



Project Evaluation Report

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Notes:

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

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TERMINOLOGIES

The Washington Group of Questions (WG) – This is a set of questions designed to identify people with functional limitations.

Pre-post Design – This is a design where the assessments are administered both before and after attending Catch-up Centre.

Learning Assessment – This refers to use of EGMA and EGRA tests in English, Mathematics and Kiswahili designed to gauge skill levels of the learners.

Vulnerability Assessment – This refers to the assessment to measure aspects of marginalization of girls and community targeted by the project.

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LIST OF ACRONYMS AND ABBREVIATIONS

ACE	Adult and Continuing Education
AIDs	Acquired Immune Deficiency Syndrome
ALP	Accelerated Learning Programme
BL	Baseline
BOM(s)	Board of Management(s)
C1 (2, 3)	Cohort 1 (2, 3)
CuC	Catch-up Center
EE	External Evaluator
EfL	Education for Life
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
FCDO	Foreign, Commonwealth & Development Office
FGD(s)	Focus Group Discussion(s)
FGM	Female Genital Mutilation
EL	Endline
GBV	Gender Based Violence
GEC	Girls' Education Challenge
GESI	Gender Equity and Social Inclusion
GWD	Girl with Disabilities
HH	Household
HoH	Head of Household
IO	Intermediate Outcome
IEP	Individualized Education Plan
KII	Key informant Interview
LNGB	Leave No Girl Behind
ML	Midline
MoE	Ministry of Education
NGO	Non-Governmental Organization
OOSG	Out-of-School Girl
PCG	Primary Caregiver
PTA(s)	Parents Teachers Association(s)
STI	Sexually Transmitted Infection
SRH	Sexual and Reproductive Health
SPSS	Statistical Package for the Social Sciences
ToC	Theory of Change
TVET	Technical and Vocational Education and Training
VSO	Voluntary Services Oversea
VTI	Vocational Training Institute
VTC	Vocational Training Centre

EXECUTIVE SUMMARY

The Constitution of Kenya (2010) provides 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 barriers hindering achievement of this objective.

Extreme poverty levels inhibit girls' ability to access education due to indirect cost of school such as uniform and learning when basic needs like food are competing contenders. Other factors that contribute to poor participation and eventual dropout for girls include household chores and herding. Girls often lack confidence, knowledge and awareness of their rights to education. Girls with disability, young mothers, married, from pastoralist communities, in child or forced labor, affected or living with HIV and AIDS, orphans, child-headed households, or from very poor families are some of the most marginalized girls facing discrimination and additional barriers to education.

The Education for Life project is a 5-year project (2019-2023) working with 5,000 out-of-school girls. The project aimed to reach girls aged between 10 to 19 years who have disabilities, who have experienced violence in the community and at school, who have survived conflict and insecurity inform of cattle rustling and tribal clashes in Isiolo and Garissa, who have been affected by modern day slavery, pregnant girls and young mothers, girls from pastoralist communities (Isiolo and Garissa), and girls who are heads of their families, orphans or extremely vulnerable girls. The project works 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 Centre include: i) From Catch-up Centre to vocational training (VT) targeting girls aged 15-19 years; ii) From Catch-up Centre to entrepreneurship for girls aged 15-19 years to enable them set up Micro-enterprises; iii) From Catch-up Centre to apprenticeship for 15 girls aged 15-19 years to transit to apprentice; and iv) From Catch-up Centre to primary school targeting girls aged 10-14 years. The project had three Cohorts of girls: Cohorts 1, 2 and 3. The main interventions are functional numeracy and literacy and life skills intended to facilitate the 14 years and below to enroll back to primary school while 15 years and above, enroll into non-formal education or gainful employment. Specific project interventions include facilitation of learning of basic numeracy and literacy and life skills, provision of scholastic and hygiene kits, assistive devices and career counselling services while at the Catch-up Centre. To facilitate transition to the different pathways, entrepreneurial and financial literacy skills, training, start-up kits and capital for small enterprises are provided. Further, educational facilitators, mentors and project staff also receive training to facilitate performance of their roles.

In 2020, the project was disrupted by the Covid-19 pandemic that interfered with the first cohort of girls that were yet to complete their learning. The project put in place adaptation mechanisms and Cohort 1 was able to complete and transit, and Cohort 2 commenced learning during the 2020 period. The effects of Covid-19, the subsequent inflation and drought have been some of the militating factors that have influenced the project implementation.

Theory of change

The project was aimed at contributing improved life chances of marginalized girls through three outcomes – **learning, transition** and **sustainability** and five Intermediate Outcomes (IOs): Regular attendance of girls in formal and non-formal learning, improved quality of teaching, increased positive social norms, responsive and enabling policy environment and life skills. The project interventions were implemented largely according to plans and necessary adaptations made to address any challenges. Almost all the assumptions made by the project were confirmed to be true and the project model confirmed to be replicable. However, the challenge of government resourcing of the Adult & Continuing Education as part of the sustainability plan was a challenge and therefore the scaling of the model can only be possible with more resources (financial, technical and human) being committed to the Community Learning Resource Centers by ministry of education in collaboration with county governments.

Evaluation Approach

The endline evaluation design adopted a *mixed methods approach*, similar to the approach adopted at baseline and midline. However, unlike at midline where the data collection approach was sequential (that is, data collection was done in two phases) that entailed collection of quantitative data and analysis before collecting qualitative data (to fill in the gaps identified in the quantitative preliminary findings), for endline, quantitative data and qualitative data collection were collected concurrently. The quantitative data included learning data, girl survey and household survey. The qualitative data focused on determining the impact and sustainability of the project interventions, generally since baseline. The comparison focus for the endline evaluation is between Cohort 1 (also referred to as the Baseline Cohort) and Cohort 3 (also referred to as the Endline Cohort). There were 454 girls sampled for Cohort 1 and 526 girls sampled for cohort 3. Cohort 1 baseline was conducted in September 2019, Cohort 1 endline was conducted in July 2021, similarly Cohort 3 baseline was in July 2021 and Cohort 3 endline was conducted in September 2022. For endline qualitative data included all the three cohorts for girls and the caregivers.

Evaluation Findings

Key characteristics subgroups and barriers of midline samples Outcome findings

- Overall, barriers to education were reducing at both C1 and C3 endline
- Head of household and Caregiver with no occupation is likely to stop girls from going to school due to factors such as insecurity on the journey to school, paid work, marriage, age (too old), perception that a girl is unable to learn and cost of education.
- Security to and from school and safety at school were significant barriers to school attendance for Cohort 1 and 3. However, motherhood (girl is a mother) and marriage was not a barrier for girls in Cohort 3.
- Migori County registered a statically significant increase in all barriers to girls' education at C3 endline.
- Isiolo County registered a statistically significant increase of HH unable to meet basic needs (without charity) while there was a statistically significant drop in proportion of HH going without cash income (many days).

- Kilifi County registered a statistically significant drop in the following: HH unable to meet basic needs; HH going without medicine or treatment (many days); HH going without cash income (many days).
- There was an increase in the proportion of married girls at endline for Cohort 1 and 3. In Cohort 1 married girls increased from 44% to 58% and mothers from 55% to 66% while for Cohort 3 married girls increased from 54% to 58% and mothers from 70% to 74%.
- More households, 29% to 39%, in Kisumu had gone to sleep hungry (most/many days) while 72% to 81% had gone without cash income (many days) at endline for Cohort 3.

Outcome Findings

The following are the key findings on learning performance

- The total learning beneficiaries were 5701 girls (Cohort 1 – 646, Cohort 2 - 2327 and Cohort 3 - 2728)
- Both Cohort 1 and Cohort 3 had statistically significant changes between baseline and endline overall learning scores for Kiswahili (C1 14.5 and C3 7.3) and Numeracy (C1 16.4 and C3 8.3). Girls tended to underestimate their competence in Kiswahili and over-estimate their competence in English. On the other hand, Numeracy tended to be the most functional skill of all the three and they correctly estimated their competence.
- Garissa County had the most significant learning in Kiswahili, English and Numeracy for both Cohort 1 and Cohort 3.
- Provision of learning materials and attendance to Catch-up Centers were perceived by the girls as the highest drivers for learning and performance.
- The community and household support towards girls' education has greatly influenced the confidence level for the girls to learn. Girls who were supported by the family and community were more confident and therefore likely to perform better and achieve their aspirations.
- The project had relevant interventions for girls with disabilities but the evaluation was inconclusive on how specifically the girls with mild and severe disabilities were supported to learn.
- Covid-19 (Cohort 1) and drought (Cohort 3) were two of the main factors that hindered learning among girls. These factors affected the social economic status of families and influenced the decisions on learning or attendance of the girls to the Catch-up Centers. The project was able to undertake mitigating measures but some of the challenges required more long-term resilience solutions (such as income generating for families affected).

Characteristic subgroup analysis of the learning outcome

- Overall, the endline cohort results indicated that there was no category of girls that had a statistically significant difference in means from the overall average scores of the girls. Thus, no girl was disadvantaged in learning performance by the fact that they had a certain characteristic or were from a household with a certain characteristic.

Transition Outcome

- The total transition beneficiaries were 5701 girls (Cohort 1 – 646, Cohort 2 - 2327 and Cohort 3 - 2728)
- Majority of the girls (89%) in Cohort 3 transitioned successfully (project data). The most preferred pathway being the entrepreneurship (37%) and apprenticeship pathways (26%)
- The proportion of girls that opted for vocational training and formal schooling pathways was 17% and 10% respectively.
- The most preferred pathway for girls from pastoralist counties (Garissa and Isiolo Counties) was entrepreneurship (Garissa 73% and Isiolo 52%) while in Migori and Kisumu, majority joined the apprenticeship pathway (Migori 60% and Kisumu 38%).

Sustainability Outcome

- At individual level, girls have much more confidence of continuing with their chosen pathway (88%) compared to the girls at Cohort 1 girls (78%). Evidently, some girls had started their own businesses that were making enough profits to cater for their basic needs, signifying a brighter future ahead. The caregivers and husbands in most of the communities are supporting their girls/wives in their transition pathways.
- At the community level, the project was able to undertake community sensitization – knowledge, skills, and attitude change on girls’ education; enhance community understanding of the layered opportunity provided by Adult and Continuing Education to adolescent girls/youth; and strengthen community groups to continue advocating/championing for girls’ education.
- At system level, the project worked towards influencing supportive operational policies/legislation to support integrated CuC/adult and continuing education framework. The focus shifted from advocating for the teacher professional development model for the CuCs to entrenching an accelerated education programme that would lead to the government taking over the process of resourcing the other supportive structures. The CuC instructor’s model would be available for reference at the appropriate time.

The EfL project has effectively participated into entrenching the learnings from the Catch-up Centers into the Accelerated Education guidelines process. As much as the project can be replicated, scale up remains a challenge until the government resource allocation is available (national and county).

Key Intermediate Outcome Findings

Attendance

- At endline (cohort 3), the girls had an average attendance rate of 85% to the catch up centers
- There was flexibility at the CuC in terms of days and times to attend classes.
- Key drivers to attendance included support from the caregivers and/or husbands, provision of child-minders at the CUC and hygiene kits.
- Family obligations and household chores were listed as contributing factors to low attendance and dropping out of CuC.

- Caregivers and husbands supported girls to attend classes by assisting in HH chores and provision of monetary support where needed.

The provision of a conducive environment for these girls, especially young mothers, was a key driver for attendance. To ensure regular attendance, the project availed child-minders at the CuC, provided scholastic kits for all the girls with extra additions for young mothers and girls with disabilities, as well as provision of psychosocial and SRH support

Teaching quality

- Level of change in sensitive attitudes displayed by teachers/educators towards marginalized girls (on a scale of 1 – 4) was 3.83, which is very high.
- SMCs and PTAs demonstrating support of OOSGs through formulation, review and implementation of policies that supports OOSGs learning and transition (14.3%).
- Girls reported high teacher absenteeism (30%) at the endline for both Cohort 1 and 3. Teacher absenteeism could be attributed to illness, personal issues or official project engagements.
- Both endlines indicated high expectations of caregivers about quality of teaching.
- Girls attributed improved performance to provision of learning materials and attendance.

Community Attitudes and behavioral change

- The perceptions of caregivers' value for girls' education were high (over 85%) at the endline of both Cohort 1 and 3.
- Migori registered the highest positive change from 60% to 82% followed by Garissa 72% to 88% of the caregivers who agreed that education is as important as covering food and other essential costs at endline for Cohort 3. However, this perception dropped in Isiolo by -22% (85% to 63%).
- Even though husband's support was low from the onset, it had greatly improved at C3 endline and there was generally a positive support for married girls from their husbands.
- The general attitude of the community towards girls with disability had improved and there was evidence of a girl with special needs transiting to a VTI in Isiolo.
- Most girls also reported that the community offered moral support and encouragement to girls and enhanced security to ensure that they moved freely when attending their training sessions.
- Social norms relating to stigma on early pregnancy and marriage continue to discourage the support for OOSGs education for Cohort 1 and 3.

Supportive Policy environment

The EFL project was building a positive policy environment that fosters the support of OOSGs through advocacy and partnership activities at national and county levels through:

- Advocacy for improved participation of OOSGs in education through partnerships and evidence-based policy papers to improve the effectiveness of the re-entry policy and reduce the cost of education respectively.

- Partnership with MOE at the county and sub-county levels on project governance and implementation.
- At the endline, the EFL project had intensified its partnerships with MOE to include ACE, TVET and SNE departments that are relevant to the EFL interventions.

Life Skills

- The girls were more confident with Cohort 3 girls being more confident than Cohort 1 girls and there are more girls being involved in decision making at household level compared to community level.
- There has been improvement on SRH perceptions from Cohort 1 to Cohort 3 with more girls indicating that they should choose to use contraception if they do not feel like getting pregnant.
- The girls are more aware of the negative practices that violate their rights. Whereas gender violence against women and child labor were considered generally acceptable at Cohort 1, at Cohort 3 endline they had significantly reduced.

The inclusion of life skills as part of the critical skills for effective learning was important. The girls' self-confidence, self-concept and addressing some issues such as knowledge and access to sexual reproductive health had indirect influence on the overall performance of the girls. Creating a good learning environment (child minders, teacher aides, educator facilitators) that are sensitive to the learning needs of the different girls was very useful in ensuring overall performance of the girls and transition

Recommendations

Learning

The functional literacy and numeracy offered to the girls out of school was noted to be useful by both caregivers (spouses) and the girls themselves. For better learning results, it is recommended that

- The attendance for both the teachers and learners be emphasized (since the learning period is limited to 2-3 hours, three times a week). This timing is ideal but for learners who have never enrolled, then the period of contact should be increased to at least 6 months to 9 months for the functional literacy skills to be achieved
- Provision of relevant and adapted learning materials and support by the households to enable the girls to attend the learning sessions are the biggest drivers of learning and these should be key focus for successful learning.
- The girls noted that Kiswahili and numeracy were most relevant for them. It is recommended that learning of Kiswahili and Numeracy should be the main emphasis of learning for out of school girls because these are more functional for them.

Transition

Transition was most successful when caregivers and/or husbands and the local community were committed to supporting their girls and when girls felt more motivated to continue their learning so as to transition. It is recommended that

- The girls should be given more guidance on the choosing of the pathways so that they get the most desired results. Younger girls are better of choosing the more “formal” pathways such as going back to school or vocational training centres, while for the older girls, the “non-formal” pathways such as entrepreneurship or apprenticeship are more relevant.
- There should be caregiver or spousal engagement integrated in similar projects such that they are key players in supporting the pathways to enable consistent support into the execution of the skill/activity of the pathway selected
- The government (national, county) and other stakeholders should allocate resources to have relevant facilities (disability friendly, mother and child friendly support) to enable these marginalized girls to participate fully in the skills acquisition (especially for those who choose to go to vocational training)

Sustainability

Sustainability can best be achieved if the project benefits can be replicated and scaled up. For this to happen, the government should take up the initiatives and formulate the relevant policies that would ensure that resources are allocated. The relevant stakeholders (state and non-state) need to continue collaborating so that the policies (at national and county level) are in place.

- The catch up model should be well documented and presented to other stakeholders to trial it in other communities even as the policy issues are addressed, this would present more learnings to strengthen the model
- At the community level, the local community structures need to be facilitated to continue supporting girls and boys who have dropped out school to engage with the available opportunities within the community. There is need for community asset mapping to determine the resources available and how they can be used to support out of school learning for girls (and boys)

With more girls preferring entrepreneurship and apprenticeship pathways and VTI pathway gaining popularity, more resources are needed for expansion and boosting the businesses started, as much of the profits made would go to sustaining their families. The project needs to strengthen and follow-up the link between girls to Youth Enterprise Fund, Women Enterprise Funds, Micro Financial Institutions and community savings and loaning facilities as well as support girls forming women groups and merry-go-rounds.

Teaching quality

The project has impacted on girls’ acquisition of functional literacy and numeracy skills for improved life chances via transitioning to formal education, VTI or apprenticeship. It is recommended that

- The CuC model should be integrated into the existing Alternative Basic Education and Training (APBET) framework to facilitate access to quality basic education and training services for marginalised communities. The Policy recognizes different categories of APBET institutions, including Adult and Continuing Education Centres; Non-Formal Education Learning Centres; Vocational Training Centres; and Alternative Basic Education Programmes (Non-Formal Schools (NFS), Mobile Schools, Night Schools and Home Schools).

