO4).

THEORY OF CHANGE DIAGRAM				Assumptions
Impact	Improved life chances of marginalized girls.			<ul style="list-style-type: none"> <li>The various GEC projects and other initiatives, together, are necessary and sufficient to bring about this overarching goal.</li> </ul>
Outcomes	(1) Learning	(2) Transition	(3) Sustainability	<ul style="list-style-type: none"> <li>Girls themselves value transitioning into education and livelihood options.</li> <li>Private and public sectors generate jobs for the girls and invests in girls' entrepreneurship.</li> <li>Community bodies and education structures are robust enough to sustain changes</li> <li>Government is receptive to emerging policy recommendations</li> </ul>
Intermediate Outcomes	<p>↑</p> <p>(1) Regular <b>attendance</b> of girls in formal and non-formal learning</p> <p>↑</p> <p>(2) Improved <b>quality of teaching</b> to support highly marginalised girls' learning and progression</p> <p>↑</p> <p>(3) Increased <b>positive social norms</b> towards out-of- school girls' education</p> <p>↑</p> <p>(4) Responsive and <b>enabling policy environment</b> to support education of OOS girls</p>	<p>↑</p> <p>a. Girls progress to (re-) enrol in formal or informal primary or secondary education programs</p> <p>b. Girls progress to enrol into formal or informal vocational education or training</p> <p>c. Girls progress to gain safe, fairly paid employment or self-employment</p>	<p>Changes are driven and embedded at the following levels:</p> <p>a. Individual (girls)</p> <p>b. Community (including parents, guardians)</p> <p>c. Institutional (schools, VTCs, etc.)</p> <p>d. System (policies, CBO networks)</p>	<ul style="list-style-type: none"> <li>Parental and community support for addressing socio-cultural barriers increase girls' attendance and participation</li> <li>Girls value the training, mentorship and apprenticeships provided and will remain motivated to attend.</li> <li>Teachers are committed to improving the quality of education</li> <li>MoE/Schools committed to implementing education policy at school and country levels</li> </ul>
Outputs	<p>↑</p> <p>(1) Marginalised girls gain access to safe and inclusive <b>formal education</b>, peer support networks and mentoring</p> <p>↑</p> <p>(2) Marginalized girls gain access to safe and inclusive <b>non-formal education/ vocational training</b></p> <p>↑</p> <p>(3) <b>Teachers</b> (in formal and non-formal settings) acquire the requisite knowledge (including ASRH), attitudes and skills to advance the learning of marginalized girls</p> <p>↑</p> <p>(4) <b>Community members including parents and guardians</b>, enhance their understanding</p> <p>↑</p> <p>(5) Strong and active <b>partnerships</b> are established for strengthened girls' education.</p>			<ul style="list-style-type: none"> <li>Marginalised girls are motivated and have the capacity to continue their education, learn vocational skills and engage in advocacy</li> <li>GWD are able to access and participate in catch-up classes (Employers value and recognise girls skills, and there is adequate demand for them as apprentices.</li> <li>Communities are receptive to the sensitisations; and parents/guardians are comfortable/ confident enough to challenge gender norms</li> <li>There are accessible social protection funds in target communities; and households will take initiative to pursue funding.</li> <li>Teachers and educator facilitators are motivated and capable of supporting the education of the girls</li> <li>Organisations are willing and capable to participate in the partnerships. remain available and active (limited turn-over)</li> </ul>



Activities	<div><ul style="list-style-type: none"><li>• Set up catch-up classes for out of school girls and develop an IEP for all girls</li><li>• Provide mentoring by 'Education for Life' mentors</li><li>• Set up peer support mechanisms in schools</li><li>• Provide economic/material support – e.g. assistive devices and childcare</li><li>• Offer role-modelling by successful women</li><li>• Establish 'safe' girl spaces for psycho-social support</li><li>• Conduct capacity building of SMCs/PTAs on inclusive school policy</li></ul></div> <div><ul style="list-style-type: none"><li>• Recruit and train mobile 'educator facilitators' to lead catch-up classes</li><li>• Adapt curriculum for functional literacy and numeracy</li><li>• Conduct teacher training on ASRH and inclusive methodologies for teachers in formal and non-formal settings</li><li>• Train 'teacher-aides' to support GWD in school</li><li>• Monitor girls' IEPs</li><li>• Develop/adapt contextualized learning assessment tools</li></ul></div> <div><ul style="list-style-type: none"><li>• Strengthen linkages with child protection systems including community referral and legal support</li><li>• Influence and monitor implementation of national and county policies in support of OOS girls' education</li><li>• Provide data and evidence to contribute to policy dialogue</li><li>• Build capacity of local implementing partners</li></ul></div> <div><ul style="list-style-type: none"><li>• Strengthen linkages with child protection systems including community referral and legal support</li><li>• Influence and monitor implementation of national and county policies in support of OOS girls' education</li><li>• Provide data and evidence to contribute to policy dialogue</li><li>• Build capacity of local implementing partners</li></ul></div> <div><ul style="list-style-type: none"><li>• Boys and men are willing to engage in issues relating to girls' education and ASRH</li><li>• Numbers and retention rates of mentors and teachers are adequate to meet the targets of girls.</li><li>• There is adequate demand among local employers and artisans for apprenticeships (by marginalised girls)</li><li>• Existing/ongoing policy change initiatives complement and further the policy reform efforts of this project.</li><li>• Child protection systems and other services are adequate (in terms of quality and quantity) for referrals</li></ul></div>	Barriers	<p><b>Demand side barriers:</b> socio-cultural pressures – increasing pressures as girls move into adolescence, early marriage, girls required to help at home, parents unwilling to send girls and CWD to school, parental feelings of protection and shame, cost of schooling, gender based violence, lack of aspiration and feelings of self-value in girls and CWD, lack of awareness of options and alternatives, disability considered as matter of stigma and associated traditional belief.</p> <p><b>Supply side barriers:</b> geographical distance to school, lack of trained female teachers, lack of gender-sensitive inclusive teaching, poor learning environment, lack of quality ASRH education, lack of WASH facilities, lack of child protection mechanisms in place in school, weak life skills and skills for work, lack of equity related policy implementation at school level.</p>
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# **Baseline Evaluation Approach and Methodology**

Chapter

**02**

## 2.1 Evaluation Purpose(s) and Evaluation Questions

The evaluation design is a 5-year longitudinal study tracking cohorts of a target group of 5,000 girls with various vulnerabilities. The evaluations in the course of the project interventions were designed to provide an independent assessment of the progress of the project against the outcomes. Key evaluation points; baseline (2019), midline (2020) and endline (2022). Specifically, evaluation points planned to track sampled girls throughout the life of the

project, while monitoring will track the progress of all girls through Individualised Education Plans and Management Information Systems.

The project planned for multiple evaluation points. The evaluation questions were developed on the basis of capturing the delivery, effectiveness, efficiency, relevance, appropriateness, compliance, value for money and impact of the project and report the findings throughout the process

Table 2. 1: Evaluation Questions and Summary of Data/ Analysis Required to Answer the Questions

Evaluation Question	Qualitative data analysis required to answer the question	Quantitative data analysis required to answer the question
<b>Process:</b> Was EFL successfully designed and implemented?	FGD and KIs on the involvement of different groups in the design of the project	
<b>Relevance:</b> How appropriate were the interventions designed to achieve the objectives of the project?	FGDs and KIs were asked questions on how they were involved in the design of the project? What they felt as the key issues that need to be addressed for the project to be successful (e.g. barriers, support for education, relevance of the teacher training)	The girls through the survey were asked what are some of their priorities in regard to schooling; the evaluation also sought to find out their knowledge levels on life skill issues
<b>Impact:</b> What impact did EFL funding have on the learning and transition of out of school girls for better quality life?	FGDs and KIs enquired about the current state of education for the out of school girls	The assessments determined the baseline state of learning of the girls
<b>Efficiency and Value for Money:</b> How well were financial resources utilized by the project?	Not applicable to EE	Not applicable to EE
<b>Effectiveness:</b> What works to facilitate the re-enrolment and retention of out of school girls through education stages and increase their learning and life opportunities?	Barriers to participation in learning/schooling were analysed qualitatively	Barriers to participation in learning/schooling were analysed quantitatively
<b>Sustainability:</b> How sustainable were the activities funded by EFL and was the program successful in leveraging additional investment?	FGDs, KIs and observations: Where the catch ups are located Involvement of education officers in design and implementation Perceptions of alternative pathways; on educating of out of school girls and girls with disabilities	
<b>Learning:</b> Was the project's approach to learning fit-for-purpose?	FGDs asked for recommendations	

## 2.2 Overall Evaluation Design

The evaluation design as per the MEL framework was the pre-post design, chosen because of the nature of the target group.

The project design has three different cohorts: Cohort 1 (targeting 1000 girls), cohort 2 (targeting 3000 girls) and cohort 3 (targeting 1000 girls). The evaluations were timed as follows – baseline (August – September 2019); midline (August – September 2020); and Endline (January-March 2022). Each will have a baseline and endline as explained below:

- The 1st sampling framework (SF1) will undergo a final evaluation at EFL's midline
- There will be an additional, larger 2nd sampling framework from cohort 2 (SF2). Cohort 2 of the project is 3000 girls, therefore SF2 will be larger than SF1
- At midline there will be two cohorts being assessed, the endline for SF1 and the baseline for SF2 hence a total sample of (SF1+SF2);
- Cohort 3 will not be sampled and evaluated

Below is a table indicating the evaluation points for the different cohorts

Table 2. 2: Project Evaluation Points

Cohort	2019	2020	2021	2022	Learning/ Transition/ Both	Notes
<b>Cohort 1</b> (Target beneficiaries = 1000)	BL	EL			Both	Assumes transition rate greater than 50% for cohort 1
<b>Cohort 2</b> (Target beneficiaries =3000)		BL	-	Both		
<b>Cohort 3</b> (Target beneficiaries =1000)	BL				None	None of this cohort will be evaluated

## GESI Minimum Standards

The table below shows GESI Minimum Standards and the External Evaluator's comments

Table 2. 3: GESI Minimum Standards and Evaluator's Comments

GESI Minimum Standards	Evaluator's Comments
<b>1.1 Culture and Capacity:</b> The project is resourced with staff, partners and contractors who have appropriate gender and social inclusion expertise	The evaluator noted that the project may require to come up with a clear social inclusion strategy, especially for disability. Some regions seem to have focussed on recruiting girls with disability while others did not have any or had very few. Given the effect of this to the overall project. The evaluator's opinion is that there may be need to have strategies on how to share the internal capacities on how to deal with socially excluded girls.
<b>2.1 Analysis:</b> A gender and social inclusion analysis of the context is conducted and used to inform the project's design and Theory of Change	There was a vulnerability assessment process undertaken and shared with the evaluator. It was noted that the analysis was backed with evidence of the recruitment rationale. There was clear progress in the social inclusion aspects of the analysis at baseline.
<b>3.1 Data:</b> Sex, age and disability disaggregated data is collected and analysed at baseline and subsequent evaluation points. Disability data references both the domain and level of difficulty experienced by beneficiaries	The data available is by gender, disability status, and social economic status and by age. The vulnerability assessment data is a good foundation on the depth of data required by the M&E department to capture important metrics to ensure inclusion. The department should ensure that the monitoring tools designed will capture more parameters that can be used in monitoring and tracking of GESI related indicators. This will help in analysis (2.1 above) and redesign and shaping of the project.
<b>3.2 Data:</b> Monitoring and evaluation reporting differentiate girls from a variety of sub groups	Being a baseline, the vulnerability analysis data is the only data available to support monitoring. This data has captured the relevant sub groups
<b>4.1 Indicators:</b> Project log frames include gender-sensitive and disability-focused quantitative and qualitative indicators	The project log frame outcome and intermediate indicators are both qualitative and quantitative, while the output indicators are mainly quantitative. The indicators are both gender sensitive and disability-focused.
<b>5.1 Do No Harm:</b> Do no Harm, child and staff safeguarding and risk analyses are informed by a gender and social inclusion lens	The project has put in place comprehensive processes to ensure that the do no harm principle is observed. The project has also social inclusion aspects.
<b>6.1 Accountability:</b> Projects are able to articulate their monitoring response to drop out. This should include beneficiary tracking to capture who is dropping out, reasons why, and any follow-up support provided	The project is yet to implement and therefore the tracking processes for drop out are yet to be tested. The project needs to put in place mechanisms to minimise attrition because of the nature of beneficiaries targeted.
<b>6.2 Accountability:</b> Quarterly and annual reporting documents progress towards meeting GESI sensitive project planning and implementation.	This being a baseline the project is yet to put in place its GESI approaches.



The evaluation followed the stipulated guidance in the measurement of outcomes and intermediate outcomes as shown in the table below

Table 2. 4: Measurement of Outcomes and Intermediate Outcomes

Outcome/ Intermediate Outcome	Level at which measurement will take place, who is intended to participate in the monitoring activity	Tool and mode of data collection	Rationale	Frequency of data collection	EE Comments
<b>Outcome:</b> Marginalised girls have significantly improved learning outcomes (literacy and numeracy)  Participation required from girls (project beneficiaries), teachers, teacher aides, parents	Catch up centres, household, school	EGRA, EGMA tests	Following formal learning, it is important to know the progress in increasing numeracy and literacy levels with the girls	Per evaluation point	The assessments were undertaken in both literacy and numeracy for all girls.
<b>Outcome:</b> Marginalised girls who have transitioned into and through key stages of education, training or employment	Catch up centres, school, household  Participation required from girls (project beneficiaries), teachers, teacher aides, parents	Key Informant Interviews, Focus Group Discussions, HH surveys	Aim to establish that girls are able to progress further in learning and transition to the next stages	Per evaluation point	This being a baseline, there was no determination of transition rates; However, qualitative data explored the potential transition pathways
<b>Intermediate outcome 1:</b> <b>Regular attendance of girls in formal and non-formal learning</b>	School, teacher aides, mentors, educator facilitators	Catch up centre registers, school register, spot checks	Regular attendance contributes to the objective of the project and needs to be monitored	Bi-annually	Being baseline there was no attendance data; qualitative explored the barriers and influencers of attendance
<b>Outcome:</b> Marginalised girls who have transitioned into and through key stages of education, training or employment	Teachers, educator facilitators	Key Informant Interviews, Spot checks on girls performance, school-based surveys	Improved quality of teaching improves the chances for the girls to access better learning options and improve their learning levels	Bi-annually	Being baseline there was no teaching taking place at the catch-up centres; qualitative explored the potential issues expected during teaching
<b>Intermediate outcome 3:</b> <b>Increased positive social norms towards out-of-school girls education</b>	Parents, community, girls	Focus Group Discussions, HH surveys Questionnaires , Scorecards	Measuring if parents and community are supportive of out of school girls, and changing their attitudes to be supportive to the girls	Bi-annually	The quantitative and qualitative data collection explored the attitudes and social norms of girls and households/ communities towards out of school girls education

Outcome/ Intermediate Outcome	Level at which measurement will take place, who is intended to participate in the monitoring activity	Tool and mode of data collection	Rationale	Frequency of data collection	EE Comments
<b>Intermediate outcome 4: Responsive and enabling policy environment to support education of OOS girls</b>	Duty bearers, community, parents, teachers	Key Informant Interviews	Influencing policy to support education for OOSGs will contribute to the sustainability and replication of the achievements of this project	Bi-annually	Qualitative explored the key informants opinions on out of school girls education and the support thereof
<b>Intermediate outcomes 5: Proportion of marginalized girls supported by GEC with improved life skills</b>	Catch up centre, teacher aides, mentors, educator facilitators	Catch up centre registers, school register, spot checks	Regular attendance contributes to the objective of the project and needs to be monitored	Bi-annually	Qualitative explored the levels of attitudes towards life skills while quantitative explored the knowledge, attitudes and practices in life skills

## Evaluation Ethics

The external evaluation was guided by the ethics guidance and principles as follows:

- Approval to undertake the research was secured by the project;
- The evaluation was focused on being high quality; questions concentrated on the gaps and some of the questions undertaken during the vulnerability assessment by the project were not repeated to ensure that there is no repetition;
- Participants were given adequate time to respond to the questions they were comfortable with. However, the external evaluator is of the opinion that the assessments should be reduced because they took quite some time to complete the whole evaluation per girl;
- The evaluation was voluntary and all participants were taken through the evaluation purposes and asked for consent before the commencement of the exercise. They were at liberty not to participate or stop at any point and were assured that lack of participation in the evaluation did not mean that they were not part of the project. Previous project activities had an influence on the evaluation as all beneficiaries wanted to participate because they thought lack of participation meant that they were being dropped from the project.

The research assistants were trained to explain clearly the role of the evaluation and why some had been randomly sampled;

- Confidentiality was assured for all participants and steps taken to ensure their anonymity. Unique codes were used to ensure that the confidentiality of the information shared by the beneficiaries, households and qualitative informants were maintained. There were no cases of abuse, corruption or of material effect reported by the evaluation participants;
- The evaluation was undertaken according to all national and international laws;
- The project team organised for local guides to advise and support the research assistants and ensure all culturally sensitive aspects were followed.

For areas where the beneficiaries had severe disabilities, the learning assessments and girl's survey were not done but the households were visited;

- The evaluation was all inclusive with the target beneficiaries being sampled randomly. The literacy and numeracy assessment design targeted only those beneficiaries that were not severely disabled. These were included in the sample and the households visited and evaluated.

## 2.4 Quantitative Evaluation Methodology

The table below shows the summary of all quantitative tools used in the evaluation.

Table 2. 5: Quantitative Evaluation Tools

Quantitative Evaluation Tools						
Tool name	Relevant indicator(s)	Who developed the tool?	Was tool piloted?	How were piloting findings acted upon (if applicable)	Was tool shared with the FM?	Was FM feedback provided?
Literacy assessment Test	Outcome 1.1	EE	YES	No major issues identified	YES	YES
Numeracy assessment Test	Outcome 1.2	EE	YES	No major issues identified	YES	YES
Girls Survey	IO 1.1-Girls attitudes on attendance IO 3.1 – Girls attitudes on education IO 5.1 – Life skills index IO 5.2 – Girls self confidence	EE	YES	Improved the tools	NA	NA
Household Survey	IO 2.2 – Quality of teaching IO 3.1 – Positive social norms	EE	YES	Improved the tools	NA	NA

<sup>3</sup>As part of recruitment process in four counties (Garissa, Isiolo, Kilifi and Migori), the project teams had undertaken a literacy and numeracy assessment from which some girls were excluded from the project.

### Enumerators

These were recruited competitively through applications sent to WERK Human Resource. They were required to have experience in conducting learning assessment and household surveys. Majority of them had participated in similar evaluations under other GEC projects.

Regardless of the level of experience and knowledge, the training for all enumerators took 3 days

with all aspects of the evaluation discussed. Key focus was on how to conduct the assessments (both literacy and numeracy), how to undertake the surveys (both Girl and household survey), and the child protection and safeguarding mechanisms to follow to ensure that the evaluation is ethical and safeguards the communities' interests.

### Quantitative Data Collection

Quantitative and qualitative data collection was undertaken between 23rd September and 6th October with all the instruments undertaken.

Kilifi, Garissa, Isiolo and Migori undertook the data collection from 23rd September – 29th September while Kisumu data collection was from 30th September – 6th October. Quantitative data collection was done using KoBoCollect on Android devices.

### Quantitative Data Cleaning, Storage and Data Analysis

The data was cleaned and merged based on the unique codes for the girls. The data was stored in soft copy for the household and girl survey data while the assessment data was entered and stored in hard copy and soft copy. The data was cleaned by removing double entries and any other wrong entries. Initial dummy tables were generated to test the data and ensure there were no wrong entries. The analysis was undertaken by SPSS version 20. Cross tables were generated to check on completeness.

### Learning Tests

The learning tests used were for literacy and numeracy. The literacy test had both a written test and oral test while the numeracy test was oral.

For Literacy Test: The written test covered grammar and composition while the oral test used the Early Grade Reading Assessment (EGRA) approach with majority of the subtasks being timed. There were three subtasks in the oral literacy test (syllable making words, reading comprehension and listening comprehension). Oral tests were in both Kiswahili and English.

Numeracy tests used the Early Grade Mathematics

### Assessment (EGMA) approach.

There were 7 subtasks as follows; number recognition, missing numbers, addition, subtraction, multiplication, fractions and word problems.

The administration of the tests was to all girls. They were expected to attempt all the questions. Enumerators were not supposed to force or insist that the girls do all the questions but to attempt what they can. Where the girls had severe disability, the learning tests were not to be administered to them.

The tests were administered as per the protocols given to the enumerators. For the literacy tests, even though the instruction could be given in Kiswahili or English, the responses by the girls were to be in Kiswahili only or English only based on the literacy test. For numeracy, the instructions to the girls were in either English or Kiswahili or language of the area (where applicable) and the responses could be in any language that was clear to the enumerators.

The understanding by the external evaluator from the project monitoring and evaluation team was that there would be few cases of girls with severe disability and therefore the tests were not modified for disability cases. However, it was noted in the field during the evaluation exercise that indeed the project recruited some cases of severe disabilities (especially in Kisumu County where nearly 20% of the sample had severe cases), these were not assessed or tested but their households were visited.

### Quantitative Sample Selection

The sampling framework was based on the total population of the recruited girls for the project (N=6414). Using the proportions of the sample, the external evaluator randomly selected the girls for the sample because all the girls had similar characteristics from the vulnerability assessments shared by the project. During data collection, some of the sampled girls were unavailable to be assessed and surveyed and therefore were replaced. The only indirect beneficiary group that was part of the sample was the parents or guardians of the girls who were the respondents for the household survey questionnaire.

Table 2. 6: Quantitative Sample Breakdown

Group	Total Girls	Proportion	Sample Size
Garissa County	134	19%	81
Kilifi County	147	20%	89
Migori County	178	25%	108
Isiolo County	182	25%	110
Kisumu County (No Catch up Center)	78	11%	47
Total	719		435

<sup>4</sup>This target population excludes the projected 78 girls from Kisumu

### Quantitative Sample Sizes

The table below shows the sample sizes achieved at baseline compared with the sample sizes agreed in the MEL Framework for each of the tools used at baseline.

Table 2. 7: Quantitative Sample Sizes by Tools

Tool Name	Sample size agreed in MEL framework	Remarks on why anticipated and actual sample sizes are different
Household survey	435	Kisumu county had a smaller population and therefore the EE targeted 13 more girls for the sample size than the required since the recruitment in Kisumu was not complete by the time of baseline
Girl Survey	435	Kisumu had a substantial number (almost 12 girls) that had severe disability and could not be surveyed. This was also the case for some girls in Migori

Table 2. 8: Quantitative Sample Sizes by Counties

Tool Name	Population	Proportion	Targeted Sample Size	Achieved Household	Achieved Girls Survey
Garissa County	134	19%	81	73	73
Kilifi County	147	20%	89	87	92
Migori County	178	25%	108	117	111
Isiolo County	182	25%	110	108	108
Kisumu County (No Catch up Center)	78	11%	47	55	43
Total	719		435	440	427

### Representativeness of the Sample

The following are details of the sample breakdown in different tables

Table 2. 9: Sample Breakdown by Intervention Pathways

Intervention pathway	Sample proportion of intervention group (%)
Catch up and life skills class to enroll back into school (14 and below)	23.6%
Catch up and life skills class to enroll into non-formal education or gainful employment (15 and above)	76.4%
Source: Household Data N=440	

Table 2. 10: Sample Breakdown by Regions

Region	Sample proportion of intervention group (%)
Garissa	16.5%
Isiolo	24.4%
Kilifi	19.9%
Kisumu	12.4%
Migori	26.5%
Source: Evaluation data (Household) N = 440	

Table 2. 11: Sample Breakdown by Age

Age	Sample proportion of intervention group (%)
Aged<10(%)	0.9%
Aged 10(%)	6.6%
Aged 11(%)	3.2%
Aged 12(%)	4.3%
Aged 13(%)	4.5%
Aged 14(%)	4.1%
Aged 15(%)	5.2%
Aged 16(%)	7.0%
Aged 17(%)	11.4%
Aged 18(%)	28.2%
Aged 19(%)	22.3%
Aged 20 +(%)	2.0%
Unknown	0.2%
Source: Evaluation data (Household) N = 440	



Table 2. 12: Sample Breakdown by Disability (using Washington Group Questions) by Girls

Tool Name	Girl Survey					Total
Domain of difficulty	Garissa	Isiolo	Kilifi	Kisumu	Migori	
Seeing	1% (1)	0%(0)	0% (0)	2% (1)	3% (3)	1%
Hearing	3% (2)	0% (0)	1% (1)	7% (3)	0% (0)	1% (6)
Walking	0% (0)	0% (0)	0% (0)	2% (1)	0% (0)	0% (1)
Self-care	0% (0)	0% (0)	2% (2)	0% (0)	0% (0)	0% (2)
Communication	1% (1)	0% (0)	4% (4)	9% (4)	1% (1)	2% (10)
Learning	11% (8)	12% (13)	11% (10)	20% (9)	25% (28)	16% (68)
Remembering	1% (1)	5% (5)	8% (7)	16% (6)	23% (24)	11% (43)
Concentrating	0% (0)	0% (0)	7% (6)	9% (3)	7% (8)	4% (17)
Accepting Change	5% (4)	1% (1)	6% (5)	7% (3)	9% (10)	5% (23)
Controlling Behaviour	8% (6)	0% (0)	10% (9)	4% (2)	8% (9)	6% (26)
Making Friends	3% (2)	3% (3)	4% (4)	9% (4)	12% (13)	6% (26)
Anxiety	7% (5)	3% (3)	13% (12)	11% (5)	15% (16)	10% (41)
Depression	4% (3)	4% (4)	7% (6)	9% (4)	17% (18)	8% (35)
Girls with difficulties (at least one)	30% (22)	22% (24)	29% (26)	47% (20)	53% (58)	36% (150)
Source:	Girl Survey					
N	73	107	90	45	111	426

Table 2. 12: Sample Breakdown by Disability (using Washington Group Questions) by Girls

Tool Name	Girl Survey					Total
Domain of difficulty	Garissa	Isiolo	Kilifi	Kisumu	Migori	
Seeing	1% (1)	0%(0)	0% (0)	2% (1)	3% (3)	1%
Hearing	3% (2)	0% (0)	1% (1)	7% (3)	0% (0)	1% (6)
Walking	0% (0)	0% (0)	0% (0)	2% (1)	0% (0)	0% (1)
Self-care	0% (0)	0% (0)	2% (2)	0% (0)	0% (0)	0% (2)
Communication	1% (1)	0% (0)	4% (4)	9% (4)	1% (1)	2% (10)
Learning	11% (8)	12% (13)	11% (10)	20% (9)	25% (28)	16% (68)
Remembering	1% (1)	5% (5)	8% (7)	16% (6)	23% (24)	11% (43)
Concentrating	0% (0)	0% (0)	7% (6)	9% (3)	7% (8)	4% (17)
Accepting Change	5% (4)	1% (1)	6% (5)	7% (3)	9% (10)	5% (23)
Controlling Behaviour	8% (6)	0% (0)	10% (9)	4% (2)	8% (9)	6% (26)
Making Friends	3% (2)	3% (3)	4% (4)	9% (4)	12% (13)	6% (26)
Anxiety	7% (5)	3% (3)	13% (12)	11% (5)	15% (16)	10% (41)
Depression	4% (3)	4% (4)	7% (6)	9% (4)	17% (18)	8% (35)
Girls with difficulties (at least one)	30% (22)	22% (24)	29% (26)	47% (20)	53% (58)	36% (150)
Source:	Girl Survey					
N	73	107	90	45	111	426

Table 2. 14: Sample Breakdown by Disability Severity (using Washington Group Questions) by Girls

Tool Name		County					Total
		Garissa	Isiolo	Kilifi	Kisumu	Migori	
Seeing	Some difficulty	4.5% (3)	3.8% (4)	5.8% (5)	11.3% (5)	10.7% (11)	6.9% (28)
	A lot of difficulty	1.5% (1)	0.0% (0)	0.0% (0)	2.3% (1)	2.9% (3)	1.2% (5)
	Cannot do at all	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Hearing	Some difficulty	2.7% (2)	0.9% (1)	1.1% (1)	9.3% (4)	7.3% (8)	3.8% (16)
	A lot of difficulty	2.7% (2)	0.0% (0)	1.1% (1)	4.7% (2)	0.0% (0)	1.2% (5)
	Cannot do at all	0.0% (0)	0.0% (0)	0.0% (0)	1.9% (1)	0.0% (0)	0.2% (1)
Walking	Some difficulty	0.0% (0)	0.0% (0)	2.2% (2)	0.0% (0)	0.0% (0)	0.5% (1)
	A lot of difficulty	0.0% (0)	0.0% (0)	0.0% (0)	2.3% (1)	0.0% (0)	0.2% (1)
	Cannot do at all	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Self-care	Some difficulty	0.0% (0)	1.9% (2)	1.1% (1)	2.3% (1)	2.7% (3)	1.7% (7)
	A lot of difficulty	0.0% (0)	0.0% (0)	2.2% (2)	0.0% (0)	0.0% (0)	0.5% (2)
	Cannot do at all	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Communication	Some difficulty	1.4% (1)	5.6% (6)	4.5% (4)	4.5% (2)	15.5% (17)	7.1% (30)
	A lot of difficulty	1.4% (1)	0.0% (0)	4.5% (4)	6.8% (3)	0.9% (1)	2.1% (9)
	Cannot do at all	0.0% (0)	0.0% (0)	0.0% (0)	2.3% (1)	0.0% (0)	0.2% (1)
Learning	Some difficulty	22.5% (16)	17.8% (19)	20.2% (18)	16.3% (7)	28.2% (31)	21.7% (91)
	A lot of difficulty	11.3% (8)	10.3% (11)	11.2% (10)	20.9% (9)	25.5% (28)	15.7% (66)
	Cannot do at all	0.0% (0)	1.9% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.5% (2)
Remembering	Some difficulty	21.1% (15)	12.3% (13)	22.5% (20)	22.7% (10)	26.6% (29)	20.8% (87)
	A lot of difficulty	1.4% (1)	4.7% (5)	6.7% (6)	13.6% (6)	21.1% (23)	9.8% (41)
	Cannot do at all	0.0% (0)	0.0% (0)	1.1% (1)	0.0% (0)	0.9% (1)	0.5% (2)
Concentrating	Some difficulty	18.2% (12)	10.3% (11)	24.7% (22)	4.5% (2)	30.9% (34)	19.5% (81)
	A lot of difficulty	0.0% (0)	0.0% (0)	5.6% (5)	6.8% (3)	7.3% (8)	3.8% (16)
	Cannot do at all	0.0% (0)	0.0% (0)	1.1% (1)	0.0% (0)	0.0% (0)	0.2% (1)
Accepting Change	Some difficulty	33.8% (24)	7.5% (8)	18.8% (16)	13.6% (6)	33.3% (36)	21.7% (90)
	A lot of difficulty	5.6% (4)	0.9% (1)	5.9% (5)	4.5% (2)	9.3% (10)	5.3% (22)
	Cannot do at all	0.0% (0)	0.0% (0)	0.0% (0)	2.3% (1)	0.0% (0)	0.2% (1)
Controlling Behaviour	Some difficulty	16.2% (11)	7.5% (8)	21.4% (18)	6.8% (3)	11.1% (12)	12.7% (52)
	A lot of difficulty	0.0% (0)	0.0% (0)	2.2% (2)	1.8% (1)	6.0% (7)	2.3% (10)
	Cannot do at all	1.5% (1)	0.0% (0)	1.2% (1)	2.3% (1)	0.0% (0)	0.7% (3)
Making Friends	Some difficulty	7.1% (5)	9.4% (10)	16.7% (15)	13.6% (6)	11.9% (13)	11.7% (49)
	A lot of difficulty	2.9% (2)	1.9% (2)	3.3% (3)	9.1% (4)	11.9% (13)	5.7% (24)
	Cannot do at all	0.0% (0)	0.9% (1)	1.1% (1)	0.0% (0)	0.0% (0)	0.5% (2)
Anxiety	Daily	8.3% (5)	2.8% (3)	16.0% (12)	11.4% (5)	14.7% (16)	10.4% (41)
	Weekly	3.3% (2)	21.7% (23)	17.3% (13)	38.6% (17)	24.8% (27)	20.8% (82)
	Monthly	5.0% (3)	24.5% (26)	5.3% (4)	27.3% (12)	15.6% (17)	15.7% (62)
	A few times a year	8.3% (5)	17.0% (18)	14.7% (11)	9.1% (4)	13.8% (15)	13.5% (53)
Depression	Daily	4.9% (3)	3.9% (4)	8.2% (6)	9.1% (4)	16.7% (18)	9.0% (35)
	Weekly	4.9% (3)	23.3% (24)	17.8% (13)	27.3% (12)	19.4% (21)	18.8% (73)
	Monthly	4.9% (3)	27.2% (28)	11.0% (8)	34.1% (15)	14.8% (16)	18.0% (70)
	A few times a year	13.1% (8)	14.6% (15)	27.4% (20)	6.8% (3)	17.6% (19)	16.7% (65)

## Challenges in Baseline Data Collection and Limitations of the Evaluation Design

### The Main Challenges

- Mobilisation of the girls for assessment in some counties. In one county, the caregivers for the girls interviewed were to be mobilised as instructed by EE from the same catch up centre but the girls were from one catch up center and the caregivers from a different catch up center. In another county, the girls had not been mobilised and were being mobilised as the exercise was going on making it difficult for the research assistants since they had to move a lot and the targeted sample was not achieved. This was mitigated by the external evaluators who had to go back to the field to ensure the targeted sample sizes were achieved;
- Some of the qualitative informants mobilised were not the targeted informants and external evaluators had to request for the correct informants. The project was targeting out of school girls but during the FGDs, researchers noted some girls were mobilised from school and they had to be sent back to school. The right category of girls was later mobilised to top up the girls that had been sent away;

### Methodological challenges

- The exercise was taking about an hour for each girl and therefore the maximum girls assessed in a day was 8, but all the girls – some up to 20 had been mobilised for the first day;
- Some of the qualitative tools (like the community dialogue tool) were too long and took over two hours;

- Identification of the project beneficiaries across the counties differed from county to county. This was most pronounced in Kisumu that had quite a number of girls with disabilities. The external evaluation decided to sample these girls and only visit their households;

### The Effect of the Challenges

All the practical challenges were resolved, and the external evaluation does not find any that will have an effect on this evaluation findings.

There was no challenge recording the ages of the children because of the different fields that were used to collect. Both the household survey and the girl survey had fields for recording age.

The household survey was the primary tool used to collect data on age.

### Cohort Tracking and Next Evaluation Point

The girl unique code by the project and the names of the girls will be the primary identifier for the girls. For confidentiality, the external evaluator will have different unique codes (evaluation sample codes) from the project codes during evaluation periods. The evaluator will still have access to the project codes to ensure that tracking of the same girls is possible. It is assumed that the current unique codes provided by the project will follow the same format until project completion;

## 2.5 Qualitative Evaluation Methodology

### Qualitative data collection tools

The following table breaks down the qualitative tools used at baseline.

Table 2. 15: Qualitative Evaluation Tools

Tool Name	Relevant indicator(s)	Who developed the tool?	Was tool piloted?	How were piloting findings acted upon (if applicable)	Was FM feedback provided?
<b>FGD with girls and boys</b>	Various indicators on learning & transition (Outcome 1 & 2); attendance (IO1); positive social norms (IO3); and life skills (IO5)	EE	No (not externally but internally with EE team)	Though not piloted, the FM feedback was used to improve on sections (such as life skills)	YES
<b>Community Dialogue</b>	Various indicators on positive social norms (IO3), learning and transition (Outcome 1&2)	EE	No (not externally but internally with EE team)	There was feedback from FM incorporated	YES
<b>Key Informant Interviews with Educator Facilitators</b>	Various indicators on learning & transition (Outcome 1 & 2); attendance (IO1); positive social norms (IO3);	EE	No (not externally but internally with EE team)	Though not piloted, the FM feedback was used to improve on sections (such as life skills)	YES
<b>Key informant interviews with Ministry of Education and Implementation Partners</b>	Various indicators on learning & transition (Outcome 1 & 2); attendance (IO1); positive social norms (IO3);	EE	No (not externally but internally with EE team)	NA	No

Table 2. 16: Qualitative Sample sizes

Qualitative sample sizes				
Tool (used for which outcome and IO indicator)	Beneficiary group	Sample size agreed in MEL framework	Actual sample size	Remarks on why there are major differences between anticipated and actual sample sizes (if applicable)
Girls FGDs	Out of school girls (aged 10-19)	NA	5 FGDs with 12 participants	NA
Boys FGDs	Boys aged 10 -19 years	NA	5 FGDs with 12 participants	NA
Community Dialogue FGDs	Community members	NA	6 FGDs with 12 women and 5 FGDs with 12 men	
Key informant Interviews	Ministry of Education; Project Implementing Partners; Educator Facilitators	NA	5 Ministry of Education officers; 6 project implementing partner staff; 4 educator facilitators	

### Qualitative Field Researchers

Selected from a pool of seasoned qualitative researchers among the WERK members and taken through two days of training. There was a one week period between the first day and the second day of training to allow the researchers interrogate the tools and raise any issues. The tools were revised and a one day extensive training was held to harmonise the methodology that would be used in collecting and collating the data.

### Qualitative Data Collection

This was conducted before quantitative data collection but during the same week. The same tools were applied in all the areas with the same targeted persons. This was mainly to confirm some of the assumptions made by the project

– for instance that only pastoralist areas had conflicts and the project had suggested that questions on peace building should be targeted to these areas only but the EE went out to test this assumption.