- Collaborating with relevant government agencies (such as Directorate of Special Needs Education) to provide teachers (on selected days) to handle the girls with disabilities may be more effective strategy in ensuring inclusion of these girls. The training of educator facilitators on issues of disabilities was important but not adequate or effective.

Positive Social Norms and Behaviour Change

There have been some gains on positive social norms in majority of the counties. It is therefore recommended that

- Community sensitization efforts and other relevant approaches like engaging boys, husbands, men and community members to support OOSGs education including girls with disability should be continued in all counties through local structures such as the local administration and local area advisory to ensure that the gains attained in positive social norms and behaviour change through the EFL project are not eroded

Policy Environment

The EFL project had made progress in engaging both national and county government on policy issues. It is recommended that

- There should be continued engagement for other relevant policy changes for enhancing the participation of OOSGs in education through presentation of evidence to MOE and other critical stakeholders. Evidence from relevant policy reviews, research studies, stakeholder workshops and EFL project data on important themes including access and transition to Non-Formal Education programmes, enhancing positive behavior change models in schools including guidance and counselling, the value for parental involvement in school activities and remote learning models for emergency and crisis contexts, among other themes should be sourced.
- There should be harmonization of the Catch up model structures (minders, aides, mentors, tutors) with the adult and continuing education structure to ensure efficiency and effectiveness of delivery. There should also be more community engagement and involvement in the Community Learning Resource centres to ensure adequate community support and integration with the Catch up model (that was community focused).

Life skills

There were minimal gains on the overall life skills for the girls. It is therefore recommended that

- To have maximum results on life skills, the stakeholders, be they state (either national or county governments) or non-state (faith-based organizations, community-based organizations) should collaborate to support structures that have community mentors that can support out-of-school girls and boys to address issues of their agency and voice, rights & abuse, sexual reproductive health and psycho-social support and mental health.
- The community should also be sensitized on issues of rights and abuse, sexual reproductive health and the overall gains for the community in ensuring that all (female and male) rights are observed

CHAPTER ONE: BACKGROUND TO PROJECT

Introduction

This is the endline evaluation report for the Education for Life (EFL) project. This section outlines the background to the project, adjustments to respond to Covid-19 and the project's theory of change.

1.0 Background to the Project

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. In Kenya, many children are left out of national educational policies, denying them their right to education. Among these are Out of School Girls (OOSG) without basic education due to poverty levels that inhibit these girls' ability to access education due to levies charged and items required (uniforms, learning materials, sanitary pads) and the need to prioritize access to food, clothing and shelter. Girls are expected to remain at home to help with chores and herding. Girls are often not given information about their right to education, and their confidence to advocate for it is eroded by those who do not believe they have the same value as boys. Some of the marginalized groups of girls facing discrimination and barriers to access to education include young mothers, those with disability, those who are married, or are from pastoralist communities, child or forced laborers, affected or living with HIV and AIDS, orphans, heading households, or from very poor families. 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.

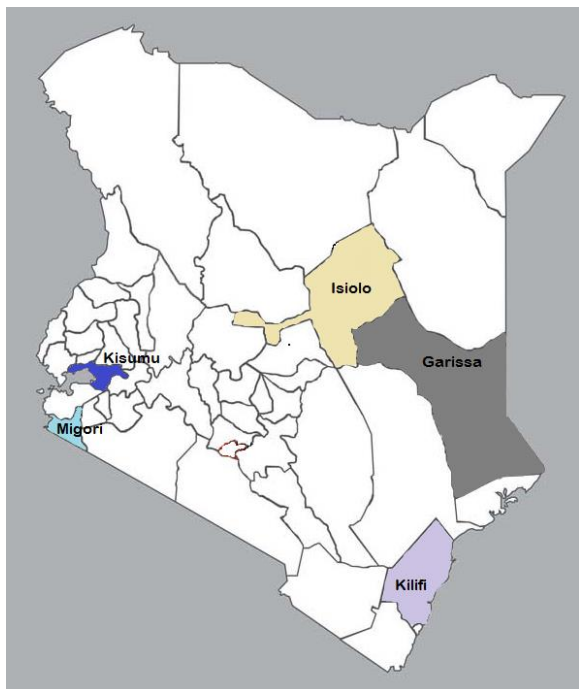


Figure 1: Project Counties

The Education for Life (EFL) project was a 5-year project (2019-2023), aimed at addressing the educational issues affecting OOSGs and improve their life chances. ActionAid International Kenya is the lead agency in a Consortium which comprises Voluntary Services Overseas (VSO) Kenya and Leonard Cheshire (LC) in implementing the EFL Project. It is a FCDO-funded Girls' Education Challenge project under the Leave No Girl Behind (LNGB) window in five Counties in Kenya (Garissa, Isiolo, Kilifi, Kisumu and Migori). This project was intended to accelerate the attainment of literacy, numeracy and life skills for the most marginalized (OOSGs) in these underserved targeted counties, to transform their lives through formal education, entrepreneurship, apprenticeship and vocational training. More specifically, the EFL consortium targeted to work with severely

marginalized 5,000 girls and 500 boys¹ aged between 10-19 years with a target of 70% who never enrolled in school and 30% who dropped out without gaining basic education. The project managed to reach 5701 girls (Cohort 1 – 646, Cohort 2 - 2327 and Cohort 3 -2728), 571 boys and 480 girls with disabilities.

The OOSGs attended learning at Catch-up Centres for six to nine months and transitioned to different pathways as shown in figure 2.

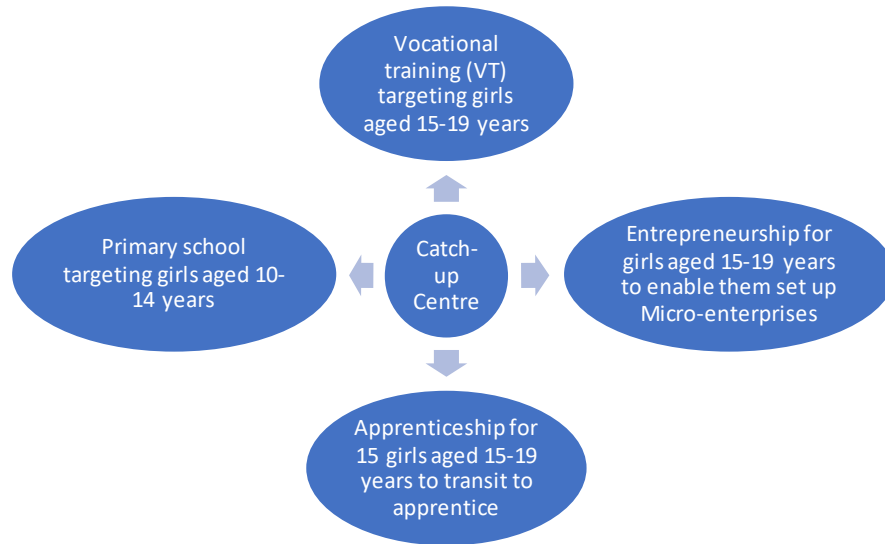


Figure 2: Project Transition Pathways

The main interventions were functional numeracy and literacy and life skills intended to facilitate the 14 years and below enroll back to formal education or primary school while 15 years and above transit into non-formal education or Technical and Vocational Education Training (TVET) institutions. Specific project interventions include facilitation of learning of basic functional numeracy and literacy and life skills, provision of scholastic and hygiene kits, assistive devices and career counselling services while at the Catch-up Centre. To facilitate transition to the different pathways, entrepreneurial and financial literacy skills training, startup kits and capital for small enterprises were provided. Further, educational facilitators, mentors and project staff also received training to facilitate performance of their roles.

1.2 Project Adaptation

As a result of economic constraints caused by Covid-19, and drought occasioned by change in weather patterns, there was a high possibility of girls who had chosen the entrepreneurship pathway not utilizing the start-up kits for the intended purpose but rather using the start-up kits to ease household economic pressures. To mitigate this risk, the project held meetings with parents, guardians and spouses to sensitize

¹ Boys were involved in the project as indirect beneficiaries. Due to gender inequality, girls have faced the greatest brunt of marginalization with the underlying causes of poverty and injustice in the five counties being gendered. Boys are involved through the male mentorship and coaching programme where reformed male leaders with influence, reach out to boys and engage with them to understand why and how they should support initiatives on girls’ education. The indirect engagement with boys will mitigate against any negative do-no-harm implications

them and secure their commitment on the need to support the girls' transition pathway. Spot checks were conducted to track the usage and progress of the enterprises in addition to providing the start-up kits into tranches. The rising global inflation and extended droughts were likely to interrupt entrepreneurship activities initiated by the girls. Consequently, the project provided booster business capital to cushion girls from high cost of commodities occasioned by market dynamics. Safety of babies of EFL girls within the VTCs was a major concern by the project, to ensure safety of the babies, the project (in some counties) child minders were engaged to enable GEC girls who have transitioned to VTCs learn comfortably in the knowledge that their babies or children were being taken care of.

1.3 Theory of Change Relevance

The project theory of change was premised on three outcomes – **learning, transition** and **sustainability** and five Intermediate Outcomes (IOs):

1. Regular attendance of girls in formal and non-formal learning
2. Improved quality of teaching to support highly marginalized girls' learning and progression
3. Increased positive social norms towards out-of-school girls' education
4. Responsive and enabling policy environment to support education of OOS girls
5. Life skills

To address the various barriers facing OOS girls' education so as to improve their life chances, the project went beyond enhancing teacher training/education to ensuring a supportive and enabling environment. Thus, the IOs targeted not only the girls (IO1 & IO5) but also schools and teachers (IO2), parents/guardians/community members (IO3), policies and networks (IO4). The assumptions for the theory of change included girls valuing transitioning in formal education and livelihood options; private and public sectors generate jobs for girls and invest in girls' entrepreneurs; community bodies and education structures robust enough to sustain changes; government is responsive to emerging recommendations; parental, spousal and community support for girls' education and participation; girls value training, mentorship and apprenticeship provided and remain motivated to attend; teachers are committed to improving girls' education; and MoE committed to implement favorable education policies.

CHAPTER TWO: ENDLINE EVALUATION APPROACH AND METHODOLOGY

2.0 Introduction

This section presents endline evaluation approach and methodology, the changes to the methodology from midline, and the sampling, data collection and analysis approaches.

2.1 Evaluation Questions

Education for Life (EFL) external evaluation for endline focused on the following evaluation questions

- Process: Were interventions successfully differentiated by county?
- Relevance: How appropriate were the interventions designed to achieve the objectives of the project?
- Impact: What impact did EFL funding have on the learning and transition of out-of-school girls for better quality life?
- Efficiency and Value for Money: How well were financial resources utilized by the project?
- Effectiveness: What works to facilitate the re-enrolment and retention of out-of-school girls through education stages and increase their learning and life opportunities?
- Sustainability: How sustainable were the activities funded by EFL and was the programme successful in leveraging additional investment?
- Learning: Was the project's approach to learning fit-for-purpose?

2.2 Evaluation Methodology

Education for Life (EFL) external evaluation for endline adopted a *mixed methods approach*, similar approach adopted at baseline and midline. The external evaluation was designed to be a *pre-post design² longitudinal* study. This evaluation design was chosen because of the nature of the target group, the marginalized girls in the community. It would not have been ethical to have an exactly similar target group for comparison purposes. The nature of the project was that the girls would exit the Catch-up Centre after a period of 3-6 months and therefore there was a challenge of tracing or tracking the girls once they left the Catch-up Centres to pursue the different pathways, but the evaluation had the option of replacement using the same Cohort girls. The category of girls targeted by the project was noted to be very marginalized, the girls targeted included young mothers, orphans and vulnerable children, girls with disabilities and girls who have never been enrolled.

Gender Equity, Equality and Social Inclusion Analysis. The EFL project targets the most vulnerable and marginalized groups of girls. Therefore, this means that above the age and sex, there are other analysis criteria that need to be applied to ensure that no issues are “falling between the cracks”. The endline evaluation looked at the other components of the EFL project vulnerability categories that included regions (counties), disability, motherhood status and marital status. The quantitative methods used to target the girls ensured that these categories were covered while the household survey collected data on sex of the caregiver so that sex disaggregated data was collected alongside the region, and the indicators for the social economic status of the household. For the qualitative data collection, the voices of male, boys were also included to bring in the gender dimension. To cater for social inclusion, in addition to social

² Assessments were administered both before and after attending CuC.

economic status data, there was also the use of the Washington Group of Questions (short version) to determine the level of disability of the girls.

In terms of GESI minimum standards, the approach used at midline was retained at the endline evaluation by analyzing the project's GESI Self-Assessment Tool against endline data collection to validate its conclusions and provide the external evaluator's own assessment of GESI progress, challenges and suggestions for on-going performance improvement.

However, unlike at midline where the quantitative data was collected first before the qualitative data (sequentially), for the endline evaluation, quantitative data and qualitative data collection was done concurrently. The quantitative data included learning data, girl survey and household survey. The qualitative data focused on determining the impact and sustainability of the project interventions, generally since baseline. Qualitative data was collected from different sources [(individual girls, their caregivers/husbands, community male champions and community leaders, project staff and county education officials /steering committee members) to evaluate any relationships between EFL interventions, intermediate outcomes and outcome levels. The external evaluator triangulated data collected from different sources and also observations from the field such as project documents, the survey respondents, the qualitative informants (people, documents, direct observation, primary and secondary data sources) as well as data sets (qualitative and quantitative, project monitoring data and external evaluation data) to develop evaluation findings, conclusions and recommendations.

2.3 Changes to Methodology at Endline

Quantitative Evaluation Focus on Cohort 3: This being the final evaluation, the focus was on Cohort 3, which the baseline data had been collected at midline. This was different from midline where the quantitative data collection focused on two Cohorts, Cohort 1 and Cohort 3.

Qualitative Evaluation Focus on all Cohorts: This being the final evaluation, the focus of the qualitative data collection was all the three Cohorts (Cohort 1, 2 and 3) so that the evaluators get a full picture of the effectiveness, impact and sustainability of the project. The midline evaluation had focused more on Cohort 1 and Cohort 3 only.

Changes in Qualitative Data Collection Approach: At midline, the qualitative data collection was sequential with survey data and assessment being collected first followed by pre-analysis before qualitative data was collected to address specific issues arising from quantitative data. At endline, same as baseline, the data collection approach was consecutive with both quantitative and qualitative data collected at the same time. This approach was adopted to be able to cover the whole project experience from Cohort 1, Cohort 2 and Cohort 3 since the quantitative data was only being collected for Cohort 3 and some of the participants had not been exposed to all the interventions – especially after the transition pathways and would not bring out clearly the effectiveness and impact of the project, as well as reflections on sustainability.

Changes in Analysis of Sustainability Outcome: At baseline, sustainability outcome was analyzed through a guidance of the fund manager using a sustainability matrix. However, based on feedback from projects and reflections from the evaluation manager, it was noted that the matrix was not meeting the needs of the projects adequately. Based on the Revised LNGB Sustainability Guidance, the evaluation included both

qualitative and quantitative (survey questions) on sustainability and value for money but also relied upon the monitoring data and the project reflections on sustainability based on the log-frame indicators. For the case of value for money, this was not reported on at baseline but the fund manager gave direction that the evaluation teams could consider undertaking light touch value for money analysis which was incorporated at midline and replicated in the endline evaluation.

Exclusion of Educator Facilitator and Schools: At baseline, since the project was commencing and there were no educator facilitators (teachers) in place and the transition to formal schools had not been identified, there was no focus on educator facilitators. These facilitators were included at midline evaluation, with the main purpose being to review their progress and make recommendations. At endline, since the catch-up centers had been closed, there was no interaction with educator facilitators but more focus was on interacting with the girls and communities to determine the project's impact and sustainability prospects.

Rationale for Baseline and Endline Evaluation Cohorts: The baseline study focused on Cohort 1, where both the quantitative and qualitative data collection was for Cohort 1 girls, their caregivers and community. The midline evaluation focused on collecting qualitative and quantitative data for Cohort 1 (endline data) and Cohort 3 (baseline data). At endline, the focus for quantitative data was Cohort 3 (endline) while for qualitative data; the focus was for all the three Cohorts (Cohort 1, 2 and 3). This approach at endline was because it was important that at endline, the evaluation determines the progress, impact and sustainability of the project. It should be noted that the design of the EFL project was such that each of the Cohorts enters and exits the project within less than one year and learning levels is a major parameter of determining progression of the girls, therefore having measured Cohort 1 learning levels at entry (baseline), it was important to measure their exit levels (endline).

In this evaluation report, for comparison purposes, Cohort 1 is the **baseline Cohort** while Cohort 3 is the **endline Cohort** of the project. This evaluation report compares these two Cohorts and makes reflections and conclusions based on the findings.

2.4 Data Collection (Pre and During for both Quantitative and Qualitative)

2.4.1 Sampling Strategy

The overall sampling strategy remained the same at endline as at baseline and midline.

Sampling Strategy for Quantitative Data Collection: Sampling points remained the same at endline: with Catch-up Centres being the main sampling units. Since the project requires analysis of the data by counties, the samples were pro-rated by county. The focus of the quantitative sample was only Cohort 3 because the baseline data had been collected during midline evaluation.

The sample size was calculated using the statistical sample size calculator yielding a sample of 528 that was distributed across the counties. The sample was derived with an effect size (0.25) and power of 0.80 or 80%.

The quantitative sample sizes with all the counties sampled girls is below with Cohort 3 (528) and this was compared to the Cohort 1 sample of 454.

Table 2. 1: Endline Quantitative Samples – Cohort 1 and 3

County	Cohort 3		Cohort 1	
	Cohort 3 Total	Sample Size C3	Cohort 1 Total	Sample Size C1
Isiolo	354	89	182	110
Migori	186	58	178	119
Kilifi	446	107	147	97
Kisumu	759	164	78	54
Garissa	430	104	134	74
Total	2175	522	719	454

Sampling for Qualitative Data Collection: A similar approach to sampling for qualitative data collection was used at endline as was at baseline. The main difference was there were certain target groups that were introduced such as male champions and the community dialogue groups (mainly constituted by leaders – community group, women group or local administration and school management). The number of sampling points was retained at 10 points (2 per county) and these were selected based on purposeful sampling to ensure representation across the project intervention zone.

2.4.2 Data Collection

Changes to Endline Instruments: As explained under point 2.3 above, transition questions were added to the girl survey so that transition pathways of the girls can be captured and compared with the learning. There were also adaptations of the questions to the Girl Survey instruments. Certain questions were adapted and/or added to the household survey (clearer questions on domestic chore burden, on transition, on guidance counselling) in keeping with baseline analysis on barriers affecting intermediate outcomes. The questionnaire for the educator facilitator was dropped. Finally, qualitative interview protocols were all revised to focus on change from baseline and the factors affecting this change. All of these revisions and modifications were discussed and shared with the project who agreed to them.

Data Collection: Data collection process followed the similar approaches at baseline and midline. The quantitative data (survey and household) was collected using *Dooblo SurveyToGo* software, the learning assessments were collected using pen and paper, while the qualitative data was recorded and transcribed or taken through physical notes. In all the data collection processes, the do no harm principle and other safeguarding approaches were followed among other ethical considerations. Both the enumerators (quantitative) and researchers (qualitative) were selected from those that had participated in the midline and trained before being released in the field for data collection.

Timing of Data Collection: The qualitative data collection, learning assessment, girl and household survey were administered concurrently between 12th September and 25th September 2022.

Quantitative Sample Size and Re-Contact Rates:

At Endline, 82% (429) were re-contacted for cohort 3 while 63% (286) at midline (cohort 1 endline). The main reasons for failure to re-contact was because the girls had either got married, relocated from the project sites, got employed or got other family obligations. The project made efforts to re-enroll most of these girls without much success. The evaluation employed a replacement strategy to top up the sample of 93 girls.

Table 2. 2: Quantitative Sample – Re-contacted and Replacements (Cohort 1 & Cohort 3)

County	Cohort 1 Total	Re-contacted Cohort 1	Replacement Cohort 1 Sample	Cohort 3 Total	Re-contacted Cohort 3	Replacement Cohort 3 Sample
Garissa	74	67	5	104	98	6
Isiolo	110	40	54	89	74	15
Kilifi	97	55	34	107	73	34
Kisumu	54	26	23	164	134	30
Migori	119	98	24	58	50	8
Total	454	286	140	522	429	93
Proportion Re-contacted		63%			82%	

Qualitative Data Collection: Generally, the data collection exercise went on fairly well in all the counties. The researchers spent five days (in the field and administered up to ten research instruments per county including 6 FGDs for 2 FGDs for girls, parents (female and male separately)/husbands, Community dialogues, Transition trainers, Key informant interview and at least 2 Key Informant Interviews for Implementing Partners and Ministry of Education officials. Sixty-three interviews with 311 people (men – 157, women – 154) were reached from the 5 Counties.

Table 2. 3: Endline Qualitative Sample

Tool	Category	Planned	Achieved
Tool 1	Girls and Boys FGD (each of FGD of 68 participants) <ul style="list-style-type: none"> For Girls: 6-8 girls who had attended catch up across the three Cohorts and where possible included at least one girl from the following categories: a) Have a disability, b) Have children/child or c) is married For Boys: Six to eight (68) boys will be sampled randomly from boys in the community aged between 13 years to 21 years (2 boys – ages 13-15 years; 2 boys – 16-17 years; 2 boys – 18+ years) 	10 FGDs 5 FGDs	10FGD 5 FGDs
Tool 2	Parents (male/female) and Husbands FGD (each FGD of 6-8 participants) <ul style="list-style-type: none"> In each county 2 parents’ FGD (men and women separately) with 6-8 adults. This sample was inclusive of parents of girls who attended Catch-up Centres (Cohort 13), transitioned to different pathways and girls with disabilities (where possible) Husbands FGD with 68 husbands of girls from the three Cohorts who transitioned to different pathways 	15 FGDs	14 FGDs
Tool 3	Male champions FGD (each FGD of 68 participants) <ul style="list-style-type: none"> One FGD of 68 participants: Male mentors who have become male champions or male community opinion leaders who are advocating for girls’ education 	5 FGDs	5 FGDs
Tool 4	Community Dialogue FGD (each FGD of 68 participants) <ul style="list-style-type: none"> Mixed gender dialogue for community leaders, youth groups or women groups leaders, local administrators, school management (BOM/PA) 	10 FGDs	5 FGDs

Tool 5	Transition Support (VTI/TVET, Apprentice supervisors, Entrepreneur Mentors) <ul style="list-style-type: none"> Two interviews per county will be conducted with Apprentice supervisors, Entrepreneur Mentors or VTI trainer 	10 KIIs	12 KIIs
Tool 6	Partners KIIs (Tier 1 & Tier 2) <ul style="list-style-type: none"> Two KIIs – One from each county (tier 2) and three group interviews for the tier 1 implementing partners 	10 KIIs	8 KIIs
Tool 7	MoE KIIs & County Government <ul style="list-style-type: none"> Any of the county steering committee member or education official 	5 KIIs	4 KIIs

2.5 Data Analysis Approach (Post Data Collection)

The data analysis approach utilized both secondary and primary data. Secondary data was used to understand the execution of the catch-up classes, the transition pathways by region, any adaptations made by the project and the sustainability approaches taken by the project. This analysis informed the questions for both the survey questionnaires and the qualitative tools. The primary data was collected to give general overviews of the trends (changes between baseline to endline) and this compared between Cohort 1 and Cohort 3 for the quantitative data. For the qualitative data, Cohort 2 girls and caregivers were also included in the focus group discussions to give a complete picture of the project views and voices despite the fact that there was no external evaluation on their learning. For qualitative data, there was also reflections from the researchers and a debriefing was done after data collection to determine some emerging similarity in themes and regional differences.

The data was analyzed in three main stages and all these was based on an evaluation matrix that summarized all the tools based on the log-frame such that each log-frame indicator had a specific question or set of questions that were responding to the indicator. First, the quantitative data was cleaned after the data collection and analyzed using SPSS and excel to determine the key quantitative issues emerging from the data. Secondly, the qualitative data was coded using *Atlas.ti* software and report summaries generated from the themes and based on the questions from the research tools. Thirdly, the document reviews were undertaken especially for the quarterly and annual reports, sustainability plan and the GESI analysis report/plan.

2.6 Overview of Evaluating Theory of Change Assumptions

The EFL theory of change links five intermediate outcomes (attendance, quality of teaching, positive social norms, enabling policy environment and life skills acquisition) to the three outcomes of learning, transition and sustainability. This is based on the overall outcome related assumptions that the girls will value transitioning to the pathways, the community and education structures will sustain the changes and government will be receptive to emerging policy recommendations. On the other hand, the intermediate outcome level assumptions were: communities and caregivers will support girls' learning; the girls will be motivated to attend and learn or participate in the pathways chosen; teachers will be committed to

improve quality of education; and the schools will be committed to implement relevant education policies that encourage re-entry.

The endline evaluation focused on determining how true these assumptions at the end of the project were, and if there were any divergences that contravened these assumptions. In addition, the evaluation sought to recommend any other barriers, possible interventions and assumptions that should be factored in in similar projects in future.

CHAPTER THREE: KEY CHARACTERISTICS AND BARRIERS TO LEARNING AND TRANSITION

3.0 Introduction

This section presents endline findings for Cohort 3 and some comparison with Cohort 1 on the subgroup characteristics and potential barriers to girls' learning and transition. This section also presents findings on intersection between the main barriers faced by the subgroups and characteristics of the subgroups to help determine the impact of the project activities and appropriateness of the project Theory of Change.

3.1 Educational Marginalization

The findings are based on disaggregated single social identities (characteristics) e.g., orphans, mothers, married girls, drop outs, girls who have never attended school, girls with disability/difficulty) or a combination of characteristics that are commonly held together, i.e., subgroups (e.g., poor girls from families with a female head of household, household head without occupation/education, household head not employed etc.), which are a barrier to girls in the project sites. Other barriers emanate from the community and policy environment – the inaction (policies) of the county and national government. The findings are drawn from quantitative and qualitative data and secondary data from the project.

3.1.1 Evaluation sample breakdown by age for Cohort 1 and 3

Evaluation sample for Cohort 1 and 3 is presented in Table 3.1. Cohort 1 baseline sample consisted of 449 girls while Cohort 3 had 508 girls. Notably, 22% of the girls in C1 while 78% were 16 years and above while for 16% and 84% of the girls were aged 15 years and 16 years and above respectively at endline.

Table 3. 1: Evaluation sample breakdown by age Cohort 1 and 3

	Baseline C1		Endline C1		C3 Baseline		C3 Endline	
	% of total	N	% of total	N	% of total	N	% of total	N
% sample aged <10	2%	9	0%	0				
% sample aged 10-11	10%	44	4%	16	6.9%	35	3.7%	19
% sample aged 12-13	9%	41	8%	33	5.1%	26	4.9%	25
% sample aged 14-15	10%	45	10%	43	9.3%	47	7.3%	37
% sample aged 16-17	19%	87	13%	53	23.6%	120	10.0%	51
% sample aged 18-19	47%	212	48%	205	49.8%	253	33.5%	170
% sample aged >20	2%	11	17%	73	5.3%	27	40.5%	206
Total		449		423		508		508

From the two samples it can be noted that for Cohort 1, nearly 8 out of ten girls (78%), of the girls were above 16 years while 84% of the girls were above 16 years in Cohort 3.

3.1.2 Evaluation sample breakdown by age and County for cohort 3

Table 3.2 shows that all the girls in Migori were 16 years and above while more that 50% of the girls from the other counties were aged 16years and above at the endline of C3.

Table 3. 2: Evaluation Sample Breakdown by Age and County – Cohort 3

	Garissa		Isiolo		Kilifi		Kisumu		Migori	
	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL
% of sample aged 10-11	19.6%	9.7%	2.3%	1.1%	12.1%	7.5%	0.6%			
% of sample aged 12-13	10.3%	6.8%	3.5%	1.1%	7.5%	15.1%	3.0%	0.6%		
% of sample aged 14-15	16.5%	16.5%	9.3%	5.7%	8.4%	10.4%	4.2%	2.5%	14.0%	
% of sample aged 16-17	13.4%	19.4%	22.1%	5.7%	16.8%	8.5%	27.4%	5.7%	48.0%	15.1%
% of sample aged 18-19	39.2%	34.0%	45.3%	32.2%	50.5%	22.6%	63.1%	37.7%	32.0%	43.4%
% of sample aged 20-21		3.9%	17.4%	36.8%	3.7%	26.4%	0.6%	42.8%	6.0%	28.3%
% of sample aged >=22	1.0%	9.7%		17.2%	0.9%	9.4%	1.2%	10.7%		13.2%
Total Number of Girls	97	103	86	87	107	106	168	159	50	53

3.1.3 Characteristic Subgroup – Disabilities (Girl survey)

The main subgroups of the project are explained below as determined by child functioning questions (**Washington Group of Questions**³) as per the evaluation manager guidelines (Table 3.3). Overall, 17.7% and 15.8% of the girls had least one disability at endline for Cohort 1 and 3 respectively. More girls (9.5% & 6.4%) reported anxiety and depression respectively. Garissa had the highest number of girls reporting anxiety (23%) and (16.5%) depression (C1 endline) perhaps because of the challenges related to the Covid-19 and drought.

Table 3. 3: Evaluation Sample Breakdown by Disability and County – Cohort 3

	Garissa		Isiolo		Kilifi		Kisumu		Migori		Total	
	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL
Seeing	1.0% (1)					0.9% (1)	2.4% (4)	2.5% (4)			1.0% (5)	1.0% (5)
Hearing	1.0% (1)					0.9% (1)	1.2% (2)	0.6% (1)			0.6% (3)	0.4% (2)
Walking	1.0% (1)					1.0% (1)	1.2% (2)	0.7% (1)			0.6% (3)	0.4% (2)
Self-care					3.7% (4)	0.9% (1)	3.6% (6)				2.0% (10)	0.2% (1)
Communication	1.0% (1)				6.5% (7)		3.0% (5)				2.5% (13)	
Learning			2.3% (2)	1.1% (1)	1.9% (2)	3.7% (4)	3.0% (5)	0.6% (1)	3.9% (2)	1.9% (1)	2.1% (11)	1.4% (7)
Remembering	1.0% (1)			1.1% (1)	4.7% (5)	2.8% (3)	1.2% (2)			1.9% (1)	1.6% (8)	1.0% (5)
Concentrating	4.0% (4)				1.9% (2)	0.9% (1)	1.8% (3)	1.3% (2)			1.8% (9)	0.6% (3)
Accepting Change	5.0% (5)				0.9% (1)		4.2% (7)	2.5% (4)	3.9% (2)	1.9% (1)	2.9% (15)	1.0% (5)
Controlling Behavior						2.8% (3)	1.2% (2)	1.3% (2)			0.4% (2)	1.0% (5)
Making Friend	1.0% (1)					2.8% (3)	3.6% (6)	0.6% (1)	2.0% (1)	1.9% (1)	1.6% (8)	1.0% (5)

³ The Washington Group (WG) of questions is a set of questions designed to identify people with functional limitations. Girls who could not or had a lot of difficulties seeing, hearing, walking, communicating, taking care of themselves, remembering, concentrating, making friends, accepting change and controlling their behaviour were considered to have severe disability while those with some difficulties were considered to have mild disabilities.

Anxiety	9.1% (8)	23.0% (23)	4.7% (4)	8.0% (7)	2.0% (2)	1.9% (2)	9.3% (15)	8.8% (14)	6.0% (3)	3.7% (2)	6.6% (32)	9.5% (48)
Depression	6.0% (6)	16.5% (17)	2.3% (2)	5.6% (5)	3.7% (4)	2.8% (3)	7.2% (12)	4.4% (7)	2.0% (1)	1.9% (1)	4.9% (25)	6.4% (33)
Disability (At least one)	16.0% (16)	27.2% (28)	8.0% (7)	13.5% (12)	17.8% (19)	9.3% (10)	22.2% (37)	17.5% (28)	15.7% (8)	5.6% (3)	17.0% (87)	15.8% (81)

3.1.4 Gender of Head of the Household and Caregiver for Cohort 1 and 3

At endline, a majority of household heads 77% and 75% were male for Cohort 1 and 3 respectively. Similarly, more caregivers (C1: 54% and C3:61%): were male. Kilifi had the highest number of female caregivers at endline for both Cohorts (C1: 80%; C3: 57%), while Migori had the highest number of male-headed households and male caregivers 86% for each at endline for Cohort 3.

Table 3. 4: Gender of HH head and Caregiver

			Garissa		Isiolo		Kilifi		Kisumu		Migori		Total	
			BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL
C3	Gender of the Head of the Household	Male	78%	66%	79%	78%	69%	75%	70%	75%	78%	86%	74%	75%
		Female	22%	34%	21%	22%	31%	25%	30%	25%	22%	14%	26%	25%
	Gender of caregiver	Male	73%	58%	56%	71%	46%	43%	53%	62%	56%	86%	56%	61%
		Female	27%	42%	44%	29%	54%	57%	47%	38%	44%	14%	44%	39%
C1	Gender of the Head of the Household	Male	54%	88%	77%	93%	65%	68%	56%	70%	47%	70%	60%	77%
		Female	46%	12%	23%	7%	35%	32%	44%	30%	53%	30%	40%	23%
	Gender of caregiver	Male	46%	58%	70%	89%	31%	20%	26%	46%	28%	58%	42%	54%
		Female	54%	42%	30%	11%	69%	80%	74%	54%	72%	42%	58%	46%

3.1.5 Education level of HH head and Caregiver for Cohort 1 and 3

Overall, Cohort 1 had more (52%) head of household and caregivers without no education compared to 40% % head household and 37% caregivers for Cohort 3. Garissa had the highest number for HH head (94%) and an equal number of caregivers with no education for Cohort 1 compared with 77% & 75% respectively for C3. Kisumu registered the least (2% &4%) proportion of head of household without education and caregivers (5% & 7%) with no education at endline for both C1 and C3 respectively.

Table 3. 5: Education level of HH head and Caregiver for Cohort 1 and 3

		Garissa		Isiolo		Kilifi		Kisumu		Migori		Total	
		BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL
C1	HH Head with No Education	88%	94%	57%	65%	51%	61%	7%	2%	28%	32%	47%	52%
	Caregiver with No Education	88%	94%	62%	63%	64%	71%	12%	4%	30%	28%	53%	52%
C3	HH Head with No Education	97%	77%	77%	72%	27%	31%	16%	5%	16%	12%	43%	37%
	Caregiver with No Education	92%	75%	83%	73%	33%	42%	14%	7%	18%	14%	43%	40%

3.1.6 Girls' Marital status and Childbearing status for Cohort 1 and 3

Overall, Cohort 3 had a higher proportion of girls who were mothers (74%) compared with Cohort 1 (66%) at endline. The proportion of married girls was equal for both Cohorts (58%). In cohort 1, married girls

increased from 44% to 58% and mothers from 55% to 66% while for cohort 3 married girls increased from 54% to 58% and mothers from 70% to 74%. Migori had the highest proportion of girls who were married (83%) and mothers (96%) at endline for Cohort 3. The increase in the proportion of married girl could be attributed to maturation.