In some areas, there were interpreters used to help the researchers. All the reflections of researchers were recorded in the transcripts and they summarised each transcript. Overall, there was also an observation that was made from the researcher's perspective. This was also verbatim reflections on their experiences while in the field.

### Qualitative Data Handling and Analysis

Qualitative data was primarily transcribed by the same researchers that collected it to enhance its quality.

It was then transcribed into the given standardised soft format and Maxqda Miner software was used to analyse it. The data was analysed thematically using the themes explored in the tools. These were then integrated into the outcome and intermediate outcomes explored by the different tools.

The qualitative data was triangulated with the quantitative data as applicable across the findings and any differences in findings highlighted.

### Methodological Challenges

- The preferred cohort of boys was the out of school boys but mobilising this boys was not practical and possible in all the areas and therefore the evaluator settled on any boy within the same community that the out of school girls come from. The views from the boys on general issues was adequate;
- Mobilising BOM members was not possible in all the dialogues because of their lack of availability. This may introduce a sampling bias issue because the discussions within the groups may have not adequately brought out the issues of management of schools. However, being a baseline – the focus was on the views of the general community;

### Practical Challenges

- Areas like Isiolo and Garissa had unanticipated logistical challenges because of means of transport to access these areas.
- The time taken in some of the discussions such as the community dialogues was long but this was well managed and negotiated by the researchers and the community members as they were informed that they could stop at any time. However, because the discussions were engaging, most informants opted to stay up to the end.

The challenges raised above will not have any adverse implications on the findings since they addressed.

Subsequent tools may need to be revised and made shorter, especially where a group of 12 participants is targeted in an FGD.





## **Subgroups characteristics and Barriers to Learning and Transition**

Chapter

**03**



This section examines who the main characteristic subgroups are for direct beneficiaries and what barriers to learning and transition they are facing. This section also examines the intersection between the main barriers faced by the subgroups and characteristics of the subgroups to help determine how appropriate the project activities are for these sub groups and if the Theory of Change is accurate.

### 3.1 Educational Marginalisation

From the qualitative findings, there was general consensus that girls and children with disability are being marginalized in all the five counties. There are several issues that affect girls' education negatively thus contributing to their marginalization. Some of these issues emanate from the household, others emanate from the community and others emanate from the inaction (policies) of the county and national government. Household barriers include the poverty levels, house chores, lack of voice in decision making and unfavourable attitudes from parents.

Community level barriers include poor attitudes towards girls' education, early marriage, early pregnancies, FGM, diseases such as HIV/AIDS, insecurity and cultural beliefs. School level barriers include the inadequacy of teaching resources and schools (Teachers, classes, books, desks, and space), harsh punishment, distance to schools and lack of finances to meet some of the requirements such as meals, sanitary pads and books

The main subgroups of the project are explained below:

#### Girls with disabilities/difficulties:

- The project proposed not to target girls that have severe disability. This criterion was used in the recruitment process across majority of the counties except for Kisumu that had a proportionately large number of extremely severe disabilities with almost one in every five girl's sampled being with severe disability.
- The various difficulties in the table below are generally from the child functioning questions (Washington Group of Questions) as per the evaluation manager guidelines.

Table 3. 1: Characteristic Subgroup - Disabilities

Domain of difficulty	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Learning	11%	12%	11%	20%	25%	16%
Remembering	1%	5%	8%	16%	23%	11%
Concentrating	0%	0%	7%	9%	7%	4%
Accepting Change	5%	1%	6%	7%	9%	5%
Controlling Behaviour	8%	0%	10%	4%	8%	6%
Making Friends	3%	3%	4%	9%	12%	6%
Anxiety	7%	3%	13%	11%	15%	10%
Depression	4%	4%	7%	9%	17%	8%
Girls with difficulties (at least one)	30%	22%	29%	47%	53%	36%
Source:	Girl Survey					
N	73	107	90	45	111	426

#### Girls who have faced or survived conflict:

- The project targeted girls who have survived conflict or insecurity as a key subcategory. Some of the key aspects that the project noted as causes of insecurity were cattle rustling and tribal clashes. The focus of this subcategory was Garissa and Isiolo
- The characteristics explored at baseline in this sub category include conflicts over grazing land (33.5%), conflict over borders (27.2%) and ethnic/ clan conflicts (18.7%)

#### Girls who are mothers

- This subcategory includes girls who are pregnant

- The evaluation focused on the girls who were mothers. It was found that nearly half (55%) of the girls sampled were mothers. Migori had 84% of the girls reporting to be mothers, followed by Kisumu (58%) and Isiolo (57%)

#### Orphaned and vulnerable girls

- The project also targeted the girls heading households, those who were orphaned and vulnerable
- The evaluation identified girls who were orphaned but findings indicated that most of the orphan cases were partial orphans with most of the sampled girls not having fathers. Kisumu (53%) had the highest number of orphans (partial) followed by Migori (49%)

### Girls who have faced or experienced violence in the community or at school:

- The project also targeted girls who have faced violence in the community or at school.
- The evaluation has presented quantitative data on their perception of girls on rights and abuses in the community. This is due to sensitivity of these cases.

Overall, 57.9% of girls indicated that there is denial of rights to education within the community, 41% indicated that cruel punishment happens in the community and 23.5% are denied food and shelter

Characteristics for the girls: the following characteristics were also evaluated overall, there are more (60.1%) male household heads and more (58%) female care givers.

**Table 3. 2: Gender of Head of the Household and the Primary Care Giver**

Domain of difficulty	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Female Household Head	46.4%	23.4%	34.9%	44.4%	53.1%	39.9%
Male Household Heads	53.6%	76.6%	65.1%	55.6%	46.9%	60.1%
Female Caregivers	53.6%	29.9%	68.6%	74.1%	71.7%	58.0%
Male Caregivers	46.4%	70.1%	31.4%	25.9%	28.3%	42.0%

In Isiolo there are more (70.1%) male care givers while in Migori there are more (53.1%) female headed households.

**Table 3. 3: Categories of Carers**

Category	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Mother	51% (37)	24% (26)	53% (46)	54% (30)	44% (51)	43% (190)
Husband	22% (16)	57% (61)	9% (8)	15% (8)	21% (24)	27% (117)
Father	18% (13)	12% (13)	14% (12)	9%(5)	4% (5)	11% (48)
Mother in Law	3% (2)	1%	8% (7)	0%	21% (24)	8% (35)
Female relative (e.g. aunt / grandmother)	3% (2)	0%	7% (6)	18%(8)	4%	5%
Other	3% (2)	6%	6%	4%	4%	4%

Most (44%) of the care givers were mothers. This was the case for all the counties except Isiolo where 70% of the care givers were male (58% husbands, 12% fathers)

**Table 3. 4: Education Level of Head of the Household and Primary Caregiver**

Category	Gender	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Household Head with NO education	Total	51% (37)	24% (26)	53% (46)	54% (30)	44% (51)	43% (190)
	Female	22% (16)	57% (61)	9% (8)	15% (8)	21% (24)	27% (117)
	Male	18% (13)	12% (13)	14% (12)	9%(5)	4% (5)	11% (48)
Caregivers with No education	Total	3% (2)	1%	8% (7)	0%	21% (24)	8% (35)
	Female	3% (2)	0%	7% (6)	18%(8)	4%	5%
	Male	3% (2)	6%	6%	4%	4%	4%

Majority of households in Garissa, Isiolo and Kilifi had caregivers and household heads with no education. Garissa and Kilifi have the highest proportion of households with female heads of households with no education. Kisumu had

the lowest proportion. There were generally more females with no education compared to their male counterparts in the households across all the regions.

**Table 3. 5: Social Economic Status of the Households**

Category		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Social economic status Source: Household N=440	Type of dwelling (Traditional house/ mud hut)	64.4%	99.1%	78.2%	65.5%	82.9%	80.7%
	Gone to sleep hungry (Many days & always)	9.6%	15.7%	45.9%	50.9%	59.8%	36.8%
	Unable to meet basic needs without charity	31.5%	22.2%	63.2%	45.5%	46.2%	41.1%
	Gone without cash income (most days/ always)	49.3%	12.0%	28.7%	54.5%	58.1%	39.1%
	Household heads without education	87.7%	56.5%	51.7%	7.3%	26.5%	46.6%
	Household heads without an occupation	46.6%	56.5%	51.7%	21.8%	38.5%	44.8%

Using income levels, occupation and level of education of the household heads as proxies of social economic status, Garissa and Kilifi seem to have a lower social economic status compared to Isiolo and Migori according to the households sampled.

The respondents from the FGDs and interviews reported poverty as the main household barrier that contributes to marginalization of the girls. The

households are poor thus failing to provide basic requirements and support towards girls' education. The girls reported lack of basic needs in their homes such as food, sanitary pads etc.

This has resulted in vulnerability among the girls and susceptibility to persuasion by adults to engage in early sexual activities so as to get financial favours.

In Kilifi, the bodaboda men take advantage of such girls from the poor households resulting into early pregnancies after a short while. In Kisumu the girls engage in sexual activities, early child labour and early marriage so as to cope with lacking basic needs. In Garissa the girls choose to drop out and get married as a result of poverty. The government's and NGOs' initiatives have helped mitigate this by providing sanitary pads that have helped impact positively towards girls' education

**Table 3. 6: Marital and Child Bearing Status of the Girls**

Category	Data Source	Status	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Girls Marital status and Child bearing status	House hold N=440	Mothers	35.6%	70.4%	27.6%	16.4%	51.3%	44.3%
	Household N=440	Mothers	28.8%	60.2%	40.2%	45.5%	80.3%	54.5%
	Girl Survey N=427	Single mothers	5.6%	0.0%	41.0%	68.0%	38.7%	29.7%

Overall, 54.5% of the girls were mothers, 44.3% were married and 29.7% were single mothers. In Isiolo 70.4% of the girls were married while 80.3% in Migori were mothers. The Highest proportion of single mothers was in Kisumu (68%).

Further analysis of the characteristics of the girls (from the girl survey) had the following findings:

- In Garissa, of all the girls with children, 88.9% of them were married;
- In Isiolo, of all the girls with children, 98.4% of them were married;
- In Kilifi, of all the girls who reported to have children, 59% were married and 38.5% were single
- In Kisumu, of all the girls who reported to have children, 32% were married and 68% were single;
- In Migori, of all the girls who reported to have children, 53.2% were married, 34.2% were single and 11.7% were separated

**Table 3. 7: Age Group of the Girls**

Category	Age group	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Household	10-14 years	38.4%	9.3%	35.6%	40.0%	7.7%	22.7%
	15-19 years	50.7%	90.7%	63.2%	56.4%	90.6%	74.3%
	20+	6.8%	0%	1.1%	1.8%	1.7%	2.0%
		73	108	87	55	117	440

Nearly three quarters (74%) of the sample is of girls aged 15-19 years. Migori and Isiolo have almost all (91%) of the sampled girls being in this age group.

Kisumu, Garissa and Kilifi have nearly 40% of the girls sampled being in the 10-14 age group.

Table 3. 8: Characteristic Target Subgroups

Sub-groups and project explanation		Proportion of Sample with this characteristic					
		Total	Garissa	Isiolo	Kilifi	Kisumu	Migori
<b>Girls with disabilities /difficulties:</b> The project will not target girls that have extremely severe intellectual disability that may not allow them acquire literacy and numeracy skills; the project will however endeavour to refer such girls to MOE special units for training in Activities of Daily Living and other training Source: Girl Survey	Overall	36%	30%	22%	29%	47%	53%
	Learning	16%	11%	12%	11%	20%	25%
	Rembering	11%	1%	5%	8%	16%	23%
	Anxiety	10%	7%	3%	13%	11%	15%
	Depression	8%	4%	4%	7%	9%	17%
	N	426	73	107	90	45	111
		Total	Garissa	Isiolo	Kilifi	Kisumu	Migori
<b>Girls who have survived conflict and insecurity in form of cattle rustling and tribal clashes in Isiolo and Garissa</b>	Conflict over grazing land	33.5%	34.2%	74.1%	17.4%	11.6%	15.3%
	Conflict over border disputes	27.2%	21.9%	52.8%	8.7%	7.0%	28.8%
	Conflict on ethnic issues	18.7%	21.9%	45.4%	5.4%	2.3%	8.1%
		Total	Garissa	Isiolo	Kilifi	Kisumu	Migori
<b>Pregnant girls and young mothers</b> (NB: This data is for the mothers)		55.3%	24.7%	56.5%	42.4%	58.1%	83.8%
		Total	Garissa	Isiolo	Kilifi	Kisumu	Migori
<b>Girls who are household heads, orphans and extremely vulnerable girls</b> (NB: The data represents at least one parent dead, total orphans are less than 8%)		32.3%	20.5%	25.9%	14.9%	52.7%	48.7%
		Total	Garissa	Isiolo	Kilifi	Kisumu	Migori
<b>Girls from pastoralists' communities</b> (Isiolo and Garissa)			16.5%	24.4%			
<b>Girls who have been affected by modern day slavery e.g. child labourers and un-gainful employment</b>		• None of the girls was in employment					
<b>Girls who have experienced violence in the community and at school:</b> Various forms of gender-based violence including: domestic violence, sexual harassment, rape, female genital mutilation, child marriage, beading, exposed to sex trade and drug abuse		• Due to the sensitivity nature of these cases , the issues of violence were evaluated through the rights and abuse questions					
Prevalence of incidences of abuse			Garissa	Isiolo	Kilifi	Kisumu	Migori
	Cruel punishment		28.8	43.5	50.0	23.3	45.9
	Denial of food and shelter		12.4	13.9	45.6	22.3	21.6
	Girls not taken to school		54.8	52.7	76.1	39.6	56.7
		Total					
		41.0					
		23.5					
		57.9					
		Source: Baseline evaluation data (Household) - N=440					

The following is a summary of key findings on the characteristics:

- The girls from Migori and Kisumu are likely to be more anxious and depressed, having ineffective memory and a challenge in learning as compared to the girls from the other counties;
- Conflicts or potential for conflict were highest in Isiolo

followed by Garissa, but Migori is also another area with high likeliness of border disputes;

- Nearly half the girls targeted by the project are mothers
- Nearly one in every three girls are orphans (partial and full orphans)

**Table 3. 9: Universal Characteristics**

Universal Characteristics	Aspect	Proportion
Age groups:	10-14 years	22.7%
	15-19 years	74.3%
	20+ years	2.0%
Disability/Difficulties	Overall <sup>7</sup>	36%
	Learning	16%
	Remembering	11%
	Anxiety	10%
	Depression	8%

<sup>7</sup>Overall means, girls who were reported to have at least one difficulty in the Washington Group of Questions

**Table 3. 10: Contextual Characteristics**

Contextual Characteristics	Aspect	Proportion
Regions/Counties	Garissa (Pastoralist)	16.6%
	Isiolo (Pastoralist)	24.5%
	Kilifi	19.8%
	Kisumu	12.5%
	Migori	26.6%
	Female HoH with NO education	58.6%
Education Level (Heads of Households and Caregivers with no education)	Male HoH with No education	39.0%
	Female caregivers with NO education	39.6%
	Male caregivers with No Education	12.5%
Orphan status of girls	Total Orphans	7.8%
	Partial (No father)	29.1%
	Partial (No Mother)	5.9%
	Total and partial orphans combined	32.3%
Marital status and child bearing	Girls who are Married	44.3%
	Mothers (all)	54.5%
	Single mothers	29.7%
Girls Age groups	10 – 14 years	22.7%
	15 – 19 years	74.3%
Social Economic Status	Unable to meet basic needs without charity	41.1%
	Gone without cash income (most days/always)	39.1%
	Household heads without education	46.6%
	Household heads without an occupation	44.8%



## Barriers

This section analyses the barriers to education from the baseline study

**Table 3. 11: Barriers to Education (attendance)**

Barrier	Proportion of sample affected by this barrier						
	Influence	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Education too costly	Learning space	40.7%	37.7%	50.6%	33.3%	33.6%	39.0%
Learning needs not met at school	Learning space	48.1%	54.8%	39.0%	33.3%	17.9%	37.7%
Inability to learn		44.3%	57.0% <sup>3</sup>	9.0%	31.5%	9.7%	35.5%
Insecurity to and from school	Community	54.8%	51.9%	34.6%	22.6%	3.6%	32.0%
Married or getting married	Community	54.0%	60.4%	33.3%	3.7%	3.5%	31.4%
The girl is too old	Family	49.2%	37.7%	33.7%	38.9%	10.6%	31.4%
The girl is a mother	Family	41.3%	38.3%	46.3%	18.9%	10.6%	30.4%
Insecurity at school	Learning space	27.4%	53.3%	34.1%	7.4%	4.4%	26.6%
Household chores	Family	42.6%	39.3%	19.5%	1.9%	0.9%	20.7%
The girl needs to work	Community	29.0%	44.9%	12.2%	3.8%	3.5%	19.7%

<sup>3</sup>This is the proportion of ALL females or ALL males. For instance, of all female heads of households, what proportion of them do not have an education. Same case applies to the male.

From the table, the following were some of the key barriers noted

- **Cost of education:** The households felt that the cost of education is high, and this leads to less participation in schooling or drop out. Nearly two out of five households (39%) thought education was too costly. Kilifi had the highest respondents on the issue of cost at 51%
- **Unmet learning needs:** The households felt that one of the barriers to education is the un- met needs at schools (this includes physical and teaching needs). Nearly 38% of all the girls indicated that this was a cause of their non- participation at school. This barrier was mostly indicated to areas with learners with disability;
- **Inability to learn:** The households also believe that their girls are unable to learn hence the reason for their non-participation. This was mentioned by 36% of the households.
- **Other barriers:** Other barriers that were mentioned by 3 in every ten primary care givers were insecurity on the journey to school (32%), marriage (31%), girl being too old (31%) and girl being a mother (30%)

Qualitative findings indicated that the lack of agency and voice among the girls was a key barrier to their achievement of their aspirations. The respondents indicated the girls' lack of voice on important issues affecting them (girls). The female discussants said they only inform the ladies on the decisions they arrive at as parents and can only ask the girl to suggest at times, but not involve them actively. The girls also reported that they are rarely involved in decision making. The only decisions the girls are allowed to make and

at times supported or encouraged to make is the decision to stop schooling or decision to get married because it is a relief to the parents. However, the respondents especially from the in depth interviews across the counties indicated that literate parents in the community involve their children in active decision making concerning their lives and guide them in making choices about education. These parents also discourage early marriage, dropping out and poor performance.

Poor attitudes from the parents were also reported by the girls in all the five counties. Some girls in all the 5 counties reported that some parents favour the boys rather than the girls. Some parents feel that educating the girls is not as beneficial as educating the boys. They feel that the girls will be married off to a different community and thus will be of benefit to a different community. They however reported that these attitudes are gradually being weeded out and the parents are nowadays appreciating the essence of educating the girl child. In Migori it was reported that a few parents shun educating the girls because educated girls ultimately get married in neighboring Luo community after attaining their academic goals.

Illiteracy (and by extension ignorance) among the parents and in the community also affects the community attitudes. Most of the parents who staunchly practice the harmful cultural practices are mostly uneducated. It was mentioned that girls with literate parents progress in their studies and are supported till they are through with schooling. It was also mentioned from the discussions that literate parents are against FGM and early marriage unlike the illiterate ones.

The boys and girls mentioned that having literate parents also determines how far the children go academically with children from families with literate parents studying to higher levels compared to a majority of those from families with illiterate parents.

### Community barriers

The respondents reported poor attitudes emanating from the community that affects the girls' education. The common cross cutting barriers to education include early marriage, FGM, Diseases, Insecurity and conflicts, cultural beliefs, stigma against children with disability, and stigma against girls who got pregnant.

Early marriage was reported in all the counties amongst the communities as a major barrier affecting girls' education. In most communities girls are viewed as opportunities for wealth creation. Girls are married off after 15 years of age with the assumption that they can give birth and bring up children.

FGM was also posited as a major barrier in all the five counties. Most respondents mentioned that the communities practice FGM which disadvantages the girls in all the five counties. The girls are not given a chance to choose thus it is forced upon them. This practice most of the times affects their health and their ability to attend to school. The respondents also mentioned that most girls who undergo FGM are likely to get married early, and those who do not are likely to progress in their studies. The community members, especially close relatives, at times pressurize the parent to make the girl undergo FGM. In Kisumu and Kilifi this practice is not as perverse as the other three counties (Isiolo, Garissa, and Migori). In Migori the respondents mentioned that those practicing would even go into Tanzania to perform them for fear of being arrested in Kenya and then come back after performing. They also expressed gradual abandoning of this practice born from the activities of several NGOs and community based organizations.

Cultural beliefs that disadvantage the girls and women such as not involving them in decision making, using them as objects of procreation and as property for wealth creation affect the girls' education. The male children are more favoured and supported by the families and communities more than the female children. Girls are not supported in same measure as the boys. Such beliefs encourage lack of support towards educating girls.

The respondents also said the parents of children with disability face stigma as disability is seen as a curse. There is stigmatization of such children in all the 5 counties which makes their parents hide them instead of enrolling them to school or taking them to access health care. It was reported that only a few parents of children with severe disability enroll them to schools because of the fear to be stigmatized.

### School barriers

The respondents reported several barriers in the schools that work against girls' education. Some of those include stigma associated with early pregnancies from the school, inadequate resources such as special schools for children with serious disability, distance to school, lack of finances and corporal punishment.

Stigma associated with early pregnancies from the school and general communities inhibits re-entry of the girls once

they give birth. These negative community tendencies affect the girls' education in all the five counties. This was also mentioned as a factor the girls consider in readiness of making pathway choices with most girls with children raising concern on how they will be viewed by the classmates in those classes should they re-join formal schooling.

Inadequate resources such as special schools for children with serious disability cases, lack of transport to the schools that are mostly far away and lack of disability friendly facilities in the schools also contribute to the barriers against children with disability. The teachers are also inadequate in schools and in some schools learning is done shortly so that all students can be accommodated.

Distance from school is a contributing factor and in this case a barrier to girls education since most secondary schools are located far away. The respondents reported that this affects attendance, enrolment and performance. This was reported in four counties (Migori, Kilifi, Garissa, and Isiolo). The excerpt below represents the relevant views on this subject:

*The distances to school some pass through the forest walk with boys who will force them to have sex ....Some parents do not restrict their children from going out for night activities like funerals, weddings from this they involve themselves in sexual activities. (Female Educator Facilitator, KII, Kilifi, October, 2019)*

Lack of finances by the school management is a barrier towards girls' education since schools fail to offer meals (lunch), sanitary pads for girls or even other important learning materials.

These findings could be illustrated by the following statements:

Some parents lack school fees so, after class 8, girls don't transit to secondary. There is also forced early marriages in this community. (Female, Community Dialogue FGD, Garissa County)

Girls receive monthly periods every month so, during this time, girls stay at home for a week due to lack of sanitary towels. (Female, Community Dialogue FGD, Garissa County)

In some regions like Kisumu, the respondents raised the issue on increased population affected by AIDS. These affects their studies, their dreams, and behaviour since some of the infected engage in reckless sexual activities. In Kisumu county the issues of Disco matanga (night dances in funerals) were raised as barriers to education since the girls attend the events and are persuaded to engage in sexual activities which contributes to the high rates of early pregnancies in the community. In Garissa issues such as water and pasture were raised by the respondents where the girls fetch water from long a distance which takes their time which they would have rather used to study. Water is also a source of conflict in the community which catalyzes other indirect challenges to the girl thus affecting her education. Notably, lack of water and pasture (drought) makes the community who are mostly pastoralists to relocate. Most of the time when this happens, the boys can be left behind but the girls are not easily left behind because the parents rarely entrust the security of their daughters to any other person. In Kilifi some respondents mentioned about witchcraft and the fear it puts on members. This has affected the participation or contribution of members to the welfare of girls from other households for fear of being bewitched

The boys also face some barriers and have some challenges in education. Such challenges include drug abuse which affects their performance in school, house chores especially in Garissa and Isiolo communities that are pastoralists where the boys have to spend most of the time taking care of the cattle moving long distances in search of water and pasture. In some communities such as Kuria in Migori County, the respondents said that, once the boys were circumcised they were regarded as men who could go and fend for themselves. They were thus left to go and look after themselves.

### Child Labour

Other barriers to girl's education included engagement in child labour such as selling fish in Kisumu county this led to girls dropping out, herding in the two pastoralist counties: Isiolo and Garissa; working as house girls in Kisumu and Kilifi was mostly caused by orphan hood. In these cases, the girls' time and effort to attend and participate in schooling activities was taken up by the labour activities derailing the girls' education as indicated below:

What has happened (is that) farms are staying idle as the boys go fishing, with time they drop out of school to go fishing and when they come back from fishing, the girls are given the fish to go sell in the market, sometimes the girls even go to the shores of the lake to buy the fish so as to and sell (Male MOE Officer, KII Kisumu, Oct, 2019)

Being employed at an early age. There are people who are employing these girls at an early age and this interferes with their education (Male Community Dialogue, Garissa, October, 2019).

### Safety, Security and Violence Issues

Other barriers to girls' education cited in the interviews included insecurity caused by tribal clashes in Migori County, and Al-Shaabab attacks in Isiolo and Garissa Counties, social activities like funeral discos held at night in Kilifi and Kisumu Counties. These barriers affected school attendance and consequent exposure to quality education leading to girls' dropout and performance in examinations.

Similarly, physical abuse including incest and rape was a common barrier to girls education in all the five counties. Girls who were survivors of rape risked being traumatised and excluded by their communities, including the school, leading to low self-esteem and dropping out of school. The excerpt below illustrates the complexity of addressing this taboo and unspoken issue among one of the project communities:

*Physical abuse is there but nobody can speak it out.....the community is not involved in protecting children against these abuses.....but fines are normally given out when the issue is serious like rape (Female Community Dialogue, Isiolo County, October, 2019.)*

### 3.2 Intersection between key characteristics of subgroups and barriers faced.

The table below is a summary of the intersection between characteristics identified and the barriers. Table 3. 12: Key barriers to education by characteristic subgroups

Table 3. 12: Key barriers to education by characteristic subgroups

Barriers	Characteristics			
	Girl has never attended school	Girls from Pastoralist communities	Household head with no education	Girl is married
Lack of money for school fees	64% of girls who have never attended school is because of lack of school fees			38% of households with married girls feel money is the main challenge to attending school
Insecurity to and from school		Garissa (50%) and Isiolo (60%) of girls from these pastoralist communities avoid school attendance because of insecurity on way to school		
The child is too old		Nearly 50% of the girls from pastoralist communities are not taken to school because they are too old		34% of households whose girls are married feel that they are too old to attend school
Poor facilities and unmet learning needs		Over 40% of Girls from pastoralist communities are not taken to school because of poor facilities and unmet learning needs		34% of households whose girls are married feel that they are too old to attend school
Inability to learn		Over 40% of girls from pastoralist communities are not taken to school because of inability to learn	Over 40% of household heads and care givers with no education do not take children to school because of inability to learn	34% of households whose girls are married feel that they are too old to attend school
Chores at home		Over 30% of the girls in pastoralist areas do not attend school because of chores at home	Over 30% of households (heads and caregivers) with no education stop children from attending school because of chores at home	34% of households whose girls are married feel that they are too old to attend school

Qualitative findings noted that household chores were a key barrier to learning for girls. This was the second most reported barrier on girls' education after poverty. Girls in all the counties are given excess house chores contributing towards their marginalization educationally. In households where the girls have young siblings the girls are at times directed to stay at home to take care of the young ones instead of going to school which contributes to non- attendance in school.. Boys also have a lot of chores in all the counties but the chores given to girls are excess denying them the chance to pursue some other personal goals such as studying, socialization and entertainment. As illustrated below:

**Girls help in doing homes chores and have no time to study as boys. (Female, Community Dialogue FGD, Garissa)**

#### Effects of the Barriers on Education

Generally, these barriers have affected several aspects of education, including but not limited to: enrolment, performance, attendance, progress and retention.

#### Effect on Enrolment

Most respondents said that enrolment among girls in schools was generally lower than that of boys. Enrolment at lower primary levels were at par and in some counties such as Kisumu, the education stakeholders said the girls' enrolment was higher than that of boys. However, from upper primary all the way to secondary and other levels of study, the number of girls reduces significantly. In Migori County, the numbers reduce by half by the time the girls get to class 8. Enrolment in counties such as Garissa and Isiolo are mainly affected by drought and poor attitudes of the

community towards girls' education. In most counties the respondents asserted that the boys are more favoured than girls in terms of access to education. Some counties that face a lot of insecurity and border disputes such as Garissa, Isiolo and Migori also record low enrolment that affects enrolment among communities living near the border especially during such crises. Notable also, is that a good number of children with disability are not accessing school in all the counties. The parents keep them in the homes to avoid stigmatization. They are also marginalized because of the lack of several facilities that can be of help in their studies such as wheel chairs. These could be illustrated by the following statements:

*The negative perception towards education for girls is a huge barrier to enrolment. (Male Community Dialogue FGD, Isiolo County) Those with disability are there but we are looking for wheelchairs so that they can join school too. (Female, Community Dialogue FGD, Garissa County)*

### Effect on Attendance

Generally, respondents said attendance of girls in primary school is good, especially before age 12, from which they start experiencing challenges. Some start getting periods after age 12 which affects their attendance in school, they also get more chores at home which most of the time affects their attendance. Poverty has also affected girls' attendance in the counties.

There are some efforts by local administrators to enforce policies on girls' education especially the chiefs and Nyumba Kumi elders ensuring girls attend school. This has helped ensure attendance among girls. These could be illustrated by the following statements:

*The girls don't attend school because most of them get married at an early age.*

*These children don't attend school frequently due to home chores, especially to girls. (Female Community Dialogue FGD, Isiolo)*

### Effect on Retention

Most of the respondents said retention among school-going girls is poor as most girls drop out of school at an early age; this has been associated with poverty, FGM, early marriages, insecurity poor community attitudes and early pregnancies. Most girls drop out of school at the age of 15 as especially in the communities that practice FGM. After undergoing FGM most of the girls especially in Migori county drop out soon after because they are viewed as adults and can get married. There have been some efforts by NGOs and other community leaders such as chiefs to facilitate re-entry among girls who dropped out of school back into the formal education system but some girls especially those who have gotten married rarely go back to school because of several barriers such as family responsibilities and feeling out of place among the rest. At schools in Garissa and Isiolo, the school facilities are inadequate thus necessitating learning in shifts which demoralizes the girls making them drop. These could be illustrated by the following statements:

*Then you know there is a problem somewhere, they could be dropping out of school, and there is no mechanism of getting them back. (Male, Education officer KII, Kisumu County)*

### Effect on Progression

The progress is good in lower grades of primary schooling but in higher grades progress is low. Progress from class 7 to class 8 is very low in all the counties. Progress from primary to secondary is also low. There are several challenges affecting progress which include poor attitudes by community members especially towards girls' education, poverty that make them not afford learning materials, house chores, funeral discos that introduce girls to early sexual acts, early pregnancies, early marriages, and distances to school.

Inadequate disabled friendly facilities and special schools also affects the progress of girls with disability. The low progress of girls has also been attributed to insecurity and tribal clashes which mostly affect girls, making them drop. Some of the insecurities include increase of cases of rape or sexual assault on the way to or from schools. These could be illustrated by the following statements:

*Some parents lack school fees so, after class 8, girls don't transit to secondary. There is also forced early marriages in this community. (Female, Community Dialogue FGD, Garissa County)*

*Transition to TVET provides people with different skills. It's just not around here its many kilometres away in Isiolo accessing it is also a problem. (Female, Community Dialogue FGD, Isiolo)*

### Effect on Performance

The respondents noted low performance among school-going girls is poor as compared to boys. Girls performance is usually affected by the excess house chores the girls are given at home, lack of learning materials, and poverty in the households. In the schools the girls' performance is affected by the inadequate learning facilities, long distances to schools, lack of trained teachers, and in some counties shift mode of studies where some come in the morning till noon, and some come at noon till evening resulting to few exposure to teachers and not covering other topics. The learners also go without food since they cannot afford paying for feeding programme. At community level there are issues such as insecurity, culture, FGM and lack of mentors that affects girls' education negatively. Recently however, there has been an improved performance in primary schools in most counties. The performance in secondary schools is still poor, a challenge that has been attributed to inadequate teachers who at times fail to go to school. These could be illustrated by the following statement:

*For girls, the performance is even poorer because of the responsibilities they have back at home. [Female Community Dialogue FGD Isiolo County]*

Table 3. 13: Significant intersections of the Household Characteristics and Barriers to education

Overall	Male Gender of HoH	Female Gender of HoH	Male Gender of PCG	Female Gender of PCG	Orphaned (Father)	HH with no Education	HH not employed	Unable to meet basic needs	Gone to sleep hungry (many days)	Girl has Never attended	Girl is a mother	Girl is married	Pastorali st Girls (Garissa)	Pastorali st Girls (Isiolo)
Insecurity to school or at school			42.9%	*23.3%	*23.0%	*41.7%	*21.1%	*17.0%	*41.0%*	*26.	8%*	*40.3%	*54.0%	*60.4%*
Bad child behavior (truancy)			37.4%*	18.9%*	19.7%*	32.8%*		16.0%**	16.5%*		23.0%**	31.9%**		53.3%*
The child needs to work			25.6%**	15.5%**		26.6%*	21.6%**		14.0%**		18.40%	24.2%**	29.0%**	44.9%*
The child needs to help at home						31.9%*			9.5%*	30.8%*	15.8%*		42.6%*	39.3%*
Married or about to get married			38.5%*	26.3%*		37.9%*				40.2%*	27.4%**		49.2%*	37.70%
The child is too old			40.7%*	25.8%*	19.2%*	41.8%*				41.2%*			54.8%*	51.9%*
The child is too old						43.6%**					33.5%**			54.8%*
The child is unable to learn						43.5%*				43.6%**	29.7%*			57.0%*
Education is too costly	42.9%*	*	32.9%**			32.8%**	44.4%**		49.7%*					
Education is too costly	35.8%*		22.0%*	37.9%*	24.9%*	15.6%*	35.4%**	33.70%	22.8%*		26.4%**		41.3%**	38.3%**

\*\* significant at p=0.05, \*significant at p=0.01



- The level of education of the head of the households and motherhood status of the girl are the two key characteristics in determining the education of the girl
- Overall, the head of the household (regardless of the gender) considers the costs of education and the fact that the girl is a mother as the main barriers to education. A girl becoming a mother is the major barrier to education (statistically significant at  $p < 0.01$ )
- According to the carers the main barriers to education are insecurity to school or at school, bad child behavior (truancy), early marriages, the age of the girl and early pregnancies. Other barriers include child labor
- For the households without the fathers (orphaned), the main barriers to education were Insecurity to school or at school, truancy, age of the girl and early pregnancies.

### Garissa:

The table below shows the significant intersection of the characteristics and barriers to education in Garissa County

Table 3. 14: Significant Intersection of the Characteristics and Barriers to Education in Garissa County

Garissa - 0	Male Gender of PCG	Female Gender of PCG	HH with no Education	PCG with no education	Unable to meet basic needs	Girl is a mother
Insecurity to school or at school			59.3%**		77.7%**	
The child needs to help at home	28.6%**	54.5%**	46.3%**	53.3%**		
The child is too old	28.6%**	54.5%**	46.3%**	53.3%**		76.5%**
The child is unable to learn					68.4%**	
The child is unable to learn						18.8%**

\*\* significant at  $p=0.05$ , \*significant at  $p=0.01$

- In Garissa, the level of education of both the head of the household and primary care giver is a key characteristic in determining girl's education. In these households, the main barrier to education is the household chores.
- Other barriers to education in Garissa include insecurity to school or at school, age of the girl and education costs.