Table 3. 6: Marital Status and Child Bearing for Cohort 1 and 3

		Garissa		Isiolo		Kilifi		Kisumu		Migori		Total	
		BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL
C1	Married	32%	27%	66%	90%	28%	36%	18%	37%	54%	76%	44%	58%
	Mothers	25%	27%	56%	79%	42%	51%	57%	65%	84%	88%	55%	66%
	Single Mothers	6%	11%	0%	0%	37%	25%	68%	44%	26%	16%	24%	16%
C3	Married	37%	46%	72%	71%	48%	43%	51%	59%	77%	83%	54%	58%
	Mothers	33%	43%	86%	89%	62%	57%	81%	89%	94%	96%	70%	74%
	Single Mothers	2%	0%	14%	17%	0%	0%	32%	30%	20%	11%	18%	15%

3.1.7 Social economic Status – C1 and C3

Table 3.8 (Refer to Annex 3.8). Overall, there seems to be better livelihoods for Cohort 3 households (evidenced by the reduction in all the social economic barriers) at endline. At cohort 1 endline, the proportion of households unable to meet basic needs (without charity) increased by 9% (BL: 41 to EL: 50%) while for Cohort 3 it reduced by 7% from baseline of 49% to endline of 42%. In addition, the proportion of caregivers without a source of income (occupation) for Cohort 1 increased from 47% to 51% while it decreased from 29% to 22% for Cohort 3.

County wise, for cohort 3, Kilifi registered the highest drop of 15% (BL: 91% to EL: 76%) in the proportion of households that were unable to meet basic needs (without charity); followed by Kisumu 10% (BL: 44 to EL: 34%). However, this proportion increased by 13% (BL: 12% to EL: & 27%) in Isiolo. Only Kisumu County registered an increase (BL: 29% to EL: 39%) in the number of households that had gone to sleep hungry (most/many days) and households that had gone without cash income (many days) (BL: 72% to EL: & 81%) for Cohort 3. Notably, only Isiolo had an increase (BL: 23% to EL: 28%) in the proportion of HH head without an occupation at endline for Cohort 3.

Table 3. 7: Social Economic Status

		Garissa		Isiolo		Kilifi		Kisumu		Migori		Total	
		BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL
C1	Type of dwelling - Tradition house/Hut	62%	83%	99%	78%	81%	85%	67%	63%	84%	89%	82%	82%
	Unable to meet basic needs without charity	28%	38%	22%	42%	66%	68%	46%	30%	47%	57%	41%	50%
	Gone to sleep hungry (most/many days)	8%	3%	16%	15%	48%	40%	52%	37%	62%	50%	38%	32%
	Gone without cash income (many days)	70%	63%	49%	48%	89%	65%	91%	82%	79%	88%	74%	71%
	HH head without an occupation	46%	55%	56%	60%	52%	21%	20%	7%	39%	22%	45%	33%
	Caregiver without an occupation	88%	94%	57%	65%	51%	60%	7%	2%	27%	31%	47%	51%
C3	Type of dwelling - Tradition house/Hut	65%	72%	80%	93%	83%	68%	77%	72%	84%	67%	77%	74%

Unable to meet basic needs without charity	43%	36%	12%	27%	91%	76%	44%	34%	28%	33%	49%	42%
Gone to sleep hungry (most/many days)	3%	3%	56%	44%	63%	59%	29%	39%	41%	41%	38%	37%
Gone without cash income (many days)	34%	25%	93%	89%	91%	78%	72%	81%	70%	63%	73%	67%
HH head without an occupation	50%	29%	23%	28%	27%	21%	18%	13%	30%	29%	29%	22%
Caregiver without an occupation	51%	34%	26%	26%	29%	32%	20%	13%	30%	27%	30%	25%

Even though overall, the socio-economic barriers have reduced for both Cohort 1 and 3, some key social economic barriers such as proportion of households that had gone without cash income (many days); households unable to meet basic needs (without charity) and households that had gone to sleep hungry (most/many days) are still high. This may imply that many households are still unable to meet their basic needs and hence supporting girls' education is a challenge as supported by qualitative data.

Discussions with girls, boys, parents and implementing partners indicated that lack of financial capability by parents to pay indirect school costs like uniform, writing materials and transport was highlighted as a key challenge across all the counties. A boy from Kilifi (Boys FGD) explained:

Some parents are not in a position to take their children to school because their financial status is down. You may find that a parent has six children and has no job, and relies on casual jobs which are sometimes difficult to get.

The financial challenges affect girls negatively because they lack money to buy items, they may need in order to go to school such as school uniforms, food and sanitary pads. Further, a trainer in Kilifi said that poverty in the community is still an issue and that some girls may only study until class eight and then drop out and end up being recruited by agencies that take girls to Saudi Arabia for blue-collar jobs. The nuances from Kilifi were complemented by evidence from Garissa and Kisumu. This was emphasized by a boy in Garissa's FGD who noted that: *"Poverty is a big issue here. Girls have more special needs than boys and there are some households that cannot afford that."* A girl in Kisumu mentioned something similar: *"Due to lack of school fees girls may drop out of school."*

3.2 Changes in Key Characteristics – Baseline and Endline Cohort 1 and 3 (household survey)

Table 3.9 (Refer to Annex 3.3) presents changes in Key Characteristics – Baseline and Endline from the household survey data for Cohort 1 and 3. Generally, there is no variation in the key characteristics at ending for Cohort 3 while there were significant variations in the following variables: Male headed household; Male caregivers; Caregiver with no occupation; Married girls, Girls who were mothers and HH unable to meet basic needs (without charity). In addition, there was a significant variation in the proportion of head of household with no education at endline for cohort 1. The table below summarises the changes (YES+ to indicate a significant increase from baseline to endline or YES- to indicate a significant drop from baseline to endline, while NO to indicate no change between baseline and endline) Cohort 1.

Table 3. 8: Changes in Key Characteristics – Baseline and Endline for Cohort 1 and 3

Characteristics	Cohort 1	Cohort 3	Comment
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Male headed household	YES(+)	NO	There were more male headed household at endline of Cohort 1 but no change in cohort 3
Female headed household	YES(-)	NO	
Male Care givers	YES(+)	NO	There were more male caregivers at endline of cohort 1 but no change in cohort 3
Female Care givers	YES(-)	NO	
Head of HH had NO education	NO	NO	There was no change in the proportions of heads of households with no education in both cohort1 and 3
Care giver has No education	NO	NO	There was no change in the proportions of caregivers with no education in both cohort1 and 3
Head of HH has NO occupation	YES(-)	YES(-)	For both cohort 1 and cohort 3, the heads of households with no occupation dropped significantly between baseline and endline
Care giver has NO occupation	YES(+)	NO	Whereas the caregivers with no occupation significantly increased in cohort 1, there was no change in cohort 3
Girl is married	YES(+)	NO	Whereas girls who were married increased significantly in cohort 1 there was no change in cohort 3 between baseline and endlines
Girl is a mother	YES(+)	NO	Whereas girls who were mothers increased significantly in cohort 1 there was no change in cohort 3 between baseline and endlines
Type of Dwelling (traditional house)	NO	NO	There was no significant change for both cohort 1 and 3 on the households living in traditional dwelling
HH unable to meet basic needs	YES(+)	NO	Whereas for cohort 1 there was an increase in the number of households who are unable to meet basic needs, there was no change in cohort 3
HH sleeping without food (many days)	NO	NO	There was no change in the households reporting sleeping without food for many days in both cohort 1 and 3
HH going without clean water for use (many days)	NO	NO	There was no change in the households reporting going without water for many days in both cohort 1 and 3
HH going without Medicine or treatment (many days)	NO	NO	There was no change in the households reporting going without medicine or treatment for many days in both cohort 1 and 3
HH going without cash income (many days)	NO	NO	There was no change in the households reporting going without cash income for many days in both cohort 1 and 3
HH does not own any land	No	NO	There was no change in the households reporting not owning land in both cohort 1 and 3

There was a statistically significant change (Refer to Annex 3.10) in the following characteristics by county:

- In Kisumu and Migori key characteristics remained largely the same while there were variations in other counties as explained below:
- Garissa County registered a statistically significant variation in the proportion of female caregivers; Head of HH with NO occupation; Head of HH with NO education and HH going without medicine or treatment (many days).
- Isiolo County registered a significant variation of HH unable to meet basic needs (without charity); HH going without cash income (many days); HH going without clean water for use (many days) and HH does not own any land.
- Kilifi County registered a significant variation of HH unable to meet basic needs; HH going without medicine or treatment (many days); HH going without cash income (many days) and HH does not own any land.

3.3 Barriers to Education and Attendance – for Cohort 1 and 3 (Overall)

The following summarises the key findings in relation to barriers to education and attendance

- For the whole project, some barriers to education and attendance (such insecurity to and from school and safety at school) were perceived to increase between cohort 1 baseline and cohort 1 endline. However, generally, the care-givers perception on the barriers is that they had reduced between the of entry of cohort 1 and the time of exit of cohort 3.
- There still remains nearly one in four (approximately 25%) caregivers who indicate majority of the factors as barriers to attendance and learning
- Garissa County has made the biggest gains in addressing barriers. In Garissa County, C3 findings indicate that household chores paid work and cost of education barriers have significantly dropped compared to C1. On the other hand, Migori County seems to be the county that has cut back most of the gains in cohort 1 because the perception on barriers by caregivers was worse at cohort 3 endline compared to cohort 1 baseline across all the factors.

The table below summarizes the changes between baseline and endline for both cohort 1 and cohort 3 on barriers to education and attendance.

Table 3. 9: Barriers to Education and Attendance – for cohort 1 and 3 (Overall)

Barrier	Cohort 1 Change from BL to EL	Cohort 3 Change from BL to EL	Comments
The girl may be physically harmed or teased at school or on the way to/from school	YES(+)	YES(-)	The proportion of caregivers citing insecurity as a barrier increased for cohort 1 from baseline (31%) to endline (41%) but dropped for cohort 3 (BL: 39%, EL: 31%)

The girl may physically harm or tease other children at school	YES(+)	YES(-)	The proportion of caregivers citing safety and abuse at school as a barrier significantly increased for cohort 1 from baseline (27%) to endline (36%) but significantly dropped for cohort 3 (BL: 30% EL: 23%)
The girl needs to work	NO	NO	The proportion of caregivers (between 20-25%) citing “the need to work-labor” as a barrier did not change between baseline to endline for both Cohort 1 and cohort 3
The girl needs to help at home	NO	NO	The proportion of caregivers (between 20%-25%) citing “the need to help at home-household chores” as a barrier did not change between baseline to endline for both Cohort 1 and cohort 3
The girl is married/is getting married	YES(-)	NO	The proportion of caregivers citing “the marital status” as a barrier significantly dropped for cohort 1 between baseline (31%) to endline (24%) but for cohort 3 there was no significant change (BL:26%, EL:27%)
The girl is too old	NO	NO	The proportion of caregivers citing “the girl is too old-age factor” as a barrier did not change between baseline to endline for both Cohort 1 and cohort 3
The girl has physical or learning needs that the school cannot meet	NO	NO	The proportion of caregivers citing “the special needs-physical or learning needs” as a barrier did not significantly change between cohort 1 baseline (38%) to endline (41%) and also between cohort 3 baseline (31%) and endline (25%)
The girl is unable to learn	NO	NO	The proportion of caregivers citing “the inability of the girl to learn” as a barrier did not change significantly between cohort 1 baseline (36%) to endline (33%) and also between cohort 3 baseline (30%) and endline (28%)
Education is too costly	NO	NO	The proportion of caregivers citing “the high cost of education” as a barrier did not change between baseline to endline for both Cohort 1 and cohort 3
The girl is a mother	YES(-)	NO	The proportion of caregivers citing “the motherhood status” as a barrier significantly dropped for cohort 1 between baseline (30%) to endline (21%) but for cohort 3 there was no significant change (BL:24%, EL:25%)

Security to and from school and safety at school were significant barriers to school attendance for cohort 1 and 3 but it was noted that whereas for Cohort 1 there was a significant increase, for cohort 3 there was a significant drop which indicate the project interventions for cohort 3 were more effective compared with cohort 1. However, motherhood (girl is a mother) and marriage had significantly reduced as a barrier from the perceptions of caregivers of cohort 1.

Barriers to Education and Attendance – by County Cohort 1 and 3 (Annex 3.4 & 3.5)

There was a statistically significant increase in all barriers to education attendance in Migori County at C3 endline compared to C1. In Isiolo County, whereas insecurity to and from school and safety at school registered a statistically significant increase (60% to 82%) at C1 endline it dropped from 56% to 34 in C3. Other barriers that significantly dropped include perceptions on motherhood status and the perception that it is acceptable for a girl not to attend school if the girl has physical or learning needs that the school cannot meet. In Kisumu County, at both Cohort 1 and 3 endline there was a statistically significant drop in the perception of the caregivers that it is acceptable for the girl not to attend school if she is unable to learn. Other barriers that had significantly dropped at C3 endline include the perceptions that the girl has physical or learning needs that the school cannot meet and age (the girl is too old).

In Garissa County, C3 findings indicate that household chores, paid work and cost of education barriers have significantly dropped compared to C1. In Kilifi both Cohort 1 and 3 registered a statistically significant drop in caregivers' perception that it is acceptable for a girl not to attend school due to insecurity to and from school and safety at school. In the same county, there was a significant drop in the caregivers' perception that it is acceptable for a girl not to attend school because she has physical or learning needs that the school cannot meet (C3).

Qualitative data from community dialogue, girls and boys FGD; and implementing partners yielded data to highlight barriers to school attendance or transition and specific barriers facing girls with disability. A project partner said that married girls have limited choices because they have to choose an occupation or institution that is located near where their husbands and children live. Moreover, young married mothers have to seek permission from their husbands to engage in learning or work which can prove to be a challenge. According to one of the girls in Kilifi County, if a young girl gets married or gets pregnant, she may suffer a lot because some of the boys are not responsible. The girl in Kilifi went on to add: "Even staying at home is also a problem because the parents are not happy with her."

Specific challenges that primarily affected girls with disabilities in the school context were also highlighted. According to a project partner in Kisumu, there are no ramps in school toilets which made it difficult for disabled girls to use them. This was corroborated by a girl in Kisumu's FGD who said:

These communities lack facilities such as schools for girls with disabilities." Further, a girl in Kisumu's FGD said that "some disabled girls are defiled, abused and bullied" while another girl pointed out that there are parents who don't even take disabled girls to school and instead choose to hide them away from society. They are discriminated against.

According to a project partner in Kilifi, there is a huge problem with education for girls with disabilities because the school fees they are required to pay is much higher than those for the rest of the girls. Here is what he had to say:

We still have a challenge because the school fee for disabled children is very high. A parent will be required to pay Kenya Shillings 19,000 for a child with a disability. I have a copy of school for a school we were interacting with; Marafa special school and I have a copy of their fee structure; as you can see (shows the fee structure), term one, it is Kshs. 6,500 for girls who are boarding yet they have to because the distance is long, they can't walk, Kshs. 6,500 for three terms is Kshs. 19,500 every year. [Key Informant Interview, Kilifi County]

3.4: Significant intersections of the Household Characteristics and Barriers to education

The section presents general barriers to education in the community that affected the girls' access to education. Education level and occupation status of household are the two main characteristics determining the education of the girl at endline. Girls from these households are likely to engage in paid work, get married early and not attend school because of age. (Refer Annex 3.6).

Main findings

- Overall, barriers to education were reducing at both C1 and C3 endline
- Head of household and Caregiver with No occupation are likely to stop girls from going to school due to factors such as insecurity on the journey to school, paid work, marriage, age (too old), perception that a girls' is unable to learn and cost of education.
- Security to and from school and safety at school were significant barriers to school attendance for cohort 1 and 3. However, motherhood (girl is a mother) and marriage was not a barrier for girls in cohort 3.
- Migori County registered a statistically significant increase in all barriers to girls' education at C3 endline. It was noted that there was generally a poor perception by the girls on the issues of gender equality and opportunities for the girls and women in general. The girls perceived their inclusion in participation in decision making in the community as not up to their desired level. It also emerged that the cost of education was one of the main factors that seemed to be predominant across most of the different characteristics relating to the targeted girls.
- Isiolo County registered a statistically significant increase of HH unable to meet basic needs (without charity) while there was a statistically significant drop in proportion of HH going without cash income (many days)
- Kilifi County registered a statistically significant drop in the following: HH unable to meet basic needs; in HH going without Medicine or treatment (many days) of HH going without cash income (many days).
- There was an increase in the proportion of married girls at endline for cohort 1 and 3. In cohort 1 married girls increased from 44% to 58% and mothers from 55% to 66% while for cohort 3 married girls increased from 54% to 58% and mothers from 70% to 74%.
- More households 29% to 39% in Kisumu had gone to sleep hungry (most/many days) while 72% to 81% gone without cash income (Many days) at endline for cohort 3.

County wise, the following are the key highlights:

- Garissa: Girls from households where the head of the household has no education and source of income, caregiver has no education (regardless of gender) are likely to have insecurity as a barrier to education. Similarly, girls from households where HH has no education (regardless of gender) and source of income, as well as caregiver has no education are more likely to have 'the child is unable to learn' as a barrier. (Annex 3.7)
- Isiolo: Truancy is a significant barrier to education especially in households where the household head and caregiver have no source of income. Further, girls from households where the HH has

no education and source of income and the caregiver without a source of income are likely to have marriage as a barrier. Girls from households where the head of household and caregiver has no source of income are more likely to have truancy as a barrier. (Annex 3.8)

- Kilifi: Truancy is a key barrier to education for girls from female headed household households. Other significant barriers include: girl is a mother, girl is unable to learn, child with unmet physical and learning needs and household chores. (Refer to Annex 3.9)
- Kisumu: Caregiver's income status is the main determinant of girls' education. Key barriers to education in Kisumu include age of the child and child with unmet physical and learning needs. (Refer to Annex 3.10)
- Migori: Caregiver income status is the main determinant of girls' education. Cost of education is the main barrier to girls' education in Migori. Girls from households unable to meet basic needs (without charity), have gone to sleep hungry (many days) and caregiver has no source of income are more likely to be engaged in paid work and household chores rather than attend school. (Refer to Annex 3.11)

Reflections on Characteristics and Barriers to education

- Even though overall, the socio-economic barriers have reduced for both Cohort 1 and 3, key social economic barriers such as proportion of households that have gone without cash income (many days); unable to meet basic needs and households that have gone to sleep hungry (most/many days) are still high. This may imply that financial capabilities for the households to meet their basic needs and support girls' education is challenge as supported by qualitative data.
- The level of education of both the head of the household and caregiver as well as their source of income status is the key characteristic determining the education of the girl. Girls from households whose caregiver and head of household has no education or source of income faced more challenges (barriers) than the other girls.
- More girls were at endline for Cohort 1 and 3. This finding implies that early marriages and motherhood are persistent barriers affecting girls' education in the project site.

CHAPTER FOUR: OUTCOME FINDINGS

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

4.1 Learning Outcome

4.1.1 Introduction

At entry into the Catch-up centres (CuCs), all the girls took functional Literacy and Numeracy assessment to establish their levels of functional Literacy and Numeracy. The girls who failed the literacy (comprehension) and numeracy were recruited into the programme. While at the CuC, the Educator Facilitators with IEP's were able to support girls' progress very fast and once they attain the desired level, they transition to their desired pathway. By the time the evaluation was carried out, all the girls had completed learning activities at the CuCs and transitioned into different pathways

4.1.2 Learning Outcome Assessment Tests

The endline evaluation had three sets of learning tests (Kiswahili, English and Mathematics) that were used to determine girls' learning levels. The Kiswahili test had three subtasks namely Syllable Making Words (Usumaji wa Maneno), Oral Passage Reading (Kusoma Kifungu kwa Sauti) and Comprehension (Ufahamu wa Kusoma). The English test had two sections: written and oral assessment. The written test tested on the use of articles, prepositions, subject-verb agreement, verb identification and creative writing. On the other hand, the oral assessment covered reading (words and passage) and comprehension (reading and listening). The numeracy test had eight subtasks namely: Number identification, Missing Number, Addition, Subtraction, Multiplication, Division, Fractions and Word Problems. The description for each test is Annex 4.1.

4.1.3 Learning Performance

The following are the key findings on learning performance

- The total learning beneficiaries were 5701 girls (Cohort 1 – 646, Cohort 2 - 2327 and Cohort 3 - 2728)
- Both Cohort 1 and Cohort 3 had significant changes between baseline and endline in overall learning scores for Kiswahili and Numeracy. Girls tended to underestimate their competence in Kiswahili and overestimate their competence in English. On the other hand, numeracy tended to be the most functional skill of all the three and the one they correctly estimated their competence.
- Garissa County had the most significant learning in Kiswahili, English and Numeracy for both Cohort 1 and Cohort 3.
- Education (caregiver or household head having no education) was a critical factor at for cohort 3 that negatively affected the overall learning score
- Whereas household characteristics significantly affected the learning levels or scores with cohort 1 (baseline cohort), these characteristics were not significantly affecting the learning levels in

relation to cohort 3 (the endline cohort) for each of the three tests (Kiswahili, English, Mathematics) independently

- Provision of learning materials and attendance to Catch-up Centres were perceived by the girls as the highest drivers for learning and performance.
- The community and household support towards girls' education has greatly influenced the confidence level for the girls to learn. Girls who were supported by the family and community were more confident and therefore likely to perform better and achieve their aspirations.
- The project had relevant interventions for girls with disabilities but the evaluation was inconclusive on how specifically the girls with mild and severe disabilities were supported to learn.
- Covid-19 (Cohort 1) and drought (Cohort 3) were two of the main factors that hindered learning among girls. These factors affected the social economic status of families and influenced the decisions on learning or attendance of the girls to the Catch-up Centres. The project was able to undertake mitigating measures but some of the challenges required more long-term resilience solutions (such as income generating for families affected).

Combined Score

The evaluation aggregated the learning scores for the three learning test. The findings are indicated in table 4.1. Overall, the girls from both cohorts exhibited statistically improvement (Cohort 1: 16% and Cohort 3: 6%). The change was relatively lower for cohort 3 compared with cohort 1 though the average score was higher for cohort 3. County wise, Garissa, Isiolo and Migori had statistically significant improvement for cohort 1 while for cohort 3 it was Garissa and Kisumu Counties⁴.

Table 4. 1: Combined scores across Baseline and Endline

		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Cohort 1	BL	6.22	19.73	25.35	30.41	10.38	17.25
	EL	24.97	36.89	20.14	40.69	41.17	33.15
	Change	18.75	17.15	-5.21	10.28	30.79	15.90
	p-value	0.000	0.000	0.162	0.061	0.000	0.000
	Significance	Y	Y	N	N	Y	Y
Cohort 3	BL	18.36	21.94	39.99	50.97	56.67	37.57
	EL	30.69	25.73	44.73	56.10	57.15	43.61
	Change	12.33	3.79	4.74	5.13	0.47	6.04
	p-value	0.001	0.327	0.212	0.046	0.913	0.001
	Significance	Y	N	N	Y	N	Y

Kiswahili Test:

⁴ The sample size was only set to detect statistically significant changes on the overall and not at the County level. The changes at the county level were done as additional information.

The Kiswahili scores for Cohort 1 and Cohort 3 girls are as shown in Table 4.1. Overall Cohort 3 girls exhibited an improvement of 7% (BL 37.23%; EL 44.48%). This is relatively lower compared with the improvement recorded by Cohort 1 girls (15%). Cohort 3 had higher average scores average than Cohort 1 both at baseline and endline. County wise, Cohort 3 girls in Garissa County had greater improvement (12%) while at for Cohort 1, Migori County recorded the highest improvement (34%).

Table 4. 2: Kiswahili average score across Baseline and Endline

		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Cohort 1	C1 BL	4.49	18.44	29.54	29.75	10.83	17.61
	C1 EL	23.6	28.87	21.74	37.56	44.8	32.14
	Change	19.11	10.43	-7.8	7.81	33.97	14.53
	P-value	0.000	0.004	0.099	0.215	0.000	0.000
	Significant	Y	Y	N	N	Y	Y
Cohort 3	BL	16.91	18.63	44.68	49.12	58.19	37.23
	EL	28.43	22.15	53.32	56.29	58.00	44.48
	Change	11.52	3.52	8.64	7.17	-0.2	7.25
	P-value	0.009	0.452	0.067	0.02	0.972	0.001
	Significance	Y	N	N	Y	N	Y

The scores per subtasks (Annex 4.4) established significant improvement within the three subtasks (Reading Words 7.9%, Oral Reading 5.4% and Comprehension 8.5%). Similarly, Cohort 1 girls had recorded positive but higher improvements (Reading Words 18.1%, Oral Reading 14.5% and Comprehension 10.8%). The average score for Reading Words subtask for Cohort 3 was 56.5% at endline up from 48.6% implying improvement in girls' capability to read Kiswahili basic words. Garissa recorded the highest significant improvement in the three subtasks compared with Cohort 1 girls where Migori recorded the highest significant improvement while Kilifi recorded a decline (though not statistically significant) for the three subtasks.

Overall, the proportion of Cohort 3 learners scoring zero (Annex 4.5) reduced in all the 3 subtasks (Annex 4.4). Notable was a decline of 12% on proportion of girls scoring zero at comprehension level (from 49% to 37%). Regionally, Garissa and Kisumu recorded a significant decline (of 15% and 10%) in the proportion of learners scoring zero at the comprehension subtask. Similarly, for Cohort 1, there was a uniform reduction of proportion of learners scoring zero per subtasks ranging between 16% – 19%.

English Test:

In English test, Cohort 3 girls scored an average of 37.8%, a slight improvement of 2.4% from the baseline score (35.3%). This was unlike the Cohort 1 counterparts who had a statistically significant improvement (15%). Regionally, Cohort 3 girls in Garissa County recorded a statistically significant improvement (10%) compared with Cohort 1 counties of Garissa (14%), Isiolo (15%), Kisumu (15%) and Migori (28%) which recorded positive improvements. Cohort 3 girls produced a higher average score compared with Cohort 1 girls despite the latter having a higher improvement. This trend is observed in all the counties.

Table 4. 3: English average score across Baseline (C1 and C3) and Endline (C3)

		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Cohort 1	C1 BL	4.88	14.19	17.6	29.39	7.18	13.05
	C1 EL	18.75	29.1	15.3	44.04	35.3	28.33
	Change	13.87	14.91	-2.3	14.65	28.12	15.28
	P-value	0.000	0.000	0.478	0.02	0.000	0.000
	Significant	Y	Y	N	Y	Y	Y
Cohort 3	BL	14.14	17.5	35.04	53.11	54.15	35.34
	EL	23.97	19.83	35.14	53.83	49.16	37.75
	Change	9.82	2.34	0.11	0.73	-4.99	2.42
	P-value	0.004	0.561	0.977	0.788	0.282	0.189
	Significance	Y	N	N	N	N	N

The scores per subtasks (Annex 4.7) established significant improvement within the 6 subtasks (Oral Reading 9%, Reading Words 9%, written test 3% and Reading Comprehension 1%) for Cohort 3. Similarly, Cohort 1 had significant improvements in written test 14.3%, Creative writing 7.9%, Reading Words 19.1%, Oral Reading 20% and Reading Comprehension 10.3% and Listening Comprehension 19.8%.

Overall, the proportion of learners scoring zero (Annex 4.8) reduced marginally in all the six subtasks (Range 0.3% – 6.3%) unlike Cohort 1 (range 15% – 35%). Notably, in Garissa the proportion of Cohort 3 non-learners in listening comprehension significantly reduced by 30% from 84.5% at baseline.

Numeracy Test:

In Numeracy, both Cohort 1 and 3 girls recorded relatively highest scores and improvement from Baseline compared with Kiswahili and English. The score for Cohort 3 improved by 8.3% (BL 39.6%, EL 47.9% while for Cohort 1, the improvement was by 16%. Garissa, Kilifi and Kisumu Cohort 3 girls recorded a statistically significant improvement of 13.6%, 8.9% and 7% respectively.

Table 4. 4: Mathematics average score across Baseline (C1 and C3) and Endline (C3)

		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Cohort 1	C1 BL	9.57	27.71	30.07	32.72	13.86	21.98
	C1 EL	32.05	52.08	22.85	39.61	42.68	38.34
	Change	22.48	24.37	-7.22	6.89	28.82	16.36
	P-value	0.000	0.000	0.065	0.176	0.000	0.000
	Significant	Y	Y	N	N	Y	Y
Cohort 3	BL	23.83	29.36	39.59	49.91	56.93	39.58
	EL	37.47	34.9	48.53	56.92	60.13	47.89
	Change	13.64	5.54	8.94	7.01	3.2	8.31
	P-value	0.000	0.135	0.013	0.004	0.465	0.000
	Significance	Y	N	Y	Y	N	Y

The scores per subtasks (Annex 4.10) established significant improvement of between 2% to 18% within the 8 subtasks (Annex 4.9) for Cohort 3 girls. Overall, the word problems recorded the highest improvement (18.6%) compared with other subtasks, implying girls' capability to comprehend mathematical problems when read to them than doing it alone. At endline, Cohort 3 girls were doing better in Number Recognition (71%), Multiplication (54%) and Missing Numbers (51%) subtasks while in Division (34%) and Fractions (37%) girls scored the lowest scores.

Overall, the proportion of Cohort 3 learners scoring zero (Annex 4.11) reduced in all the 8 subtasks. The change in proportion of these learners was higher in numeracy compared with literacy. Garissa, Kilifi and Kisumu Counties had the proportion of learners scoring zero reducing in all the subtasks. The proportion of non-learners reduced significantly in Word problems subtask across all the counties.

The qualitative data from girls' focused group discussion depicted the evidence of attainment of literacy and numeracy skills where the girls indicated being able to express themselves, particularly in Kiswahili. The project has enabled the girls gain literacy and numeracy skills as well as improved communication skills. Their hope in life was restored and they now appreciate themselves as important in the community. Empowering girls with basic numeracy and literacy greatly prepared the girls for the next phase (transition) where this knowledge was directly applicable. The improved numeracy skills have helped girls with basic business transactions and hence increased financial capacity. The master artisan noted that girls were able to pronounce the terminologies in particular pathway they took, and they were knowledgeable on the function of the tools provided to them.

Most of the girls who went through the programme were initially illiterate and innumerate to varying degrees. They were happy to learn basic communication skills in English and Swahili because it would allow them to participate in the various activities in their community that they were previously barred from. This includes operating their phones for communication and business purposes in either Swahili or English. A girl in Kilifi said this about it:

Before I joined Catch-up Centre, I did not know how to read and write but now I know how to read and write. I did not even know how to write the English alphabet and by the end of the nine months at the Catch-up Centre, there is a madam who asked us to write a composition on 'The Day I will never Forget' (laughing) and I was happy. [Girl Focused Group Discussion, Kilifi County]

During the discussion with the parents as well as the girls' spouses, it was pointed out that the girls' communication skills had greatly improved since joining CUC. The husbands greatly acknowledged the transformations happening to their spouses. They indicated that their numeracy and literacy skills have improved. They pointed out that their spouses could read text messages, search for contact names on the phone and make a call. In addition, the girls indicated that they had learnt to calculate the balances to expect back once they go to purchase items. According to a focus group discussion with community members, the girls were more confident as well as improved the way they were engaging with members of the community in Swahili and this was exemplified by when they go to the hospital by themselves; they could explain their issues to practitioners sufficiently eloquently compared to before. Additionally, they can read and comprehend their prescriptions, read the expiry dates of the drugs, and are familiar with the benefits of child immunization.

Numeracy was very important and held in high esteem by the girls because they previously had to rely on their spouses or other community members just to make simple transactions at shops or in their businesses. The ability to receive money and compute how much change to expect or give back to a patron was very useful to the girls. One of the girls' husbands in Kisumu had this to say:

In education, the project has brought positive changes; those girls who were illiterate can now count, give change in a business transaction, and even communicate in English and Kiswahili [Husbands Focused Group Discussion, Kisumu County]

Girls' perception of improvement in English/Mathematics/Kiswahili Cohort 1 and 3

The survey sought from the girls their opinion on whether they felt their numeracy and literacy skills had changed. The Table 4.4 indicates Girls' perceptions of improvement in **Kiswahili, English** and **Mathematics**.

Overall, majority of the girls (over 80%) indicated that their ability in numeracy and literacy had at least improved for both Cohorts 1 and 3. County wise, almost all Cohort 3 girls in Kisumu and Migori reported at least whole improvement for Cohort 1. Majority of girls in Isiolo and Kisumu reported improvements in Kiswahili while Isiolo and Migori reported improvement in English and Mathematics.

Table 4. 5: Girls Perceptions on Improvement in Kiswahili, English and Mathematics

		C3 Endline						C1 Endline					
		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Kiswahili	Yes, a lot	34.0%	30.3%	40.2%	59.4%	42.6%	43.5%	24.3%	50.0%	40.4%	51.0%	31.4%	38.5%
	Yes, a little	44.7%	32.6%	43.0%	38.1%	50.0%	40.7%	52.9%	42.6%	30.3%	38.8%	53.7%	44.4%
	No	21.4%	36.0%	16.8%	2.5%	5.6%	15.4%	22.9%	7.4%	25.8%	6.1%	12.4%	15.1%
	Don't know		1.1%			1.9%	0.4%			3.4%	4.1%	2.5%	1.9%
English	Yes, a lot	45.6%	37.1%	40.2%	66.9%	72.2%	52.4%	35.7%	57.4%	42.7%	59.2%	35.5%	44.7%
	Yes, a little	38.8%	32.6%	47.7%	30.6%	24.1%	35.5%	50.0%	40.4%	31.5%	28.6%	55.4%	43.0%
	No	14.6%	14.6%	12.1%	2.5%	3.7%	9.2%	12.9%	2.1%	22.5%	6.1%	6.6%	9.9%
	Don't know	1.0%	15.7%				2.9%	1.4%		3.4%	6.1%	2.5%	2.4%
Mathematics	Yes, a lot	33.0%	48.3%	59.8%	59.4%	83.3%	54.8%	24.3%	53.2%	44.9%	42.9%	59.5%	47.3%
	Yes, a little	39.8%	36.0%	31.8%	36.9%	14.8%	33.9%	57.1%	41.5%	29.2%	42.9%	36.4%	40.2%
	No	26.2%	15.7%	8.4%	3.8%		10.9%	17.1%	5.3%	22.5%	10.2%	1.7%	10.4%
	Don't know	1.0%					1.9%	0.4%	1.4%		3.4%	4.1%	2.1%

It should be noted that comparing their actual performance with the perceived competence, the girls tended to overestimate their knowledge in English while underestimating their knowledge in Kiswahili. At the same time, they correctly perceived their knowledge in Mathematics. The evaluation noted that numeracy was the most functional skill that the girls gained since they were able to apply it in any of the ventures they would get into. However, the English and Kiswahili skills were good in supporting communication.