### Isiolo:

The table below shows the significant intersection of the characteristics and barriers to education in Isiolo County

Table 3. 15: Significant Intersection of the Characteristics and Barriers to Education in Isiolo County

Garissa - 0	Male Gender of HoH	Female Gender of HoH	Orphaned (Father)	HH with no Education	PCG with no education	PCG Not employed	Unable to meet basic needs	Gone to sleep hungry (many days)
Insecurity to school or at school							26.1%*	12.5%*
Bad child behavior (truancy)							20.8%*	17.6%**
The child needs to help at home					47.7%*			
The child is too old	40.5%*	88.0%**				47.8%*		
The child is unable to learn	51.2%*	76.0%**						
Education is too costly					50%*			
The child is a mother			17.4%*					

\*\* significant at  $p=0.05$ , \*significant at  $p=0.01$

- In Isiolo, economic status of the household is the key characteristic in determining girl's education. Other characteristics that affect girls education are education level of both head of the household and the carer, and the employment status of the carer
- The head of the household (regardless of the gender) considers the age of the girl as the main barriers to education. Other barriers include Insecurity to school or at school, truancy, education costs and household chores

## Kilifi:

The table below shows the significant intersection of the characteristics and barriers to education in Kilifi County

Table 3. 16: Significant Intersection of the Characteristics and Barriers to Education in Kilifi County

Kilifi 2	Male Gender of HoH	Female Gender of HoH	Male Gender of PCG	Female Gender of PCG	PCG with no education	HH not employed	PCG Not employed	Unable to meet basic needs	Gone to sleep hungry (many days)	Girl has Never attended	Girl is a mother
Insecurity to school or at school			56.0%*	23.7%*				23.6%*	52.5%*	7.7%*	
Bad child behavior (truancy)			56.5%*	25.4%*							
The child needs to help at home						23.5%*	23.5%*				
Married or about to get married						39.1%**			51.3%*		
The child is too old					32.6%**	41.8%*	41.8%**	43.4%**			
Child with unmet physical and learning needs						44.1%**					
Education is too costly	64.2%*	25.0%*				56.7%**	56.7%**	66.7%*			65.7%**

\*\* significant at p=0.05, \*significant at p=0.01

## Kisumu:

The table below shows the significant intersection of the characteristics and barriers to education in Kisumu County

Table 3. 17: Significant Intersection of the Characteristics and Barriers to Education in Kisumu County

Kisumu 3	Male Gender of HoH	Female Gender of HoH	HH with no Education	PCG with no education	PCG Not employed	Girl has Never attended	Girl is a mother
The child needs to work			25.0%**				
The child needs to help at home							
Married or about to get married	53.3%**	20.8%**		100.0%**		76.5%**	
The child is too old						46.7%**	16.0%**
The child is unable to learn					20.6%**		
Education is too costly			100.0%**	75.0%**	20.6%**		

\*\* significant at p=0.05, \*significant at p=0.01

- In Kisumu, the level of education of both the head of the household and primary care giver, the employment status of the care giver and the motherhood status of the girl are the key characteristic in determining girl's education.
- The main barriers to education in Kisumu are child labor, household chores, early marriages, age of the girl, education costs and carer opinion that the girl is unable to learn

## Migori:

The table below shows the significant intersection of the characteristics and barriers to education in Migori County

Table 3. 18: Significant Intersection of the Characteristics and Barriers to Education in Migori County

Migori 4	Male Gender of HoH	Female Gender of HoH	Orphaned (Father)	HH not employed	PCG Not employed	Girl is a mother
Bad child behavior (truancy)						2.2%**
Married or about to get married				6.6%**		
The child is unable to learn			11.8%**			
The child is a mother	17.0%**	5.0%**	3.9%**	7.7%**		

\*\* significant at p=0.05, \*significant at p=0.01

- In Migori, the employment status of the head of the household and the care giver is the key characteristic in determining girl's education. Other characteristics include motherhood status and orphan hood
- The main barriers to education are early pregnancy and marriages, truancy and carer opinion that the girls are unable to learn

Other Key points to note from the intersection of barriers and characteristics

- Caregivers (regardless of gender) are likely to stop girls from going to school due to factors such as insecurity on the journey to school, their belief that the out of school girls are likely to have bad behaviour, and the belief that the schools have inadequate facilities to cater for the girl's needs;
- Households with the head having no education are more likely to stop girls from going or attending school because of lack of finances, insecurity on the journey to school, or their opinion on the girls inability to learn, the age of the girl (belief the girl is too old)
- Girls from pastoralist communities (Garissa and Isiolo) are likely to face more barriers relating to insecurity on the journey to school, perceptions by caregivers on their inability to learn, and the belief that they are too old to go back to school;
- Girls who have never attended school are likely to be prevented by their household heads or caregivers from going to school because of the belief that their unique needs may not be met at school, or that they may not be able to cope and learn and the general insecurity to school and issues of truancy.

### Overall key findings

- Young mothers: The issue of motherhood status, especially the girls who are mothers were the ones that are likely to face significantly more barriers across all characteristics with those from households where the head of household or primary caregiver is a male likely to have more compounding barriers.
- Income levels: This is a key influence issue in households

who have no education (care givers and household heads); girls who have never attended school were mainly from households with little or low income levels; and households with low Social Economic Status had low participation in education;

- Insecurity issues: These are key issues for households with no education, male primary caregivers, and was a factor for households who had never attended school and those from pastoralist areas
- Inability to learn: Households who had low education levels or from pastoralist areas were likely to refuse girls to attend school because they believed they were unable to learn (especially Isiolo)
- Unmet unique needs: The households that had an uneducated head or girls who had never enrolled felt that the school system may not be responsive to the unique needs for the girls (e.g. the fact that they are mothers and wives or that they may need more time to learn). This was the case also for households with girls with disability or that are mothers;
- Age of the girl: Households with girls from pastoralist communities or who were married were likely not to attend school because of their age (if they are considered too old)

### 3.3 Appropriateness of Project Activities to the Characteristic Subgroups and Barriers Identified

The following are some of the characteristic groups that the project may consider pursuing during implementation

- Single mothers: There was a high proportion of girls (30%) who were single mothers. These were noted in Kilifi, Kisumu and Migori with Kisumu (68%) having the highest proportion;
- Girls from border areas: The project had considered insecurity due to cattle rustling and tribal clashes and focused on Isiolo and Garissa. The evaluator recommends inclusion of border disputes under this categorisation so as to include all the counties that are on the borders such as Migori and Kisumu. There is also a possibility of election tensions during the electioneering period that should be considered for all counties;

- Girls from households with no education: As part of the girls who are extremely vulnerable, the project should consider targeting girls from households whose heads have no education, no occupation or no employment. These are likely to have more vulnerability.

## EE Comments on Barriers, Characteristics and Subgroups

The following are some of the comments of the identified barriers, characteristics and the project subgroups.

The barriers in the theory of change are relevant: The barriers found by the evaluation corresponded with those in the theory of change. However, it seems the impact will be region specific and therefore the project needs to design the implementation strategy to be specific to the barriers identified and revise the workplan in line with the regional differences.

There is no observable modern day slavery: The baseline could not establish any specific cases or nuances of modern day slavery. Generally, the employment levels are low in the areas and therefore there are no jobs to be undertaken by both the household heads and the girls. However, during the qualitative study, it was noted that some of the girls selected for the project had already left to be employed in big cities and towns being an indication that there is a risk of exit from the community to get employed. The study could not establish the working conditions of these girls since these were part of the targeted girls that were sampled but had to be replaced due to unavailability.

Violence against girls may be hidden: Just as many forms of violence, the forms of violence against girls targeted by the project were not openly observed. However, quantitative questions on the girl's general opinion on some of the abuse and violence related issues noted the following. There is a general bias towards girls being denied education with majority of the girls indicating that girls in the community are not taken to school. Kilifi County seemed to have the highest indicators of violence against children followed by Migori County.

Female household heads and care givers have no education: Household head or caregiver with no education seems to be a barrier education because these heads and caregivers are unlikely to let their girls attend school, are of a lower social economic status and are also likely to give more house chores to the girls. It was noted that Garissa had the highest proportion of female caregivers with no education. These factors may need to be considered by the project especially where there are girls who are likely to re-enter the school system.

## Interventions addressing barriers

The following are some of the reflections on the findings by the external evaluator in relation to the project

The project design and activities will address most of the key barriers. However, the project should consider putting more emphasis on creating linkages between communities and other civil society organisations that will complement the social protection funds. The low social economic status of the targeted communities may adversely affect the implementation of the project if their immediate needs are not met. The focus should be on livelihoods

first for Kisumu, Kilifi and Migori as a precursor to income generating activities since these areas had majority of the families going without food, and depending on charity to meet their basic needs

The assumptions by the project were noted to hold true. However, the assumption that "there are accessible social protection funds in target communities" may not hold true because in some of the areas such as Migori, Kisumu and Kilifi, there is very little economic activities and the living standards very low because of high poverty levels. Assuming that they are able to access the national social protection funds, this may also not be adequate.

There is need for more reflection on dealing with beneficiaries with disabilities. The project planned to first collaborate with EARCs to assess the girls with disabilities before placement in relevant institutions while supporting the caregivers. The project has also planned to support schools to be more accessible in addition to giving accessibility devices to the girls. The evaluation notes that majority of the EARCs are under-resourced and the regular schools are not adapted to cater for learners with disabilities such as visually impaired, hearing impaired. For the physically disabled, the adaptation process may be expensive – unless a specific number of schools are targeted. Which may also lead to excluding some learners. However, these challenges can be addressed if a collaborative strategy is designed with relevant partners on the ground. The consortium has partners within it with sufficient expertise and experience to address some of these challenges.

## Recommendations

Project should plan for all types of disabilities:

- The evaluation noted that there were relatively fewer cases of disabilities (such as blind, hearing and physical). However, from the findings – the project needs to also target the difficulties as per the Washington group of questions because most of the girls who had difficulties also had low significantly lower literacy levels. The baseline found that at least one in three girls (36%) has a difficulty. The social inclusion strategy developed should also factor in these girls
- The evaluation found that there is a potential of hidden cases of disabilities in the communities based on the varying opinions of girls and community members in relation to the support given to children with disabilities and the qualitative findings. The project should utilize the community structures and the mentors to get more information on the cases of children with disabilities in the community.

Insecurity and Peace building should cover majority of the project areas: The project had planned and assumed that insecurity is only prevalent in pastoralist areas of Garissa and Isiolo. However, the findings indicate that there is also insecurity in areas such as Migori and Kisumu (parts of Nyakach bordering Kericho). It is also noted that Muhoroni areas can be insecure during electioneering periods. The project therefore needs to take into consideration as it rolls out the implementation programmes.

Heads of households with no education should specifically be targeted. The analysis of characteristics and barriers noted that heads of households with no education may have an

influence on the learning of the girls. The project should specifically design interventions that will target this group as part of the community sensitization. This is more important in Garissa, Isiolo and Kisumu

**Project Comments:**

The comments from the EE show that the project ToC largely corresponds with some of the key barriers or characteristic subgroups identified. The few adjustments suggested by the EE shall be reviewed by the project and any changes required for the ToC will be made.





**Outcome Findings**

Chapter

**04**



This section discusses findings on learning outcome, transition outcome and sustainability outcome.

#### 4.1 Learning Outcomes Evaluation

At entry into the catch-up centers, all the girls take a functional Literacy and Numeracy assessment to establish their levels of functional Literacy and Numeracy. The assessment for literacy in English and Kiswahili assesses the girl's levels in reading (letter, word, paragraph and story). Those who successfully read the story are then assessed on comprehension level. For functional Numeracy levels, the girls are assessed in Mathematics for the number concept (Matching numbers and objects, counting, addition, subtraction, division and multiplication). All the girls are then assessed in ethno-math which assesses their ability to apply basic mathematical concepts of addition, subtraction, division and multiplication as they would in their everyday life e.g. when buying an item in the market, or something from the shop. For those who are not able to read on their own, this question is read to them and their response recorded.

Generally, except for those who have never been to school and were not able to read even letters, most girls can read up to the word level with some successfully reading at paragraph and story level.

**“most girls can read up to the word level with some successfully reading at paragraph and story level”**

However, none of the girls taken into the project is at the comprehension level. For a girl to be categorized at the comprehension level, this means she can read, understand and correctly respond to questions from the story. Basically, this means the girls is functionally literate. She can use the information she reads to inform her response, decisions or actions.

This is the level desired for the girl by the time she transitions into other pathways since it is this level of literacy that they need to improve the quality of their life. For numeracy levels, most girls were able to recognize numbers, count and even match object with numbers. A good number were able to go beyond counting and were able to do addition of whole numbers and subtraction. However, the number of those able to do multiplication and subtraction was fewer than those doing addition and subtraction. The ethno- math assesses all these competencies at the same time; addition, subtraction, multiplication and division.

The project recognizes that some girls may take a very short time to get to the desired levels and therefore may stay for a shorter time in the catch up centers. For example, a girl who dropped out of school at the comprehension level may have fallen back just because she is out of school but may catch up and get back to the comprehension level within just two months of exposure to learning in the catch- up center. Since there will be IEPs, the Education Facilitators should be able to support this girl progress very fast and once she attains the desired level, the girl should be able to transition to her path of ambition within a shorter time than others. It is however important that girls and their parents are made to understand and appreciate that they need to achieve the comprehension level for meaningful lives after the catch up centers

#### 4.2 Learning Outcome Assessment Tests

The Baseline evaluation had three sets of learning tests (Kiswahili, English and Mathematics) that were used to determine girls learning levels for primary schools. The description for each test is in table 4.1 below:

Table 4. 1: Scoring for Literacy and Numeracy Tests

Kiswahili Assessment		
No	Subtasks	Number of Items
1.	Syllable Making Words (Usomaji wa Maneno)	There were 45 familiar words to be read in one minute.
2.	Oral passage Reading (Kusoma Kifungu kwa Sauti)	The story had 78 words to be read in a minute.
3.	Reading Comprehension (Ufahamu wa Kusoma)	The comprehension questions were five (5). The girl only attempted questions covering the section of the story she had read
		Scoring
		Any correct familiar word was awarded one mark giving a maximum of 45 marks (equal weighting). To get a score for each girl, the correct words read per minute were converted to 100 points
		The correct words read in the oral passage per minute were noted. The score for correct words read per minute for each child was converted into 100 points.
		For comprehension questions, there were five (5) questions with equal weighting. Score for each child was converted into 100 points.

English Written Assessment			
No	Subtasks	Number of Items	Scoring
1.	Using 'a' or 'an'	There were 4 items where the girls were supposed to fill in the blank spaces using 'a' or 'an'	The time allocated was 15 minutes. The total items in this task were 15, with equal weighting (one point each). Score for each girl was converted into 100 points.
	Using 'under' or 'in'	There were 4 items where the girls were supposed to fill in the blank spaces using 'under' or 'in'	
	Using 'is or 'are'	There were 4 items where the girls were supposed to fill in the blank spaces using 'is or 'are'	
	Identification of verbs	There were 3 items where the girls were supposed to underline a verb in a sentence	
2.	Creative writing	Write a passage (story or a description) of not more than 50 words	Write a passage (story or a description) of not more than 50 words
English Oral Assessment			
No	Subtasks	Number of Items	Scoring
1.	Syllable Making Words	There were 50 words to be read in one minute.	Any correct word was awarded one mark giving a maximum of 50 marks (equal weighting). To get a score for each girl, the correct words read per minute were converted to 100 points
2.	Oral passage Reading	The story had 86 words to be read in a minute.	The correct words read in the oral passage per minute were noted. The score for correct words read per minute for each child was converted into 100 points.
3.	Reading Comprehension	The comprehension questions were five (5). The girl only attempted questions covering the section of the story she had read	For comprehension questions, there were five (5) questions with equal weighting. Score for each child was converted into 100 points.
4.	Listening Comprehension	The story had 93 words to be read aloud by the enumerator as the girl listens. The enumerator would then ask the girl questions from the passage	For listening comprehension questions, there were five (5) questions with equal weighting. Score for each child was converted into 100 points.

Table 4. 1: Scoring for Literacy and Numeracy Tests

Numeracy Assessment			
No	Subtasks	Number of Items	Scoring
1.	Number identification	There were 15 items where the girl was required to identify numbers between 0 and 999 within one minute	The score for every girl calculated by taking the correct scores/15 and then converted into 100 points.
2.	Missing Number	There were 5 items where the girl was to fill the missing numbers	The score for every girl calculated by taking the correct scores/5 and then converted into 100 points.
3.	Addition	There were 8 items where the girl was to provide the answers in a minute	The score of the girl calculated by taking the correct scores per minute/8 and then converted into 100 points.
4.	Subtraction	There were 8 items where the girl was to provide the answers in a minute	The score of the girl calculated by taking the correct scores per minute/8 and then converted into 100 points.
5.	Multiplication	There were 7 items where the girl was to provide the answers in a minute	The score of the girl calculated by taking the correct scores per minute/7 and then converted into 100 points.
6.	Division	There were 10 items where the girl was to provide the answers in a minute	The score of the girl calculated by taking the correct scores per minute/10 and then converted into 100 points.
7.	Fractions	There were 5 items where the girl was to provide the answers in a minute	The score of the girl calculated by taking the correct scores per minute/5 and then converted into 100 points.
8.	Word Problems	There were 4 items	The score for every girl calculated by taking the correct scores/4 and then converted into 100 points.
Ultimately, an average aggregate numeracy and literacy score for all the tasks/subtasks for each child was computed. These score(s) will be used to estimate the baseline scores for the learning outcome			

### 4.3 Learning Performance

The literacy and the numeracy scores were determined are as shown in Table 4.2 below

Table 4. 2: Literacy Average Scores

County		KISWAHILI_SCORE	LITERACY_SCORE	NUMERACY_SCORE
Garissa	Mean	4.46	4.88	9.54
	N	74	74	74
	Std. Deviation	12.90	13.21	15.98
Isiolo	Mean	18.41	14.19	27.69
	N	109	109	109
	Std. Deviation	21.51	16.07	19.73
Kilifi	Mean	29.54	17.60	30.07
	N	97	97	97
	Std. Deviation	33.90	22.53	29.20
Kisumu	Mean	23.76	24.04	26.16
	N	55	55	55
	Std. Deviation	30.50	30.69	25.60
Migori	Mean	10.83	7.18	13.87
	N	119	119	119
	Std. Deviation	17.87	10.95	12.77
Total	Mean	17.17	12.76	21.43
	N	454	454	454
	Std. Deviation	25.50	19.50	22.39

Overall the scores were low. English had the lowest overall mean of 12.7 while numeracy had relatively higher score of 21.4. Garissa County had the lowest means for all the three tests

## 4.1 Scoring Bands

For a diagnosis of the gaps in literacy and numeracy skills, the subtask scores were categorised into bands of achievements as follows:

- Non-learner: 0% of items.

- Emergent learner: 1%-40% of items.
- Established learner: 41%-80% of items.
- Proficient learner: 81%-100% of items.

Literacy Foundation Skills – Kiswahili

Table 4.3 summarises the proportion of girls at baseline who were in each band for Kiswahili test.

Table 4. 3: Foundational Literacy Skills - Kiswahili

Categories	Subtask 1	Subtask 2	Subtask 3
	Syllable Making Words	Oral Passage Reading	Reading Comprehension
Non-learner (0%)	49.0%	51.9%	74.5%
Emergent learner (1%-40%)	24.2%	31.8%	16.9%
Established learner (41%-80%)	11.3%	13.1%	6.3%
Proficient learner (81%-100%)	15.6%	3.2%	2.3%
Total (N=454)	100%	100%	100%

Table 4. 4: Foundational Literacy Skills (Kiswahili) – By Counties

County	Categories	Subtask 1	Subtask 2	Subtask 3
		Syllable Making Words	Oral Passage Reading	Reading Comprehension
Migori	Non-learner (0%)	44.5%	49.6%	81.5%
	Emergent learner (1%-40%)	42.9%	40.3%	15.1%
	Established learner (41%-80%)	7.6%	8.4%	3.4%
	Proficient learner (81%-100%)	5.0%	1.7%	0.0%
	<b>Total (N=119)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Kisumu	Non-learner (0%)	34.1%	38.6%	65.9%
	Emergent learner (1%-40%)	18.2%	29.5%	15.9%
	Established learner (41%-80%)	13.6%	18.2%	18.2%
	Proficient learner (81%-100%)	34.1%	13.6%	0.0%
	<b>Total (N=55)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Kilifi	Non-learner (0%)	49.5%	50.5%	56.7%
	Emergent learner (1%-40%)	5.2%	21.6%	22.7%
	Established learner (41%-80%)	14.4%	21.6%	10.3%
	Proficient learner (81%-100%)	30.9%	6.2%	10.3%
	<b>Total (N=97)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Isiolo	Non-learner (0%)	35.8%	39.4%	74.3%
	Emergent learner (1%-40%)	33.0%	45.0%	22.0%
	Established learner (41%-80%)	16.5%	15.6%	3.7%
	Proficient learner (81%-100%)	14.7%	0.0%	0.0%
	<b>Total (N=109)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Garissa	Non-learner (0%)	83.8%	83.8%	91.9%
	Emergent learner (1%-40%)	9.5%	13.5%	5.4%
	Established learner (41%-80%)	4.1%	2.7%	2.7%
	Proficient learner (81%-100%)	2.7%	0.0%	0.0%
	<b>Total (N=74)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Overall	Non-learner (0%)	49.0%	51.9%	74.5%
	Emergent learner (1%-40%)	24.2%	31.8%	16.9%
	Established learner (41%-80%)	11.3%	13.1%	6.3%
	Proficient learner (81%-100%)	15.6%	3.2%	2.3%
	<b>Total (N=454)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## Literacy Foundation Skills – English

Table 4.5 summarises the proportion of girls at baseline who were in each band for English test.

Table 4. 5: Foundational Literacy Skills (English)

Categories	Subtask 1	Subtask 2	Subtask 3	Subtask 4	Subtask 5	Subtask 6
	Language Activity	Creative writing	Syllable Making Words	Oral Passage Reading	Reading Comprehension	Listening Comprehension
Non-learner (0%)	46.7%	75.8%	63.9%	58.5%	83.1%	79.5%
Emergent learner (1%-40%)	24.2%	20.8%	26.0%	27.3%	9.9%	9.5%
Established learner (41%-80%)	16.9%	3.4%	7.4%	9.5%	4.1%	7.2%
Proficient learner (81%-100%)	12.2%	0.0%	2.7%	4.7%	2.9%	3.8%
<b>Total (N=454)</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Table 4. 6: Foundational Literacy Skills (English) – By Counties

	Language Activity	Creative writing	Syllable Making Words	Oral Passage Reading	Reading Comprehension	Listening Comprehension
<b>Migori</b>						
Non-learner (0%)	45.4%	84.9%	66.4%	56.3%	88.2%	84.0%
Emergent learner (1%-40%)	41.2%	15.1%	31.9%	35.3%	10.9%	10.1%
Established learner (41%-80%)	10.9%	0.0%	1.7%	7.6%	.8%	4.2%
Proficient learner (81%-100%)	2.5%	0.0%	0.0%	.8%	0.0%	1.7%
<b>Total (N=119)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Kisumu</b>						
Non-learner (0%)	34.1%	52.3%	43.2%	34.1%	63.6%	50.0%
Emergent learner (1%-40%)	22.7%	25.0%	15.9%	29.5%	13.6%	20.5%
Established learner (41%-80%)	15.9%	22.7%	25.0%	11.4%	15.9%	22.7%
Proficient learner (81%-100%)	27.3%	0.0%	15.9%	25.0%	6.8%	6.8%
<b>Total (N=55)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Kilifi</b>						
Non-learner (0%)	43.3%	66.0%	59.8%	47.3%	78.4%	74.2%
Emergent learner (1%-40%)	14.4%	32.0%	22.7%	23.6%	12.4%	13.4%
Established learner (41%-80%)	24.7%	2.1%	13.4%	9.1%	4.1%	7.2%
Proficient learner (81%-100%)	17.5%	0.0%	4.1%	20.0%	5.2%	5.2%
<b>Total (N=97)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Isiolo</b>						
Non-learner (0%)	32.1%	73.4%	59.6%	51.4%	80.7%	81.7%
Emergent learner (1%-40%)	26.6%	24.8%	33.9%	34.9%	11.9%	7.3%
Established learner (41%-80%)	25.7%	1.8%	6.4%	12.8%	4.6%	8.3%
Proficient learner (81%-100%)	15.6%	0.0%	0.0%	.9%	2.8%	2.8%
<b>Total (N=109)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Garissa</b>						
Non-learner (0%)	82.4%	91.9%	83.8%	85.1%	95.9%	93.2%
Emergent learner (1%-40%)	6.8%	6.8%	14.9%	13.5%	0.0%	0.0%
Established learner (41%-80%)	4.1%	1.4%	0.0%	0.0%	1.4%	1.4%
Proficient learner (81%-100%)	6.8%	0.0%	1.4%	1.4%	2.7%	5.4%
<b>Total (N=74)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Overall</b>						
Non-learner (0%)	46.7%	75.8%	63.9%	58.5%	83.1%	79.5%
Emergent learner (1%-40%)	24.2%	20.8%	26.0%	27.3%	9.9%	9.5%
Established learner (41%-80%)	16.9%	3.4%	7.4%	9.5%	4.1%	7.2%
Proficient learner (81%-100%)	12.2%	0.0%	2.7%	4.7%	2.9%	3.8%
<b>Total (N=454)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

- In all the subtasks, Garissa county had the highest proportion of non-learners

## Numeracy Foundation Skills

Table 4.7 summarises the proportion of girls at baseline who were in each band for Kiswahili test

Table 4. 7: Foundational Numeracy Skills

Categories	Subtask 1 Number Identification	Subtask 2 Missing Numbers	Subtask 3 Addition	Subtask 4 Subtraction	Subtask 5 Multiplication	Subtask 6 Division	Subtask 7 Fractions	Subtask 8 Word problems
Non-learner (0%)	25.3%	60.0%	36.8%	43.3%	51.9%	52.8%	69.5%	83.1%
Emergent learner (1%-40%)	19.6%	16.5%	42.7%	44.9%	17.8%	36.1%	14.9%	1.1%
Established learner (41%-80%)	40.9%	17.6%	16.9%	9.5%	25.7%	9.5%	9.7%	7.7%
Proficient learner (81%-100%)	14.2%	5.9%	3.6%	2.3%	4.5%	1.6%	5.9%	8.1%
<b>Total (N=454)</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

- Slightly over half of the girls (55.1%) were in Established learner and Proficient learner bands in Number identification subtask. Only 25.3% of girls were non-learners in this subtask, the lowest proportion across the other subtasks
  - Word problems had the highest proportion of non-learners (83.1%)
- The foundational skills were established by counties. Table 4.8 gives a summary.

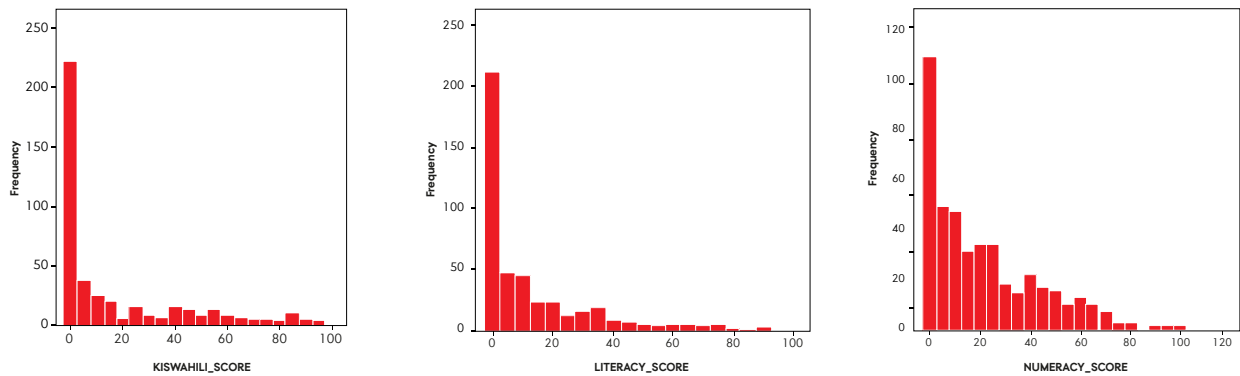
Table 4. 8: Foundational Numeracy Skills – By Counties

County	Categories	Subtask 1 Number Identification	Subtask 2 Missing Numbers	Subtask 3 Addition	Subtask 4 Subtraction	Subtask 5 Multiplication	Subtask 6 Division	Subtask 7 Fractions	Subtask 8 Word problems
<b>Migori</b>	Non-learner (0%)	19.3%	70.6%	33.6%	42.9%	55.5%	47.1%	79.8%	98.3%
	Emergent learner (1%-40%)	45.4%	17.6%	62.2%	55.5%	23.5%	44.5%	14.3%	0.0%
	Established learner (41%-80%)	29.4%	11.8%	4.2%	1.7%	21.0%	8.4%	5.0%	0.0%
	Proficient learner (81%-100%)	5.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%	1.7%
	<b>Total (N=119)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Kisumu</b>	Non-learner (0%)	13.6%	43.2%	22.7%	31.8%	31.8%	38.6%	54.5%	81.8%
	Emergent learner (1%-40%)	6.8%	20.5%	47.7%	43.2%	15.9%	31.8%	22.7%	0.0%
	Established learner (41%-80%)	52.3%	25.0%	20.5%	25.0%	47.7%	27.3%	13.6%	9.1%
	Proficient learner (81%-100%)	27.3%	11.4%	9.1%	0.0%	4.5%	2.3%	9.1%	9.1%
	<b>Total (N=55)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Kilifi</b>	Non-learner (0%)	35.1%	48.5%	39.2%	39.2%	50.5%	49.5%	67.0%	62.9%
	Emergent learner (1%-40%)	5.2%	14.4%	24.7%	36.1%	13.4%	38.1%	9.3%	2.1%
	Established learner (41%-80%)	20.6%	20.6%	28.9%	18.6%	23.7%	9.3%	13.4%	20.6%
	Proficient learner (81%-100%)	39.2%	16.5%	7.2%	6.2%	12.4%	3.1%	10.3%	14.4%
	<b>Total (N=97)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Isiolo</b>	Non-learner (0%)	10.1%	49.5%	19.3%	27.5%	36.7%	46.8%	56.0%	78.0%
	Emergent learner (1%-40%)	11.0%	22.0%	48.6%	59.6%	22.0%	43.1%	23.9%	2.8%
	Established learner (41%-80%)	74.3%	25.7%	28.4%	10.1%	36.7%	8.3%	15.6%	8.3%
	Proficient learner (81%-100%)	4.6%	2.8%	3.7%	2.8%	4.6%	1.8%	4.6%	11.0%
	<b>Total (N=109)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Garissa</b>	Non-learner (0%)	51.4%	83.8%	73.0%	79.7%	82.4%	83.8%	85.1%	93.2%
	Emergent learner (1%-40%)	17.6%	6.8%	23.0%	18.9%	9.5%	12.2%	5.4%	0.0%
	Established learner (41%-80%)	29.7%	6.8%	2.7%	0.0%	6.8%	2.7%	1.4%	1.4%
	Proficient learner (81%-100%)	1.4%	2.7%	1.4%	1.4%	1.4%	1.4%	8.1%	5.4%
	<b>Total (N=74)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Overall</b>	Non-learner (0%)	25.3%	60.0%	36.8%	43.3%	51.9%	52.8%	69.5%	83.1%
	Emergent learner (1%-40%)	19.6%	16.5%	42.7%	44.9%	17.8%	36.1%	14.9%	1.1%
	Established learner (41%-80%)	40.9%	17.6%	16.9%	9.5%	25.7%	9.5%	9.7%	7.7%
	Proficient learner (81%-100%)	14.2%	5.9%	3.6%	2.3%	4.5%	1.6%	5.9%	8.1%
	<b>Total (N=454)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>



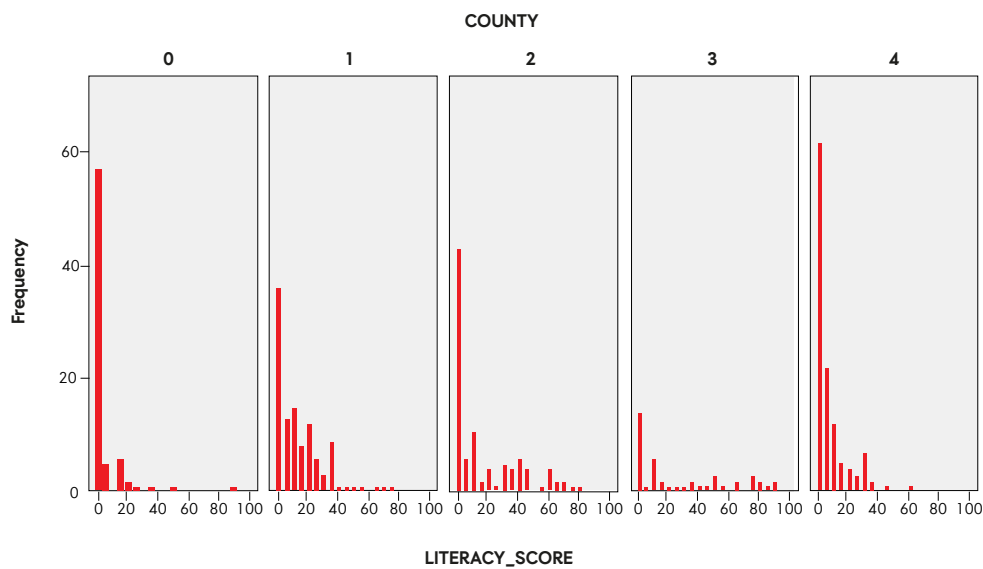
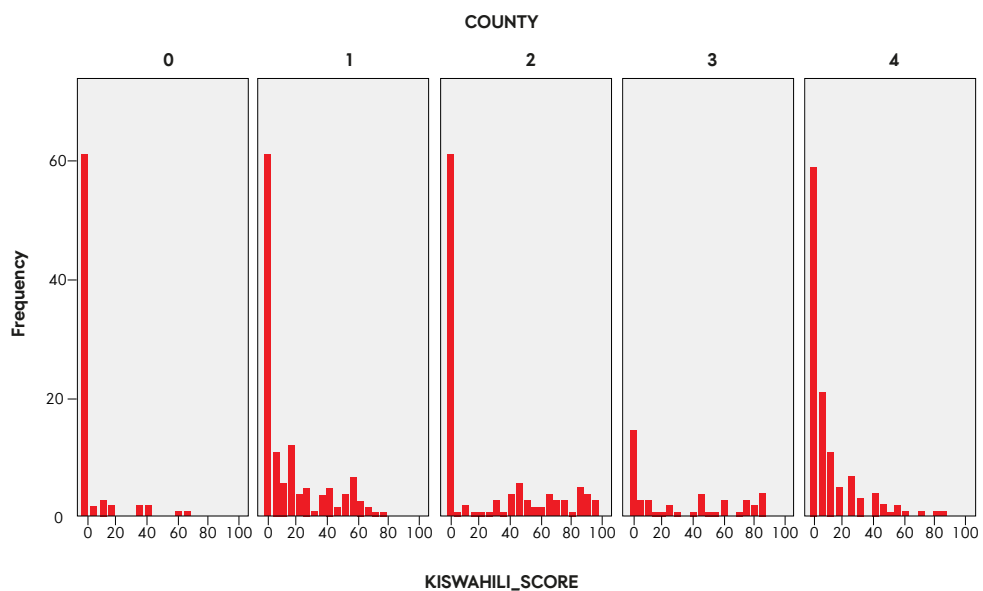
## Distribution of Scores

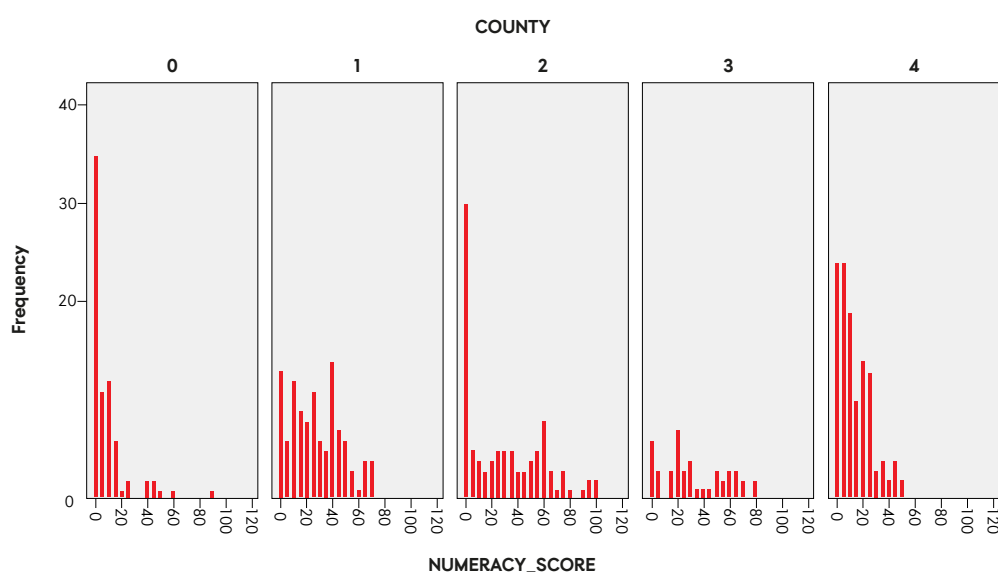
The histogram below shows the distribution of the scores and the number of girls. The graphs show high number of girls scoring zeros (skewed to the left) for all the tests



## Distribution of Scores by Counties

The same trend applies to all the counties





#### 4.5 Characteristic subgroup analysis of the learning outcome

##### Learning Scores by Key Characteristic Subgroups and Barriers by County

The evaluation further interrogated the potential relationship between the characteristics, barriers and learning.

The scores from different characteristics and barriers were compared to the average scores for all girls for each county. These scores presented below are for the intervention group of girls.

Table 4. 9: Learning Scores by Key Characteristic Subgroups and Barriers by County - Garissa

Region 1: Garissa	Overall Percentage /number	Literacy – Kiswahili score	Literacy – English score	Numeracy score
County Mean Score		4.5	4.9	9.5
<b>Prevalent PCG (Table 3.3) in this specific region</b>				
Mother	51% (37)	5.4	6.4	11.5
Husband	22% (16)	3.8	2.2	6.8
Fathers	18% (13)	1.5**	3.9	11.1
<b>Age groups in this specific region</b>				
14 years and below	42% (31)	5.5	6.4	10.3
15 years and above	57.5% (42)	3.5	3.6	9.1
<b>Prevalent disabilities in this specific region (HH)</b>				
Anxiety	13% (9)	5.8	2.4	10.2
Depression	12% (8)	6.1	2.4	9.9
Girls with at least one difficulty	28% (20)	4.6	7.1	12.3
<b>Key characteristics in this specific region (e.g. married, single mother, etc.)</b>				
Carer with no education	67% (49)	3.4	3.9	7.8
HH without access to medical care	48% (35)	2.6	2.1	5.7
Married mothers	25% (18)	4.6	2.6	9.1
Married with no children	11% (8)	0.3**	0.9**	3.0**
Girls who have never enrolled	79% (57)	3.6	3.4	7.6
Girls who have dropped out	21%(15)	8.2	11.2	18.1
<b>Key barrier in this specific region (e.g. chores, insecurity cost etc.) –</b>				
Insecurity to and from school	54% (34)	3.0	1.6**	6.1**
The girl is married or getting married	49% (30)	1.9	1.2**	5.2**
Physical and learning needs that cannot be met at school	48% (26)	1.7	1.7**	6.9
Need for girl to contribute to the family	29% (18)	0.2**	0.1**	5.2**
<b>Conclusions on the overall profile of girls in this specific region</b>				
The female caregivers and those with no education are likely to be the main barriers of girls' education in this region. Key potential barriers in this region are the issues of insecurity both on the way to school and at school; the marital and motherhood status of the girl; the perception of how the girls needs will be met at school and how education/further education will make financial contribution to the family. These factors have an influence on the learning levels of the girls. The older girls have lower learning levels than the younger ones.				