Most Useful Drivers to the changes in learning/performance provided by the project

Girls were asked to rate what had led to the changes in learning among learning materials like books, attendance to catch up centers, provision of free time to study at home, access to the radio/TV for lessons and provision of space for learning. More girls (39% & 32%) Cohort 1 and 3 respectively attributed improved performance to provision of learning materials like books by the project while 43% (Cohort 1)

and 35% Cohort 3 girls of attributed their change in learning to attendance in Catch-up Centres. Garissa registered the highest drop (43% – 27%) in the proportion of girls who attributed improved performance from Cohort 1 and 3 endlines.

Table 4. 6: Perceived drivers to Improved Learning

	Cohort 1						Cohort 3					
	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Provision of learning materials like books	32%	46%	42%	37%	37%	39%	31%	28%	32%	31%	44%	32%
Attendance in Catch-up Centres	43%	48%	40%	40%	43%	43%	27%	38%	36%	36%	43%	35%
Provision of free time to study at home	15%	1%	5%	13%	6%	7%	20%	12%	13%	9%	6%	12%
Access to the radio/TV for lessons	1%	0%	0%	1%	0%	0%	6%	2%	2%	3%	0%	3%
Provision of space for learning	9%	3%	11%	4%	11%	8%	15%	18%	11%	15%	8%	14%
Others	0%	1%	3%	3%	3%	2%	1%	2%	6%	6%	0%	4%

4.1.4 Characteristic subgroup analysis of the learning outcome

The key findings in relation to characteristic subgroup analysis of the learning outcome are as follows

- Education (caregiver or household head having no education) was a critical factor at for cohort 3 that negatively affected the overall learning score
- Whereas household characteristics significantly affected the learning levels or scores with cohort 1 (baseline cohort), these characteristics were not significantly affecting the learning levels in relation to cohort 3 (the endline cohort) for each of the three tests (Kiswahili, English, Mathematics) independently.
- At the county level, three counties (Isiolo, Kisumu and Migori) did not have any characteristics affecting the girls learning by cohort 3 compared to cohort 1 where some characteristics (social economic status and occupation) affected learning scores for the girls. On the other hand, Garissa (social economic status and motherhood status) and Kilifi (education levels) being noted as persistent characteristics influencing the learning scores at endline of cohort 3.

Learning Scores by Key Characteristic Subgroups and Barriers by County

The evaluation further cross-examined the hypothetical relationship between the characteristics, barriers and learning scores. The scores from different characteristics and barriers were compared to the average scores for all girls for each county.

Learning scores by characteristics of the households and /or the girl:

- Overall, the results (Annex 4.12) indicated that the education level of both the head of the household and the care giver played a significant role in performance of girls for both cohort 1 and 3. The scores for the girls from the households where the head of the household and the caregivers had no education were significantly below the average scores for all the girls. There were some characteristics that affected learning scores for the cohort 1 girls at both baseline and endline but they no longer affected learning for cohort 3. This included occupation status of the head of the household and care givers as well as social economic status of the household.

County Wise (Annex 4.14 – 4.19)

- In Isiolo, Kisumu and Migori, there was no characteristic of the girl or the household category that had a statistically significant difference in means both at baseline and endline from the overall average scores of the girls across the different characteristics of the Cohort 3 girls. This was unlike Cohort 1 girls where social economic status of the household had a significant effect on the learning scores of the girls (in Isiolo) and lack of occupation for the head of the household and the caregiver (in Migori) were the main characteristics that affected learning.
- The significant characteristics affecting learning of Cohort 1 girls in Kilifi were the motherhood and marital status of the girls and non-enrolment (whether one has ever been to school). These factors were persistent both at baseline and endline. In addition, poverty – household reporting sleeping without food (many days) – played a key role in determining the learning scores of the girls in this county. However, for Cohort 3 the significant characteristic affecting learning in this county (at baseline and endline) was the education level of both the head of the household and caregiver.
- In Garissa, the social economic status of the household and the motherhood status of the Cohort 3 girls had a significant effect on the learning scores of the girls both at baseline and endline while for Cohort 1, girls who were married, mothers or orphaned scored lower than the other girls in literacy and numeracy tests.

The qualitative findings indicated that for the households where the parents were not educated, education for girls was less valued. Culturally, in the programme counties, girls take up the mothers' responsibilities that include household chores and taking care of the young ones. This hinders the girls from doing their studies and worse if the girl herself is married. In these communities, girls are often not involved in decisions that affect their lives as well as boys getting the first priority in terms of education.

Learning scores by barriers to learning:

The evaluation further interrogated the potential relationship between the key barriers and learning scores.

- Overall, the results (Annex 4.19) indicated that the persistent barrier from Cohort 1 midline to cohort 3 end line was insecurity to and from schools. The age of the girl was a significant barrier to education for cohort 1 but no longer considered a barrier by cohort 3 caregivers. The main barrier to leaning for cohort 3 was the household chores and the need to work.

County wise (Annex 4.21 – 4.26)

- In Garissa, Isiolo and Kisumu there was no category of Cohort 3 girls that had a statistically significant difference in means both at baseline and endline from the overall average scores of the girls across the different barriers raised by the households as the potential hindrance to learning. For Cohort 1 in Kisumu, it was noted that while truancy and inability of schools to meet physical and learning needs of the girls were the key issues affecting learning at baseline, these factors did not have an effect on learning at endline. The key factor affecting learning was insecurity to and from schools.

- However, and persistent from baseline to endline for Cohort 3 girls, in Garissa households that listed marital status of the girl as a barrier had scores less than the average scores for all girls. In addition, at endline households that listed age of the girl, inability of schools to meet physical or learning needs of the girl as well as inability of the girl to learn as barriers to learning, had scores less than the average scores for all girls. For Cohort 1, truancy, child labor, marital status and motherhood status of the girls were the key barriers to learning at baseline. However, at endline these factors did not have a significant effect on girls' learning. It was noted that while child labor, age of the girl and motherhood status were key notable barriers within the county, these factors did not have a significant effect on learning.
- In Kilifi, there was a significant difference in means of Cohort 3 girls from households that listed insecurity to or from school, marital status of the girls and motherhood status of the girls as potential barriers to learning. However, for Cohort 1 girls the main barrier affecting learning in Kilifi was the cost of education.
- In Migori, the household that cited inability of schools to meet physical or learning needs of the girls, inability of the girls to learn and the motherhood status of the girls as potential barriers to learning, had a significant difference in means (lower) from the overall average scores for Cohort 3. However, for Cohort 1, the motherhood status of the girl was the only persistent barrier to education between baseline and endline.

Qualitative finding revealed that household chores emerged as a deterrent towards girls' education. Girls had many chores in the household and thus it was difficult for them to balance their schoolwork and their responsibilities. This means that their schoolwork had to bear the brunt of it and they either dropped out or lagged behind in class. This was corroborated by the Master Trainer in Isiolo who decried the lack of enough time to cover all the skills that the girls were supposed to learn. He had this to say about it: *"Lack of enough time for learning remains to be the major cause of poor skills among the learners. This made learning ineffective because the time given wasn't enough to learn."*

In the counties of Migori, Kisumu, Kilifi and Isiolo, early marriage was reported as a major barrier to girls' education. Young wives were actively discouraged from going back to school in favor of staying at home and exclusively attending to their wifely duties. In addition, peer pressure amongst the girls also contributed to their choosing early marriage over education. A project partner in Isiolo had this to say: *"Beading has contributed to low girls' enrollment at various schools where beaded girls are associated with dowry."* This was echoed by a project partner from Migori who said: *"There have been challenges like, 'sell marriage' or early marriage. Previously like in Kuria, it was so rampant more so in the Kuria community where you find that girls would step out of school and just get married or disappear but since the project came through talking to the parents, the girls themselves, the forum we held at least we see some reduction of girls..."* In addition, early pregnancy featured in Kisumu and Kilifi counties as a barrier towards girls' education. When girls got pregnant, they would drop out of school to engage in any economic activity that would allow them to take care of their newborns. For those that couldn't get menial jobs, their only options were to get married or to receive assistance from their relatives. A project partner in Migori had this to say about it: *"And early pregnancy as a point of its own, also affected education for girls and sub-counties then we call it child labor where you find girls running or dropping out of school to*

go look for jobs like house help or working for other people in the farm so that they can get something to provide support at home.”

In Kilifi and Kisumu, the schools were reported to be too far from where some of the girls lived. The long distances were a barrier for many girls who could not make it to class on time. It was especially difficult for girls with disabilities. One boy in Kisumu’s FGD added that: *“I may say that special schools are not enough in our villages preventing girls with disability from meeting their aspirations.”*

A common barrier that was found in all the counties was how the community perceived and treated girls who had dropped out of school or who were attempting to go back to some form of learning in adulthood. In all the communities, there was a lot of negativity directed towards adult girls who wanted to go back to school. They were insulted, made fun of and discouraged from going back to school. It was particularly brutal if the girl had a child. This impacted on the morale of the girls and some of them felt that it was inappropriate for them to learn in the same school as the younger children as they considered themselves too old. One girl in Garissa had the following to say about it: *“Community abuse is the core problem affecting education for these girls here. Some community members accuse the girls of wasting time involving themselves in a thing of the past...these insults force the girls to lose morale in learning and concentrating more.”*

There was persistent drought affecting that has impacted most parts of the country. According to a respondent in Isiolo, it has been three years without adequate rainfall in the region. It meant that those entire communities had to keep migrating in search of water and pasture for their livestock. In the process, girls’ education was interrupted and many of them had to drop out of school to migrate with their families. One respondent in Isiolo said this about it: *“Some of the girls have to postpone attending learning sessions to catch up with their families at ‘foras’.”*

The pastoralists communities place a lot of value on their livestock and so there were far too many cases of inter-communal conflict over cattle and other livestock. This led to two major problems: parents would lose their cattle which was a major source of revenue and families had to keep migrating to escape the conflict-ridden areas. As a result of this, there weren’t enough resources to finance girls’ education and they frequently had to postpone learning because of the safety-related problems that kept emerging. Some families simply did not have enough resources to pay girls’ school fees. In such cases, the girls lacked the money to buy necessities such as sanitary towels and opted not to go to school.

Addressing Barriers

The persistent issue of early marriages across all the communities is being resolved through the efforts and involvement of the educated girls in the community. They can stand up for themselves and for other younger girls in the community in resisting attempts at early marriages. The girls in Isiolo referred to themselves as ambassadors against early marriages and would involve *ActionAid* and local area chiefs to intervene and stop early marriages. The rescue missions would then take the girls to safe centres. One girl in Isiolo had this to say about standing up for herself: *“Recently, my father brought an old man who came and wanted to marry me, I said no and that was it. If it were in the past 3 years, my father could have beaten me and chased me to the man.”*

In all of the counties, there were child-minders to help take care of the girls' children so that they could learn without having to worry about the welfare of their children. A trainer in Kisumu mentioned this: *"The KCCB (Kenya Conference of Catholic Bishops)-EFL project supported the ones with babies by providing them with child-minders and milk. They would also give them fare. Those who were under my care I would counsel them."*

There were efforts to sensitize the community by the project about not stigmatizing girls who wanted to continue with education. From the community discussion in Garissa, one member had the following to say: *"Previously, we didn't value girl education that much. It did not matter so much whether the girl went to school or not. But now we have realized the benefits of educating all children."*

The insecurity that mainly affected girls in some communities was largely attributed to the youth being idle and engaging in criminal activities. Girls would be found loitering in the villages and towns putting themselves in precarious situations. One male participant in the Kisumu FGD had this to say: *"In the last three years I can proudly say that our surrounding is free from issues of insecurity. There are no thefts anymore as those who were involved in stealing and terrorizing members of the community were arrested. Cattle rustlers have also given us a break. We can sleep comfortably."*

Learning scores by Disabilities

The evaluation compared the performance of girls who reported having various difficulties (using Washington Group of Questions) with the average score for all the girls. The proportions of girls in these disability domains were low⁵ and hence the regression or improvement noted may not be statistically significant. Overall, across both baseline and endline, there was no domain of difficulty that had a statistically significant difference in means from the overall average scores of the girls. The average scores for girls with disabilities in Kiswahili and Mathematics improved by 2% and 4% respectively (Kiswahili BL – 45% EL – 47%, Mathematics BL – 44% EL – 48%) while in English dropped by 5% (BL – 42% EL – 37%). The scores for different difficulties domains are shown in Annex 4.23.

Girls with disabilities were referred to the relevant institutions that had accessible facilities. There were multiple instances where these interventions greatly improved the quality of life and learning for girls with disabilities. One trainer in Kisumu gave two examples: *"I worked with a girl with disability. Her problem was her eyesight. She was taken to the hospital for treatment by the project's PPO. The girl was treated and given a spectacle (lens). Some girls brought to me had a hearing problem. They were also taken for treatment at Russia Hospital in Kisumu."*

Special attention by the trainers also helped girls access education more easily. For instance, teachers would have the girls with poor eyesight sit at the front of the class to ensure they were close enough to see the blackboard. They would also pay closer attention to mentally challenged girls so that they could teach them at a pace that they could follow along with. Spouses also assisted the girls with disabilities in their treatment.

⁵ The evaluation only focussed on the sampled girls with disabilities or those identified through the WG questions

Across all the communities, it was apparent from the FGDs, that the education of disabled girls was not a priority. It was broadly viewed as a waste of time and resources. One boy in an FGD in Kisumu had this to say about it: *“For girls living with disability, the community may mock them by saying they are of no use in the community even with education.”* Moreover, some parents would hide their disabled children from the members of their community for fear of stigmatization and this would hinder their educational aspirations.

Reflection on Learning

- The average score for the 3 subjects revealed that Mathematics had the highest average score (48%) followed with Kiswahili (44%). The application of numeracy skills and Kiswahili skills in daily lives of the girls may be higher than application of English skills. For Mathematics, one can solve using any language provided they get the concept as well as practical application in daily transactions that involve exchange of money while for Kiswahili it was more familiar with the girls than English as well as being the national language.
- Addressing learning barriers (attendance and in school) mitigates against any characteristics that may affect learning. Even though households with heads or primary caregivers without education or occupation performed significantly worse than average at Cohort 1, the project interventions focusing on barriers were able to have an effect that led the girls from these households not to be affected such that at Cohort 3, households with similar characteristics had their girls performing at par with the rest.
- It was noted that whereas the girls in Cohort 3 started from a higher baseline score compared with cohort 1, their improvement was lower (than cohort one). Girls in cohort 1 had a wider room for improvement with the educator facilitators being able to improve their scores from zero to emergent compared with cohort 3, who were already at emergent band. However, more Cohort 3 girls perceived that their learning had improved ‘a lot’ compared with cohort 1

4.2 Transition Outcome

4.2.1 Introduction

This section discusses the transition outcome by first presenting the pathways as summarized with the following findings

- The total transition beneficiaries were 5701 girls (Cohort 1 – 646, Cohort 2 - 2327 and Cohort 3 - 2728)
- The proportion of girls from Cohort 3 who had graduated at different pathways was still low. Most girls were still continuing with the pathway selected and needed support to achieve a threshold level when they could be independent
- While most Cohort 1 girls transitioned to the apprenticeship pathway (44%), the proportion transitioning to the pathway continued to decline for each Cohort (Cohort 2 – 36% and Cohort 3 – 26% transitioned to apprenticeship pathway).

- The proportion transitioning vocational training for Cohort 3 (290) was 5 times higher than the proportion transitioning to that pathway for Cohort 1 (61).
- It was noted that there was no young mothers or married girls who transitioned to formal education.

The pathways are summarized in the table below. For the younger girls, they were expected to enroll to school or continue to be in school and progress through the relevant grades while for older girls they were to choose from vocational training, entrepreneurship pathway or apprenticeship pathways.

Table 4. 7: 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 Centre 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 Centre curriculum	Setting up a small business	
	From catch-up to apprenticeship	Attainment of functional literacy and numeracy levels as per Catch-up Centre curriculum	Being linked to a master artisan 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
Girls aged 10-14	Girls could re-enroll into school	Attainment of functional literacy and numeracy levels as per Catch-up Centre curriculum	Enrolment into primary school	Enrolls into school or continues to be in school and progressing through the relevant grades

4.2.2 Pathway Preference

Majority of the girls (89%) in Cohort 3 transitioned successfully (project data). The most preferred pathway being entrepreneurship pathway (37%) and apprenticeship pathways (26%) as shown in Figure 2 below. The proportion of girls that opted for vocational training and formal schooling pathways was 17% and 10% respectively. The most preferred pathway for girls (Annex 4.13) from pastoralist counties (Garissa and

Isiolo Counties) was entrepreneurship (Garissa 73% and Isiolo 52%) while in Migori and Kisumu, majority joined the apprenticeship pathway (Migori 60% and Kisumu 38%). In Kilifi County majority of the girls opted for vocational training pathway (42%). The least favorite pathway in Isiolo and Kisumu was formal education pathway (3% and 7% respectively) while in Garissa and Migori only a handful opted for vocational training (0% and 3% respectively). It was noted that Kilifi (17%) and Garissa (14%) had relatively higher proportion of girls who dropped out before transitioning.