Table 4. 10: Learning Scores by Key Characteristic Subgroups and Barriers by County - Isiolo

Region 2: Isiolo	Overall Percentage /number	Literacy – Kiswahili score	Literacy – English score	Numeracy score
County Mean Score		18.4	14.2	27.7
<b>Prevalent PCG (Table 3.3) in this specific region</b>				
Mother	57% (61)	19.3	13.7	26.6
Husband	24% (26)	18.0	14.5	25.0
Fathers	12% (13)	13.2	11.7	28.7
<b>Age groups in this specific region</b>				
14 years and below	9.3% (10)	7.2**	7.8	16.0**
15 years and above	90.7% (98)	19.1	14.8	28.6
<b>Prevalent disabilities in this specific region</b>				
Girls with at least one difficulty	7% (7)	18.9	8.3	18.7
<b>Key characteristics in this specific region (e.g. married, single mother, etc.)</b>				
HoH with no education	56% (60)	11.0**	10.8	20.7**
HH unable to meet basic needs	22% (24)	12.4	8.5**	20.0**
Girls who have never been to school	36% (39)	7.9**	6.3**	16.5**
Girls who have dropped out of school	64% (68)	23.7**	18.6**	33.5**
<b>Key barrier in this specific region (e.g. chores, insecurity cost etc.) –</b>				
Security to and from school	60% (64)	14.4	13.1	27.2
The girl is unable to learn	57% (61)	16.8	14.3	25.6
Physical or learning needs that cannot be met at school	53% (57)	14.8	12.1	26.2
Physical abuse and teasing at school	53% (57)	16.0	13.6	28.0
<b>Conclusions on the overall profile of girls in this specific region</b> <p>The Household heads with no education will have an influence in this region. This is also because majority of these are male and also are the primary care givers. The households that are poor and those whose girls have never been to school also had lower learning levels. There is indication that majority of the care givers have a low opinion on the learning capacity of the girls and some believe that education is costly and these may also have an influence on the education of the target group. For the female caregivers (88%), they have a higher perception that the girls are too old and therefore should not go to school. However, fewer male caregivers (41%) are of this opinion. Issues of insecurity and safety may also have a large effect on the success of the initiatives in this region. The girls below 14 years have significantly lower learning levels than the average</p>				

Table 4. 11: Learning Scores by Key Characteristic Subgroups and Barriers by County - Kilifi

Region 3: Kilifi	Overall Percentage /number	Literacy – Kiswahili score	Literacy – English score	Numeracy score
County Mean Score		29.5	17.6	30.1
<b>Prevalent PCG (Table 3.3) in this specific region</b>				
Mothers	53% (46)	27.0	13.9	25.7
Fathers	14% (12)	16.3	8.6	22.1
Husbands	9% (8)	30.5	15.0	32.0
<b>Age groups in this specific region</b>				
14 years and below	35.9% (33)	10.2**	4.6**	10.1**
15 years and above	62% (57)	39.9**	24.4**	40.6**
<b>Prevalent disabilities in this specific region</b>				
Communication	7.1% (6)	0.0	0.0	0.0
With at least one difficulty	14% (13)	19.8	12.4	14.0
<b>Key characteristics in this specific region (e.g. married, single mother, etc.)</b>				
HoH with no education	46% (44)	20.4**	12.4	25.3
HH without access to medical care	45% (41)	26.2	15.4	32.0
Girls who have never enrolled	15% (14)	0.0	0.6**	1.7**
Girls who have dropped out	61% (58)	34.2	19.0	34.0
<b>Key barrier in this specific region (e.g. chores, insecurity cost etc.) –</b>				
Household chores	20% (16)	18.3	11.7	21.2
Age of the girl	35% (28)	28.0	17.6	32.0
The girl is unable to learn	39% (32)	30.2	19.9	28.5

#### Conclusions on the overall profile of girls in this specific region

There is a general indication that the male household heads and care givers have generally more negative perceptions of girls education compared to the female caregivers. Some of the key barriers raised by the males are the cost of education and the marital status. There is a large disparity in the baseline learning levels of girls below 14 years and those above 15 years. The below 14 have very low scores while the above 15 have relatively high scores. This is mainly because the former group consists of mainly girls who have never enrolled while the latter are mainly those who have dropped out. Girls from households with head of household with no education also had comparably lower scores.

Table 4. 12: Learning Scores by Key Characteristic Subgroups and Barriers by County - Kisumu

Region 4: Kisumu	Overall Percentage /number	Literacy – Kiswahili score	Literacy – English score	Numeracy score
County Mean Score		29.7	30.1	32.7
<b>Prevalent PCG (Table 3.3) in this specific region</b>				
Mothers	50% (22)	28.0	25.0	31.6
Other Female relatives	20% (9)	32.7	35.2	29.3
Husbands	16% (7)	31.6	36.3	44.4
<b>Age groups in this specific region</b>				
14 years and below	34% (15)	17.7	20.1	23.1
15 years and above	66% (29)	35.9	35.2	37.7
<b>Prevalent difficulties in this specific region (WGQ)</b>				
Learning	9% (5)	7.6**	4.8**	8.2**
Remembering	9% (5)	18.2	11.2 **	11.4 **
At least one difficulty	26% (14)	22.9	17.6	18.1**
<b>Key characteristics in this specific region (e.g. married, single mother, etc.)</b>				
Singles with no child	43% (19)	13.0**	15.4**	18.6**
Single Mothers	36% (16)	52.4**	47.4	45.8
Partial orphans	61% (27)	27.3	27.9	32.2
Girls who have ever been to school but dropped out	48% (21)	22.7	21.0	26.1
Girls who have never been to school	18% (8)	25.1	31.2	27.3
<b>Key barrier in this specific region (e.g. chores, insecurity cost etc.) –</b>				
The girl is married or getting married	35% (15)	21.3	23.7	26.9
The girl is unable to learn	35% (15)	21.9	20.5	23.4
Cost of education	33% (14)	21.4	21.7	28.4
Physical or learning needs that cannot be met at school	28% (12)	18.2	15.3	18.9
<b>Conclusions on the overall profile of girls in this specific region</b>				
Majority of the girls are partial orphans with their fathers deceased and therefore they have female heads of households and caregivers. Some of the barriers identified include the marital status, the perception that the girls cannot learn, the cost of education and the perception that the schools cannot meet the physical and learning needs of the girls.				
There are at least 25% of the cases having at least one difficulty.				
Overall, the learning levels are above the mean average for the county. However, girls below 14 years have significantly lower learning scores, these girls are also single and with no children. The older girls who have children have significantly higher learning scores regardless of whether they are single or not.				

Table 4. 13: Learning Scores by Key Characteristic Subgroups and Barriers by County - Migori

Region 5: Migori	Overall Percentage /number	Literacy – Kiswahili score	Literacy – English score	Numeracy score
County Mean Score		10.8	7.2	13.9
<b>Prevalent PCG (Table 3.3) in this specific region</b>				
Mothers	44% (51)	11.6	7.8	14.9
Mothers in law	21% (24)	7.6	5.9	14.0
Husbands	21% (24)	13.3	7.8	46.2
<b>Age groups in this specific region</b>				
14 years and below	8% (9)	8.2	7.4	11.3
15 years and above	92(108)	11.1	7.2	14.1
<b>Prevalent difficulties in this specific region</b>				
Anxiety	11% (12)	3.3**	3.3	8.0
Learning	9% (10)	11.3	4.3	10.5
Depression	8% (9)	9.1	7.4	10.3
Girls with at least one difficulty	26% (30)	8.0	5.6	10.7
<b>Key characteristics in this specific region (e.g. married, single mother, etc.)</b>				
Married mothers	52% (56)	12.2	8.0	16.6
Single mothers	33% (36)	10.3	7.8	12.6
Girls who have never enrolled	17% (19)	7.6	5.6	10.7
Girls who dropped out of school	83% (96)	11.9	7.7	14.9
<b>Key barrier in this specific region (e.g. chores, insecurity cost etc.) –</b>				
Cost of education	34% (38)	7.68	5.84	12.71
Physical or learning needs that cannot be met at school	18% (20)	11.30	7.50	12.15
The girl is married or getting married	11% (12)	3.1**	3.7	8.7
The girl is a mother	11% (12)	7.9	3.2	9.9
<b>Conclusions on the overall profile of girls in this specific region</b>				
Majority of the females in Migori county are the heads of household as well as caregivers. The groups of girls in these county seem to have similar characteristics generally with none being highly influencing learning over the other. There is a general opinion that the cost of education is an issue – this relates mostly to the cost of transport to and from schools, the cost of uniform, lunch and any other additional contributions. Even though the households that indicated that marriage is a likely barrier had girls scoring significantly lower learning levels, overall the girls who were married and mothers had higher average learning scores than those who were single mothers.				

## Reflection on Targets

There are varying levels of learning in different subgroups. The main differentiating factors are the age group of the girls and the exposure to learning. The following subsection details some of the reflections that the project should encompass in determining the targets:

### Garissa:

Even though there is no significant difference between the age-groups learning levels and the county average learning scores, the younger age group (10-14 years) has higher scores than the older age group (15 and above). Drop-out girls have higher scores than the never enrolled girls. The evaluator recommends that the target setting for this region be based on the previous exposure to learning.

### Isiolo:

There is a significant difference between the scores of the younger age group and the average county scores with the younger age group having lower than average scores. On the other hand, the older age group has higher scores than average. In addition, girls who have never enrolled have

significantly lower than average scores while those that had dropped out have significantly higher scores than average. This means that both age and prior learning exposure have effect on literacy and numeracy levels. The evaluator recommends that the target setting for this region be based on prior exposure to learning.

### Kilifi:

The younger age group has significantly lower scores than average county scores while the older age group has significantly higher scores than the average. Even though girls who dropped out have higher than average scores and those who have never enrolled have lower than average scores, they are not significantly different. The evaluator recommends that the target setting for this region be based on the age groups.

### Kisumu:

The younger age group has lower scores than average county scores while the older age group has higher scores than the average. Even though the girls who have never enrolled have higher than average scores and those who dropped out have lower than average scores, they are not significantly different from the county average scores.



The evaluator recommends that the target setting for this region be based on the age groups.

#### Migori:

The younger age group has lower scores than average county scores while the older age group has higher scores than the average, even though the difference is not significant.

On the other hand, the girls who had dropped out of school have higher than average scores and those who had never enrolled have lower than average scores, but they are not significantly different from the county average scores. The evaluator recommends that the target setting for this region be based on the prior exposure to learning

## 4.6 Transition outcome

Table 4. 14: Project Transition pathways

Intervention Pathway Tracked for transition	Description of possible transition pathway for this group	Aims for girls transition for the next evaluation	What does success look like for Transition?	Aim for girls transition level by the time project stops working with cohort
Girls aged 15-19	Girls could transit to Vocational Training, TVET	Attainment of functional literacy and numeracy levels as per catch up center curriculum	Completion of one VTI course	Use her new found skills to find employment
	Girls could transit to entrepreneurship	Attainment of functional literacy and numeracy levels as per catch up center curriculum	Setting up a small business	
	From catch up to apprenticeship	Attainment of functional literacy and numeracy levels as per catch up center curriculum	Being attached to an employer for internship/ apprenticeship, use her new found skills to find employment	Use her new found skills to find employment, return back to her current situation, but will have ideally required essential life skills to negotiate power in the household and access other protection and provision services,
Girl aged 10-14	Girls could re-enrol into school	Attainment of functional literacy and numeracy levels as per catch up center curriculum	Enrolment into primary school	Enrolls into school or continues to be in school and progressing through the relevant grades

### Pathway Analysis

The proposed pathways by the project are appropriate. The main pathway of the project is from HH into catch up centre. The project has two age specific intervention pathways (i) Girls aged 10 to 14 years who are expected to transition into formal school and (ii) Girls aged 15 years and above who are expected to transition into non-formal pathways (TVET, apprenticeship and entrepreneurship)

Nearly all the girls (over 96%) across all the age groups indicate that going to school (being literate) is important for what they want to be in life. This indicates that functional literacy is recognised as important for their success in life.

### Overall learning levels for all the girls are very low.

The baseline learning levels for girls aged 14 and below is lower compared with those aged 15 and above. Most of these girls have never enrolled to formal schooling or they dropped out at pre-school. Majority of the cohort girls are aged 15 and above and have relatively better learning scores and some have had access for formal schooling.

Below is a representation of some findings that may have an effect on the transition pathways taken by the project target groups

## Distance to School

Table 4.15 shows the estimated time that girls take to reach the nearest primary or secondary schools.

Table 4. 15: Distance to Closest Primary and Secondary Schools

		County					Total
		Garissa	Isiolo	Kilifi	Kisumu	Migori	
How many minutes' walk from here is the closest primary school that local girls can go to?	0-15 minutes	68.1%	60.7%	27.4%	42.6%	57.5%	52.2%
	16-30 minutes	23.2%	33.6%	36.9%	31.5%	30.1%	31.4%
	30 minutes to an hour	4.3%	4.7%	32.1%	5.6%	8.8%	11.2%
	1 to 2 hours	2.9%	0.9%	2.4%	0.0%	3.5%	2.1%
	3 to 5 hours	1.4%	0.0%	1.2%	0.0%	0.0%	0.5%
	Don't Know	0.0%	0.0%	0.0%	20.4%	0.0%	2.6%
How many minutes' walk from here is the closest secondary school that local girls can go to?	0-15 minutes	8.7%	14.2%	4.8%	27.8%	32.7%	18.1%
	16-30 minutes	4.3%	11.3%	9.5%	20.4%	24.8%	14.6%
	30 minutes to an hour	4.3%	6.6%	31.0%	20.4%	22.1%	16.9%
	1 to 2 hours	15.9%	9.4%	36.9%	14.8%	16.8%	18.5%
	3 to 5 hours	15.9%	6.6%	13.1%	7.4%	2.7%	8.5%
	6 to 23 hours	7.2%	20.8%	0.0%	0.0%	0.0%	6.3%
	More than 1 day	0.0%	20.8%	3.6%	0.0%	0.0%	5.9%
	Don't Know	43.5%	10.4%	1.2%	9.3%	0.9%	11.3%

It is evident that most of the girls (83%) are within 30 minute walk time to the nearest primary school. However, in Kilifi more proportion of caregivers alluded that the nearest primary schools are further, and girls would take more than

30 minutes. Unlike for primary schools, the secondary schools that girls could attend are further and one can take 30 minutes or more.

Thus, if the girls were willing to re-enroll back to formal schools, the nearest primary schools they can re-enroll are within some walking distance.

## Safety to School

The baseline evaluation also sought to find out the safety status of children travelling to schools. Table 4.16 shows the finding.

Table 4. 16: Safety Status to School

		County					Total
		Garissa	Isiolo	Kilifi	Kisumu	Migori	
How safe or unsafe is it for girls to travel to schools in this area? (prompt "very" or "fairly" as necessary)	Very safe	56.5%	72.9%	67.9%	37.0%	57.5%	60.7%
	Fairly safe	18.8%	18.7%	31.0%	42.6%	20.4%	24.6%
	Fairly unsafe	2.9%	5.6%	1.2%	14.8%	12.4%	7.3%
	Very unsafe	8.7%	2.8%	0.0%	5.6%	9.7%	5.4%
	Don't know	13.0%	0.0%	0.0%	0.0%	0.0%	2.1%
How safe or unsafe is it for boys to travel to schools in this area? (prompt "very" or "fairly" as necessary)	Very safe	75.4%	82.2%	71.4%	38.9%	69.0%	70.0%
	Fairly safe	7.2%	15.9%	28.6%	51.9%	17.7%	22.0%
	Fairly unsafe	8.7%	1.9%	0.0%	9.3%	8.8%	5.4%
	Very unsafe	1.4%	0.0%	0.0%	0.0%	3.5%	1.2%
	Don't know	7.2%	0.0%	0.0%	0.0%	0.9%	1.4%

According to the majority of caregivers (85% and 92%) it is safe for girls and boys to travel to schools respectively. The caregivers also indicated that security of the journey to and from school is a key consideration for girls enrolling or attending school. At the time of evaluation, Garissa and Isiolo caregivers indicated that security was not a major

issue; however, any incidences of insecurity would have a major impact in overall attendance or participation of the girls in school.

52% of girls indicated that secondary schools are 30 minutes or more away thus making it less possible for the transition to secondary school.

## Household Chores

The evaluation sought to know the involvement of girls in household chores at their homes. Table

4.17 show the proportion of girls spending time on different household chores.

Table 4. 17: Proportion of Girls Spending Time on Different Household Chores

	County					Total
	Garissa	Isiolo	Kilifi	Kisumu	Migori	
Caring for younger or older family members?	72.5%	88.8%	90.5%	66.7%	94.7%	85.2%
Doing housework (e.g. cooking or cleaning)?	97.1%	98.1%	95.2%	74.1%	96.5%	93.9%
Fetching water?	94.2%	99.1%	98.8%	75.9%	97.3%	94.8%
Help with agricultural work (e.g. guarding livestock; planting, watering or harvesting crops)	35.3%	37.4%	88.1%	66.7%	91.2%	65.0%
Help with a family business or work outside the home (non-agricultural)?	23.2%	25.2%	50.0%	24.1%	26.5%	30.0%

Most of the girls (88.3%) stated that it takes them a quarter a day or more doing these chores (Table 4.18). However,

68.9% indicated that the chores were not the reason for them not being in school.

Table 4. 18: Time Spent on HH Chores and Implication in Education

		County					Total
		Garissa	Isiolo	Kilifi	Kisumu	Migori	
Time girls spend typically on a normal day on doing all these things?	Whole day	37.7%	21.5%	15.5%	9.4%	21.2%	21.4%
	Half day	36.2%	59.8%	41.7%	37.7%	37.2%	43.7%
	Quarter day / a few hours	23.2%	16.8%	28.6%	24.5%	24.8%	23.2%
	A little time / an hour or less	1.4%	0.0%	13.1%	20.8%	13.3%	8.9%
	Don't know	1.4%	1.9%	1.2%	7.5%	3.5%	2.8%
Does this stop you from being able to enroll [#NAME] in school/education?	Yes, not enrolled mainly because of this	27.5%	5.6%	8.3%	0.0%	3.5%	8.4%
	Yes, partly the reason	34.8%	38.3%	9.5%	1.9%	13.3%	20.8%
	No, not the reason for her not being enrolled	33.3%	54.2%	79.8%	98.1%	82.3%	68.9%
	Don't know	4.3%	1.9%	2.4%	0.0%	0.9%	1.9%

The effect of the chores burden seems to have a higher effect in pastoralists counties of Garissa and Isiolo with 62.3% and 43.9% indicating that it is the mainly or partly the reason they are not enrolled in school.

The project strategy should ensure that it factors in the use of the mapping data collected and consult with the girls to ensure they have the appropriate timings for the classes, for the girls to have maximum participation.

The qualitative discussions with the educator facilitators from Migori, Garissa and Isiolo

indicated that the discussions on time tabling were going on as part of preparation to ensure the timings are in line with the other activities of the girls. This should be encouraged to ensure proper and effective participation.

## Barriers to school participation

The evaluation sought to understand the main reasons why girls do not attend school. The table below shows some of the possible reasons.

Table 4. 19: Reasons for Non-Enrolment

	County					Total
	Garissa	Isiolo	Kilifi	Kisumu	Migori	
Lack of money to pay schooling costs	49%	32%	26%	24%	37%	34%
The girl is married or about to get married	9%	6%	5%	7%	8%	7%
Girl needs to work, earn money or help out at home	8%	17%	1%	0%	4%	7%
To attend school the girl needs special services or assistance such as speech therapist, support worker, sign language interpretation that not available	1%	0%	5%	25%	2%	5%
The Girl has a child or is about to have a child	0%	2%	7%	5%	6%	4%
The Girl has a health condition that prevents (him/her) from going to school	1%	3%	4%	11%	3%	4%

Qualitative data had mixed views on the preferred transition pathways for both the girls and boys and across the 5 counties. Decision on which of the pathways is preferred was determined by a number of issues such as availability of funds, abolition of harsh punishment, availability of caregivers to take care of their children and personal decisions. Some girls (the older girls) preferred to go to vocational institutions; others preferred re-joining formal education (younger girls), TVET Training, or starting a business. Older girls however, preferred to start businesses rather than re- join formal schooling. The transition among girls to join TVETs so far has been fair but the TVETs are few in some areas such as Migori, and Garissa. These could be illustrated by the following statements:

Some parents lack school fees so, after class 8, girls don't transit to secondary. There is also forced early marriages in this community. [GSA\_FGD\_CD\_FEMALE]

Transition to TVET provides people with different skills. It's just not around here its many kilometres away in Isiolo accessing it is also a problem. [ISL\_FGD\_CD\_FEMALE]

## Transition pathway – attitudes by region and key stakeholders

The evaluation sought to find the key attitudes and ambitions of the different sub groups and the influencers/ gatekeepers in all the five regions. The ambitions of the girls differed by regions and for different subgroups.

- In Garissa, where most of the girls had never been to schools, girls preferred learning literacy and numeracy skills to have a better future. The prevalent care giver in this region was the mother and needs to be targeted to support the girls achieve their aspirations (Table XX)
- In Isiolo, the younger girls (Girls aged 14 and below) preferred learning literacy and numeracy skills unlike the older ones who desire is learn or be trained on a skill. For the younger girls, their mothers need to be targeted to align their expectations and attitudes while for the older girls, it is their husbands who need to be targeted. (Table XX)
- In Kilifi, Kisumu and Migori, the prevalent primary care giver is the mother and girls prefer learning or being trained on a skill to have a better future.

Table 4. 20: Transition Pathways – Attitudes by region and key stakeholder (Garissa)

Garissa	Overall Percentage/ number	Ambition/preferred pathway of this subgroup	Prevalent PCG in this specific region		
Age groups in this specific region			Highest	2nd highest	And any other key decision maker stakeholder here
Girls aged 14 and below	49.3% (36)	Learn Literacy and Numeracy skills	Mother	Father	Brother, husband, other female relative
Girls aged 15 and above	50.7% (37)	Learn Literacy and Numeracy skills	Mother	Husband	Father
Prevalent disabilities in this specific region					
Disability	27.0% (20)	Learn Literacy and Numeracy skills	Mother	Husband	Father
Key characteristics in this specific region					
HOH no education	81.1% (60)	Learn Literacy skills	Mother	Husband	Father
Carer no education	66.2% (49)	Learn Literacy skills	Mother	Husband	Father
Type of dwelling (Traditional house/ hut - thatch or mud)	58.1% (43)	Learn Literacy skills	Mother	Husband	Father

Table 4. 23: Transition Pathways – Attitudes by region and key stakeholder (Kisumu)

Kisumu	Overall Percentage/ number	Ambition/preferred pathway of this subgroup	Prevalent PCG in this specific region		
<b>Age groups in this specific region</b>			Highest	2nd highest	And any other key decision maker stakeholder here
Girls aged 14 and below	34.1% (15)	Learn Literacy and Numeracy skills	Mother	Other Female Relative	husband, other male relative
Girls aged 15 and above	65.9% (29)	Learn or be trained on a skill	Mother	Husband	Father, father in law
<b>Prevalent disabilities in this specific region</b>					
Disability (14)	25.5% (14)	Learn or be trained on a skill	Mother	Other Female Relative	father, husband, other male relative
<b>Key characteristics in this specific region</b>					
(HH gone to sleet hungry for many days	92.7% (51)	Learn or be trained on a skill	Mother	Other Female Relative	Husband
Type of dwelling (Traditional house /hut - thatch or mud)	58.2% (32)	Learn or be trained on a skill	Mother	Husband	Other female relative
Material of roof made of iron sheets	54.5% (30)	Learn or be trained on a skill	Mother	Other Female Relative	Husband

Table 4. 24: Transition Pathways – Attitudes by region and key stakeholder (Migori)

Migori	Overall Percentage/ number	Ambition/preferred pathway of this subgroup	Prevalent PCG in this specific region		
<b>Age groups in this specific region</b>			Highest	2nd highest	And any other key decision maker stakeholder here
Girls aged 14 and below	8.4% (10)	Learn or be trained on a skill	Mother	Mother in law	Other female relative
Girls aged 15 and above	91.6% (109)	Learn or be trained on a skill	Mother	Husband	Mother in law
<b>Prevalent disabilities in this specific region</b>					
Disability (30)	25.2% (30)	Learn or be trained on a skill	Mother	Mother in law	Husband
<b>Key characteristics in this specific region</b>					
Type of dwelling (Traditional house /hut - thatch or mud)	79.8% (95)	Learn or be trained on a skill	Mother	Husband	Mother in law
Material of roof made of iron sheets	55.4% (66)	Learn or be trained on a skill	Mother	Husband	Mother in law
HH gone to sleep hungry for many days	58.8% (70)	Learn or be trained on a skill	Mother	Husband	Mother in law

### School Status of Cohort Girls.

The table below shows the schooling status of the sampled girls.

Table 4. 25: Schooling Status of Cohort girls

Schooling Status	County					Total (394)
	Garissa (72)	Isiolo (107)	Kilifi (72)	Kisumu (29)	Migori (114)	
Never been to school (137)	79.2%	36.4%	19.4%	27.6%	16.5%	34.7%
Ever been to school (258)	20.8%	63.6%	80.6%	72.4%	83.5%	65.3%
Total (395)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Never been to school (age 15-19)	70.3%	39.8%	16.4%	3.2%	18.9%	29.1%

Table 4. 26: Highest Grade Level Achieved

Highest grade level achieved	County					Total (394)
	Garissa (72)	Isiolo (107)	Kilifi (72)	Kisumu (29)	Migori (114)	
Never enrolled (144)	88.9%	37.4%	22.2%	24.1%	14.9%	36.5%
Grade 1 (17)	4.2%	0.9%	15.3%		1.8%	4.3%
Grade 2 (14)	1.4%	0.9%	6.9%	10.3%	3.5%	3.6%
Grade 3 (29)	1.4%	4.7%	8.3%	13.8%	11.4%	7.4%
Grade 4 (31)		4.7%	12.5%	13.8%	11.4%	7.9%
Grade 5 (25)		8.4%	4.2%	17.2%	7.0%	6.3%
Grade 6 (27)		6.5%	6.9%	3.4%	12.3%	6.9%
Grade 7 (50)		14.0%	11.1%	3.4%	22.8%	12.7%
Grade 8 (57)	4.2%	22.4%	12.5%	13.8%	14.9%	14.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

From the findings, there was very low exposure to the education system by the girls sampled. With majority either having never enrolled or dropped out at pre- school. This means that the level of expertise required by the teachers or educators to ensure that the girls attain the functional literacy would need to be high or the methodologies employed would need to be targeted to ensure the girls are able to learn.

It should also be noted that (from the girls survey) literacy skills in English (59%), Kiswahili (55%) and Mathematics (51%) are important for what they want to do in life compared to the 42.7% in English, 36% in Kiswahili and 30% in Mathematics for the upper age group (15-19 years). On the other hand, the upper age group (63%) prefers being trained on a skill compared to the lower age group (33%). In all the age groups, literacy skills (English then Kiswahili) are preferred to numeracy skills.

The project should therefore note that among the 15- 19 age groups, starting their own business is preferred by 32% of the girls compared to being employed (11%). This indicates that the main priority of the upper age groups would be mainly to entrepreneurship but after learning a skill.

### Characteristic subgroup and barrier analysis

The characteristic sub group analysis of the barriers as shown in Table 4.18 below indicated that reasons a girl who has never enrolled or attended school is likely to be because of lack of money (69.3%); unmet physical and learning needs-45.9% (such as assistive devices, special needs teachers or other specialised services, or lack of baby friendly services for young mothers); or having learning difficulties (42.7%) compared to girls of the same age.



Table 4. 27: Characteristic Sub-group Analysis for the Barriers of the Girls

Barrier	Girl is Orphaned (Father)	Girl aged 10-14 years	Girl aged 15-19 years	Girl Never attended school	Girl a mother	Girl is married	Pastoralist Girls (Garissa)	Pastoralist Girls (Isiolo)
Lack of money for school costs (non-enrolment)	36.70%	42.00%	32.40%	63.90%	34.60%	37.90%	52.10%	33.30%
Child with unmet physical and learning needs	31.20%	41.00%	34.30%	45.90%	31.80%	37.10%	38.40%	53.70%
Difficulty in learning	28.90%	41.00%	32.70%	42.70%	28.90%	34.50%	42.50%	56.50%
Insecurity to school or at school	24.20%	30.00%	30.30%	40.10%	39.70%	26.40%	49.30%	59.30%
Education is too costly	30.50%	41.00%	35.80%	NA	36.40%	38.10%	34.20%	37.00%
The child is too old	18.00%	38.00%	27.50%	38.20%	29.30%	34.00%	47.90%	50.90%
Married or about to get married	28.10%	36.00%	28.70%	38.90%	26.80%	30.50%	43.80%	37.00%
The girl is a mother	38.50%	35.00%	27.20%	33.80%	25.90%	32.00%	37.00%	38.00%
Bad child behavior (truancy)	19.50%	30.00%	24.80%	29.90%	31.40%	23.70%	23.30%	53.70%
The child needs to help at home	14.80%	22.00%	19.00%	31.20%	15.50%	20.10%	38.40%	39.80%
The child needs to work	17.20%	19.00%	18.70%	25.50%	22.60%	23.70%	24.70%	44.40%

### The emerging Common themes

Girls or learners from pastoralist areas (especially Isiolo County) are likely to face more barriers to access or attendance of school than other counties. An additional barrier in these areas is the perception that the girls are too old and are unlikely to learn since most delay entry into schools due to insecurity.

The most common barriers that are consistent across all characteristics is that of lack of or inadequate finances to support direct and indirect schooling costs; the perspective that the schools are not adequately equipped and resourced to address the unique needs of the target girls; and that since the girls are likely to be older or have delayed entry into schools – there is a perception that they will not be able to learn

In summary, the following were the key findings

- Majority (64.3%) of girls have been to school but a large proportion (37.5%) of all those who have been to school dropped out at preschool. Garissa has the largest proportion (70.2%) of girls aged 15-19 years who have never been to school. For girls who have never been to school, the project may take a longer time taking them through the fundamentals of literacy and numeracy.
- Majority of the girls (97% of age 10-14 years) and 96% of age 15-19 years believe going to school is in line with their aspirations. However there are several barriers hindering this aspiration such as age, marital status and economic status.
- Younger girls prefer literacy skills – with English (59%) being the most preferred followed by Kiswahili (55%) and Mathematics (51%)
- Older girls prefer learning a skill (63%) that will make them entrepreneurs (32%) rather than be employed

(11%). The project needs to include a sub component in the TVET pathway which recognises that girls one of the aims from TVET is to “set up a small business”

- Transition to primary school will be easier because of the shorter distances for majority (83%) of the schools compared to secondary where over 50% are over 30 minutes’ walk away
- Even though there was generally a feeling that the journey to school is safe (85.3%), the fear of insecurity is a major factor that determines the attendance or enrolment into schools. Any incidences or fear of insecurity would lead to immediate withdrawal of the girls from the schools
- Household chores in Garissa (62.3%) and Isiolo (43.9%) are most likely to negatively affect enrolment and attendance of girls in schools. Having flexible time and periods for catch up centres would be key to balance between the chores at home and the learning
- Challenging engendered vocational norms will be difficult because of the generally patriarchal nature of the counties, especially in Isiolo where 58% of the caregivers are the husbands to the girls.
- The pathways presented may need to factor in social inclusivity for girls with special needs – especially for Kisumu (47%) and Migori (53%) with higher numbers of girls with difficulties
- The pastoralist areas of Isiolo and Garissa have more compounding barriers to attendance compared to other counties;
- Lack or inadequate finances (63.9%), unmet physical and learning needs of vulnerable girls (45.9%) and perception that girls with difficulty in learning will not be able to learn (42.7%) are the three most common barriers that affects girls who never attend

The following are the implications of the findings to the Project Based on the findings above, the external evaluator suggests the following possible implications to the project design

**Table 4. 28: Key Findings and Implications to the project**

Key Finding (summary)	Implication to the Project
Large numbers of girls with low literacy levels; Diverse literacy levels in the regions	The teaching methods of the educator facilitators have to emphasize on multi grade approach – which the educators were trained on but need to be reinforced through the support of the coaches. The Individual Education Plans have to be keenly followed because the girls in each region are of diverse levels with younger (age 14 and below) having lower learning levels across all counties except in Garissa where the older girls have lower learning levels. The project may consider having more Educator facilitators or organize the timings such that the available EFs in each area support each other.
Functional literacy is key to all the girls but older girls prefer additional skills that would enable them earn a living	Whereas all the girls note that being literate is important. Majority (the older girls) indicate that learning a skill is more important and therefore the project design needs to have a clear pathway that will enable the girls to envisage how the literacy skills would support their desire for self-employment. The age groupings may be reorganized to support the pathways preferred by girls. For instance – the girls within ages 13 – 14 may be mentored for apprenticeships; 15 – 16 mentored for VTIs; while 17 and above supported for entrepreneurship. However, the project needs to reflect more about ages 13-14 because they are too old for primary school grade 4 and may be too young for entrepreneurship hence the recommendation above for apprenticeship.
Primary school transition is the more practical pathway for younger girls (ages 12 and below)	Younger girls of aged 12 years and below can be mentored to re-enter formal primary schools.
The opportunity cost of attending the catch up classes and the regular duties of the girls may affect attendance and learning achievement	The participation of the girls in the determination of the timetable and days was noted to be a good practice that will ensure this is relevant. The girls indicated very high household chores burden across all the counties. The project needs to keep this perspective and take cognizance of the changing seasons in the communities and adjusting the time tables and days to fit the seasons. For example if the catch up centre is in an agricultural area and the planting season is often in the morning, then the catch ups can be operational in the afternoons, if that season changes. The key emphasis is the engagement of the oversight committee and the girls on a continuous basis and being flexible and relevant.
Majority of household heads are males in patriarchal societies.	The project should plan to specifically sensitise the men and boys in the communities. The success of the project will rely on the support given by the household heads, especially since their level of education is a key determinant factor on the progress of the girls. Majority of the male household heads have no education and therefore are prejudiced against girls.
Factoring issues of girls with special needs	The evaluation concentrated on using the Washington Group Questions that have their own limitations in terms of application since they are self-reported. The project should priorities undertaking professional assessment of the girls with disabilities (especially in Kisumu and Migori) so as to appropriately determine the levels of disabilities and design a plan for them. This is part of what has been planned by the project but needs to be prioritized.
The main characteristics influencing learning	The evaluation noted that the following characteristics are key influencers of attending and learning. They include disability/difficulty status, previous exposure to learning, age of the girl, level of education of household head or caregiver. The project should plan based on the characteristics as highlighted per region.
The main barriers affecting learning	The main barriers identified were insecurity to and from school, cost of education, community attitudes on out of school girls. These barriers are region specific and the regional profiles should inform the planning in addition to project monitoring information.

## Sustainability outcome

The overall sustainability score at baseline was determined at 1.3 (latent)

The project's third outcome looks at sustainability to ensure that the changes the project will achieve to increase learning

and transition through education cycles will be sustained beyond the life of the project. There is a sustainability scorecard to measure sustainability at three main levels namely; community, school and system.

The ratings are as shown in Table 4.29

Table 4. 29: Measuring the Sustainability

Rating	Community	School	System
0 – Negligible (null or negative change)	No evidence that community members accept the project approach, and changes in attitude or engagement with activities very limited. Stakeholders may even reject key aspects of project. Project not working effectively to build consensus or support but focus only on activity implementation.	No evidence that school stakeholders accept the project approach, and changes in attitude or engagement with activities very limited. Stakeholders may even reject key aspects of project. Project not working effectively to build consensus or support but focus only on activity implementation.	Very limited and ineffective engagement with system level stakeholders, including County or National authorities. Authorities do not see relevance of intervention. There is limited alignment to existing systems / structures and policies, or limited understanding by project of how it intends to influence change at this level.
1 – Latent (changes in attitude)	Community stakeholders (including parents, community leaders, and religious leaders) are developing knowledge and understanding and demonstrate some change in attitude towards girls' education. Appropriate structures are being put in place at community level, and there is some level of willing engagement and/or participation from the community.	School leadership, teachers and other stakeholders are developing knowledge and understanding and demonstrate some change in attitude towards girls' education in general and towards specific teaching practice and approaches, and the way schools are managed.	Local, County and National officials are involved in delivery and/or monitoring; developing knowledge and showing change in attitude towards girls' education and project focus areas. Project aligns with specific policy, systems and departments. Project's evidence is being shared with relevant stakeholders, including broader networks of organisations.
2 – Emerging (changes in behaviour)	There is evidence of improved practice and support for girls' education in specific ways being targeted by project. Change is not universally accepted among targeted stakeholders, but support is extending. Project staff and resources play key role in driving change, although there are activities in place to mobilise funding/other resources.	There is evidence of improved support for girls' education in classroom practice, teacher management, and school management being targeted by project. The improved practice is not universal but is extending. Project staff and resources play key role in driving change. School leaders understand resource implications and mobilising funds locally.	There is evidence of improved capacity of local officials to support girls' education through existing functions, adopting new approaches. Examples of support to project schools are being established. Government at local and/or national level has engaged with and understood evidence from the project. Resource implications are being made clear.
3 – Becoming established (Critical mass of stakeholders change behaviour)	Key community leaders and a critical mass of stakeholders are convinced of the benefits and have the capacity to lead and deliver changed practice independently. Financial and other resources are increasingly being mobilised locally. Project staffing and resources still play role but there is potential for this to be phased out.	Head teacher and critical mass of school staff and stakeholders convinced of the benefits and have the capacity to deliver changed practice independently. To the extent possible, existing financial and other resources are being used or mobilised. Project staffing and resources still play role but there is potential for this be phased out.	Authorities demonstrate active use of project evidence, uptake of specific aspects of the project approach and have a growing capacity to support girls' education locally or beyond. This may include limited support to a delivery model without fully adopting within a national system. There is an increase in allocation of resources and evidence of planning for required resource to upscale.
4 – Established (changes are institutionalised)	The specific change in practice and attitude is now well established. Communities demonstrate independent ability to act without support from project, are able to further develop existing and new initiatives and secure funding to respond to their local needs to sustain and build on the changes that have taken place.	The specific change in practice and attitude is now well established with school level systems to support this; schools demonstrate independent ability to act without support from project, have allocated and mobilised financial and other resources and are able to develop further initiatives to respond to local needs to sustain and build on the changes that have taken place.	An approach or model is shown to work at scale and is being adopted in national policy and budget as appropriate, and/or incorporated into key delivery systems (e.g. for teacher training, curriculum, school management etc.). There is an established track record of financial support.