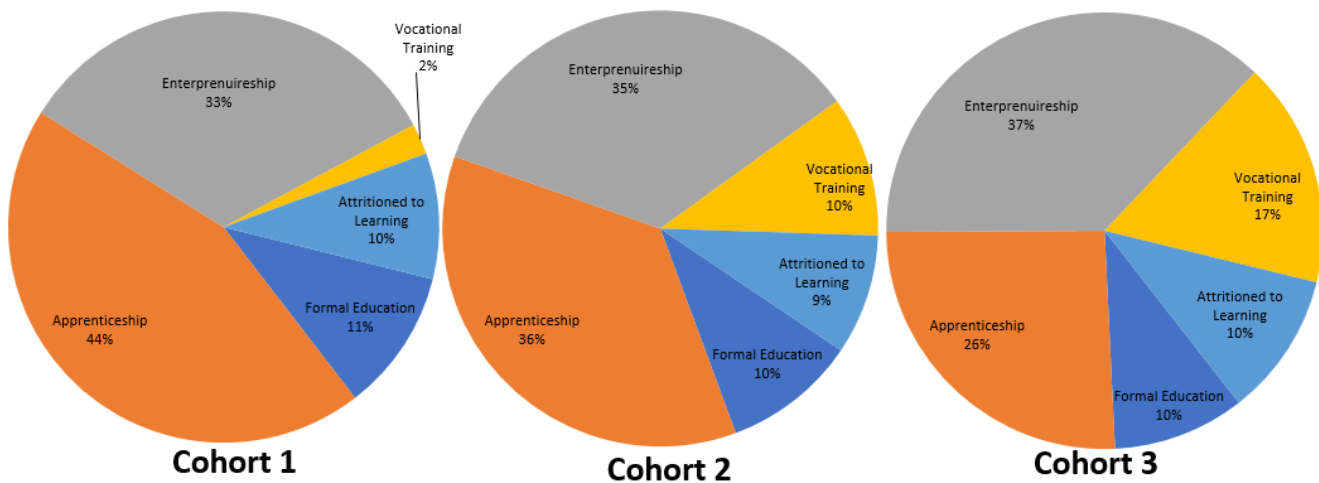


Figure 3: Transition Pathways for C1, 2 and 3

In comparing Cohort 1, 2 and 3 transition pathways (Annex 4.13), it was noted:

- While most Cohort 1 girls transitioned to the apprenticeship pathway (44%), the proportion transitioning to the pathway continued to decline for each Cohort (Cohort 2 – 36% and Cohort 3 – 26% transitioned to apprenticeship pathway).
- The proportion transitioning to vocational training for Cohort 3 (290) was 5 times higher than the proportion transitioning to that pathway for Cohort 1 (61).
- The proportions joining the formal education and transitioned during learning have largely remained the same.
- While girls in Garissa, Isiolo, Kisumu and Migori have consistently transitioned to non-formal pathways (Apprenticeship and Entrepreneurships) across the 3 Cohorts, those of Kilifi transitioned to the formal pathways (C1 30% transitioned to Formal Education, C2 32% transitioned to the formal education and C3 transitioned to the vocational training 42%).

According to the girls evaluated at endline, 97% transitioned to different pathways, majority reporting transitioning to entrepreneurship (40%) and apprenticeship (36%) as shown in table 4.3 below. It should be noted that the evaluation was conducted after the learning had stopped at the Catch-up Centres and girls proceeded or in the process of transitioning. Thus, most of the girls mobilized for evaluation included those who had transitioned or in the process of transitioning.

For the small proportion (3%) that had not transitioned, the main reasons for failure to transition were lack of capital to acquire required equipment, household chores and lack of spouse support in the pathway selected by the girls.

Table 4. 8: Cohort 3 Pathway preference

	Project Monitoring Data						Evaluation data					
	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Formal Education	15%	3%	14%	7%	1%	10%	19.4%	1.1%	31.8%	4.4%	0%	12.1%
Apprenticeship	19%	19%	14%	38%	60%	26%	38.8%	13.5%	35.5%	36.9%	61.1%	35.5%
Entrepreneurship	52%	73%	14%	31%	31%	37%	36.9%	78.7%	20.6%	37.5%	35.2%	40.7%
Vocational Training	0%	4%	42%	17%	2%	17%	1.9%	3.4%	9.3%	18.8%	1.9%	9.0%
Did not transit	14%	1%	17%	8%	7%	11%	2.9%	3.4%	2.8%	2.5%	1.9%	2.7%

4.2.3 Status of Transition

The evaluation sought to find the status level of transition for the girls who reported to have transitioned. The findings are as shown in figure 4.

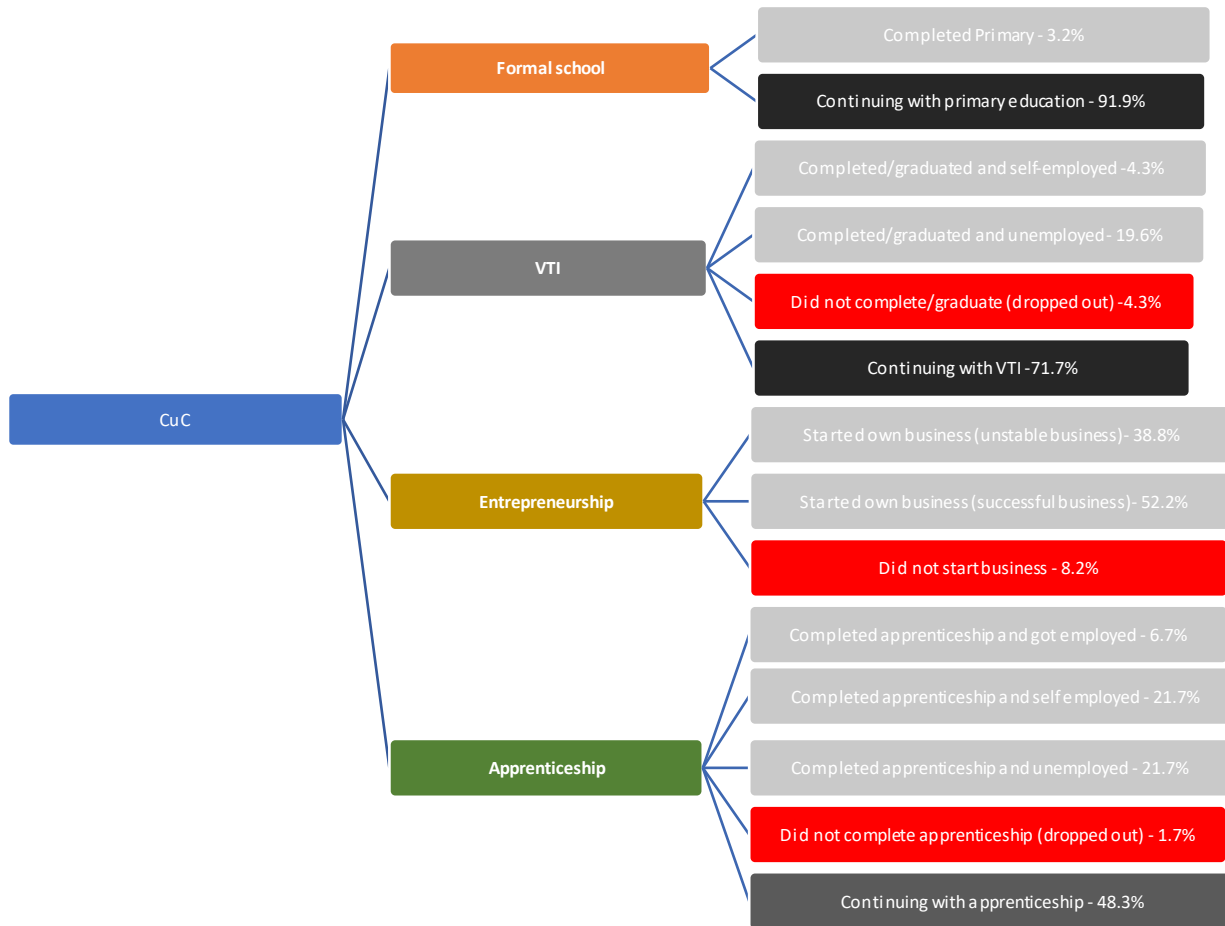


Figure 4: Status of Transition – Cohort 3

- Formal Pathway:** For those who preferred the formal pathway (10% - 267), 92% (57) were still continuing with primary education. This pathway was only preferred by the younger girls (especially those not married) as the older ones preferred non-formal pathways that would help them earn a living as soon as possible. Through the FGD in Kilifi, girls expressed excitement in going back to formal schooling as they indicated being at home was difficult for them while back to school had long-term benefits. It was noted that poverty within the household was a major issue forcing girls to drop out of school mainly due to lack of indirect school costs (like school uniforms, books) and other personal effects like sanitary pads. According to a project partner, the emphasis on adult education was very low within the communities and thus most girls felt discouraged opting for this pathway. The formal schools within most of these communities lack facilities for children with disabilities making it difficult for these children to be integrated within the school.
- Vocational Training:** For those who preferred VTI pathway, 72% reported as continuing with their studies. During the community dialogue and discussion with girls, there was an overwhelmingly positive view of the project and alternative education pathways in all counties despite the challenges that were being experienced. It was noted that there were very few TVETs within the

communities and the ones available were very far. This prevented most girls from accessing the opportunities to learn, get employment or run businesses since are domiciled at optimal locations.

- **Entrepreneurship Pathway:** For those who preferred entrepreneurship pathway, over half (52%) had started their own business and the business could generate enough income for day-to-day expenses, while 39% had started own business though the business was not stable to generate enough income for day to today expenses. The most common business started by the girls include selling potatoes, plumbing, agriculture (poultry, goat rearing and onion farms), masonry, electronics, hairdressing, charcoal selling and some girls are hoteliers.
- **Apprenticeship Pathway:** For the ones who preferred the apprenticeship pathway, 43% were still continuing while 22% had completed apprenticeship and self-employed and 22% completed apprenticeship and were still unemployed. Artisanship and apprenticeship pathways were highly praised and, in most cases, even more preferred over other pathways as the girls were not very strong in literacy. A master artisan in Kisumu also indicated that the community had embraced and practiced the artisanship. From the discussion with the girls, most of them preferred tailoring and dressmaking as well as hairdressing and beauty therapy. The girls cited availability of a ready market just within their communities and lower operation costs (including doing it at home). Tailoring allowed the girls to get various business opportunities in their communities such as sewing school uniforms and designing various kinds of clothes according to customers' preferences. For the ones in beauty therapy, they indicated learning contemporary designs that are popular in their community thus increasing their chances of getting clients. In Kisumu, there was a case of a girl with disability (deaf) who had pursued hairdressing and was able to sustain herself financially. The main challenge in this pathway was delays in provision of sewing machines and equipment related to hairdressing and beauty therapy. Girls reported being interested in other apprenticeship options not in the project like catering services, mechanics, driving and carpentry.

Overall, the girls noted that the courses provided were appropriate since they were short and simple enough for the girls could grasp fairly quickly. This was important because many of the girls had previously not been able to proceed with regular education and now had other responsibilities.

4.2.4 Project Successes and Drivers of Transition

In order to enhance successful transition, the project:

- Enhanced financial literacy and entrepreneurship skills for all girls who transitioned to vocational skills training, entrepreneurship, apprenticeship, and parents whose children enrolled back to school.
- Provided start-up kits for girls who had transitioned to vocational skills training, entrepreneurship, apprenticeship, and parents whose children enrolled back to school and provided individualized business coaching.
- Linked girls to the Youth Enterprise Fund, Women Enterprise Funds, Micro Financial Institutions and community savings and loaning facilities and value addition services.

- Provided booster business capital to girls and parents to cushion their enterprises from challenging market conditions experienced during the year due to long periods of drought, increased cost of commodities and high fuel prices and Covid-19 pandemic.

Community Support to Transition: There was a lot of cooperation observed between the community and the various stakeholders who supported out-of-school girls' education and transition. According to one girl's parent in Garissa, the parents accepted to be left with their daughter's children at home while they went to school. In Isiolo, a trainer said the community is supportive and has allowed girls to re-enroll. The trainer mentioned that there were positive case studies. Qualitative data revealed that mentorship session to the girls was a major driver to transition. Girls reported being able to navigate the challenges they were experiencing. Another contributing factor to transition was the flexibility at the CuCs. Girls were able to choose the appropriate times to attend classes that suited them. Additionally, the provision of child-minders and milk for their babies at the Catch-up Centres proved to be effective as some of the girls would not have managed to come had this not been done.

4.2.5 Barriers to Transition

The main reasons for failure to transit were lack of capital to acquire required equipment, household chores and lack of spouse support in the pathway selected by the girls.

The drought in Isiolo and Garissa Counties dealt a major blow to how effective interventions in the education of out-of-school girls were rolled out. A myriad of problems emerged that the community tried to resolve with varying degrees of success. A community member in Garissa mentioned that they thought the community had done as much as it had the capacity to do in supporting OOGS girls but due to the drought situation, the poverty levels went up and they were limited in how much more they could accomplish. This was supported by another community member in the Garissa FGD who said that: *"We are unable to contribute financially to the success of the project."* Families were reported to have begun migrating to find water and pasture for their livestock. On a positive note, the families that stayed behind volunteered to host the girls in their homes as the rest of their families migrated so that the girls could continue learning.

The communities cited poverty as a major hindrance to transition. The communities indicated not being able to always support the girls' venture due to poverty, despite the project support. During the community dialogue, community members unanimously agreed that most of them were straining to provide for their children with basic needs including food. They expressed fear that the efforts of the project may be eroded by poverty caused by drought and the high cost of living.

School re-entry by young mothers and married girls is still not feasible. These girls feel odd by having to attend a school with their children. The community feels the same and thus a major challenge in transitioning OOS girls back to school. It was noted that the emphasis on adult education at the community level was very low. This discouraged girl to attend classes and hence missed out on transitioning. In Isiolo County, most parents declined removing the beads once a girl has been beaded, yet the girls cannot attend school with them. These girls end up dropping out of school while still young.

The Vocational Training Institutes are very few in a county. The few that are there are very far, expensive and with no boarding facilities. With most girls being married or with family responsibilities, then VTI pathway as well as formal education pathway is not an option. In a discussion with parents in Kisumu, they indicated that some married girls are not in school due to the issue of child-care and most of them could not afford hiring a child minder.

Reflection on Transition

- While the skills taught to the girls at apprenticeship pathway were basic and only required basic literacy and numeracy, some girls were reported to have challenges in measurement, which is a basic requirement for tailoring and dressmaking. For the ones that took longer to get the concept, they would develop a negative attitude and eventually drop out.
- The VTI pathways had gained popularity amongst girls from Cohort 1 though to 3. A higher proportion of Cohort 3 girls preferred this pathway compared with Cohort 1 and 2. This could be attributed to their education levels as noted in learning outcomes that these girls average scores were higher than their counterparts.

4.3 Sustainability Outcome

4.3.1 Introduction

This section discusses the Sustainability Outcome of the EFL project. The evaluation team reviewed the EFL Sustainability Plan progress since the midline evaluation alongside the project documents in addition to survey questions to girls and caregivers and in-depth interviews and focus group discussions with project team, education stakeholders and the community. This section summarizes the findings from all these sources.

4.3.2 Sustainability Approach

The sustainability approach of the project was crystallized just before midline evaluation and adaptations were made because of the Covid-19 interruptions to the project implementation. The approach targeted mainly the individual girls, the community and the systems and revolves around integration of the Education for Life Catch-up Centre model into the existing Adult Education framework. The Directorate of Adult and Continuing Education (DACE) oversees the Adult & Continuing Education (ACE) which includes all forms of organized education and training that meet the basic learning needs of adults and out-of-school children including youth. The role of Adult and Continuing Education (ACE) programmes in Kenya is to provide literacy knowledge and skills to illiterate adults and out-of-school youth, aged fifteen years and above. ACE also provides an alternative pathway for overage learners who drop out of school due to various social and other factors and may wish to continue with learning through ACE primary and secondary programmes. There are three priority areas around provision of ACE, these are (i) access and participation in ACE, (ii) quality and relevance of ACE programmes, and (iii) governance and accountability of ACE institutions. The EFL project focused on supporting all these priority areas.

In addition to integrating into the ACE, the EfL sustainability approach also included the development of the Accelerated Education Guidelines. To achieve this, the EfL project adapted the budget to provide for resources towards supporting this process that was undertaken through a Working Group led by the Ministry of Education (relevant departments) in collaboration with other organizations such as RefuSHE, Norwegian Refugee Council, UNHCR, UNICEF among others.

The Education for Life project targets out-of-school girls, majority (over 80%) of them who are over 15 years old and therefore are eligible to be part of the ACE. The project's Catch-up Centre (CuC) model comprises of provision of literacy, numeracy, and psychosocial/mentorship for out-of-school girls. The CuCs are managed at the local community level through the support of the Catch-up Centre steering committee members. The project proposed the integration of the CuC Model into the Adult Education framework with an aim of expanding the services to include young adults who are out of school and do not have a school re-entry option. This is in line with the three policy priority areas of the ACE of: (i) access and participation in ACE; (ii) quality and relevance of ACE programme, and; (iii) governance and accountability in ACE institutions.