The sustainability outcome will have three intermediate outcomes with the following indicators:

#### At community level:

The overall rating of the baseline team for this component is 1.4 (Latent).

Community led initiatives to support the education of marginalised girls is an important pillar of sustainability.

To achieve sustainability at the community level, the project proposes to assess whether the communities have done any initiatives to support the education of the girls, decisions are being made towards supporting out of school girls education and there is general change in attitudes of girls including community led initiatives to address some of the barriers to girls' education related to cultural practices

e.g. early marriages, beading of girls, FGM etc.

Table 4. 30: Sustainability Outcome Indicators – Community Level

Level	Intermediate Outcome	Indicators	Baseline Value
Community	INTERMEDIATE OUTCOME 3: Increased positive social norms towards out-of-school girls' education	Indicator 1: Number of barazas and community forums/ dialogues established to support and advocate for OOSGs' education	25% of surveyed HHs indicated there are barazas or community forums/dialogue established to support and advocate for OOSGs' education
		Indicator 2: Proportion (%) of surveyed community members, disaggregated by gender, who are strongly supportive of out of school girls' education, (e.g. married girls, girls with children girls with disabilities)	32.5% (Female=36.3% Male = 27.5%)  Rating score = 1.3
		Indicator 3: Number of male champions actively supporting OOSGs' education after training and sensitization	3.5% of HH surveyed indicated there are sensitization sessions conducted to support the education of marginalized girls targeting men
			However, the project has well put up structures at community level, and there is some level of willing engagement and/or participation from the community, hence Rating score = 1

The project has well put up structures at community level, and there is some level of willing engagement and/ or participation from the community. Parental support to the girls is also critical to the sustainability of the project and this will be measured through household interviews to identify the support components by parents towards education of their daughters or girls in general.

The evaluation noted that the community attitudes for supporting girl's education were perceived to be lower compared to the perception of households willing to support girl's education in spite of the key barriers to education. Generally, the female support was higher than the male support.

Responses from the evaluation indicated that the leaders in the community have both positive and negative attitudes towards girl's education. The attitudes are majorly influenced by the cultural and religious foundations of the community. The responses indicated that some religious leaders support and advocate against cultural practices such as FGM which affect girl's education in the community.

Even though almost 82% of the girls indicated that children with disabilities have a right to go to school. The responses from qualitative findings indicate that children with disability are not supported. Even though some respondents in Isiolo said that the government has provided support towards children with special needs, majority still say attitudes towards the children with disability is not good. There is no significant support from the community members, community leaders or even households. The respondents said that the community members have both negative and positive attitudes toward the girl's education. There is also an indication of continuous attitudinal change among the community members in regard to girl's education. Some regions have community support systems whereby the community has girls' forums.

Some of the negative attitudes towards girl's education were majorly influenced by the culture. From the interviews, some of the informants agree that the community is not supportive of girls' education. For instance, only 39% of

Garissa caregivers indicated that they would aspire their girls to go up to university or college level (compared to Kisumu-72%) and during qualitative interviews, it was mentioned that according to the Somali culture, a girl is to be married and have children. Besides, other respondents allude to others, for instance, a respondent indicates "a Somali girl is to be married so parents don't care about education. The community attitudes are however changing which is as a result of the benefits the community is seeing the households with educated girls are getting.

Youths are also playing a role in a girl's education in the community. The community-based organizations have been on the forefront to support girl's education, for instance, in some areas such as Kilifi, community based organisations were educating people on the importance of education in the community. Throughout the responses, there is a clear indication that the CBOs are making a huge impact on the sensitization of the community regarding the girl's education.

Poverty is a barrier to girl's education in the sense that girls are married off, or even drop out to school due to poverty. Besides this, education is perceived as a way that will help girls to escape from cultural practices such as FGM and more schools are considered, by mostly the girls, as their haven.

The community generally has poor attitudes toward children with a disability which is indicated through stigmatization of such children. Children with disability have been hidden away by parents who make them not to access health care. The counties that the girls rated low on how the community treats children with disabilities were Kilifi and Migori, with only 17% and 31% of the girls respectively rating them good or excellent on issues relating to children with disabilities.

In conclusion, they are several factors that affect a girl's education, for instance, poverty and culture. Parents perceive children as free labour due to poverty and this makes girls mostly not to attend school and even re-enroll. Hence, this results in poor attitudes towards girl's education in society.

### At School Level:

The overall rating of the baseline team for this component is 1.2 (latent).

The above rating excludes data and analysis of the indicator on clubs at the schools. The challenge noted by the EE was that at the time of evaluation the EE did not have a list of schools that the project was targeting as part of the project and therefore no schools were visited as part of the

evaluation. The EE proposes to have project level data to strengthen the school level indicators on sustainability.

To achieve sustainability at the school level, the project proposes to measure the extent to which the schools and the general school environment are receptive and conducive to enrolment and retention of the girls at the school. In addition the project will measure the perceptions of the local leaders and school managers towards the acceptability of the out of school girls

Table 4. 31: Sustainability Outcome Indicators – School Level

Level	Intermediate Outcome	Indicators	Baseline Value
School	INTERMEDIATE OUTCOME 2: Improved quality of teaching to support highly marginalized girls' learning and progression	Indicator 1: Proportion (%) of teachers and educator facilitators demonstrating gender-sensitive and inclusive teaching methodology	56.5% rated the quality of teaching that they thought their girl will receive at the catch up center as very good
		Indicator 2: Proportion (%) of surveyed community members, disaggregated by gender, who are strongly supportive of out of school girls' education, (e.g. married girls, girls with children girls with disabilities)	Baseline score = 2.26 Majority of the facilities/venues for catch up centres are locally supported
		Indicator 2: Proportion (%) of schools that support the girls forums/ clubs	Data not collected on this indicator. No rating score
		Indicator 3: SMCs and PTAs demonstrating having put in measures to support the OOSGs and girls education	Baseline score 1.0 The leaders in the community are supportive of re-entry of girls into school

### Level of change in quality of teaching in the catch-up centres

Rationale for rating: education facilitators and other stakeholders are developing knowledge and understanding and demonstrate some change in attitude towards girls' education in general and towards specific teaching practice and approaches, and the way schools are managed. Majority have already been inducted on the project and the community is confident on the delivery of the project. The girls also have confidence that the project will deliver on their aspirations.

### At System Level:

The overall scoring for this component is 1 (latent)

To achieve sustainability at the system level, the project proposes to assess the policy environment including the implementation of the policy and provisions that directly relate to the girls; provide evidence to government agencies on learning from the implementation to inform creation, advocacy and implementation of policies and guidelines that support of girls' education. The local, county and national officials will be involved in the delivery and monitoring of the project.

Table 4. 32: Sustainability Outcome Indicators – System Level

Level	Intermediate Outcome	Indicators	Baseline Value
System	INTERMEDIATE OUTCOME 4: Responsive and enabling policy environment to support education of OOS girls	Indicator 4.2: Change in government budget allocations towards girls' education and OOSGs support as a result of advocacy work	Baseline score = 1.0 There is allocation for TVET bursary and drive towards increasing TVET enrolment
		Indicator 4.1: Number of national-level policy formulations and reviews in which the project has engaged, via dialogue, advocacy or evidence provision	Baseline score = 1 The government re-entry policy, advocacy towards TVET and 100% transition from primary to secondary form a good basis for engagement on how they can be tailored towards out of school girls

Responses from the research indicated that the leaders in the community have both positive and negative attitudes towards girl's education.

The area chiefs are very supportive of girl's education and they play a huge role in society regarding girl's education. The chiefs visit households to encourage parents to take children to school, they help in solving community issues that affect girls and in collaboration with the Ministry of education, they help in re-enrolment of girls in school. Therefore, this as an indication the chiefs have a positive attitude towards girl's education.

The area Members of Parliament (MPs) are perceived not to be supportive of girl's education except Women representatives. The county government in all the 5 counties, through the MCA, has been supportive of the girl's education. According to the respondents MCAs have been providing the students with bursaries with the help of school principals who have been providing lists of the needy students to them. The ministry of education collaboratively with other stakeholders and NGOs has been supporting girl's education. This is a clear indication that the government has a positive attitude towards girls' education.

There are several policies that support education (and by extension girl's education) that have been implemented in the counties, for instance, the 100% transition policy, re-integration policy for the girls with disability and the re-entry policy (targeting girls who get pregnant while in school). However, the challenge still remains implementing these policies in the communities because there are other underlying issues that prevent the implementation of these policies at the local level.

The responses indicate that there are several initiatives that support girl's education but there are few initiatives that support girls with disability. For instance, programmes by one of the project implementing partners were mentioned in Kisumu. Children with disability seem to be a contested issue because whereas some respondents indicate that there is no support made to them, others indicate that the government has provided support towards children with special needs. Some respondents noted that there are policies and laws that guide the education of girls with special needs.

The allocation to education by the counties averages at around 5% for all the five counties. A combined total of 334 million was allocated to the education budget – inclusive of both development and recurrent budgets.

**Table 4. 33: County Allocation for the budget for Financial Year 2019 - 2020**

	Kisumu	Garissa	Kilifi	Isiolo	Migori	Total
Education Budget	516,132,396	602,986,715	89,967,676	201,321,378	262,348,989	334,551,430
Total Budget	9,217,889,213	8,896,242,853	2,053,910,742	3,154,180,701	8,807,117,673	6,425,868,236
Percentage	5.6%	6.8%	4.4%	6.4%	3.0%	5.2%

Garissa County (6.8%) had the highest proportion of budget allocated to education, TVET and ECD. This was followed by Isiolo (6.4%). Migori County had the least proportion allocated at 3%.

**Table 4. 34: Sustainability Indicators – Baseline Values**

	System	Learning Space	Community
Indicator 1	Indicator 3.2: Change in government budget allocations towards girls' education and OOSGs support as a result of advocacy work	Indicator 1: Proportion (%) of teachers and educator facilitators demonstrating gender-sensitive and inclusive teaching methodology BL Rating = 2.3	Indicator 1: Number of barazas and community forums/ dialogues established to support and advocate for OOSGs' education BL Rating = 1.0
Indicator 2	Indicator 3.1: Number of national-level policy formulations and reviews in which the project has engaged, via dialogue, advocacy or evidence provision BL Rating = 1.0	Indicator 2: Proportion (%) of schools that support the girls forums/ clubs BL Rating = NA	Indicator 2: Proportion (%) of surveyed community members, disaggregated by gender, who are strongly supportive of out of school girls' education, (e.g. married girls, girls with children girls with disabilities) BL Rating = 1.3
Indicator 3		Indicator 3: SMCs and PTAs demonstrating having put in measures to support the OOSGs and girls education BL Rating = 1.0	Indicator 3: Number of male champions actively supporting OOSGs' education after training and sensitization BL Rating = 1.0
Baseline Sustainability Score (0-4)	1.0	1.6	1.1
Overall Sustainability Score (0-4, average of the three level scores)	1.2 (Latent)		



Table 4. 35: Changes Needed for Sustainability

Questions to answer	System	Community	Learning Space
Change: what change should happen by the end of the implementation period	Responsive and enabling policy environment to support education of OOS girls	Increased positive social norms towards out-of-school girls' education	Improved quality of teaching to support highly marginalized girls' learning and progression
Activities: <b>What activities are aimed at this change?</b>	Strengthen linkages with existing systems to support out of schoolgirls especially in cases of child protection), including provision of legal support, psychosocial support, medical support, establishment of community referral system, allocation of social protection funds. Advocate for safe houses, rescue centres and boarding facilities; Influence and monitor implementation of existing County and National level Policies (Inclusive and gender sensitive policies addressing barriers to girls' education) including the generation of evidence; Strengthen and support Area Advisory Councils (CP structures at grassroots levels)	Sensitization of community stakeholders on out of school girls' education; Establish and strengthen (where already existing) community support groups to advocate for girls' education; Support peace-building initiatives with community leaders for fostering security Support community initiatives on early warning systems and resilience programmes and establishment Male mentorship programme, including selection and coaching of male mentors	Strengthen the capacity of existing boards of management in child protection, child friendly school's framework, Return to school policy and Free Primary Education Policy, gender sensitive planning methodologies; Strengthen the capacity of curriculum support officers and quality assurance officers to continue providing in-service training and mentorship for teachers in gender sensitive pedagogies, child protection mechanisms, sexual reproductive health and life skills that are key in curriculum delivery specifically in provision of girls' education; Support communities and schools to work closely with government departments such as, local administration, community health workers and voluntary children officers to provide holistic support to the girls thus ensuring they are retained in school; Strengthen existing school clubs such as Children rights clubs/ girls' forums to ensure girls have a safe space to discuss issues affecting them
Stakeholders: <b>Who are the relevant stakeholders?</b>	Ministry of Education, Science and Technology (MoEST), Kenya Institute of Special Education (KISE), Kenya Institute of Curriculum Development (KICD), National Council for Children Services, Quality Assurance and Standards Directorate, Department of Social Services, Kenya National Examinations Council, National Council for Persons with Disability, Teachers Service Commission, Directorate of Adult Education, Provincial Administration, County Government, Area Advisory and TVETs Council among others.	Men forums, women forums, faith-based groups and girls peer groups, male and women mentors, Community leaders and opinion shapers,	School boards of management, curriculum support officers and quality assurance officers; teachers, school clubs such as Children rights clubs/ girls' forums, teacher aides
Factors: <b>what factors are hindering or helping achieve changes? Think of people, systems, social norms etc.</b>	Education and social protection funds are poorly allocated and accounted for by government and school authorities; Lack of school provision of gender sensitive spaces and services for girls; Schools lacking VAG policies and procedures, and teachers and girls lack knowledge of laws and national policies; Quality of teaching and curriculum; Shortage of qualified women in teaching and management positions; Inadequate capacity to deliver inclusive education (gaps in identification, assessment and placement; unresponsive quality assurance) and Non-implementation of existing policies and lack of guidelines on implementation of policies	Child marriage, FGM and gender norms; Self-value and lack of awareness of alternatives; Lack of confidence, knowledge and awareness of their rights to education; Stigma and discrimination; Gender Based Violence; gendered division of labour	School environment and infrastructure; long distances to schools, lack of assistive devices for girls with disability; lack of sanitary wear, learning materials and inadequate and unfriendly school infrastructure for girls; Inadequate and unmotivated teachers;



## **Key Intermediate Outcome Findings**

Chapter

**05**

This section discusses findings on Intermediate Outcome (attendance, teaching quality, positive social norms, policy environment and life skills).

## 5.1 Attendance

The section presents finding on intermediate outcome 1 – Regular attendance of girls in formal and non- formal learning

Table 5. 1: Summary of Baseline Figures for Intermediate Outcome 1

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Attendance	Percentage improvement in attendance rates	Attendance registers; Enrolment logs	External evaluator	0%	TBD	Y
	Change in perception of girls who appreciate attending, participating and transitioning through formal and informal learning institutions (Rating on a scale of 1-4)	Girl survey and FGDs	External evaluator	2.75	TBD	Y

### Main qualitative findings

- No attendance data since learning at the catch centres had not begun
- Qualitative data from FDGs with community members and interviews with key informants indicated that general school attendance for girls and boys across the counties was poor. However, girls were more likely to miss school due to household chores compared to boys
- Overall (based on analysis of barriers and characteristics), the main barriers to attendance and learning were noted to be insecurity to school and safety at school, the need for the girls to work, household chores, cost of education, and lack of facilities to meet the unique needs for girls
- On the other hand, county specific barriers and characteristics. The following is the summary:
  - Garissa County: Insecurity, cost of education and household chores are the key barriers. Older girls from households where the caregiver is not employed are the most likely not to attend.
  - Isiolo County: Insecurity, household chores, cost

of education. Older married girls are the most likely not to attend

- Kilifi County: Insecurity, cost of education, and negative perception of out of school girls as truants are the key barriers. Older girls from households where the head is not employed are the most likely not to attend.
- Kisumu County: early marriage, the need for the girl to work and the negative perception that the girls are incapable of learning are the key barriers. Married girls and those who are mothers are the most likely not to attend.
- Migori County: The key barrier is the negative perception that the girls are incapable of learning. Girls who are mothers or married are the most likely not to attend.

### Barriers to school enrolment and attendance

This section presents key barriers to school attendance in the counties visited. The quantitative data is mainly generated from the HH survey.

Care givers were asked to give the main reasons why the girl was not attending school. The findings are presented in table 5.2

Table 5. 2: Reasons why girls do not enroll school

	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Lack of money to pay schooling costs	49%	32%	26%	24%	37%	34%
The girl is married or about to get married	9%	6%	5%	7%	8%	7%
Girl needs to work, earn money or help out at home	8%	17%	1%	0%	4%	7%
To attend school the girl needs special services or assistance such as speech therapist, support worker, sign language interpretation that not available	1%	0%	5%	25%	2%	5%



Overall, school costs were the main reason that girls were out of school as reported by 34% of the care givers with out of school girls. In Kisumu County, 25% of the caregivers indicated that lack of special services or assistance such as speech therapists,

support worker, sign language interpretation was a deterrent to girls' school enrolment.

Care givers were asked to give their opinions on what conditions were acceptable for a child not to attend school. The findings are presented in table 5.3

**Table 5. 3: Proportion Indicating Conditions under which a Child should not Attend School**

	County					Total
	Garissa	Isiolo	Kilifi	Kisumu	Migori	
Education is too costly	40.7%	37.7%	50.6%	33.3%	33.6%	39.0%
The child has physical or learning needs that the school cannot meet	48.1%	54.8%	39.0%	33.3%	17.9%	37.7%
The child is unable to learn	44.3%	57.0%	39.0%	31.5%	9.7%	35.5%
The child is too old	54.8%	51.9%	34.6%	22.6%	3.6%	32.0%
The child may be physically harmed or teased at school or on the way to/from school	54.0%	60.4%	33.3%	3.7%	3.5%	31.4%
The child is married /is getting married	49.2%	37.7%	33.7%	38.9%	10.6%	31.4%
The child is a mother	41.3%	38.3%	46.3%	18.9%	10.6%	30.4%
The child may physically harm or teased by other children at school	27.4%	53.3%	34.1%	7.4%	4.4%	26.6%
The child needs to help at home	42.6%	39.3%	19.5%	1.9%	0.9%	20.7%
The child needs to work	29.0%	44.9%	12.2%	3.8%	3.5%	19.7%

Overall, slightly more care givers (39.0%) were of the opinion that it was acceptable for a child not to attend school if education was too costly, followed by 37.7%, for if the child has physical or learning needs that the school cannot meet and 35.5% if the child is unable to learn. Majority of the caregivers from Garissa (54.0%) and Isiolo (60.4%) indicated that it was acceptable for a child not to attend school if the child may be physically harmed or teased at school or on the way to/ from school. Further, many of the care givers from Kilifi (46.3%), Garissa (41.3%) and Isiolo (38.3%) reported that it was acceptable for a child not to attend school if she was a mother. In addition, majority of the care givers from Garissa (54%) and Isiolo (51.9%) said that it was acceptable for a child not to attend school if she /he is too old.

Nearly 50% (49.2%) of the care givers from Garissa, and 37.7% and 33.7% of caregivers from Isiolo and Kilifi respectively said that it was acceptable for a child who is married or getting married not to attend school. These findings point to persisted barriers to education among the marginalized communities and were corroborated by qualitative findings from FGDs with community members, interview with project partners indicated that school attendance across the counties was poor. On the contrary, interviews with the ministry of education officials from 2 counties indicated minimal cases of absenteeism occasioned by sickness.

Table 5.4 presents household chores and other home related activities that are an impediment to girls' school attendance.

**Table 5. 4: Proportion of Girls doing Different Household Chores**

	County					Total
	Garissa	Isiolo	Kilifi	Kisumu	Migori	
Help with fetching water?	94.2%	99.1%	98.8%	75.9%	97.3%	94.8%
Doing housework (e.g. cooking or cleaning)	97.1%	98.1%	95.2%	74.1%	96.5%	93.9%
Caring for younger or older family members	72.5%	88.8%	90.5%	66.7%	94.7%	85.2%
Help with agricultural work (e.g. guarding livestock; planting, watering or harvesting crops)	35.3%	37.4%	88.1%	66.7%	91.2%	65.0%
Help with a family business or work outside the home (non-agricultural)?	23.2%	25.2%	50.0%	24.1%	26.5%	30.0%

Overall, a majority of the girls (94.8%) spent time fetching water, followed household chores such as cooking and cleaning (93.9 %) and taking care of young or older members

of the family (85.2%). The care givers were asked to quantify how much time (on a normal day) girls spent on activities highlighted on table 5.4. The findings are presented on table 5.5

Table 5. 5: Time Spent on HH Chores and the Effect on Enrolment

		County					
		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Time typically spend on a normal day on doing all household chores	Whole day	37.7%	21.5%	15.5%	9.4%	21.2%	21.4%
	Half day	36.2%	59.8%	41.7%	37.7%	37.2%	43.7%
	Quarter day / a few hours	23.2%	16.8%	28.6%	24.5%	24.8%	23.2%
	A little time / an hour or less	1.4%	0.0%	13.1%	20.8%	13.3%	8.9%
	Don't know	1.4%	1.9%	1.2%	7.5%	3.5%	2.8%
Effect of household chores on school enrolment	Yes, not enrolled mainly because of this	27.5%	5.6%	8.3%	0.0%	3.5%	8.4%
	Yes, partly the reason	34.8%	38.3%	9.5%	1.9%	13.3%	20.8%
	No, not the reason for her not being enrolled	33.3%	54.2%	79.8%	98.1%	82.3%	68.9%
	Don't know	4.3%	1.9%	2.4%	0.0%	0.9%	1.9%

On a normal day, 37.7% of the girls in Garissa spent a whole day doing HH chores compared to Kisumu with 9.4%. On the other hand, Isiolo County had the highest number of girls (59.8%) who spent half a day doing those activities. Such activities made 27.5% of the girls from Garissa County not to join formal education.

Although it was reported that few girls attend school due to early marriage and that drop rate is high in Isiolo and Garissa counties, on a positive note, there was a consensus that more girls unlike in the past were accessing formal education instead of being married off early. This change of attitude was informed by the perceived benefits of girls' education and particularly because girls were said to be more likely than boys to support or help their families in future (Community Dialogue, FGD).

Qualitative data revealed that school attendance by girls and boys was perceived to be poor across all the counties. In Isiolo County, poor school attendance by girls was attributed to barriers such as household chores, menstruation or lack of sanitary towels, negative attitude to formal education; early marriage and high drop-out rates (Information obtained from Community Dialogue, FGD). In Garissa County, girls were said to miss school more than boys due to household chores as explained:

Some girls are given responsibilities at home.... Say to look after other siblings....You know, in our community, you can find a woman with 3-4 toddlers....

Negative attitude to formal education reportedly had led to poor or low enrolment and attendance and dismal performance in Isiolo County as indicated below:

Actually, people don't know the value of education at all. In this area, it's not that easy to access education, which leads to low enrolment and attendance and even poor performance. (Female, Project Partner Interview, Isiolo County, October 2019)

In Migori County, poor school attendance was attributed to indirect costs to schooling, tribal clashes,

cultural practices such as FGM and early marriage, as explained in the excerpt below:

The children do not attend school as expected, because of lack of school levies, it's difficult to earn money in this area.

Most of the parents are women, when men were there, they used to practice farming, and they were killed (in clashes). One woman with many children, she will pay for some and not all, so attendance is not that good. Safety issues such as tribal clashes affect school attendance, as well as early pregnancy and FGM among the Kuria sub tribe in Kuria East (Female, Community Dialogue, FGD, Migori County, October 2019).

In Kisumu the community dialogue indicated that, girls were said to drop out of school more than boys due to early pregnancy while poor school attendance was attributed to distance to school, while in Kilifi County a deeply entrenched cultural practice of night- mourning events popularly known as "Disco Matanga" reportedly contributed to poor school attendance and are associated with cases of early pregnancy. Interestingly, it was reported that there was a practice by some schools to close in order to attend a burial as reported by a key informant:

have had cases of schools closing to attend a burial in the neighbourhood. I had to stop this culture and ask the head teachers to show cause why he should not be disciplined for it (Male, MoE Interview, Kilifi County, October 2019).

In Garissa County the status of education was described as poor due to shortage of teachers by MoE, Community dialogue, project partners as illustrated below:

Access to education is actually a challenge you will find that in many schools of that area, we have only one teacher So, you find that because of that, the children are not getting the right quality education that they require (Male, MoE interview, Garissa County, October 2019).

### Reflections on Attendance

Attendance data was not collected since learning at the catch up centers had not begun.

Regular attendance of girls in formal and non-formal learning is critical for the achievement of improved literacy and numeracy skills. Achievement of improved learning outcomes is more likely to encourage or motivate girls to remain in school and transit to the next level that are essential for their improved life chances. Furthermore, change in perception of girls who appreciate attending, participating and transitioning through formal and informal learning institutions will result in sustainability in the sense that girls will endeavour or aspire

to stay in formal or non-formal institutions and learn hence transiting to employment, livelihood or entrepreneurship leading to better lives for themselves and their families.

Regular attendance fixed at 80% is essential in the sense that girls are more likely to succeed in acquiring functional literacy, numeracy and life skills required for improved life chances. As a result, it will be difficult for the educator facilitators to support girls build their skills and progress to their preferred pathways if attendance is below 80%.

Learning outcomes indicate that older girls (15 years and

above) have higher learning mean scores except in Garissa county compared to younger age-group (14 years and below). This finding implies that the older girls will transit from the catch up centre earlier than the younger ones. Consequently, 80% attendance should be proportionate to the individualised education plan that a given subgroup of girls is expected to spend at the catch up centre.

## 5.2 Teaching quality

The section presents finding on intermediate outcome 2 – teaching quality

Table 5. 6: Baseline Figures for Intermediate Outcome 2

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Teaching quality	Level of change in sensitive attitudes displayed by teachers/educators towards marginalized girls	Lesson observation reports; Lesson plans and curricula	External evaluator	0%	TBD	Y
	Proportion (%) of SMCs and PTAs demonstrating support of OOSGs through formulation, review and implementation of policies that support OOSGs learning and transition	Teacher interview Partner to confirm				

### Main qualitative findings and reflections

- At baseline, teaching and learning at the catch up centres had not started or begun.
- However, a majority (56.5%) of the care caregivers across the counties were optimistic that education that will be offered to their daughters would be very good.
- The education facilitators are trained teachers; however they have limited experience in teaching learners in accelerated learning environments (including multi grade classes) and may need extensive support in these aspects.
- The completion and execution of life skills curriculum is important so as to commence targeting the older children that are likely to take a shorter time in the catch up centre.
- For appropriate targeting, the facilitators may consider breaking the classes further into sub categories based on the age groups (10-12 years; 13-14 years; 15-16 years; and 17 and above)

Table 5. 7: Caregivers Perceptions about Quality of Teaching/Learning

		County					
		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Quality of teaching / learning parents think the girl will receive at catch-up center	Very good	43.8%	52.7%	20.5%	65.2%	85.0%	56.5%
	Fairly good	37.5%	16.2%	68.2%	26.1%	11.3%	27.9%
	Neither good nor bad	12.5%	5.4%	0.0%	0.0%	0.0%	3.7%
	Not very good	2.1%	2.7%	6.8%	0.0%	0.0%	2.2%
	Not good at all	2.1%	0.0%	4.5%	0.0%	0.0%	1.1%
	Don't know	2.1%	23.0%	0.0%	8.7%	3.8%	8.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



Migori County had the highest proportion (85.0%) of caregivers who indicated that the quality of education will be very good followed by Kisumu 65.2% and Isiolo 52.7%.

### Status of the Catch up Centre

Evidence from qualitative data indicates that catch up centres had largely been mapped out and educator facilitators recruited in four counties. Further, catch up centres were mainly housed at the local churches, chiefs' camps or in a school while a few of them were to be housed in hired venues, semi-permanent structures constructed on community land or at partner organisation premises. The catch up centres had between 12 and 20 girls already enrolled with plans to have a maximum of 30 girls per catch up centre.

In three counties (Garissa, Isiolo and Migori) provision of facilities such as chairs and desks had been put in place. Notably, there was a provision for a lactation room in some catch up centres in Migori County. However, still in Migori County, there were catch up centres that did not have ready access to water making it unfriendly for girls.

In Isiolo and Migori Counties, qualitative data indicated minimal activities in some catch up centres.

The catch up centres for Kisumu County had not been identified or finalized.

The project plans to have an oversight committee at each catch up centre that will have the education facilitator as the secretary with local administration, parents at catch up centres and leaders as part of the committee. The committees will oversight the catch up centre.

### Educator Facilitator Preparation

The evaluation found that all the educator facilitators interviewed during the evaluation had not been exposed to accelerated learning programmes and did not have prior experience in teaching in multi grade classes. The evaluation noted that the training for education facilitators and the coaches was done at the same time. This approach had the advantage of having the coaches observe the teachers, identify the areas that they require further support and have an insight on how they would plan for them. However, it would have been more effective if the educator facilitators had been exposed to the training of trainers manual prior through a training where they would have been involved in reflection of the methodologies required to deliver the curriculum more effectively.

The evaluation also noted that the actual training of coaches and facilitators may not have been adequate. Education facilitators from four counties (Garissa, Kilifi, Migori and Isiolo) reported being sensitized about teaching of the out of school girls safeguarding, teaching methods and material development. However, they reported that they did not have the finalised curriculum to commence teaching. It took approximately 3 – 5 days (a maximum of 24 hours

i.e. 3 days training for teaching methods and material development aspects). The evaluators analysis is that a total of 3 hours was utilized in training on how to teach adults and multi grade; 15 hours (5 hours each subject) in training on how to prepare and deliver lessons in Kiswahili, English and Maths; and 6 hours in training on the other aspects such as assessment and material development as tabulated below.

Table 5. 8: Educator Facilitators Training Program

Day 1	Approx Hours	Day 2	Approx Hours	Day 3	Approx Hours
Preliminaries & Official opening		Re-cap		IEP	
Overview of EFL; Teaching Adults	2	Eng: Resources ; SOW; L/p;	2	Kisw: Resources ; SOW; L/p;	2
<b>Health Break</b>		<b>Health Break</b>		<b>Health Break</b>	
Multi Grade	1	Modelling	3	Modelling	3
Maths: Resources ; SOW; L/p;	2	Micro-teaching		Micro-teaching	
<b>Lunch Break</b>		<b>Lunch Break</b>		<b>Lunch Break</b>	
Modelling	3	Assessment	1	Material Development	2
Micro-teaching		Material Development	2	Material Display & closure	1
Total	8		8		8

### Delivery of Adapted Curriculums

The project team shared with the evaluators the training of trainers manual, the educator facilitators' guide and the learner's workbook. An analysis of these documents indicates that they align with the adapted curriculum to a large extent.

It was noted that the delivery of this curriculum would be through a 3 day weekly programme of 3 hours with each day covering the three subjects of Kiswahili, English and Mathematics. At the time of baseline no classes had commenced and therefore the baseline did not collect any

data on classroom experiences. However, it was noted in Migori that the timetabling was a participatory process that involved the girls.

The training programme shared by the project team indicated that the educator facilitators had been trained on continuous assessment of the girls at the catch up centres (through learner assessment tracking sheet). The evaluation however noted that other than this sheet, the project had not set the quantitative benchmarks of functional literacy and numeracy.

There was a separate life skills curriculum. This curriculum will be delivered through mentors who will be three for each catch up centre.

An analysis of the life skills curriculum in relation to the two day training given to the mentors noted that

the training laid more emphasis on agency and voice and there was little training on rights and abuse and sexual reproductive health even though they were components of the curriculum.

### Reflections teaching quality

Data on level of change in sensitive attitudes displayed by teachers/ educators towards marginalized girls was not collected because learning at the catch centres had not started. Further, data on the proportion (%) of SMCs and PTAs demonstrating support of OOSGs through formulation, review and implementation of policies that support OOSGs learning and transition was not collected because at the time of baseline a decision had not been made on the level of project engagement with the schools.

The evaluation notes that there may be need for the classes to be differentiated further into age groups such as 10 – 12 years; 13 – 14 years; 15- 16 years; and 17 years and above as per the recommendations for the different pathways. This is because of the strong correlation between learning levels and the age.

Whereas all the educator facilitators are trained teachers, the finding that majority of them had no prior experience or exposure to accelerated learning environments and multi grade class may have an effect on their delivery.

The coaches will be critical in putting in place robust systems to support the facilitators in methods of delivery of the adapted curriculum in the multi grade classes with an IEP approach.

On delivery of life skills, the evaluator notes that there were critical knowledge and attitude gaps on issues of sexual reproductive health, rights and abuse across all the counties and therefore the life skills issues are critical for the success of the girls. The project should consider integrating the life skills strands in the delivery of the literacy and numeracy lessons. For older girls who are likely to graduate earlier, their lesson delivery should have less of literacy and numeracy and more of life skills contextual discussions. This means that having an integrated approach in teaching literacy, numeracy and life skills would more relevant for the older girls.

Furthermore, the catch up centres may need to recognize that some girls are already at some level of reading and therefore the project should plan for readers and other supplementary reading materials such as newspapers, faith based materials and other life skills related materials. Nearly 30% of the girls indicated that they were already spending some time at home in a week reading. This was noted more in Kilifi (46%), Kisumu (48%) and Isiolo (35%). Other than household chores (38%) that were mentioned as the main deterrent to reading at home, lack of reading materials (32%) was the other reason of what stops them from reading at home.

### 5.3 Community Attitudes and Behavioural Change

The section presents finding on intermediate outcome 3

- Increased positive social norms towards out-of- school girls' education.

Table 5. 9: Baseline Figures for Intermediate Outcome 3

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
	Proportion (%) of target girls' parents/ caregivers who are supportive of their girls' education	HH surveys	External evaluator	46.1 %	55%	Y
Community attitudes and behaviour change	Level of change in attitudes and perceptions of community members towards OOSGs accessing education	Interviews and FGDS	External evaluator	1.63	2.0	Y

### Main qualitative findings

- Quantitative data from OOS girls' survey indicates a more positive community attitude towards the education of girls with 46% indicating that even with limited finances, communities still support girls' education.
- However, the attitude towards out of school girls is negative with an overall 40.7% indicating support for OOSGs is very low (a rating of 1.63 out of 4)
- This was corroborated by the qualitative data from FGDS with community members, OOS girls and boys
- On the other hand, the proportion of OOSGs who believe that the community is supportive of girls education was higher (91%) compared to that of the community support for children with disability (82%).
- The external evaluator has suggested an increment by 20% (or 1.2 of the current value)

- The primary care givers (regardless of gender) were the key influencers of the change of girls situation in the community
- Household heads with no education and the motherhood status of the girls were key characteristics that influenced the education levels of girls
- Some of the statistically significant barriers in the community were insecurity to and from school, the opinion that the girls need to work and lack of facilities at schools to address the unique needs of the girls (eg for young mothers or girls with disabilities)
- The statistically significant community attitudes that affected the learning of the girls included – the belief that out of school girls are likely to have bad behavior (truancy), older girls do not need to go to school, the girls would rather work, education is too costly and that girls would rather be married.

## Community Attitudes

This subsection presents the findings on community attitudes with regard to girls education in general and specifically for out of school girls

Table 5. 10: Perception of Caregivers on the Value of Girls Education by County

Perception	Response	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Limitation of funds should not affect investment in girls education.	Agree	69.5%	86.9%	94.0%	83.3%	91.1%	86.1%
	Neither Agree nor Disagree	11.6%	3.7%	4.8%	9.3%	3.5%	5.9%
	Disagree	18.8%	9.3%	1.2%	7.4%	5.3%	8.0%
A girl is just as likely to use education as a boy	Agree	81.2 %	95.3%	97.6 %	88.9%	92.0%	91.8%
	Neither Agree nor Agree	7.2 %	2.8%	2.4%	1.9%	3.5%	3.5%
	Disagree	11.5%	1.9%	-	9.3%	4.3%	4.7%

Overall, the proportion of the care givers agree that a girl is just as likely to use education as a boy was higher (91.8%) compared to those who agreed (86.1%) that limitation of funds should not affect investment in girls' education. Kilifi county had the highest proportion of caregivers (97.6%) and (94%) who agreed that a girl is just as likely to use education as a boy and that limitation of funds should not affect investment in girls education respectively.

## Support for Out of School Girls

Overall, the level of support and the perceptions towards out of school girls was significantly lower (40.7%) compared to that of other girls that are in school. The caregivers believed that

all girls have a right to go to school, including out of school girls (92.7%) but their support for out of school girls education (71.9%) was lower. The evaluation also determined the level of engagement of the communities with other stakeholders in being sensitised on supporting marginalised girls and the avenues that these communities are mobilised to discuss and support these marginalised girls. It was noted that 25.8% of the caregivers have been sensitized within these communities by other stakeholders on supporting marginalised girls, and that some of the communities have ad hoc meetings and forums that discuss issues of out of school girls – this was noted by 24.3% of the care givers.

Table 5. 11: Perception of Caregivers on the Value of Girls Education by County

Level of perceptions and support by Community towards OOSGs Education	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
If they think OOSGs has a right to education	78.3%	93.5%	95.2%	94.4%	98.2%	92.7%
If their community is holding sensitization for support of marginalized girls	29.0%	17.8%	45.2%	27.8%	15.9%	25.8%
Are there barazas or community forums/established to support and advocate for OOSGs education	20.5%	10.2%	49.4%	30.9%	17.9%	24.3%
If communities support the education of their OOS girls	75.4%	65.4%	52.4%	66.7%	92.9%	71.9%
Total average	41.6%	31.1%	49.0%	41.8%	42.2%	40.7%

Table 5. 12: Perception of OOS Girls on the Importance of Educating Girls and Children with Disabilities by County

Perception	Response	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
If girls have a right to go to school	Yes	94.6%	97.2 %	88.7 %	80.0 %	89.1%	90.7%
	No	1.4 %	0.9%	1.0 %	-	1.7 %	1.1 %
If girls should go to school	Yes	97.3 %	97.2 %	97.8%	95.5 %	93.6 %	96.2%
	No	2.7 %	2.8 %	2.2 %	2.3 %	3.6 %	2.4 %
If Children With disabilities have a right to go to school	Yes	82.4%	89.9%	82.5%	69.1%	79.8%	81.9%
	No	10.8 %	7.3%	4.1%	10.7%	6.7%	7.5%

While the attitudes towards the education of the two marginalized groups of children in the community were generally favourable at an average of 91%, the slightly lower margins for CWDs (82 %) especially in Kisumu County are noted and may account for the poor attitudes towards these children observed and reported later in this section. A similar trend in attitudes on the value of educating girls by the community was observed from the household survey data on perceptions by care givers as seen in the table below.

High proportions of care givers (92.7%) agree that the community is supportive of OOSGs' right to education, followed by 71.9% who indicated that the community

supports education of OOSGs while 63% of the care givers indicated that community members were holding sensitization meetings to support education for marginalised girls. However, 55.5% of the care givers said that adolescent OOSGs are not given opportunities to learn in the community. Vocational training, going back to school and catch up centres were identified by the care givers as the possible opportunities that were available for the girls. The limited support to adolescent OOS girls by the community may negate the optimization of the positive policy environment observed above. Table

5.12 below provides an overview of the perceptions on community support for OOS girls.

Table 5. 13: Perception of Caregivers on Community Support for OOS Girls' Education by County

Perception	Response	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
If they think OOSGs has a right to education	Yes	78.3%	93.5%	95.2%	94.4%	98.2%	92.7 %
	No	14.5%	4.7%	3.6%	5.6 %	0	4.9%
If adolescent OOS girls are given opportunities to learn in the community	Yes	37.7 %	25.2	42.9%	22.2 %	33.6%	32.6 %
	No	44.9%	63.6%	46.4%	59.3%	59.3%	55.5%
If their community is holding sensitization for support of marginalized girls	Yes	29.0 %	17.8%	45.2%	27.8%	15.9%	25.8%
	No	52.2 %	73.8%	47.6%	50.5%	78.8%	63.5%
If communities support the education of their OOS girls	Yes	75.4 %	65.4 %	52.4 %	66.7 %	92.9 %	71.9 %
	No	21.7 %	26.2 %	47.6 %	31.5 %	7.1 %	23.5 %

From the table, while the caregivers had a strong belief that OOS girls had a right to education, their perceptions on the support available for them were poor.

		County					
		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Level of schooling caregivers would you like their girls to achieve?	<b>None</b>	<b>26.10%</b>	<b>2.80%</b>	<b>1.20%</b>	<b>3.70%</b>	<b>0.0%</b>	<b>5.60%</b>
	Primary	17.40%	23.40%	4.80%	0.0%	8.80%	11.90%
	Lower secondary	4.30%	9.30%	4.80%	0.0%	0.90%	4.20%
	Upper secondary	2.90%	16.80%	29.80%	16.70%	14.20%	16.40%
	College or university	39.10%	43.90%	52.40%	72.20%	66.40%	54.30%
	Don't know	10.10%	3.70%	7.10%	7.40%	9.70%	7.50%

It was noted that fewer caregivers in Garissa (39.3%) and Isiolo (43.9%) had higher education aspirations for the girls. Perhaps because these girls were their wives and their priority was for the girls to take care of their children rather than pursue education.

However, in Kisumu (72.2%) and Migori (66.4%), the aspirations were for girls to pursue higher education.

The respondents reported mixed responses on the attitudes of the community towards out of school girls' education and girls' education generally. There were both negative and positive attitudes towards the girl's education. There was a consensus in all the five counties among stakeholders on improved attitudes

and progressive positive attitudes concerning the girls' education but there still were several barriers. The attitudinal improvement was brought about by the cumulative efforts by several actors such as NGOs, government, community leaders and Community based organizations.

In all the counties there was at least one CBO or NGO that is known by residents to advocate for girls education and rights and thus improving community attitudes towards girls' education. The organizations help in sensitization against early marriage, Female Genital Mutilation, and other harmful cultural practices. The organizations also provide learning assistance (fee payment, books purchase, sanitary pads provision, life skills training and guidance and counselling).

There has also been a realization on importance of girls' education in all the five counties that has helped improve the status of girls' education. There was however a challenge with some parents especially in Migori County where some parents fail to support girls' education because of the fear that the girl will be married to neighbouring communities rather than within the communities thus helping a different community.

The qualitative data from interviews of community members, comprising OOS girls and boys as well as male and female adult members confirmed the position given by the surveys and showed a generally positive attitude towards the education of girls in general. This is a shift from the previous years where boys' education was prioritized in the community. This perception is exemplified by the excerpt below from a community dialogue with men from Garissa County:

*I think that all children deserve to be educated. When a girl is educated, we will avoid cases of early marriage..... Years back, and the Somali community did not see importance of educating the girl.... most girls were married off early and they did not have a chance to go to school.... But now things have changed.... When you walk around here, you will see many girls going to school. People have changed.... We have changed! We now take all girls to school (Male Community Dialogue, Garissa County, October, 2019).*

The respondents also reported community members' initiatives that favour girls both at individual level and at group level. They said that community members report to the chief households that have children who do not attend school. They also reported that the community members share advices among and within themselves on the importance of girls' education. There is however a challenge in Kilifi where some community members fear reporting some parents because of the fear of being bewitched.

The government and community leaders have also played

part in the improvement. The leaders sensitize parents, educate them, and even support the girls directly so as to pursue studies. In most counties, the chiefs help enforce the government directive that requires all children to go to school. In fact, in Migori, if a girl drops out, she is married off as quickly as possible so that the authorities do not establish the events while still in the parents' home for fear of consequences. In several counties the members of parliament and women representatives are reported to constantly support and advocate for girls' education. In some counties such as Migori, they sponsor the best performed students through secondary, college or TVETs.

In Isiolo the women representative was mentioned by several girls as an inspiration for them. There were also positive attitudes towards reported especially from the elites in the community and literate parents. Literate parents support and protect their children and even mentor them towards the goals they wish to attain. Thus generally chiefs, Members of parliament, religious leaders and other community leaders show positive attitudes towards girls' education in all the 5 counties. The excerpts below expound this further.

*We have girls' forums where we talk on the importance of education, we campaign against Female Genital Mutilation (FGM) and forced early marriages.... Yes! You know that when she is in the school, the teachers are following her.... The head teacher is following her.... The chief.... nobody can try marrying off such a girl.... These people will cause problems for you (Male Community Dialogue, Garissa County, October 2019).*

Learners go to school because they know staying at home will result into arrests by chief (Female Education Facilitator KII, Migori County, October 2019).

Women in the five counties were reported to be the lead advocates in championing for the rights of the girls and their education. In several counties (Migori, Isiolo, Garissa, and Kisumu) women were mentioned to be the leading champions against FGM. In Kisumu women have formed a group that targets girls and material support from several partners to assist girls. This group also educates the girls on abuse, SRH, steps to take when assaulted and other important skills as well as guidance and counselling. It was also indicated by several respondents that women assist their daughters by encouraging them and supporting them within the households and without.

## Negative Cultural Practices

Cultural beliefs such as belief in patriarchal communities that places the men to be more important than the female has also worked against women in all the counties, thus affecting their attitudes. The male children are more favoured and supported by the families and communities more than the female children. Boys are supported through school and encouraged unlike girls who are not supported in same measure. For example when asked who is supported more (through availability of opportunities) in the community during the survey, the 17.4% of the girls rated highly the opportunities available for girls compared to 54.4% opportunities for boys.

Some respondents in Migori also mentioned that learned girls from the community choose to be married in the neighbouring Luo community and this as well affects the community's attitudes since they perceive that learned girls will eventually get married elsewhere and not within.



Behavioural indicators of community support for girls education was in form of community initiatives to address cultural barriers like Female Genital Mutilation (FGM) and forced marriages as well as chief patrols aimed at compelling parents to take out of school children back to school.

Most respondents mentioned the practice of FGM in three of the five counties (Migori, Garissa and Isiolo). Even though female genital mutilation has negative effects on the girl, the various communities still practice it and the girl (victim) most of the time does not have the luxury of choosing whether she wants or not. The respondents mentioned cases where girls miss school or even get sickly as a result of the effects of FGM. The respondents also mentioned that most girls who undergo FGM are likely to get married early, and those who do not are likely to progress in their studies. Even though such practices are gradually being abandoned by the communities, some parents still practice them religiously and would even practice them at night or in hiding. At times the immediate relatives of such a girl would pressurize the parent to make the girl undergo FGM failure of which results in poor attitudes against the family and the girl. In Migori, the respondents mentioned that those practicing would even go into Tanzania to perform them for fear of being arrested in Kenya and then come back after performing.

There were, however, some lingering negative attitudes towards girl's education based on the low hierarchical position of women in comparison to men, in patriarchal societies (practiced in the five program counties). The belief behind this was that, since men were the heads of the families and women eventually marry and leave the home, there was no need of educating girls. This persistent cultural belief is illustrated below:

*The belief is that even if a girl goes to school to read and write, it is only for some time because she will soon be married and her duties are to give birth (Female Educator Facilitator KII, Kilifi County, October 2019).*

The supportive attitude towards education for girls therefore took a negative turn in the context of limited resources for education for children of both sexes in favour of the boy child. This position is evidenced by the slightly lower figures (86% versus 92%) on the perceptions of caregivers on the support of girls in the context of limited resources as compared to those on practicability of girls' education in Table 2 above. This perception was reinforced by data from community dialogues;

*Some parents lack school fees so after primary school, girls don't transit to secondary school. (Female Community Dialogue, Kisumu County, October 2019).*

The study further noted some behaviour in the community relating to persistent social, cultural and structural barriers that curtailed the attendance and learning outcomes of girls and consequently leading to the occurrence of OOS girls in the five study counties. Although Female Genital Mutilation (FGM) is outlawed in Kenya, the study established that it was still ongoing. It affected girls' education in Migori, Garissa and Isiolo counties. Because it was a rite of passage to adulthood, girls who were circumcised were married off, but in case they remained in school they missed school to recuperate from the side effects of the cut as indicated below:

*Education status generally low and it's attributed by early pregnancies and aspect of FGM in both Kuria west and*

*Kuria east sub counties (Male Project Partner, KII, Migori County, October 2019).*

*Apart from monthly period, some are sickly because they have been circumcised (FGM). It is very painful.... Some parents lack school fees so after primary school, girls don't transit to secondary school. There is also forced early marriages in this community (Female Community Dialogue, Kilifi County, October 2019).*

While FGM was therefore one of the causes of early marriage in Migori, Isiolo and Garissa Counties where it was practiced, in these and in the rest of the counties (Kilifi and Kisumu), this also occurred due to early pregnancy and the belief that girls were mature enough to get married after attaining puberty. This is illustrated below:

*Beliefs that a girl child should not go to school and when she gets to puberty she has to be married off... There is also the belief by the society that when one gets circumcised, they are mature enough and do not need to continue with school (Female Educator Facilitator, KII, Migori County, October, 2019).*

Gender roles where girls were assigned household chores taking away time for doing homework and their studies in general was commonly mentioned in all the counties. These excerpts illustrate this further;

*when we go home our parents give us a lot of work the source of, rivers are very far, source of water is very far we go fetching water and then at night we don't have power so we can't do our homework because our parents perhaps cannot afford paraffin, the element of poverty, so if I am able to do chores between 5pm-7pm it means that I won't have time to do my homework on time (OOS Girls FGD, Kisumu County, October 2019).*

The data revealed a less positive perception of the education of OOS girls with children. Once they dropped out of school, parents were less keen to enroll them back in school especially once they got pregnant and had babies.

These girls were blamed and stigmatized by the community for getting pregnant and not supported when they returned to school after delivering their babies.

*Teachers have negative attitudes towards some children and girls who re-join school after giving birth. Teachers are not able to pay attention to all of them or make follow up (Female Implementing Partner Officer, KII, Kisumu County, October, 2019).*

*Also, in this community, we don't take girls to school "sana" (a lot) due to culture. Some parents lack school fees so after primary, girls don't transit to secondary. Some are even married with children (Female Community Dialogue, Garissa County, October, 2019).*

*Communities stigmatize girls, who get babies outside marriage (Female Project Partner, KII, Migori County, October, 2019).*

*Some parents refuse to take their children back to school when they become pregnant (Female Community Dialogue, Kisumu County, October, 2019).*

Therefore, OOS girls with children had limited support to continue with their education. Parents were less willing to pay fees or care for their girls to attend school and the girls



are encouraged to get married.

Girls are overburdened and there were some girls who were telling us it gets to a point they are told to go and find a man. They are told how they have seen men bring cattle for other girls, so the parents expect the same of them. The girls were sharing. From how I see it, it's the parent that should encourage these girls to go to school. If one of the parents feels that they should prioritize the boys and take the boy to school, unfortunately that is how it will be. There is a mentality in our people that if you educate the girls, they will benefit the place where they will get married (Male Implementing Partner Officer, KII, Kisumu County, October 2019).

The baseline study also noted similar barriers to the education for girls with disabilities. These girls were hidden from the public in homes and not taken to school in all the five counties. There were also fewer schools and facilities in regular schools especially for children with severe impairments.

Majority in the area have not been to school. Community is hiding some of them and there is high stigma of those with disability (Male Project Partner, KII, Kilifi County, October, 2019).

We don't have a school for children with hearing disabilities nearby. The one that is available is a little bit far away..... We don't have one in here. (Male Community Dialogue, Kisumu County, October 2019).

### Early Marriage

Early marriage was a statistically significant factor with caregivers and heads of household with no education stating that early marriage influences learning. For girls who are married, quantitative analysis indicated that insecurity to school and at school, belief that going to school will lead to truancy and the need for the girl to work to support the family were mentioned as statistically significant barriers by the primary care givers.

The respondents in all the 5 counties mentioned the community's approval for early marriage as a barrier to girls' education. Early marriage is practiced by most parents in all the communities in the 5 counties as an avenue of getting wealth. Girls are thus seen as a source of wealth and purposed to only be a wife. This has affected the communities attitudes since a girl who is not getting married is seen as weird and going against norms. In Migori, girls who have undergone FGM rarely pursue studies to the end because it is usually a way of readying the girl for marriage.

### Young Motherhood and Stigma after pregnancy

Young motherhood was a statistically significant characteristic as well as barrier. The heads of households and primary caregivers (regardless of gender) indicated that young motherhood is a barrier to education and attendance. Specifically, heads of household with no education indicated that a girl's motherhood status is reason enough for them not to attend school.

When a girl is a mother, they were likely to be affected by barriers such as insecurity, truancy, labour, inadequate or inappropriate facilities at the schools or learning centres and negative perception on their ability to concentrate and learn from the primary care givers.

Asked to rate how the communities treat girls who fall pregnant before marriage, 15.4% of the girls are the ones who had positive rating. The rest felt it was either average or poor.

Qualitative data indicated confirmed this because the informants stated that there is stigma associated with early pregnancies from the school and general communities that inhibit re-entry of the girls once they give birth. This was reported in all the five counties. These negative community attitudes affect the girls' education in all the five counties. This was also mentioned as a factor the girls consider in readiness of making pathway choices with most girls with children raising concern on how they will be viewed by the classmates in those classes should they re-join formal schooling.

The community and the family doesn't accept the girls who have given birth. The girls fell unwanted by the family and the community and this makes them feel stressed. (Female, Community Dialogue, FGD Migori, Oct 2019)

### Other Barriers from Communities Perspectives

Respondents also reported negative community attitudes and pointed out further that there are some underlying barriers that need to be addressed in order to improve the community attitudes. These barriers include poverty, cultural practices, non- consultative decision making, lack of mentorship, stigma when pregnant, and lack of will to support girls agenda by community traditional leaders, illiteracy of parents, early marriage and disregard for children with disability and OOS girls as presented below:

#### Poverty

Poverty was pointed out as a major contributor to the challenges facing girls' education. Most of the households are poor and strain to support girls through school. This makes the parents choose who among the children to be supported which disadvantages the girls as they are most of the time neglected so as to favour the boys. Poverty in the 5 counties makes the communities to view girls as a source of wealth which encourages early marriage and even support of parents when girls drop out. The respondents in the dialogues reported that poverty has encouraged early marriage in all the 5 counties. Some parents especially in Migori, Garissa and Isiolo would support their girls dropping out so as to get married because it is an avenue of getting dowry.

In addition, poverty caused by drought and food insecurity and the related limited economic potential of the five project communities as a barrier to girl's education was adversely mentioned in the male and female community dialogues and interviews with project and education officers. According to the qualitative data, poverty affected girl's attendance and participation in education in terms of lack of school costs such as examination fees, building and activity fund, as well as access to sanitary pads, learning resources and food. Also, girls were easily lured into sexual relations in exchange for money leading to early pregnancy and consequent occurrences of school dropout as illustrated below:

These girls are vulnerable, and men can easily seduce them because they don't have food in their homes. They are easily cheated because of lack of food. They get into relationships when they are offered little money to buy snacks. She gets pregnant. She drops out of school... Some of them get pregnant when they are still ten or twelve

years old. So, she drops out of school because of early pregnancy and stays at home (Male Community Dialogue, Kisumu County, October, 2019).

Poverty.... being sent home regularly (for money to cover school costs) discourages them. (Female Educator Facilitator, KII, Kilifi County, October, 2019)

### Lack of Mentorship

Most of the boys and girls mentioned lack of mentorship and mentors in the community which makes them unmotivated and thus affects their attitudes and those of their parents towards education. The girls from largely Isiolo and Migori mentioned lack of mentors and mentorship, which would have helped change the perceptions of the success and expectations.

### Stigma on parents with disabled kids

The respondents also said the communities have poor attitudes towards children with a disability. There is stigmatization of such children in all the 5 counties which makes their parents hide them instead of enrolling them to school or taking them to access health care. It was reported that only a few parents of children with severe disability enroll them to schools because of the fear to be stigmatized.

### Decision Making

Barriers to the attitudes are also affected by the decision making models in the community. In all the 5 counties most of the decisions are made by either the fathers or the parents thus inhibiting the active input of women or girls. Asked to rate how the girls participate in decisions that affect them at community level, only 9.5% of the girls had positive

rating. The qualitative data also confirmed this in all the 5 counties from the female community dialogues that most of the decisions are made by the men and that most girls are only informed of the decisions rather than be involved fully in the decision making process. The girls mentioned that they are not involved in deciding when to stop schooling or when to get married, they reiterated that non-compliance to decisions made at community or family level attracts negative consequences and attitudes.

The girls also showed great motivation in pursuing the various pathways. Even though most girls preferred TVETs, a significant number preferred re-joining formal education as well as business. Most of the girls expressed their wish to use the opportunity to pursue their dreams and improve their wellbeing. The community also reported support from husbands of some of the girls who were married thus indicating positive attitudes. The parents also expressed their gratitude and expectations on the likelihood of significantly improving the lives of the girls and the households.

.....the negative perception towards education for girls is a huge barrier to enrolment. (MALE, Community Dialogue, FGD Isiolo Oct 2019)

## 5.4 Supportive Policy Environment

The section presents finding on intermediate outcome 4

- Responsive and enabling policy environment to support education of OOS girls.

Table 5. 15: Baseline Figures for Intermediate Outcome 4

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Supportive policy environment	Number of national-level policy formulations and reviews in which the project has engaged (via dialogue, advocacy or evidence provision)	Project reports	Project The EE is also required to evaluate this and all IOs, so which sources or tools does the EE intend to use?	Baseline score = 1.0  Qualitative tools targeting education officers	2.0	Y
Community attitudes and behaviour change	Change in perception of officials within the MoE on utilizing alternative learning programmes to enhance opportunities for marginalised girls	Interviews and FGDs	External evaluator	Baseline score = 1.0	2.0	

## Main qualitative findings

- In three counties, key informant interviews with MOE officials, and implementing partners found that the Ministry of Education Officials were supportive of alternative education programs as a way of assisting the Government in providing OOS girls with education.
- Some negative attitudes towards the EFL program by the MOE representative from Isiolo and Kilifi were noted in two counties. While one officer refused to be interviewed about the project, the other official disagreed with the design of the project saying that the OOS girls were the wrong target because it would be difficult to access and motivate them to benefit from the project

### Excerpts from the Key informant interviews with MOE officials, project officers and implementing partners as confirmed the key findings:

The perception is ok.... We are really advocating for that one

... if we get such initiatives.... You know, there is even the issue of registering learners under private

... those elderly learners ... when they get that basic literacy and numeracy, they can enroll for KCPE at the basic education office as a private candidate... they register, sit for exams and if they pass, they can proceed to secondary school ... so it is accepted ...

it is OK ... there are organizations that do that... like SAVE THE CHILDREN had such a program sometime back... there are centres that they set up... now those centres have turned to fully fledged schools. After the program ended, they handed over these things to the ministry and the ministry turned them into schools and they picked (Male Education Officer, KII, October 2019).

Some negative attitudes towards the EFL program by the MOE representative were noted in two counties. While one officer in Isiolo refused to be interviewed about the project even after promising to avail themselves on several occasions, the other official from Kilifi disagreed with the design of the project saying that the OOS girls were the wrong target because it would be difficult to access and motivate them to benefit from the project. This is outlined in the segment below:

Such a program is not going far. I would not target those out of school as they would be minimal cooperation and they may not benefit as much. Majority of those out of school will be looking for handouts. It would have been better if the project targeted those in school and promote their learning. Girls who have left school are very mobile and move around. Many are in town X searching for work, tourists and in prostitution (Male Education Officer, KII, Kilifi County, October 2019).

Another indicator of a future positive MOE and community policy environment for the support of OOS girls lies in the foundation that is being laid down by the project in terms of involving the MOE officials and community members in the design and implementation of the EFL project. This process may act as a sensitisation tool on the importance of alternative education programmes as an education pathway for OOS girls that may in future influence the relevant policy advocacy and implementation efforts. This is illustrated by the exempt below.

It is a good initiative/program. It is a goal of the ministry to have people to acquire functional literacy. We even have officers in charge of adult education. In fact even if a child dropped sometime back they are allowed to re-join (Female Education Officer, KII, Migori County, October 2019).

In addition, the fact that the MOE in collaboration with grass root NGOs and CBOs were already developing and implementing policies that address barriers to girl's education in all of the counties was an optimistic indicator that the same may happen for alternative education programs for OOS girls. The policies and programs relating to OOS girls centred on, stopping Gender Based Violence (GBV), sensitization around early pregnancy, FGM and forced marriage and community monitoring of out of school children. Examples of evidence on this are provided below:

The county government are creating awareness on policy influence. Currently finalizing a draft on Sexually Gender Based Violence [SGBV] policy to advance on issues, especially to mitigate early pregnancies and creating awareness on the FGM issues which are some of the factors hindering these girls to access and transit in education. Local leaders are providing support to girls who want to join vocational training centres by providing bursaries (Male Implementing Project Partner, KII, Migori County, 2019).

Early marriage has affected the girls a lot, but there is an upcoming group called SIGEE CBO that educates people against early marriage and supporting education (Male Community Dialogue, Isiolo County, 2019).

The involvement of project stakeholders in the initial stages of the EFL project accounts for the positive attitude by community members towards it that were noted by the baseline study. They welcomed the project because it addressed the plight of OOS girls and volunteered space within the community from the catch up centers as illustrated:

I think they support ... all the religious leaders and all the community leaders even the chiefs and the youth leaders ... I think they support ... that is why some of them are offering us places to set up catch-up centres within the mosque.... The madrasas where the Quran is being taught... they tell us use this as your catch- up centres ... whenever the religious classes are not on, you can use this place instead of building new structures... so I feel that they are very supportive... despite the fact that there are some challenges (Female Community Dialogue, Garissa County, 2019).

## Reflections on Supportive Policy Environment

The available opportunities for implementing girls' sensitive policies are immense. The 100% transition policy, the TVET enrolment drives, the re-entry policy and other county government policies to support bursary are some of the policy environment opportunities for the project.

Whereas the indicators for the policy environment intermediate outcome are clear, the measurement of these indicators will be largely subjective and qualitative. The

EE proposes to introduce a self-rating system in the next evaluation that will be rated by the project teams and the education officers and a composite score calculated.

## 5.5 Life Skills

This section presents the findings of the baseline knowledge girls have about topics such as skills, attitudes, resource and access, social capital, agency and gender norms which gauge the current status of life skills among the girls in the community. Under Knowledge this section presents views on sexual reproductive health, positive relationships, and their rights. Under skills it presents the baseline level of skills girls have to function in life such as critical thinking, and interpersonal skills. Attitudes are also presented by gauging the mind-sets and beliefs by the girls towards topics such as contraception and the set of beliefs and values they hold at baseline about right to schooling or violence against girls. Ease of access to relevant resources and services such as menstrual pads, health clinics, and family planning are also captured under this section. The baseline status on aspects such as quality of relationships between girls and parents (social capital) and their ability to make strategic decisions (agency) are captured.

The sections have used the girl survey tool as this was the main quantitative tool with the life skills questions. The qualitative findings from the FGD with girls and boys, and key informant interviews have been integrated in the different sections.

The sample size for the quantitative was 427 girls who were surveyed but this vary by question and the relevant sample sizes are indicated in the tables.

The qualitative sample sizes were 12 persons for the FGDs.

The tools will need to be adjusted to include the experiences in the catch up centres for subsequent evaluations since this evaluation did not capture class based interaction and these questions were not asked to girls. In addition, since the girls had not started attending regularly the catch up centres, it was not possible to get responses on their experiences of the facilities offered by the catch up centres and their appropriateness.

Table 5. 16: Summary of Life Skills Indicators

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
<b>Life Skills</b>	Proportion of marginalized girls/boys supported by GEC with improved life skills index	Girl Survey (Life Skill Index)	External evaluator	3.4  Qualitative tools targeting education officers	3.6	Y
Community attitudes and behaviour change	Girls feel more comfortable/ confident expressing themselves at school, in the community and at home	Girl Survey; Girl FGD	External evaluator	66.5%	80%	Y

## Presentation of Findings

### The Life Skill Index

The average Life skill index of the project was 3.2 out of a possible 5. This comprised of the Agency and voice (general self-efficacy score), the SRH attitudes score and the rights and abuse attitudes scores by the girls. These were assessments of the girls themselves. The attitudinal questions across the three areas were chosen to enable measure the baseline and compare with future evaluations to determine the attitudinal changes as indicators of change in the girls' perspectives.

The analysis for the Life Skill index took into the consideration

- (i) Agency and Voice, (ii) Sexual Reproductive Health attitude questions; and

- (iii) Rights and Abuse attitude questions. The questions that were negatively worded were reverse coded so that for all questions (1=strongly disagree; 2=Disagree; 3= neither agree nor disagree; 4=Agree; 5=Strongly Agree). Only the answered questions were included in the calculations of the scores. The average scores for each of the Agency & Voice, SRH and Rights & Abuse were then cumulated and averaged for the combined life skill index score.

Table 5. 17: Life Skills Index Score

County	Age Group	Average SES (Out of 5)	SRH Score	Rights and Abuse Score	Life Skill Index
Garissa	14 and below	3.57	3.01	3.44	3.11
	15 and above	3.85	3.15	3.53	3.41
	Total	3.73	3.09	3.48	3.26
Isiolo	14 and below	3.28	3.67	3.46	3.24
	15 and above	3.36	3.53	3.60	3.29
	Total	3.36	3.54	3.58	3.29
Kilifi	14 and below	3.43**	3.35	3.27	3.20
	15 and above	3.69**	3.33	3.51	3.36
	Total	3.60	3.34	3.42	3.30
Kisumu	14 and below	2.94**	3.58	3.53	3.02
	15 and above	3.49**	3.63	3.68	3.38
	Total	3.31	3.62	3.63	3.27
Migori	14 and below	3.53	3.52	3.97	3.47
	15 and above	3.22	3.38	3.50	3.16
	Total	3.23	3.39	3.53	3.17
Total	14 and below	3.39**	3.32	3.43	3.16
	15 and above	3.44**	3.41**	3.55	3.28
	Total	3.43	3.39**	3.52	3.25

\*\* Statistically significant difference between the two age groups

## Status of Agency and Voice

The girls were asked several statements to determine their level of agency and voice based on some of the project based questions and the proportion of those who agreed and strongly agreed is presented in the table below.

On the overall, 68.9% of the girls showed agency and voice. Kilifi (75.1%) had the highest proportion of girls while Migori (64.9%) had the lowest proportion of girls

Table 5. 18: Agency and Voice Attitudes

Agency and Voice	Age Group	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
I get nervous when I have to read in front of others**	Aged 14 and below	47.2%	36.4%	35.5%	57.1%	0.0%	40.8%
	Aged 15 and above	62.2%	50.0%	42.4%	36.7%	33.7%	43.6%
	Overall	54.8%	48.6%	40.0%	43.2%	31.8%	42.9%
I recognize when choices I make today about my studies can affect my life in the future.	Aged 14 and below	58.3%	90.9%	80.6%	85.7%	83.3%	74.5%
	Aged 15 and above	78.4%	85.4%	91.5%	80.0%	81.7%	84.0%
	Overall	68.5%	86.0%	87.8%	81.8%	81.8%	81.8%
I feel confident expressing myself while at home	Aged 14 and below	72.2%	90.9%	80.6%	78.6%	100.0%	79.6%
	Aged 15 and above	86.5%	87.5%	83.1%	83.3%	78.8%	83.4%
	Overall	79.5%	87.9%	82.2%	81.8%	80.0%	82.5%
I feel confident expressing myself while in the community	Aged 14 and below	30.6%	36.4%	58.1%	35.7%	66.7%	42.9%
	Aged 15 and above	59.5%	46.9%	74.6%	43.3%	45.2%	52.5%
	Overall	45.2%	45.8%	68.9%	40.9%	46.4%	50.2%
I have trusted adults I can talk to when I need to	Aged 14 and below	77.8%	63.6%	87.1%	85.7%	100.0%	81.6%
	Aged 15 and above	89.2%	66.7%	84.7%	86.7%	79.8%	78.5%
	Overall	83.6%	66.4%	85.6%	86.4%	80.9%	79.2%
If someone does not understand me, I try to find a different way of saying what is on my mind	Aged 14 and below	61.1%	90.9%	77.4%	64.3%	100.0%	72.4%
	Aged 15 and above	78.4%	66.3%	79.7%	86.7%	70.2%	73.2%
	Overall	69.9%	68.9%	78.9%	79.5%	71.8%	73.0%
I consider the risk of a choice before making a decision	Aged 14 and below	50.0%	81.8%	75.9%	64.3%	83.3%	65.6%
	Aged 15 and above	78.4%	79.2%	84.7%	79.3%	60.6%	74.2%
	Overall	64.4%	79.4%	81.8%	74.4%	61.8%	72.2%
Average	Aged 14 and below	56.7%	70.1%	70.7%	67.3%	76.2%	65.4%
	Aged 15 and above	76.1%	68.8%	77.2%	70.9%	64.3%	69.9%
	Overall	66.5%	69.0%	75.0%	69.7%	64.9%	68.9%



\*\* This was reverse coded hence represents those who disagree and totally disagree

Whereas over 83% of the girls indicated that they felt confident expressing themselves at home, nearly half (50%) felt the same about expressing themselves in the community.

Asked about how they rate the community support towards girls, those who rated the overall support as good or excellent were only 22.4%

Table 5. 19: Girls Opinion on Community Support

Girls Opinion on Community Support	Age Group	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
<b>Community support for girls to achieve their dreams</b>	Aged 14 and below	38.9%	9.1%	13.8%	35.7%	16.7%	26.0%
	Aged 15 and above	51.4%	26.0%	5.2%	13.3%	23.3%	23.1%
	Overall	45.2%	24.3%	8.0%	20.5%	22.9%	23.8%
<b>Girls supporting each other to progress or in times of challenges</b>	Aged 14 and below	55.6%	36.4%	20.7%	7.1%	16.7%	33.3%
	Aged 15 and above	51.4%	39.6%	10.3%	3.3%	26.9%	28.3%
	Overall	53.4%	39.3%	13.8%	4.5%	26.4%	29.5%
<b>Girls access to health services (including reproductive health services)</b>	Aged 14 and below	41.7%	18.2%	17.9%	21.4%	0.0%	26.3%
	Aged 15 and above	40.5%	43.8%	15.5%	36.7%	43.3%	37.5%
	Overall	41.1%	41.1%	16.3%	31.8%	40.9%	35.0%
<b>Girls participation in decisions that affect them (at household level)</b>	Aged 14 and below	25.0%	18.2%	10.3%	21.4%	16.7%	18.8%
	Aged 15 and above	35.1%	18.8%	10.3%	23.3%	19.2%	19.7%
	Overall	30.1%	18.7%	10.3%	22.7%	19.1%	19.5%
<b>Girls participation in decisions that affect them at community level</b>	Aged 14 and below	16.7%	0.0%	3.6%	7.1%	0.0%	8.4%
	Aged 15 and above	24.3%	9.4%	8.6%	10.0%	5.8%	9.8%
	Overall	20.5%	8.4%	7.0%	9.1%	5.5%	9.5%
<b>The opportunities available for Girls in this community</b>	Aged 14 and below	30.6%	0.0%	20.7%	14.3%	33.3%	21.9%
	Aged 15 and above	33.3%	14.6%	10.3%	10.0%	16.3%	16.0%
	Overall	31.9%	13.1%	13.8%	11.4%	17.3%	17.4%
<b>Average</b>	Aged 14 and below	34.7%	13.6%	14.5%	17.9%	13.9%	22.5%
	Aged 15 and above	39.3%	25.3%	10.1%	16.1%	22.5%	22.4%
	Overall	37.1%	24.1%	11.5%	16.7%	22.0%	22.4%

The girls' opinion was that they rarely participate in decisions that affect them in the community with only 10% rating this aspect as good or excellent. The highest rating for the community support was 35% on the support towards access to health services.

Regionally, Garissa County (37%) rated the community highly on how they treat girls and women compared to Kilifi County (12%) - almost three times lower than Garissa.

There seemed to be a good network amongst girls for their own support in Garissa communities with 53% rating this as good or excellent. On the other hand, the girls' participation in decision making was rated lowest in Migori with only 6% of the girls indicating this as good or excellent.

The girls also reported that they felt boys had more opportunities available in the community compared to girls with 17% rating this aspect as good or excellent for girls and 54% rating this as good and excellent for boys. This opinion on disparity was also evident across all the counties with the highest spread being in Isiolo where girls' opportunity was rated at 24% compared to boys at 79%.

From the qualitative data, the findings seemed to confirm the quantitative findings. For instance, the state of girl's ability to make decisions was poor. Culture in most counties affected the girls' ability make their own decisions, be involved in decision making or be listened to on important matters. There

was a consensus that girls are expected to be submissive to men rather than equally participate in the decision making process. Most of the decisions were reported to rest on the male parents. However, in Migori and Garissa, it was noted that decisions such as dropping out of school were made by the girls, and allowed by the parents, and in some cases encouraged by some parents since it was an avenue for receiving dowry. The respondents from the female community dialogue said that views of female parents are also not taken into consideration at times which is a disadvantage to the girls especially in Garissa, Kilifi and Isiolo.

In Garissa, women, girls and children were reported to have little voice on important matters. The men have a final say in several matters. In counties like Migori, the respondents pointed out that girls had a little liberty in decision making as they were allowed to choose when and who to marry. However, decisions touching on their education were majorly made by their parents especially on whether to support them through the stages of learning.

Some respondents mentioned that a few parents usually give girls an opportunity to raise their concerns after which they advise them on the best course of action and best decisions. It was also evident that most of the advice given to the girls by the parents and other adults was mainly education centred. Career choice decisions are being left for the girls to make with just a little input from adults. Parents' active involvement in the girls' education plays an important role in making a



girl make right decisions; girls who have strict parents make proper decisions on their education and strive for a better future. The following statements give a clear picture of the girls' ability to make decisions:

*In our community, we don't have that; men make decisions in everything in the home. Sometimes, men, women and children have no say; the community decides [Female, FGD, Community Dialogue, Oct 2019]*

*Children (boys and girls are generally not involved in decisions about their future. They are children.... What decisions can they make? .... they don't know what is good for them.... A child will cry even when you are feeding it.... We make decisions on their behalf ... that we deem beneficial for them (Male, FGD, Community Dialogue, Oct 2019 Garissa County]*

*The only decision girls can make, and it can be supported is when they say they don't want to go to school [Female, FGD, Community Dialogue, Oct 2019]*

*Some girls also make the decision, but they still have to get support from the parents. [Girls, FGD, Oct 2019]*

It is positive that some parents engage girls in decision making as this creates an empowering environment for the girls to thrive in achieving their aspiration for a better future. However, evidence from the five counties is largely indicates lack of supportive environment for the girls to apply life skills for their own benefit and that of the community Summary of key findings on agency and voice

- The overall life skills index at baseline across the regions is almost the same at 3.4 out of a possible 5
- The girls reported that they are more confident expressing themselves at home (83%) compared to the community (50%)
- The inability to read has an influence in the confidence levels of the girls with only 43% of the girls indicating they are NOT nervous to read in front of others
- The girls opinion of the community support towards their education is negative, only 10% of the girls rated the community as good or excellent;
- Garissa county has girls with a positive community outlook while generally Kilifi has girls with a negative outlook of the community
- There is general view that the boys (54% rated positively) have significantly more opportunities compared to girls (23% rated positively)

#### Girls View on Relevant Interventions for their Future Aspirations

The girls were asked what knowledge, skills or opportunities were relevant for their future aspirations. The table below indicated the findings. Majority of the girls felt learning a skill (55%) was more important than getting employment (12%)

Table 5. 20: Important Knowledge for Better Future

Important knowledge for better future	Age Group	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
<b>Improve/learn reading and writing in English</b>	Aged 14 and below	80.6%	63.6%	40.0%	64.3%	33.3%	60.8%
	Aged 15 and above	62.2%	42.7%	41.4%	16.7%	43.3%	42.5%
	Overall	71.2%	44.9%	40.9%	31.8%	42.7%	46.7%
<b>Improve/learn reading and writing in Kiswahili</b>	Aged 14 and below	77.8%	54.5%	40.0%	57.1%	16.7%	56.7%
	Aged 15 and above	45.9%	39.6%	36.2%	13.3%	34.6%	35.7%
	Overall	61.6%	41.1%	37.5%	27.3%	33.6%	40.5%
<b>Improve/learn how to count and do Mathematics Learn or be trained on a skill</b>	Aged 14 and below	69.4%	63.6%	40.0%	50.0%	16.7%	53.6%
	Aged 15 and above	37.8%	33.3%	32.8%	16.7%	29.8%	31.1%
	Overall	53.4%	36.4%	35.2%	27.3%	29.1%	36.3%
<b>Learn or be trained on a skill</b>	Aged 14 and below	8.3%	36.4%	46.7%	35.7%	83.3%	32.0%
	Aged 15 and above	35.1%	68.8%	74.1%	66.7%	55.8%	61.5%
	Overall	21.9%	65.4%	64.8%	56.8%	57.3%	54.7%
<b>Start a business</b>	Aged 14 and below	8.3%	27.3%	6.7%	7.1%	16.7%	10.3%
	Aged 15 and above	32.4%	43.8%	27.6%	20.0%	26.0%	31.7%
	Overall	20.5%	42.1%	20.5%	15.9%	25.5%	26.8%
<b>Join employment or be employed</b>	Aged 14 and below	8.3%	9.1%	13.3%	21.4%	33.3%	13.4%
	Aged 15 and above	10.8%	8.3%	10.3%	16.7%	12.5%	11.1%
	Overall	9.6%	8.4%	11.4%	18.2%	13.6%	11.6%
<b>Get married</b>	Aged 14 and below			3.3%			1.0%
	Aged 15 and above	2.7%	1.0%				.6%
	Overall	1.4%	.9%	1.1%			.7%
<b>Others</b>	Aged 14 and below		9.1%	13.3%	7.1%	16.7%	7.2%
	Aged 15 and above		3.1%	5.2%	16.7%	8.7%	6.2%
	Overall		3.7%	8.0%	13.6%	9.1%	6.4%

The key findings on relevance of the project to the girls are as follows:

- Nearly 55% of the girls were of the opinion that being trained on a skill was the most important aspect for their better future. Older girls (62%) preferred the learning of skills compared to 32% younger girls.

This was highest in all counties except Garissa who felt learning or improving English (71%) was the most important (81% of younger girls and 62% of older girls).

- Literacy in English (47%) was more important to the girls than Kiswahili (41%) and numeracy or learning mathematics (36%). Girls from Garissa County, on the overall placed the highest premium on literacy and numeracy while Kisumu placed the lowest importance on these.

- Only one in approximately 4 girls (27%) indicated that starting a business was important for their better future with Isiolo (44%) and Garissa (32%) among the older girls indicating this was important.

### Status of Sexual Reproductive Health

The girls were also asked questions about their knowledge and attitudes on sexual reproductive health.

### SRH Knowledge

On their knowledge on sexual reproductive health, it was noted that dropping out of school was the most mentioned consequence with 51% of the girls reporting this. Another main consequence mentioned was early marriage 36%.

Table 5. 21: Consequences of Unintended Pregnancy

Consequences of pregnancy	Age Group	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
<b>Dropping out of school</b>	Aged 14 and below	27.8%	54.5%	48.4%	21.4%	50.0%	37.8%
	Aged 15 and above	59.5%	65.6%	72.4%	60.0%	33.7%	55.4%
	Overall	43.8%	64.5%	64.0%	47.7%	34.5%	51.3%
<b>Early marriages</b>	Aged 14 and below	19.4%	54.5%	41.9%	21.4%	16.7%	30.6%
	Aged 15 and above	29.7%	46.9%	60.3%	20.0%	24.0%	37.5%
	Overall	24.7%	47.7%	53.9%	20.5%	23.6%	35.9%
<b>Don't know</b>	Aged 14 and below	50.0%	27.3%	48.4%	57.1%	16.7%	45.9%
	Aged 15 and above	8.1%	27.1%	17.2%	30.0%	30.8%	24.6%
	Overall	28.8%	27.1%	28.1%	38.6%	30.0%	29.6%
<b>Single parenthood</b>	Aged 14 and below	8.3%		19.4%	14.3%		11.2%
	Aged 15 and above	45.9%	21.9%	50.0%	23.3%	9.6%	25.8%
	Overall	27.4%	19.6%	39.3%	20.5%	9.1%	22.5%
<b>Others</b>	Aged 14 and below	11.1%	9.1%		7.1%	33.3%	8.2%
	Aged 15 and above	10.8%	9.4%	3.4%	13.3%	39.4%	18.5%
	Overall	11.0%	9.3%	2.2%	11.4%	39.1%	16.1%
<b>STDs</b>	Aged 14 and below	5.6%	18.2%	3.2%	7.1%		6.1%
	Aged 15 and above	18.9%	14.6%	19.0%	6.7%	3.8%	11.7%
	Overall	12.3%	15.0%	13.5%	6.8%	3.6%	10.4%
<b>Average</b>	Aged 14 and below	34.7%	13.6%	14.5%	17.9%	13.9%	22.5%
	Aged 15 and above	39.3%	25.3%	10.1%	16.1%	22.5%	22.4%
	Overall	37.1%	24.1%	11.5%	16.7%	22.0%	22.4%

A key finding was that 30% of the girls indicated that they did not know any consequence of unintended pregnancy, this was almost similar in majority of the counties except Kisumu (39%).

The qualitative findings indicated that the girls mentioned stress, suicide, conflict with parents, abortion and shame as other consequences of unintended pregnancies.

On signs of pregnancy, 44% of the girls mentioned nausea and vomiting while 42% mentioned missed period.

Table 5. 22: Signs of Pregnancy

Signs of pregnancy	Age Group	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
<b>Nausea and vomiting</b>	Aged 14 and below	13.9%	36.4%		7.1%	16.7%	11.2%
	Aged 15 and above	62.2%	65.3%	36.2%	63.3%	49.0%	54.3%
	Overall	38.4%	62.3%	23.6%	45.5%	47.3%	44.3%
<b>Missed period</b>	Aged 14 and below	11.1%	36.4%			33.3%	10.2%
	Aged 15 and above	86.5%	70.5%	62.1%	50.0%	15.4%	51.2%
	Overall	49.3%	67.0%	40.4%	34.1%	16.4%	41.7%
<b>Changes in appetite</b>	Aged 14 and below	2.8%	36.4%			16.7%	6.1%
	Aged 15 and above	24.3%	44.2%	24.1%	26.7%	29.8%	32.1%
	Overall	13.7%	43.4%	15.7%	18.2%	29.1%	26.1%
<b>I don't know</b>	Aged 14 and below	58.3%	27.3%	100%	64.3%	16.7%	66.3%
	Aged 15 and above	2.7%	9.5%	20.7%	13.3%	16.3%	13.3%
	Overall	30.1%	11.3%	48.3%	29.5%	16.4%	25.6%
<b>Unusual fatigue</b>	Aged 14 and below	5.6%			7.1%	33.3%	5.1%
	Aged 15 and above	13.5%	24.2%	19.0%	26.7%	26.9%	23.1%
	Overall	9.6%	21.7%	12.4%	20.5%	27.3%	19.0%
<b>Feeling unusually emotionally</b>	Aged 14 and below		9.1%			33.3%	3.1%
	Aged 15 and above	8.1%	17.9%	6.9%	20.0%	22.1%	16.4%
	Overall	4.1%	17.0%	4.5%	13.6%	22.7%	13.3%
<b>Tender or swollen breasts</b>	Aged 14 and below	2.8%	9.1%		7.1%		3.1%
	Aged 15 and above	13.5%	9.5%	29.3%	13.3%	5.8%	12.7%
	Overall	8.2%	9.4%	19.1%	11.4%	5.5%	10.4%

It was also found that nearly one in every four girls (26%) did not know any sign of pregnancy. This was mostly for Kisumu, Garissa and Kilifi where nearly 40% of the girls are below the age of 14 years. On methods of contraception, it was found that 45% of the girls indicated that they do not

know methods of contraception. This was highest in Garissa (67%) and Kilifi (65%). Injectables were the most common method of contraception with 42% of the girls mentioning this method, majority or 71% of them being from Isiolo and the least 19% being from Kilifi

Table 5. 23: Methods of Contraception and Ways of Preventing STIs

Methods of Contraception	Age Group	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
<b>Don't know</b>	Aged 14 and below	83.3%	54.5%	96.8%	85.7%	16.7%	80.6%
	Aged 15 and above	51.4%	17.7%	48.3%	24.1%	38.5%	34.3%
	Overall	67.1%	21.5%	65.2%	44.2%	37.3%	45.0%
<b>Injectable</b>	Aged 14 and below	11.1%	36.4%			50.0%	11.2%
	Aged 15 and above	40.5%	75.0%	29.3%	41.4%	48.1%	51.2%
	Overall	26.0%	71.0%	19.1%	27.9%	48.2%	41.9%
<b>Pill</b>	Aged 14 and below	2.8%	27.3%		14.3%	16.7%	7.1%
	Aged 15 and above	18.9%	53.1%	19.0%	51.7%	15.4%	30.9%
	Overall	11.0%	50.5%	12.4%	39.5%	15.5%	25.4%
<b>Condom</b>	Aged 14 and below		9.1%		7.1%	50.0%	5.1%
	Aged 15 and above	8.1%	29.2%	20.7%	37.9%	21.2%	23.5%
	Overall	4.1%	27.1%	13.5%	27.9%	22.7%	19.2%
<b>Implants</b>	Aged 14 and below		9.1%			16.7%	2.0%
	Aged 15 and above	2.7%	28.1%	13.8%	41.4%	24.0%	22.5%
	Overall	1.4%	26.2%	9.0%	27.9%	23.6%	17.8%
<b>Ways of Preventing STIs</b>							
<b>Don't Know</b>	Aged 14 and below	83.3%	72.7%	83.9%	92.9%	50.0%	81.6%
	Aged 15 and above	37.8%	17.7%	48.3%	20.0%	49.0%	35.7%
	Overall	60.3%	23.4%	60.7%	43.2%	49.1%	46.3%
<b>Abstinence</b>	Aged 14 and below	5.6%	18.2%	12.9%	7.1%	50.0%	12.2%
	Aged 15 and above	51.4%	47.9%	39.7%	30.0%	22.1%	36.9%
	Overall	28.8%	44.9%	30.3%	22.7%	23.6%	31.2%
<b>Condom use</b>	Aged 14 and below	5.6%			7.1%	16.7%	4.1%
	Aged 15 and above	18.9%	44.8%	22.4%	63.3%	33.7%	36.0%
	Overall	12.3%	40.2%	14.6%	45.5%	32.7%	28.6%
<b>Being faithful</b>	Aged 14 and below		9.1%				1.0%
	Aged 15 and above	24.3%	31.3%	20.7%	13.3%	7.7%	19.4%
	Overall	12.3%	29.0%	13.5%	9.1%	7.3%	15.1%

It was also found that, condoms were only mentioned by 19% of the girls as a method of contraception with only 8% of all the girls from Garissa mentioning this as a method. Qualitative data indicated that some of the reasons why knowledge on condoms was low was because of the stigma associated with pre-marital sex coupled with faith beliefs against contraception. This was most prevalent in Garissa as highlighted in one of the FGDs

For condoms, unless they buy from the Garissa.... You know that our religion is so much against pre-marital sex so it is not easy to find shops stocking that in the rural areas..... as for the girls , there are organizations that provide sanitary towels (Male, FGD, Community Dialogue, Garissa, Oct 2019)

Asked about ways of preventing sexually transmitted diseases, nearly 46% of the girls indicated that they did not know with majority (60%) from Kilifi and Garissa. However, abstinence (31%) was the highest mentioned way of preventing sexually transmitted diseases with Isiolo (45%), Kilifi (30%) and Garissa (29%) indicating this as the highest choice way.

The girls who were married were asked if they currently use any contraception. It was found that on the overall 37% of the married respondents were currently using contraception.

Table 5. 21: Proportion of Girls using Contraceptives

Overall county N	Percentage	Per	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
<b>Don't know</b>			4.8%	35.7%	54.2%	50.0%	42.4%	37.4
			21	70	24	8	59	182

Garissa (5%) had the least proportion of married respondents using contraception while Kilifi (54%) had the highest proportion.

From the focus group discussions and key informant interviews, respondents indicated that there has been an increase in the number of women attending antenatal and post-natal clinics. From the discussions with the girls and those with the women there is an indication that female parents have been supporting girls to access sexual health reproductive health services in almost all counties except Garissa. Garissa prohibit their usage in accordance to the culture and religion of most residents in the region.

The general increase in activity at the hospitals has helped in ensuring that both girls and boys receive quality healthcare services because most are facilitated by the counties. Some of the accessible services include HIV testing and counselling and the use of family planning methods. This was validated by the quantitative findings from the girls where 41% from Garissa and Isiolo indicated that access to health services was the highest support received for girls in the community. The same case applied for Migori (41%) and Kisumu (32%), on the other hand, Kilifi had a low of 16% of the girls indicating low support in health services.

In case of any health problems especially concerning sexual reproduction, HIV counselling and ante-natal care, the health facilities are easily accessible in almost all the counties.

In regard to the access of sexual reproductive health, it was noted that most boys do not access the services since they lack information and in essence this may affect the girls since they may not appreciate the importance of SRH information

such as prevention of STIs, contraceptives among others. The education officials said that there is a curriculum to teach the children in schools about SRH and that the ministry of education in collaboration with Ministry of health ensures that the content is right for the primary schools. The Ministry of Education also supports the girls through provision of sanitary pads monthly.

They however said there are some major challenges that they face while trying to access SRH services which include the distance to hospitals especially for maternity services that are located far way increasing the risks of losing the baby on the way to hospital. There was also an indication of shyness especially on the part of the girls whenever a topic on sexual reproduction was introduced which may show how conservative these target communities are. From the discussions, the respondents indicated that the boys never bother visiting medical facilities to educate themselves on sexual reproduction. This perpetuates the perception that issues of reproductive health, contraception and other sexuality issues are for females. An important issue was reported concerning counselling where some respondents complained about some counsellors lacking professionalism. They raise their voices and judge the girls suffering from STDs which as a result scares even the ones who are willing to open up.

## SRH Attitudes

On the girls' attitudes towards sexual reproductive health, it was noted that only 36% had the desired attitude. This was consistent across all the counties with only Migori (43%) having a higher proportion.

Table 5. 24: SRH Attitudes

SRH Attitudes	Age Group	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
<b>Abstinence is the only method of contraception that is 100% risk free</b>	Aged 14 and below	41.7%	54.5%	37.9%	42.9%	50.0%	42.7%
	Aged 15 and above	73.0%	58.3%	67.2%	73.3%	69.2%	66.5%
	Overall	57.5%	57.9%	57.5%	63.6%	68.2%	61.0%
<b>To what extent do you agree that contraception should be used?</b>	Aged 14 and below	19.4%	36.4%	19.4%	21.4%	50.0%	23.5%
	Aged 15 and above	27.0%	61.5%	62.7%	70.0%	65.4%	59.8%
	Overall	23.3%	58.9%	47.8%	54.5%	64.5%	51.4%
<b>To what extent do you agree contraception is a woman's concern and a man should not have to worry about it</b>	Aged 14 and below	22.9%	18.2%	13.3%	14.3%	50.0%	19.8%
	Aged 15 and above	40.5%	40.6%	44.8%	63.3%	56.7%	48.6%
	Overall	31.9%	38.3%	34.1%	47.7%	56.4%	42.0%
<b>To what extent do you agree that contraception should not be used?</b>	Aged 14 and below	25.0%	9.1%	12.9%	7.1%	50.0%	18.4%
	Aged 15 and above	43.2%	41.7%	44.8%	33.3%	47.6%	43.5%
	Overall	34.2%	38.3%	33.7%	25.0%	47.7%	37.7%
<b>To what extent do you agree that only women should be using the contraception?</b>	Aged 14 and below	25.0%	27.3%	13.8%	0.0%	33.3%	18.8%
	Aged 15 and above	48.6%	31.3%	34.5%	26.7%	27.9%	32.3%
	Overall	37.0%	30.8%	27.6%	18.2%	28.2%	29.2%
<b>It is possible to contract some STIs from kissing</b>	Aged 14 and below	22.2%	0.0%	6.9%	0.0%	33.3%	12.5%
	Aged 15 and above	32.4%	15.6%	22.4%	26.7%	27.9%	23.7%
	Overall	27.4%	14.0%	17.2%	18.2%	28.2%	21.1%
<b>It is women who spread HIV and STIs</b>	Aged 14 and below	16.7%	10.0%	0.0%	7.1%	0.0%	8.4%
	Aged 15 and above	16.7%	5.2%	5.2%	3.3%	11.5%	8.3%
	Overall	16.7%	5.7%	3.4%	4.5%	10.9%	8.4%
<b>Average</b>	Aged 14 and below	24.7%	22.2%	14.9%	13.3%	38.1%	20.6%
	Aged 15 and above	40.2%	36.3%	40.2%	42.4%	43.7%	40.4%
	Overall	32.6%	34.9%	31.6%	33.1%	43.4%	35.8%

Qualitative responses from some female community dialogue respondents especially in Migori County mentioned that they talk with their children openly on matters concerning sexual health. In some of the counties like Kisumu, the girls disclosed that they do not use condoms mainly because condom dispensers were placed in public places where they could not freely pick them and also in chief's offices which are far from where they stay.

In Migori, the community dialogues indicate that churches play a crucial role in sexual reproduction health. They offer teachings on moral issues especially on Sundays. Some reported that they organize seminars concerning sexual matters for the youths to attend. The Ministry of Education in conjunction with the Ministry of Health have published and made available reading materials on sexual reproduction health. In addition, some explained that some girls from the urban areas access internet and thus are able to learn about their menstrual cycle like safe days which is a positive impact.

Challenges have been encountered on the sensitization of girls and boys on sexual reproduction health since cultural and religious beliefs prohibits the use of contraceptives and pre-marital sex among the unmarried in some communities such as Garissa and Isiolo. Cultural beliefs also make parents not to talk about sexual reproductive health since it is seen as a breach of community and society norms. Most of the men do not give opportunities to their wives and children to access SRH because of mainly myths and misconceptions about the use of contraceptives and other family planning techniques. It is recommended that the project should be allocated more funds to enable expansive sensitization and education of youths on SRH. The statements below illustrate the evidence:

Family planning is not allowed for women in our religion. [Female, FGD, Community Dialogue, Garissa, Oct 2019]

We have a government hospital and Pharmacies. Girls go to government hospitals for any service they need. [Female, FGD, Community Dialogue, Migori, Oct 2019]

Again, in this area... issues of reproductive health are not explicitly discussed; very few people open up about them. [Female, Project Partner, KII, Oct 2019]

### Summary of findings on SRH Knowledge and Attitudes

- There is general lack of knowledge on contraception (45% indicating they don't know) and ways of preventing STIs (46% indicating they don't know)

- The lack of knowledge might be even higher among boys – who in turn have an effect on the girls. Nearly six out of ten girls (or 58%) believe that contraception is a “woman’s issue” and men should not have anything to do with it
- Nearly half (51%) of the girls indicated that the consequence of unintended pregnancy is dropping out of school while 30% do not know of any consequence
- Majority (60.3%) of girls of lower age groups (10- 14 years) do not know any signs of pregnancy or methods of contraception compared to only 12% of the higher age groups
- Injectables are the most common methods of contraception amongst the married girls with 42% of the girls mentioning them.
- Garissa and Isiolo communities, though both largely professing Islam (with over 94% Muslims) have totally divergent views, knowledge and opinion on sexual reproductive health. Isiolo indicated more knowledge on SRH than Garissa across all aspects. On the other hand, Migori and Kisumu that are largely Christian had similar trends on knowledge, attitudes and views on SRH.
- Condoms (19%) are rarely mentioned as a method of contraception. Only 3 out of 10 respondents disagreed that only women should be using the contraception
- Of the girls who are married, 37% were currently using one form of contraception or another. Garissa had the least proportion of married girls using contraception (5%) while Kilifi had the highest (54%).
- There was a general misconception on transmission of STIs with only 92% of the girls being of the opinion that it's women who spread HIV and STIs

### Rights and Abuse

The girls were asked to rate several issues ranging from their knowledge of their rights to cases of violations of rights within the community. The following table indicates those who rated the following aspects as good and excellent.

On the overall, nearly 31% of the girls had either good or excellent knowledge of their rights. In addition, 32% of the girls rated the community as either good or excellent in how they handle various rights issues in the community



Table 5. 25: Knowledge and Cases of Violations

5.23a: Knowledge on Rights	Age Group	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Knowledge on your rights	Aged 14 and below	53.8%	40.0%	18.2%	14.3%	16.7%	32.1%
	Aged 15 and above	60.0%	39.4%	17.6%	43.3%	14.3%	30.5%
	Overall	57.4%	39.4%	17.8%	34.1%	14.4%	30.8%
5.23 b: Girls Opinion on Community	Age Group	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
How the community treats children with disabilities	Aged 14 and below	76.7%	33.3%	31.6%	50.0%	50.0%	53.8%
	Aged 15 and above	85.7%	47.9%	16.7%	39.3%	32.6%	41.2%
	Overall	81.5%	46.7%	20.5%	42.9%	33.7%	43.8%
How the community treats persons from different ethnic community or religion	Aged 14 and below	48.1%	30.0%	34.8%	11.1%	66.7%	38.7%
	Aged 15 and above	61.1%	25.5%	30.2%	42.9%	65.3%	44.4%
	Overall	55.6%	26.0%	31.6%	35.1%	65.3%	43.3%
How cases of abuse or violation are handled in this community	Aged 14 and below	69.2%	30.0%	33.3%	50.0%	20.0%	47.8%
	Aged 15 and above	67.6%	32.6%	21.6%	30.0%	32.6%	34.4%
	Overall	68.3%	32.4%	24.6%	34.2%	32.0%	36.9%
How girls/women are treated in this community	Aged 14 and below	81.8%	18.2%	26.1%	25.0%	33.3%	47.1%
	Aged 15 and above	66.7%	22.6%	13.5%	39.3%	22.8%	27.7%
	Overall	73.9%	22.1%	17.3%	35.0%	23.4%	31.9%
How the community treats girls who fall pregnant before marriage	Aged 14 and below	52.0%	10.0%	21.7%	33.3%	16.7%	31.6%
	Aged 15 and above	37.8%	7.3%	3.6%	17.2%	13.1%	13.0%
	Overall	43.5%	7.5%	9.0%	22.0%	13.3%	16.6%
Average	Aged 14 and below	65.6%	24.3%	29.5%	33.9%	37.3%	43.8%
	Aged 15 and above	63.8%	27.2%	17.1%	33.7%	33.3%	32.2%
	Overall	64.6%	26.9%	20.6%	33.8%	33.5%	34.5%

Garissa (57%) had the highest rating on knowledge on rights while Migori (14%) and Kilifi (17%) had the lowest knowledge. It is noted that there was a relation between the knowledge on rights and the agency and voice.

The respondents indicated that girls who fall pregnant before getting married were not treated well by the community with 16% rating this aspect as excellent or good. Kilifi (9%) and Isiolo (8%) seemed to be the

least accommodative of girls who fall pregnant before marriage while Garissa (44%) were perceived to be the most accommodative.

The girls also rated how the community treats children with disabilities with 44% indicating excellent or good.

This was highest in Garissa (82%) and lowest in Kilifi (21%). Kilifi also was rated lowest on how the community handles cases of abuse.

### Rights and Abuse Attitudes

The attitudes of the girls on issues of gender, ethnicity and personal relations were used to determine their attitudes towards issues of rights and abuse.

It was found that majority believe that men and women should be treated the same with 77% indicating this. However, 62% of the girls agreed that men and women were equal. The table below gives the details by county.

Table 5. 26: Rights and Abuse Attitudes

Rights and Abuse Attitudes	Age Group	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
<b>Men and women should be treated the same</b>	Aged 14 and below	72.2%	72.7%	76.7%	85.7%	83.3%	76.3%
	Aged 15 and above	83.3%	75.0%	79.3%	93.3%	70.2%	76.9%
	Overall	77.8%	74.8%	78.4%	90.9%	70.9%	76.7%
<b>Men and women are equal</b>	Aged 14 and below	66.7%	63.6%	77.4%	71.4%	83.3%	71.4%
	Aged 15 and above	64.9%	58.3%	67.8%	56.7%	51.9%	58.6%
	Overall	65.8%	58.9%	71.1%	61.4%	53.6%	61.6%
<b>Children working so that they are paid to support their families is fine**</b>	Aged 14 and below	38.9%	45.5%	38.7%	21.4%	83.3%	39.8%
	Aged 15 and above	51.4%	51.0%	50.0%	46.7%	50.0%	50.2%
	Overall	45.2%	50.5%	46.1%	38.6%	51.8%	47.8%
<b>Some ethnic communities are better than others**</b>	Aged 14 and below	69.4%	72.7%	36.7%	64.3%	66.7%	58.8%
	Aged 15 and above	80.6%	79.2%	55.2%	60.0%	53.8%	65.1%
	Overall	75.0%	78.5%	48.9%	61.4%	54.5%	63.7%
<b>Abusing someone once in a while when they wrong you is fine**</b>	Aged 14 and below	77.8%	36.4%	64.5%	64.3%	100.0%	68.4%
	Aged 15 and above	73.0%	69.8%	72.4%	63.3%	80.8%	73.5%
	Overall	75.3%	66.4%	69.7%	63.6%	81.8%	72.3%
<b>Average</b>	Aged 14 and below	65.0%	58.2%	58.8%	61.4%	83.3%	62.9%
	Aged 15 and above	70.6%	66.7%	64.9%	64.0%	61.3%	64.9%
	Overall	67.8%	65.8%	62.8%	63.2%	62.5%	64.4%

\*\* These questions were reverse coded for analysis (i.e. those disagreeing)

On issues of children working to support families, Isiolo and Migori at 41% had the least proportion of girls who disagreed indicating their possible preference for children to work for income.

A key finding was that majority (79%) of the girls believed that exchanging verbal abuse was fine with only 21% disagreeing that abusing someone who has wronged you is fine. Garissa (11%) and Migori (16%) had the least proportion of girls disagreeing.

Belief in having superior and inferior ethnic communities was also reported in Kilifi (40%) followed by Migori (28%)

Summary findings on rights and abuses

- Even though a large proportion of girls (77%) agree that men and women should be treated equal, a smaller proportion (62%) agree that men and women are equal
- Some regions (Kisumu, Kilifi and Garissa) are in favour of children working to support families
- A majority (81%) of the girls are of the opinion that verbal abuse is a possible way of resolving personal disputes or infringements amongst themselves

### Conflicts in the Community

The respondents were asked about the common conflicts in their areas. It was noted that Isiolo county was most prone to conflicts with conflicts over pasture (74%), border disputes (53%), ethnic tensions (45%) and political differences (30%) affecting the areas. However, disputes over pastures (74%) were the most prevalent.

	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
<b>Conflict over grazing land</b>	34.2%	74.1%	17.4%	11.6%	15.3%	33.5%
<b>Conflict over border disputes</b>	21.9%	52.8%	8.7%	7.0%	28.8%	27.2%
<b>Conflict on ethnic issues</b>	21.9%	45.4%	5.4%	2.3%	8.1%	18.7%
<b>Political tension/differences</b>	11.0%	29.9%	6.7%	4.5%	0.0%	11.4%

included border disputes – Garissa (22%) and Migori (29%); conflicts over ethnic issues (Garissa-22%) and political differences (Garissa – 11%).

Qualitative findings noted that other conflicts included theft and robbery, drug abuse, cattle rustling, land disputes, water and pasture. Water and pasture were mentioned among Garissa and Isiolo counties, cattle rustling among Migori

county respondents and drug abuse and land disputes among Kisumu respondents.

The effects of these conflicts were reported to be mainly freedom of movement being violated with nearly 33% of the respondents indicating this. The table below gives a summary of the key freedoms violated as indicated by the girls:

Table 5. 28: Freedom/ Rights Violated

Freedom Violated	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Freedom of movement	30%	67%	17%	14%	23%	33%
Right to food and shelter	8%	38%	17%	2%	10%	18%
Right to education	21%	34%	7%	10%	1%	14%
Right to life	4%	32%	4%	9%	8%	13%

Kisumu had the least reported cases of conflicts and hence the least proportion of girls reporting violation of their freedom of movement.

Other freedoms and rights that were mentioned are violated when conflicts occur included right to food and shelter (18%), right to education (14%) and right to life (13%). Nearly 25% of the respondents indicated that they have no conflicts and therefore their rights are not violated.

### Skills for Protection from Abuse

The girls were asked to indicate how they address or mitigate against issues of conflict. Most girls (35%) indicated that they did not know how to prevent or protect themselves from abuse. Kilifi (48%) and Migori (47%) had the highest indicating they did not know. The table below gives the details:

Table 5. 29: Mitigating Measures to Prevent Abuse

	Age Group	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
I don't know	Aged 14 and below	38.9%	27.3%	67.7%	46.2%	16.7%	46.4%
	Aged 15 and above	8.1%	27.1%	37.3%	13.3%	47.1%	31.9%
	Overall	23.3%	27.1%	47.8%	23.3%	45.5%	35.2%
Know where to report	Aged 14 and below	36.1%	9.1%	12.9%		16.7%	19.6%
	Aged 15 and above	32.4%	43.8%	22.0%	16.7%	15.4%	27.0%
	Overall	34.2%	40.2%	18.9%	11.6%	15.5%	25.3%
Walk in groups	Aged 14 and below	33.3%	27.3%	6.5%	15.4%	16.7%	20.6%
	Aged 15 and above	59.5%	28.1%	8.5%	23.3%	17.3%	24.2%
	Overall	46.6%	28.0%	7.8%	20.9%	17.3%	23.4%
Learn to say no	Aged 14 and below	16.7%	27.3%	22.6%	7.7%	16.7%	18.6%
	Aged 15 and above	51.4%	29.2%	33.9%	16.7%	8.7%	24.8%
	Overall	34.2%	29.0%	30.0%	14.0%	9.1%	23.4%
Know the hotspots or dangerous places	Aged 14 and below	13.9%	18.2%		23.1%		10.3%
	Aged 15 and above	24.3%	13.5%	1.7%	30.0%	11.5%	13.5%
	Overall	19.2%	14.0%	1.1%	27.9%	10.9%	12.8%
Share information and be open to one another	Aged 14 and below	2.8%	9.1%	6.5%		33.3%	6.2%
	Aged 15 and above	10.8%	15.6%	10.2%	6.7%	14.4%	12.9%
	Overall	6.8%	15.0%	8.9%	4.7%	15.5%	11.3%

Nearly one in every four girls (25%) indicated that they knew where to report with Isiolo (40%) and Garissa (34%) having the highest knowledge on where to report. Garissa (47%) preferred working in groups as a protective mechanism as well as learning to say no (34%).

On the other hand, Kisumu (28%) reported that knowledge

on the hot spots or dangerous places was a key protection strategy.

On reporting mechanisms for cases of abuse or infringement of rights, it was noted that the chief (56%) was the most preferred followed by the village elder (38%) and then the parent or adult (33%)

Table 5. 30: Persons who the Girls Report Cases of Abuse

Who to Report	Age Group	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
The chief	Aged 14 and below	25.0%	72.7%	30.0%	14.3%	66.7%	33.0%
	Aged 15 and above	45.9%	76.0%	64.4%	63.3%	54.8%	62.6%
	Overall	35.6%	75.7%	52.8%	47.7%	55.5%	55.8%
The village elder	Aged 14 and below	11.1%	27.3%	23.3%	14.3%	16.7%	17.5%
	Aged 15 and above	37.8%	60.4%	47.5%	20.0%	35.6%	43.9%
	Overall	24.7%	57.0%	39.3%	18.2%	34.5%	37.8%
The parent or adult e.g. teacher/trainer	Aged 14 and below	61.1%	72.7%	30.0%	78.6%	33.3%	53.6%
	Aged 15 and above	54.1%	21.9%	23.7%	36.7%	20.2%	26.7%
	Overall	57.5%	27.1%	25.8%	50.0%	20.9%	32.9%
The police	Aged 14 and below	16.7%	36.4%	10.0%	7.1%	50.0%	17.5%
	Aged 15 and above	29.7%	41.7%	18.6%	16.7%	45.2%	35.0%
	Overall	23.3%	41.1%	15.7%	13.6%	45.5%	31.0%

Regionally, Isiolo (76%), Kilifi (53%) and Migori (56%) preferred the chief while Garissa (58%) and Kisumu (50%) preferred a parent or adult. Older girls preferred the administration while younger girls preferred parents or known adult.

### Summary findings on conflicts and reporting mechanisms

- The key conflicts in the project sites are conflict over pasture (33.5%), border (27.2%), ethnicity (18.7%) and politics (11.4%). Isiolo may be the most prone to conflicts followed by Garissa and Migori
- The main freedoms violated during conflicts were reported to be freedom of movement (59.8%), rights to food & shelter (32.1%) and education (25.2%)
- More girls (35.2%) don't know where to report cases of abuse or violation compared to those who know where to report (25.3%)
- Walking in groups (23.4%) and learning to say no (23.4%) are some of the main strategies that girls use to protect themselves against abuse

### Reflections on Life skills

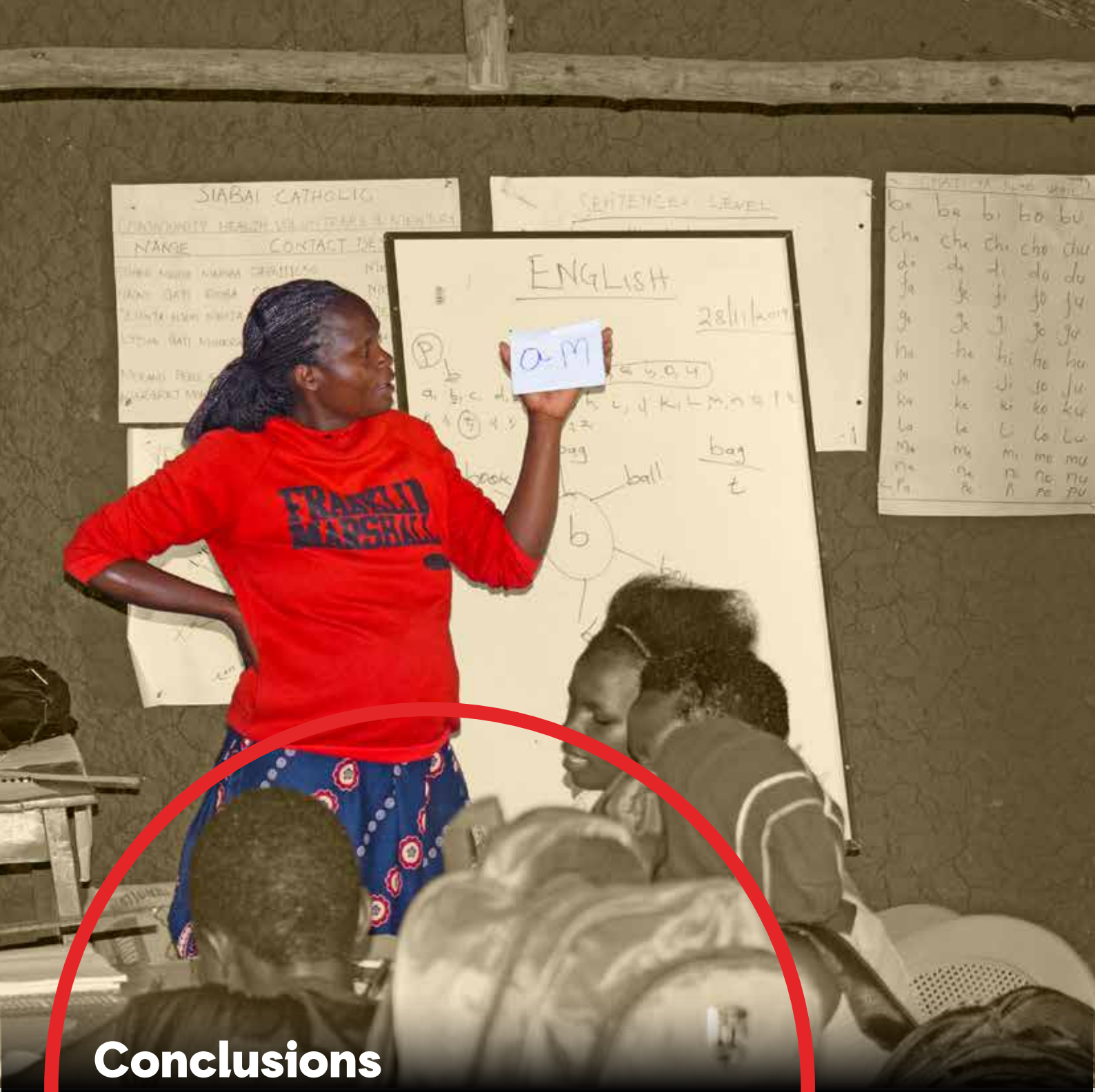
Overall comments on the findings on life skills are highlighted below. Since the project is still in the formative stages of the

life skills strategy and curriculum, these comments and the findings on life skills should be used to inform the structure and form of the roll out of the life skills component:

- There is a pattern between the age of the target group and their knowledge, skills and attitudes on life skills. The most prominent age specific life skill is sexual reproductive health
- There is a pattern that different regions have different life skills needs and this is dependent on factors such as age, religion and general attitudes of the community
- There is commonality on what the target girls feel are relevant skills. These have to be skills that will lead them to be self-employed and not to be employed. Literacy skills especially English is more preferred than numeracy skills
- The SRH attitudes towards contraception is totally inconsistent with the girls knowledge pointing to the possible major influence by religion across all the regions on how they view SRH issues except for Isiolo county
- There is a general positive outlook among the girls on the inclusivity of the community towards girls with disability, even though this is still low

Table 5. 31: Summary of Intermediate Outcome 5

INTERMEDIATE OUTCOME 5	IO 5 Indicators		Evaluation point 1 - Baseline - 2019	Evaluation point 2 - Mid-Term - 2021	Evaluation point 3- Endline - 2023 (showing cumulative targets)	Assumptions
<b>Girls acquire life skills that would improve their life chances</b>	Proportion of marginalized girls/boys supported by GEC with improved life skills index	Girls	Life skill index=3.4	Target: TBD at baseline	Target: TBD at baseline	Targets will be reviewed after the baseline  The cohort of children recruited at the beginning of the project will be retained in school
	Girls feel more comfortable/confident expressing themselves at school, in the community and at home _(AVp13+AVp14)	Girls	Actual:TBD 66.5%	Actual: TBD	Actual: TBD	



**Conclusions**

Chapter  
**06**



## 1. Outcome Findings:

Learning: Generally a sizable number of girls were at non-learners level across all the subtasks in all the three tests.

- For Kiswahili tests, reading comprehension had the highest proportion of non-learners compared with the other subtasks while in subtask 1 (Syllable Making Words) half of the learners were non-learners
- For English tests, all subtasks (except language activity) had over 60% of learners in non-learners band. The poorly performed subtasks were creative writing, reading comprehension and listening comprehension. Subtasks 5 and 6 had highest non-learners and EE recommends dropping one of them (sub task 6). This is coupled with the fact that the test was too long.
- Numeracy test had mixed performance with some subtasks having some sizable number of learners at proficient band. Subtasks 7 and 8 had the highest proportion on non-learners.

### Transition:

The main pathway of the project is from households to the catch up centre. From the catch up centre, the project has two intervention pathways (i) Girls aged 10 years and below 14 who are expected to transition into formal school and (ii) Girls aged 15 years and above who are expected to transition into non-formal pathways. The latter has more girls who are expected to attain functional literacy and numeracy levels as per catch up centre curriculum and transition to Vocational Training or entrepreneurship or apprenticeship. For the girls who are expected to transit to formal school, the baseline established that there were close primary schools for them to attend (30 minutes or less walking distance). In addition, at the time of the evaluation there were no safety issues to and from school. However, it was noted that caregivers were sensitive about security issues and in cases where there was suspected cases of insecurity the girls will be immediately withdrawn from the schools.

### Sustainability:

There is already quite some foundation that is in place that the project can build on sustainability. For instance, the community attitudes are relatively positive towards girls' education and though it's lower for out of school girls' education. The system is putting in place mechanisms that would ensure smooth transition of girls (primary to secondary level, and also to the TVET pathway) and that there is already a girl's re-entry policy for young mothers. However, the challenge of implementation of policies still persist in the project areas. The challenge of low living standards and social economic status persists in the areas and may be the biggest risk that the project would face in addressing issues of sustainability. For the girls from very vulnerable families, the challenges are compounded and makes the barriers complex to address. However, with cooperation from the other stakeholders (the government and non-state actors), achieving sustainability is achievable.

## 2. Intermediate Outcome Findings Attendance

- There was no attendance data since learning at the catch up centres had not begun.
- Generally qualitative data from KIs and FGDs found

that school attendance across the counties for girls and boys was poor. Girls were more likely to miss school due to household chores such as cleaning and cooking, fetching water, taking care of young ones and older members of the family.

- Overall, school expenses such as lunch expenses were the main reason that girls were out of school as reported by 34% of the care givers with out of school girls.
- Other the other hand county specific barriers included: household chores, menstruation or lack of sanitary towels, cultural practices such as FGM, early marriage and 'disco matanga', tribal clashes, negative attitude towards girls' education.
- In Garissa County the status of education was described in as poor due to shortage of teachers
- There was a consensus that more girls from Garissa and Isiolo were currently accessing formal education instead of being married off early unlike in the past.

### Teaching quality

- At baseline, teaching and learning at the catch up centres had not started or begun.
- However, a majority (56.5%) of the care caregivers across the counties were optimistic that education that will be offered to their daughters would be very good.
- Evidence from qualitative data indicates that catch up centres had largely been mapped out and educator facilitators recruited in four counties.
- Further, catch up centres were mainly housed at the local churches, chiefs' camps or in a school while a few of them were to be housed in hired venues, semi-permanent structures constructed on community land or at partner organisation premises.
- In three counties provision of facilities such as chairs, desks had had been put in place
- Teachers interviewed were not articulate on the concept of 'functional literacy and numeracy' perhaps indicating that there might not have been sufficient time taken during training to understand key concepts associated with accelerated learning programmes.
- Nearly a third (33%) were reported to already be engaged in some culture of reading at home while lack of reading materials was noted by the 32% of the girls as what stops them from reading.

### Community attitudes and behaviour change

- Primary care givers were noted to be the key influencers of the change of girls situation in the community
- Some of the statistically significant barriers in the community were insecurity to and from school, the opinion that the girls need to work and lack of facilities at schools to address the unique needs of the girls (eg for young mothers or girls with disabilities)
- The statistically significant community attitudes that affected the learning of the girls included – the belief that out of school girls are likely to have bad behavior

(truancy), older girls do not need to go to school, the girls would rather work, education is too costly and that girls would rather be married

- Quantitative data from the caregivers indicated a positive community attitude towards education for out of school girls with 72% of the caregivers indicating they support girls while only 24% of the girls had positive opinion on the community supporting girls to achieve their aspirations.
- On the attitudes towards children with disability, they were divergent between caregivers and girls with 82% of the caregivers indicating the community supports children with disabilities compared to only 40% of the girls..
- Overall, the proportion of the care givers who agree that a girl is just as likely to use education as a boy was higher (91.8%) compared to those who agreed that limitation of funds should not affect investment in girls' education.
- Kilifi County had the highest proportion of caregivers, who agreed that a girl is just as likely to use education as a boy and that limitation of funds should not affect investment in girls' education, 97.6% and 94% respectively.
- The qualitative data from girls, boys and community members, confirmed the position given by the girls' and household surveys and showed a generally positive attitude towards education for girls in general.
- The community's general positive attitude towards girls' education (92% indicating support) shifts to about 72% indicating support once the girls dropped out of school. Consequently, pregnant OOS girls and those with children experience stigmatization and lack of financial and moral support to return to school or transition to other education pathways.
- The positive attitude and perception towards education for girls by the community was curtailed by persistent structural and social cultural barriers including the subordinate role of women in patriarchal cultures, FGM, early and forced marriages orphan-hood as a result of HIV/AIDs, child labour, gender roles, distance to schools, insecurity, gender based violence and early pregnancy.
- There was a general poor attitude and lack of support for children and girls with disabilities due to stigma surrounding disability, lack of education assessment and learning facilities in the community.

### Life skills

- There is a pattern between the age of the target group and their knowledge, skills and attitudes on life skills. The most prominent age-specific life skill is sexual reproductive health.
- There is a pattern that different regions have different life skills needs and this is dependent on factors such as age, religion and cultural/ general attitudes of the community.
- There is commonality on what the target girls feel as relevant skills. These have to be skills that will lead

them to be self-employed and not to be employed. Literacy skills, especially English, is more preferred than numeracy skills.

- The SRH attitudes towards contraception is totally inconsistent with the girls knowledge; pointing a possible major influence by religion, across all the regions, on how they view SRH issues.
- There is a general positive outlook among the girls on the inclusivity of the community towards children with disability, even though this is still low.

### Supportive policy environment

- In three counties (Garissa, Migori and Kisumu), key informant interviews with MOE officials and implementing partners found that the Ministry of Education Officials were supportive of alternative education programs as a way of assisting the Government in providing OOS girls with education.
- Some negative attitudes towards the EFL program by the MOE representatives were noted in two counties (Kilifi and Isiolo). While one officer refused to be interviewed about the project, the other official disagreed with the design of the project saying that the OOS girls were the wrong target because it would be difficult to access and motivate them to benefit from the project.
- High proportions of care givers (92.7%) agree that the community is supportive of OOSGs right to education, followed by 71.9% who indicated that the community (the caregivers) supported education for OOSGs. However, Only 25.8% of the care givers indicated that community members, through local organisations, were holding sensitization meetings to support education for marginalised girls.
- However, overall, 55.5% of the care givers said that adolescent OOSGs are not given opportunities to learn in the community.

### 3. Key Characteristic Subgroups and Barriers Faced

- The barriers found by the evaluation corresponded with those in the theory of change. However, the interventions addressing the barriers should be applied from a regional perspective and not as a whole.
- The project design and activities will address most of the key barriers. However, the project should consider putting more emphasis on creating linkages between communities and other civilsociety organisations that will complement the social protection funds. The low social economic status of the targeted communities may adversely affect the implementation of the project if their immediate needs are not met and therefore collaborating with partners offering livelihood support and income generating activities will lead to more impact.
- The assumptions by the project were noted to hold true. However, the assumption that "there are accessible social protection funds in target communities" may not hold true because in some of the areas such as Kisumu and Migori there is very little economic activities and the living standards very low because of high poverty levels.

Assuming that they are able to access the national social protection funds (bursaries, OVCs etc.), this may also not be adequate. Related to this is the assumption that the girls will value transitioning into education and livelihoods, the more preferred transition pathway is transition into livelihoods.

#### 4. Theory of Change

- The design of the project is appropriate and has clearly and correctly outlined the main barriers and how they link to the activities, outputs, intermediate outcomes and outcomes. The relevant assumptions are also well articulated.
- The assumptions relating to improving the livelihoods or bringing direct income into the families need to be tightened because of the centrality of income to these target groups and their households. The activities and interventions towards this end need to be prioritised.
- The output on strong and active partnerships should be emphasized during implementation of this project given the level of sustainability that the project seeks to achieve. Additionally, empowering the local level partners to implement the project will enhance the community's acceptability of the project.

#### 5. Gender Equality

- Gender equality has been mainstreamed in most of the stages of the project design especially the project target of marginalized OOS girls. However, sensitization activities that involve community members should be

sensitive to the needs of women and men especially when they relate to the entrenchment of cultural practices like FGM, forced marriage and ability of women to voice their views on issues happening within the community.

- The EE concurs with the project activities targeting men and boys as part of the sustainability plans. Including men and boys in dialogues will eventually help improve the attitudes against out of school girls. Especially since the project sites are mainly patriarchal in nature

#### 6. Risks

- The foreseen gender and social inclusion risks for the project are the further marginalization of some girls with disabilities and those with children from participating in the project. To counter this, mapping of girls should take into account the stigmatization and consequent concealing of children with disabilities may side line them from the selection process.
- The project also risks losing some girls along the way due to economic and social pressures to get married. This was noted in some catch up centers where some girls had left to look for economic opportunities in urban centers as house girls or business opportunities.
- Attendance may be curtailed by lack of childcare services for those with children and the burden of chores for all girls. Consequently, a plan should be made on how to contain this problem for example through the provision of day care services for babies.



**Recomendations**

Chapter

**07**



The following are the recommendations from the EE, based on findings detailed in previous sections:

#### Monitoring, evaluation and learning of the project

- As part of the beneficiary profiles, the project needs to collect data on the gender of the caregiver in addition to the highest education level reached for both the head of household and the care giver. These characteristics are important in regional vulnerability analysis based on the findings in the section on analysis of barriers against characteristics. In addition, the employment status of the caregivers and household heads needs to be determined in addition to the occupation data collected in the vulnerability analysis.
- Internal learning and utilization of knowledge on community based structures for monitoring progress at catch up centres should be replicated from other regions and shared across the counties. This will reduce the learning curve and lag between the regions. There should be common implementation mechanisms as well as unique mechanisms that will serve only the specific counties and respond to the target groups' unique issues.
- The project needs to finalise the parameters of measuring the progress towards functional literacy and numeracy using pre-determined benchmarks based on the curriculum. In addition, a robust framework of monitoring the support given to the educator facilitators needs to be put in place. This will help identify the training gaps and inform subsequent trainings or the need to have rapid training before the scheduled trainings.

#### Design

The baseline evaluation corroborated barriers to girls' education identified in the project theory of change. However, significant barriers were largely county specific rather than cross cutting. For instance in Garissa County, the main barrier was household chores; while in Isiolo it was the age of the child

(the child is too old). On the other hand cost to education was a key barrier to girls' education in Kilifi County. Furthermore, emphasis on the girl working was identified as key barrier in Kisumu County while pregnancy and early marriage were key barriers in Migori County. Consequently, it seems the impact will be region specific and therefore the project needs to design the implementation strategy to be specific to the barriers identified and resources should be allocated per region depending on the additional monitoring information from the project and the baseline findings:

- The capacity of facilitators to deliver the content in a way that is learner centred, participatory and that will encompass active learning is critical in ensuring the girls remain interested in the catch up. The learners are of varying age groups with different learning entry levels and therefore the differentiated approach in delivery will be important. Where possible, the lessons should be delivered in the language that the learners are familiar with and the content needs to be very relevant and in the local context. Safety and security at the catch up centres

(the classroom and the facility) will be a key factor in encouraging the girls to keep coming to the centres with their

children. Integration of life skills, psycho social support and building of self-esteem in the literacy and numeracy lessons will also enhance the retention of the girls given that the pressure they face from the community and the households.

- The focus and aspirations of the girls is to gain skills for trade as soon as possible and also acquire literacy skills at the same time. The project design needs to respond to this and demonstrate to the girls that it is worth their limited time to be engaged in the project.
- The design needs to harness the positive community attitudes, and responsive and enabling MOE policy environment. Currently the government has put in place systems to ensure increase in TVET enrolments, higher transition rates and more bursaries. The project needs to harness these and utilise this to advocate for support of OOS girls by sensitizing the MOE on the needs of marginalized groups of OOS girls especially those with disabilities and young mothers.
- The economic capability of the community members should be considered in the design of the project to address high poverty levels that curtail the education of OOS girls.
- The project was designed not to have learners with severe disabilities, however from the analysis of the sample, it was noted that some regions have high numbers of learners with disabilities. The project team needs to redesign the project to incorporate these learners in the project or else they may be excluded by the fact that the project was not designed with them in mind. This may mean re-training educator facilitators and allocating more specialised services to these learners.

#### Sustainability

- Economic Empowerment is key for the hardest to reach girls. The key barrier for most hard and hardest to reach target groups is often the resource availability. Whereas the project has put in place interventions that will link the communities to social security funds such as Orphans and Vulnerable Children funds or funds for the aged, there is need for more concerted effort to address this issue if sustainability is to be achieved. The project should consider mapping out partners that will support setting up of sustainable income generating activities. This can be based on other models undertaken in similar communities or even other GEC projects.
- Alternatively, the project could consider including economic empowerment model into this project after undertaking a vulnerability analysis of the selected groups. The groups with the highest converging characteristics (such as lack of education by households, partial orphans, lack of employment or profession, young mothers or single mothers) may be selected through a community driven process.
- From the general observations of the research team, the community engagements and expectations need to be managed and sustained over the period of the project to ensure maximum support. The community seem to have high expectations and believe the design would bring financial related interventions. These needs to be addressed so as the community support is sustained throughout the life of the project.

- Currently the project employs all the persons in the catch up centre. The model of using community persons as the facilitators, minders and mentors is advantageous because it increases the acceptability of the project to the community. However, to increase sustainability the project should encourage use of community volunteers – especially young graduates or form four leavers to come and support the facilitators, mentors and minders. These persons would get the benefit of being trained by the project but will not be paid. If this approach is discussed and agreed upon in the community dialogues, then this will increase the acceptability of the project and improve the chances of sustainability.

### Evaluation questions

- Process: There is a general consensus that the process so far has involved communities, especially in Garissa, Isiolo, Kilifi and Migori. The fact that some of the catch up centres are in schools, chief's camps and churches indicates a level of community engagement and involvement in the design and implementation. However, more needs to be done in involving the ministry of education officers and the BOMs of schools from the targeted communities.
- Relevance: The project target group is the most marginalised group and the interventions designed are relevant to the group. The group requires functional literacy and life skills in order to have improved life chances. For the older girls, there should be a clear pathway explained to them clearly at the beginning and during the course of the implementation on how the

project is relevant and beneficial to them.

- Impact: Since the project has commenced there is no impact at the moment. However, there are great expectations from the communities for instance, a majority (57%) of the caregivers believe that the teaching quality will be good or excellent.
- Efficiency: The aspect of efficiency will be determined in subsequent evaluations
- Effectiveness: The project has so far been effectively implemented except for Kisumu county which has had delayed recruitment of girls, hence delay in the whole process such as recruitment and sensitisation of educator facilitators. For the facilitators training to yield more results and be the facilitators achieve results, the coaches need to offer regular and structured support.
- Sustainability: The project has the basic structures to ensure sustainability in place with the stakeholder groups and initial mobilisation of government officers to support the project. The engagement of community structures such as local administration will also lead to sustainability. Leveraging on other non-state actors to support some components of barriers will be critical for sustainability.
- Learning: The project is still at operationalisation stage but the baseline evaluation experience indicates already that there is an opportunity of inter county learnings with some counties such as Migori, Isiolo and Garissa having kicked off well in recruitments and setting in place structures while Kilifi and Kisumu seem to lag behind a bit





## NOTES

[illegible]

# Annexes

## **Annex 3: Cohort Approach Evaluation**

Cohort 1 and 2 shall be evaluated by the External Evaluator; baseline and endline for both learning and transition.

Cohort 3 shall not be evaluated by the External Evaluator; but shall rely on learning assessments administered by the project before a girl's entry into catch-up.

All 3 cohorts shall also have monitoring to generate more results, besides evaluation findings, that the project can use continuously.

Monitoring data shall be generated through learning assessments, FGDs and KIIs with the out of school girls, boys, community members, educator facilitators, teacher coaches and stakeholders.

Each girl shall have an individualized Education Plan that shall provide more data and information on the girls' learning progress.

## Annex 4a: Beneficiaries Table (sample data)

Please complete the table below, providing data on the characteristics subgroups and barriers the FM needs for portfolio-level analysis. This data should be based on data collected from the baseline evaluation sample. If you have not collected the data, please put 'NA' in the corresponding cell.

Annex 4. 1: Characteristic Subgroups and Barriers of Sample for Portfolio Level Aggregation and Analysis

Universal Characteristics	Aspect	Proportion
<b>Age groups:</b>	10-14 years	22.7%
	15-19 years	74.3%
	20+ years	2.0%
	<b>Disability/Difficulties</b>	
	Overall <sup>1</sup>	36%
	Learning	16%
	Remembering	11%
	Anxiety	10%
	Depression	8%

Contextual Characteristics	Aspect	Proportion
<b>Regions/Counties</b>	Garissa (Pastoralist)	16.6%
	Isiolo (Pastoralist)	24.5%
	Kilifi	19.8%
	Kisumu	12.5%
	Migori	26.6%
<b>Education Level<sup>2</sup> (Heads of Households and Caregivers with no education)</b>	Female HoH with NO education	58.6%
	Male HoH with No education	39.0%
	Female caregivers with NO education	46.1%
	Male caregivers with No Education	39.6%
<b>Orphan status of girls</b>	Total Orphans	7.8%
	Partial (No father)	29.1%
	Partial (No Mother)	5.9%
	Total and partial orphans combined	32.3%
<b>Marital status and child bearing</b>	Girls who are Married	44.3%
	Mothers (all)	54.5%

<sup>1</sup> Overall means, girls who were reported to have at least one difficulty in the Washington Group of Questions

<sup>2</sup> This is the proportion of ALL females or ALL males. For instance, of all female heads of households, what proportion of them do not have an education. Same case applies to the male.

<b>Girls Age groups</b>  <b>Social Economic Status</b>	Single mothers	29.7%
	10 – 14 years	22.7%
	15 – 19 years	74.3%
	Unable to meet basic needs without charity	41.1%
	Gone without cash income (most days/always)	39.1%
	Household heads without education	46.6%
	Household heads without an occupation	44.8%

Annex 4. 2: Barriers of Sample for Portfolio Level Aggregation and Analysis

Proportion of sample affected by this barrier							
Barrier	Influence	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Education too costly	Learning space	34.2%	37.0%	47.1%	32.7%	32.5%	36.8%
Learning needs not met at school	Learning space	38.4%	53.7%	36.8%	34.5%	17.1%	35.7%
Inability to learn		42.5%	56.5%	36.8%	32.7%	9.4%	34.8%
Insecurity to school and at school	Community	49.3%	59.3%	33.3%	3.6%	3.4%	30.7%
Married or getting married	Community	43.8%	37.0%	32.2%	40.0%	10.3%	30.5%
The girl is too old	Family	47.9%	50.9%	32.2%	21.8%	3.4%	30.5%
The girl is a mother	Family	37.0%	38.0%	43.7%	20.0%	10.3%	29.3%
Household chores	Family	38.4%	39.8%	18.4%	1.8%	.9%	20.2%
The girl needs to work	Community	24.7%	44.4%	11.5%	3.6%	3.4%	18.6%

## Annex 4b: Beneficiaries Table (Project Mapping Data)

The EfL project targets to reach 5000 out of school girls. The target figure was reached through a needs assessment done during the proposal development stage. The project drew the out of school girls target from this assessment and used the information to make estimates on how many girls could be reached and which 5 counties were most appropriate to target. It is assumed that the secondary data sources mainly government records are reliable, and that the data and information collected during the needs assessment is still relevant and applicable.

The 5000 out of school girls were divided into 3 cohorts based on the assumption that year one would pilot the mapping process thus map 1000 girls. While in year 2, with a well-tested mapping process, the project could map the largest cohort of 3000, and have a slightly smaller cohort of 1000 in year 3 still having sufficient time for learning and transition interventions for all 3 cohorts.

641 out of school girls were mapped into cohort 1. All the girls were found to be educationally marginalized. This was verified through 3 learning assessments – English, Swahili and Math. The results of the learning assessment showed that none of the 641 girls had functional literacy and numeracy levels. Majority of the cohort falls into the beneficiary age bracket of 9 to 19 years. However, few were outside the age bracket but were admitted to cohort 1 because they were found to be educationally marginalized during the selection process.

Cohort 1 targeted 1000 out of school girls; the project was able to admit 641 girls. The target was not met because the 6-step mapping process and vulnerability assessments initially used were challenged by the Fund Manager and an additional step of learning assessments had to be introduced to verify education marginalization of the girls. This slowed down the mapping process and led to a shortfall by end of year 1.

Data on age is mainly self-reported by the girls and reported by parents. Very few girls have birth notifications and birth certificates. The project is working with girls' families to follow up on them obtaining the right official documentation from the government institutions verifying their age.

Annex 4. 3: Direct Beneficiaries by Age

Age (adapt as required)	Proportion of cohort 1 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
<b>Aged &lt;10</b>	0.31%	Project monitoring data
<b>Aged 10</b>	5.30%	Project monitoring data
<b>Aged 11</b>	2.03%	Project monitoring data
<b>Aged 12</b>	4.06%	Project monitoring data
<b>Aged 13</b>	4.37%	Project monitoring data
<b>Aged 14</b>	3.12%	Project monitoring data



<b>Aged 15</b>	6.55%	Project monitoring data
<b>Aged 16</b>	9.83%	Project monitoring data
<b>Aged 17</b>	14.20%	Project monitoring data
<b>Aged 18</b>	24.80%	Project monitoring data
<b>Aged 19</b>	15.76%	Project monitoring data
<b>Aged 20 +</b>	0.31%	Project monitoring data
<b>Unknown</b>	9.36%	Project monitoring data
<b>N = 641</b>		

#### Annex 4. 4: Target Groups - by Out of School Status

Status	Proportion of cohort 1 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
<b>Never been to formal school</b>	<b>34.01%</b>	<b>Project monitoring data</b>
<b>Been to formal school, but dropped out</b>	<b>60.53%</b>	<b>Project monitoring data</b>
<b>Enrolled in formal school</b>	<b>3.12%</b>	<b>Project monitoring data</b>
<b>Enrolled in VTI/adult education</b>	<b>0.94%</b>	<b>Project monitoring data</b>
<b>N = 641</b>		

#### Annex 4. 5: Direct Beneficiaries by Drop out Grade

Level of schooling before dropping out	Proportion of cohort 1 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
<b>Never been to school</b>	34.01%	Project monitoring data
<b>Pre school</b>	0.62%	Project monitoring data
<b>Grade 1</b>	4.37%	Project monitoring data
<b>Grade 2</b>	3.43%	Project monitoring data
<b>Grade 3</b>	5.62%	Project monitoring data
<b>Grade 4</b>	6.55%	Project monitoring data
<b>Grade 5</b>	5.15%	Project monitoring data
<b>Grade 6</b>	8.27%	Project monitoring data
<b>Grade 7</b>	11.70%	Project monitoring data
<b>Grade 8</b>	13.73%	Project monitoring data
<b>Grade 9</b>	0.00%	Project monitoring data
<b>Grade 10</b>	0.00%	Project monitoring data
<b>Grade 11</b>	0.16%	Project monitoring data
<b>Grade 12</b>	0.16%	Project monitoring data

	N = 641

#### Annex 4. 6: Other selection criteria

Selection criteria N = 641	Proportion of cohort 1 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Married	41.97%	Project monitoring data
Divorced	2.18%	Project monitoring data
Separated	2.50%	Project monitoring data
Not married	53.35%	Project monitoring data

#### Annex 4. 7: Other Beneficiaries

Beneficiary type	Total project number for cohort 1	Total number by the end of the project	Comments	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
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.	N/A		E.g. 3 cohorts – aiming for 1000 per cohort.	E.g. Cohort 1 – project monitoring data Total by end of project – assumption
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.	N/A			
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.	N/A			

<b>Teacher / tutors beneficiaries – number of teachers/tutors 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.</b>	33	150	EFs will be recruited in 3 phases for each of the 3 cohorts.	Project monitoring data
<b>Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.</b>	N/A			

The data for beneficiary numbers presented by the project largely mirrors the evaluation sample data. However, it would have been ideal for the project to also present the data by disability status. In addition, the project has focused only on data from four counties whereas the project is from 5 counties, it would have been prudent to include all the data plus the relevant explanations on methodology used for Kisumu county to enable further comparison between project data and evaluation data

The age data has a large gap of unknown – over 9% which for the population within the project is a very major gap. The evaluators understand the challenge of gathering exact data on age because majority of the caregivers are illiterate and therefore do not know the ages of the girls.

In selected instances, for two counties (Kilifi and Isiolo) there is a statistically significant variation on the learning levels for subgroups that should otherwise not have significant variation from the mean scores. For instance, in Kilifi the younger age group (age 14 and below) have significantly lower scores than average while the older age group (15 and above) have significantly higher scores than average. For Isiolo, the never enrolled girls have significantly lower scores than the average while the drop outs have significantly higher scores than the average county scores.

The main discriminating criteria at entry level was the low literacy and numeracy level such that girls with lower scores were preferred for entry. However, for these two counties, it is the opinion of the evaluator that there may have been bias in the identification of beneficiaries.

## Annex 11: External Evaluator Declaration

**Name of Project:** *(Leave No Girl behind – LNGB)*

**Name of External Evaluator:** WOMEN EDUCATIONAL RESEARCHERS OF KENYA

**Contact Information for External Evaluator:** [werk@werk.co.ke](mailto:werk@werk.co.ke) / [syiega@werk.co.ke](mailto:syiega@werk.co.ke)

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**Names of all members of the evaluation team:** Dr. Charity Limboro - *Lead*

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Ms. Winfred Ogutu  
Mr. Fredrick Kariuki  
Ms. Ann Thiringi  
Dr. Alice Omariba  
Dr. Florence Kisirikoi  
Dr. Evelyn Njurai  
Mr. Japheth Mbithi  
Ms. Celine Onyach  
Ms. Winnyjoy Gatwiri  
Mr. Ernest Onguko  
Mr. Mike Brian  
Ms. Claudia Lagat

I **Sophia Yiega** 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: **SY**)
- All data analysis was conducted independently and provides a fair and consistent representation of progress (Initials: **SY**)
- Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed (Initials: **SY**)
- The recipient has not fundamentally altered or misrepresented the nature of the analysis originally provided by **Action Aid International Kenya (AAIK)** (Company) (Initials: **SY**)
- All child protection protocols and guidance have been followed ((initials: **SY**)
- Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols (Initials: **SY**)

**Sophia Yiega**



**Women Education Researchers of Kenya**

**Wednesday 6<sup>th</sup> November, 2019**

## Annex 12: Useful Resources

### Evaluation, analysis and reporting:

- World Bank, 2016, *Impact Evaluation in Practice – 2nd Edition* - <https://www.worldbank.org/en/programs/sief-trust-fund/publication/impact-evaluation-in-practice>
- HM Treasury, 'the Green Book: Appraisal and Evaluation in Central Government'. 2018 - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/685903/The\\_Green\\_Book.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/685903/The_Green_Book.pdf)
- J-PAL, Introduction to Evaluations - <https://www.povertyactionlab.org/sites/default/files/resources/Introduction%20to%20Evaluations%20%281%29.pdf>
- Better Evaluation - <https://www.betterevaluation.org/>

### Gender and power analysis:

- Sida, 2013, *Power Analysis: Experiences and challenges* (Concept note). Stockholm: Swedish International Development Cooperation Agency (Sida) - [https://www.sida.se/contentassets/83f0232c5404440082c9762ba3107d55/power-analysis-a-practical-guide\\_3704.pdf](https://www.sida.se/contentassets/83f0232c5404440082c9762ba3107d55/power-analysis-a-practical-guide_3704.pdf)
- DFID, 2009, 'Gender and Social Exclusion Analysis How To Note', A Practice Paper, Department for International Development, London, UK - <http://www.gsdrc.org/docs/open/se9.pdf>
- European Bank for Reconstruction and Development, Gender Tools and Publications - <https://www.ebrd.com/gender-tools-publications.html>



## Annex 13: Project Management Response

The project needs to relook at the current design and delivery of life skills, it is new information that there exists a pattern between the age of the target group and their knowledge, skills and attitudes on life skills; a pattern that different regions have different life skills needs and this is dependent on factors such as age, religion and general attitudes of the community. This needs to respond to these patterns in the delivery of life skills.

The project will adapt its interventions to respond to the different barriers as indicated in the report that the barriers may not be uniform across the Counties.

On attendance, the project already anticipated for this and has an inbuilt intervention that focuses on provision of assistive devices, options of home learning and childcare services for those with children.

Deeper discussions need to happen on the beneficiary numbers – From findings coming out of the report, there is need to review beneficiary percentages. As it stands, never been schools is at 70%; been to schools and dropped is at 30%. Could be that we were over ambitious in our beneficiary categorisation

- **Monitoring, evaluation and learning of the project**
  - The indicator 2.2 on positive community attitudes targeting the SMCs and PTAs need to be clarified because the project may not have many transitions into the school system. Alternatively, the indicator may be amended so that it is measured qualitatively – The project will be working with 10 schools in each County giving a total of 50 schools. Even though we do not anticipate more girls transitioning to formal primary schools, we are of the opinion that the intervention may have a spiral effect and will likely benefit girls who are in school and may be at the verge of dropping out
  - Internal learning and utilising knowledge on community based structures for monitoring progress at catch up centres should be replicated from other regions and shared across the counties. This will reduce the learning curve and lag between the regions. There should be common implementation mechanisms as well as unique mechanisms that will serve only the specific counties and respond to the target groups unique issues
- **Design**

The barriers found by the evaluation corresponded with those in the theory of change. However, it seems the impact will be region specific and therefore the project needs to design the implementation strategy to be specific to the barriers identified and increase or reduce depending on the additional monitoring information from the project - The project will adapt its interventions to speak to the region-specific barriers

- The focus and aspirations of the girls is to gain skills for trade as soon as possible and also acquire literacy skills at the same time. The project design needs to

- respond to this and demonstrate to the girls that it is worth their limited time to be engaged in the project. – The project has provided a flexible timeframe for catch-up centre engagements (3 to 9 Months). We will be cognisant of the aspirations of the girls and give room for flexibility as much as possible. This is a good point to consider as the girls may be having other competing interest and keeping them longer in the catch-up centres or providing a straight jacket approach may work against them and the project.
- The design needs to harness the positive community responsive and enabling MOE policy environment. Currently the government has put in place systems to ensure increase in TVET enrolments, higher transition rates and more bursaries. The project needs to harness these and utilise this to advocate for support of OOS girls by sensitizing the MOE on the needs of marginalized groups of OOS girls especially those with disabilities and young mothers. – This is well noted and is part of the on-going project interventions
  - The economic capability of the project community members should be considered in the design of the project to address high poverty levels that curtail the education of OOS girls. – We would request for more guidance in this area. What do you mean by considering economic capability of community members? The project envisioned economic difficulties among community members and especially households with OOSG and committed to link them with Government Social Protection Funds and other devolved funds as much as possible.
  - The project was designed not to have learners with severe disabilities, however from the analysis of the sample. It was noted that some regions have high numbers of learners with severe disabilities. The project team needs to redesign the project to incorporate these learners in the project or else they may be excluded by the fact that the project was not designed with them in mind. This may mean retraining educators and allocating more specialised services to these learners. – The project has already picked out the need to retrain everyone involved in the project on disability inclusion. This training has already been delivered to the mentors and will be expanded to include Teacher Coaches and Education Facilitators among others. However, it is important to note that the project indicated that it will not target girls that have extremely severe **intellectual** disability that may not allow them acquire literacy and numeracy skills. The project will however endeavour to refer such girls to MOE special units for training in Activities of Daily Living and other training. In addition, the project will be creating short term safety nets and system strengthening interventions that immediately remove accessibility barriers by setting up catch up centres within the villages to the convenience of the girls; deploying mobile teachers to provide home based learning visits girls with little infants, pregnant girls and/or girls with severe physical disabilities.

- **Sustainability**

- Economic Empowerment is key for the hardest to reach girls: The key barrier for most hard and hardest to reach target groups is often the resource availability. Whereas the project has put in place interventions that will link the communities to social security funds, there is need for more concerted effort to address this issue if sustainability is to be achieved. The project should consider mapping out partners that will support setting up of sustainable income generating activities. This can be based on other models undertaken in similar communities or even other GEC projects – This is very important and will be introduced as part of the intervention
- Alternatively, the project could consider including economic empowerment model into this project after undertaking a vulnerability analysis of the selected groups. The groups with the highest converging characteristics may be selected through a community driven process. – This may not be possible as we don't give cash transfers through the project.
- From the general observations of the research team, the community engagements and expectations need to be managed and sustained over the period of the project to ensure maximum support. The community seem to have high expectations and believe the design would bring financial related interventions. These needs to be addressed so as the community support is sustained throughout the life of the project.

**What is the project's response to any GESI risks identified by the evaluator?**

The project agrees and has already designed monitoring tools that will capture more parameters that can be used in monitoring and tracking of GESI related indicators. Developed data available is by gender, disability status, and social economic status and by age. The vulnerability assessment data is a good foundation on the depth of data required by the M&E department to capture important metrics to ensure inclusion.

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