Specifically, the project plans included:

(a) Influencing the rehabilitation of Community Learning Resource Centres (CLRCs) through sharing the learnings of implementing the Catch-up Centres model that included identification, management and adaptation processes. Under this, the project focused on using the project level community structures such as the male mentors, community support groups, women networks and activists to advance the agenda of community sensitization on girls' education.

(b) Influencing the establishment of linkages between ACE programmes and TVET borrowing from lessons on skills training transition pathway. Under this, the project worked at two levels, first to engage the county governments and relevant national government departments on how to address the gaps in the two programmes – basically having appropriate facilitation of out-of-school girls and other adult learners for meaningful programmes. This is considered a long-term plan because of the resource requirements (financial, technical and human) to actualize this. Secondly, the project also engaged with communities and girls by having dialogues and linking communities with opportunities that support girls' education.

(c) Influence the review of curriculum and training materials for ACE instructors (teacher education) borrowing from the Educator Facilitator Teacher Professional Development model. Under this, the project was part of a working group that set up to first put in place the Accelerated Education Guidelines which would then make it easier to review the curriculum and training materials for ACE instructors. In this approach, the plan is to benchmark the Educator Facilitator's capacity building model to inform the ACE instructors' teacher education. In addition, utilize the lessons learnt in the vocational pathway roadmap to inform how there could be linkages between ACE and TVET.

The model was based on the project's interactions with the girls and communities which brought out issues on the different circumstances of the girls that make the formal pathway untenable – especially for the older, married girls or those who are mothers. This had been confirmed by successive evaluations (baseline and midline).

The project operated on the following key assumptions: (i) Government will implement policies on Adult and Continuing Education in Kenya, (ii) MOE will be receptive to the proposed integrated model, (iii) Community will be willing to embrace Community Learning Resource Centres (CLRCs), (iv) Girls will have a positive outlook towards the proposed model, (v) Communities will support the integrated model, and (vi) Community advocacy groups united to champion girls' education at various levels.

The model is cost effective since its plan is to leverage on the existing MoE plans under the Directorate of Adult & Continuing Education to support the formation and rehabilitation of the Community Learning Resource Centres to make them inclusive and friendly to young mothers – similar to the Catch-up Centres.

The project aimed to see the integrated CuC Model into the Adult Education framework adopted by the Ministry of Education and will support the delivery of Accelerated Education Guidelines which is currently under development in collaboration with the Ministry of Education. These are some of the achievements done by the project as part of this process:

- The project in collaboration with the Ministry of Education, Norwegian Refugee Council, UNICEF, REFUSHE and UNHCR supported the conceptualization of the guidelines
- National Engagement was done. The National steering committee met to evaluate bids towards the development of Accelerated Education guidelines development. The review was guided by an evaluation matrix developed by the national committee
- The team also revised the roadmap for the development of the guidelines.
- As part of the project's input, the accelerated education concept note has factored in flexibility, relevance for over-age learners, possible transition pathways, use relevant language of instruction, an inclusive, safe, and learning-ready learning environment, teacher training, supervision and remuneration, teacher professional development, community engagement, certification among others
- Engagement with National Council for Persons with Disability and Department of Children Services was done to facilitate the registration of GEC girls with disabilities. The registration enabled the girls access services as provided by the Council. This also enabled continued registration of girls with disabilities accross the project by their parents/caregivers to the National Council for Persons with Disability, and other government social protection services.

Even though this process was still at the design stage by the time of the evaluation, the evaluators noted that there were indicators of spill off effects on the impact of these interactions at the county level. For instance,

- The project teams were being recognized as critical partners in county policy formulation. For Kilifi County, the EFL project team participated in drafting the following policies: Teenage pregnancy campaign, Gender and economic empowerment policy, Child protection policy, The ASRH policy and strategy was adopted by the Kilifi County assembly and the draft due for ascension by the county executive and the Mbegu fund that is managed by the Kilifi County which finances women's economic projects at no interest
- For Kisumu County: The project held County TVET policy discussions with key TVET stakeholders; County department of Education, ICT and Human Capacity Development, Directorate of Vocational Education and Training, National Industrial Training Authority (NITA), other agencies

and Civil Society Organizations to brainstorm on sustainable support solutions for trainees in Vocational training centres. The meeting identified key policy gaps resulting into the initiation of a review process of the County TVET policy. In the review, the project has pushed for inclusion of strategic components which are disability inclusion, Safeguarding, baby care and feeding programme.

- In Garissa the vocational training department deployed one master artisan in the apprenticeship center and went ahead to start a tie and dye course for the girls that was never there before

The key driver for success in the policy engagements was the inclusion of the relevant government agencies in the planning and implementation of the project. At the national level, the National Steering Committee was chaired by the Directorate of Special Needs Education while at the county level, the county steering committees had representation from both county education (national government) and the county government among other relevant agencies and civil society actors. Another driver has been the change of attitude, especially among government agencies, with regard to vocational training and this has helped influence the community attitudes to be more positive about the skills training. These trainings have some government allocations (bursaries) that make their uptake easier.

The main barrier continues to be limited financial resource allocation towards alternative learning programmes (adult & continuing education department) within the government which affects the deployment of technical resources and other resources required to implement these programmes. For the project, the main barrier was the bureaucratic nature of government in adopting policy changes – this made processes slow because the project and collaborators strategy was the government to take up the process while the partners acted as facilitators and technical advisors. This would guarantee sustainability.

4.3.3 Activities for Sustainability

Under Output 1 (marginalized girls gain access to safe and inclusive formal education, peer support networks and mentoring), the project innovation is the integration of the CuC model into the existing Adult Education framework and the project planned to deliver this through 450 literacy and numeracy classes, 450 psychosocial support sessions and 1 position paper. The intermediate outcomes influenced were regular attendance that were to lead to learning. That was adjusted to include the development and adoption of the Accelerated Education Guidelines. The project was able to adapt the budget to include activities related to supporting the working group on Accelerated Education Guidelines as part of the process that would lead to final integration of the Catch-Up Centre model with the existing Adult Education Programme. This process is ongoing.

Under Output 4 (community members, including parents and guardians, enhance their understanding of the importance of supporting OOS girls to continue their education), the key innovation was to enhance the community understanding on girls' education. This was planned to be done through 100 community sensitization sessions on out-of-school girls, training of 160 parents/caregivers of children with disabilities and organizing them into support groups, and establishing or strengthening 100 community support groups to advocate or influence allocation of resources to support out-of-school education. The project was able to establish several community-based structures that included male mentors, women groups

and other community groups that would continue to drive the agenda of sensitization on girls' education, and this also included having community dialogues and discussions with girls on the opportunities available for girls who are out of school. The figure below gives a summary of the girls' and caregivers' perspective on the sustainability of the project beyond the project period.

4.3.4 Evaluation Findings on Sustainability

The findings (Figure 3) show that at endline, Cohort 3 girls had much more confidence of their continuation of the chosen pathway (88%) compared to the girls at Cohort 1 girls (78%) even though the girls had lower expectations of getting support from their caregivers or husbands (74%). Even then the caregivers or husbands themselves indicated that they would continue to support the girls even after the project ends with more from Cohort 3 (85%) compared to Cohort 1 (72%) indicating support. It was noted that the caregivers expected generally lower support from the communities supporting out of school girls with 62% of the Cohort 3 caregivers having noted the community will support compared to 65% Cohort 1 caregivers.

This was confirmed through the focus group discussions with girls as most girls reported a positive change in the community/family support towards the EFL project. They mentioned that girls had been empowered because initially, they loitered around in the streets. They reported that the community supported the training of married girls, pregnant girls, and those living with disabilities and gave them the support they needed including hearing gadgets. Lastly, they reported that through the projects, girls could make their own decisions and stand up for themselves.

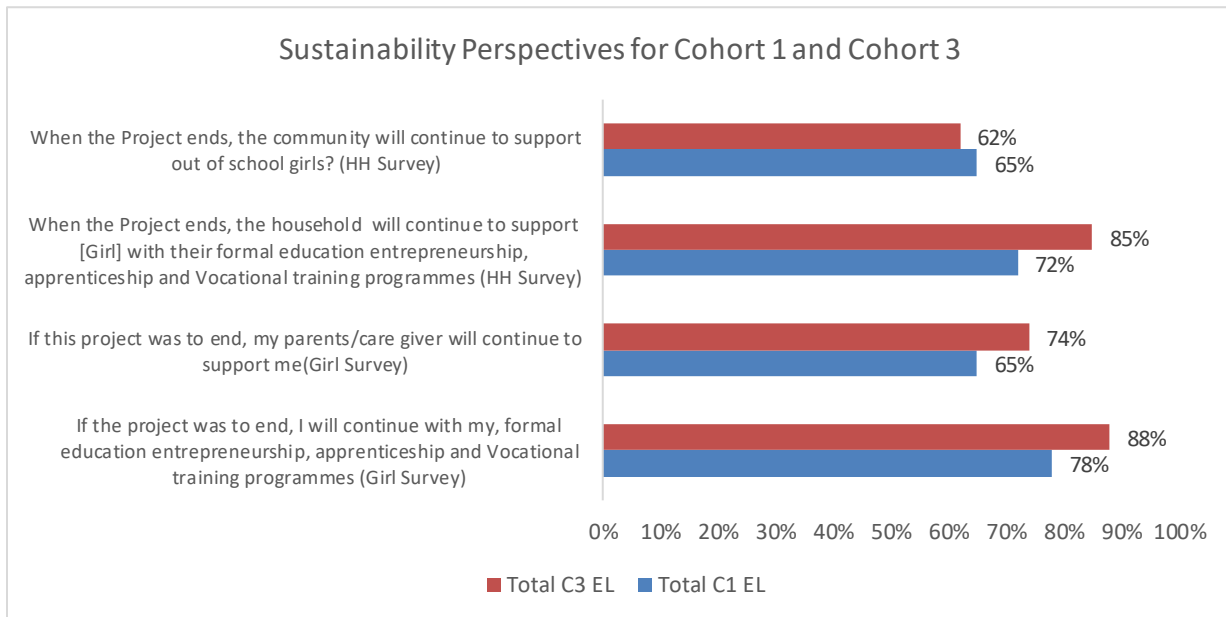


Figure 5: Sustainability Perspectives for Cohort 1 and Cohort 3

Table 4. 9: Project Sustainability

	Garissa		Isiolo		Kilifi		Kisumu		Migori		Total	
	C1 EL	C3 EL	C1 EL	C3 EL	C1 EL	C3 EL	C1 EL	C3 EL	C1 EL	C3 EL	C1 EL	C3 EL
If the project was to end, I will continue with my, transition pathway (Girl Survey)	99%	97%	89%	91%	58%	81%	84%	87%	69%	83%	78%	88%
If this project was to end, my parents/caregiver will continue to support me (Girl Survey)	94%	87%	80%	72%	63%	78%	67%	73%	36%	47%	65%	74%
When the project ends, the household will continue to support [Girl] with their chosen pathway (HH Survey)	95%	93%	94%	94%	73%	78%	76%	80%	42%	84%	72%	85%
When the project ends, the community will continue to support out of school girls? (HH Survey)	100%	87%	81%	65%	77%	63%	52%	51%	34%	41%	65%	62%

At the county level, there seems to be more positive perspectives on sustainability in Garissa and Isiolo counties for both the girls and the caregivers/husbands while Migori County has the lowest positive perspectives. On the other hand, Kilifi County has generally had the largest shift from baseline to endline on the positive perspective on the sustainability of the project.

Towards achieving marginalized girls gaining access to safe and inclusive formal education, peer support networks and mentoring

The EfL project was able to make progress towards achieving safe, inclusive formal education, peer support networks and mentoring as highlighted by the following key findings:

- The project was able to create structures within the communities that would continue to support the girls. These structures differed from county to county but included having male champions, community groups or women groups that would continue to support the girls. At the national level, the project was part of an initiative to have in place an accelerated education curriculum.
- The girls with disabilities were also targeted by the project (especially in Kisumu and Migori) and efforts made to ensure they are included in some of the interventions. However, it was noted that the interventions for girls with disabilities were dependent on the severity of the disability and in some instances the caregivers for the girls felt that they were discriminated against because they were not engaged at Catch-up Centres but at their households.

Project implementers reported that they worked closely with relevant MOE like the sub-county directors of education, TSC curriculum support officers, school head teachers, teachers, and the department of EARC (Education Assessment Resource Center) officers. They engaged them in terms of disability assessment, teacher training, school supervision, follow, placement and monitoring. The MOE officials

had conversations about disability inclusion with parents, consulted with MOE officials on guidance on community engagement and discussed about economic empowerment where the project introduced business startup kits for parents whose children had transitioned back to school. An implementing partner had this to say

If I start with the MOE, we work very closely with the Sub County directors of education, TSC curriculum support officers, school head teachers, teachers, and then there is the department of EARC (Education Assessment Resource Center) officers. So we engage them very closely in terms of disability assessment, teacher training, school supervision, follow, and placement and monitoring

However, an education official reported a negative change in the community attitudes. They mentioned that those who felt ignored in the community sabotaged the projects. One girl from Isiolo reported that educating girls was a waste of resources. She had this to say,

Educating girls in my community is like wasting resources because “tutanza kupata watoto tungali shuleni” and therefore our parents feel better if they receive dowry direct from our husbands. We are attached to material value.” [Isiolo-FGD -GEC Girls]

Community members, including parents and guardians, enhance their understanding of the importance of supporting OOS girls to continue their education

- The community had shifted their perspectives on supporting of out-of-school girls. Whereas before the project, the out-of-school girls were looked down upon as disappointments or pitied as failures, the project had shifted the perspective and majority of the communities were recognizing the potential for success and the opportunities for these girls.
- Most community members, project implementers, male champions, VTI trainers, girls, female and male parents reported the availability of community activities to support OOSG education. Some activities mentioned by respondents included providing land where the Catch-up Centres were built, identifying girls who were out of school and bringing them to the programme and providing sanitary towels through girls’ forum in OOSG.

A few male champions reported that they participated in activities such as constructing salons. They also mentioned that community leaders including chiefs, assistant chiefs and religious leaders supported the initiative by visiting girls who had dropped out of school and sensitizing the parents about the programme through *Barazas*. One project implementer had this to say

“There are community level initiatives that target girl child education. I remember one time they held a community *Baraza* where they discussed the status of their schools – attendance, enrolment and how they can increase the enrolment of girls and some of the challenges the school faces

At one time they came together and wrote a proposed to Safaricom Foundation, requesting for construction of a borehole in the location-Kamuthe location as there was a shortage of water, the proposed was successful and community now enjoying water.”

4.3.3 The EE Comments on EFL Sustainability Plan

In line with the three components of sustainability, below is a discussion of the drivers of change as per: (i) at individual girl level, (ii) community level, and (iii) system level, the EE makes the following comments and reflections:

Drivers of Change

At the family level, the project was able to raise awareness on opportunities available in the community for the girls such that families were able to start supporting girls who have previously dropped out or never enrolled in school. The girls have had their confidence built to the extent that some are running their own businesses and starting their journey to success. The caregivers and husbands in most of the communities are supporting their girls/wives in their transition pathways.

At the community level, the project was able to undertake community sensitization – knowledge, skills, and attitude change on girls' education; enhance community understanding of the layered opportunity provided by Adult and Continuing Education to adolescent girls/youth; and strengthen community groups to continue advocating/championing for girls' education.

At system level, the project worked towards influencing supportive operational policies/legislation to support integrated CuC/adult and continuing education framework. The focus shifted from advocating for the teacher professional development model for the CuCs to entrenching an accelerated education programme that would lead to the government taking over the process of resourcing the other supportive structures. The CuC instructor's model would be available for reference at the appropriate time.

The project is working with the county, the Ministry of Education, Ministry of Health, and the community and everyone is progressively appreciating the need to make sure that girls are in school and that school environments are safe and accessible. For instance, there have been conversations with the community to provide meals for learners to ensure they are able to learn and do not drop out of school.

The implementing partners and education official explained that ...

Then there is a deliberate civil society engagement in awareness creation like what we are doing in our project here is to have a very focused conversation with stakeholders both at the community, at the ministry and at different levels to make sure that we have very clear understanding of the barriers that I have just mentioned and find out community led options towards promoting return to school among girls and boys, working towards retention and also engaging with other partners to support education [Key Implementing Partner_ KII_ Kisumu]

The parents with children with disability have undergone so much training, we have incorporated the Ministry of Health there and during our engagement with the MoH, during the medical camps we encourage them to bring out their children with disabilities. [Project partner_ KII_ Kilifi]

We also had other partners who were implementing almost the same so as we are closing, we agreed that they will continue giving such education to the girls and to the entire community that it can keep going on. [Key implanting partner_ Migori]

I think that the designers of the programme have factored all the stakeholders on the ground and have leveraged on that for the success of the project. For example, there is the womankind ... Kamuthe Women Network, Ministry of Education and all other stakeholders are working together to form a synergy that is only pushing the project to success. [Education Official_ KII_ Garissa]

Reflections on Sustainability

- The initiatives to work with national and county governments to mainstream or integrate some of the best practices learnt in the course of implementation of the EfL project would help support the continuation of the project activities that would ultimately lead to replication and scaling of the project. Having policies in place would ensure that they are implemented – the current initiative to create an Accelerated Education curriculum is an important first step in integrating Catch-up Centres (through community learning resource centres) into the Ministry of Education system. Trialing of the child minders concept for some of the VTI girls enabled the girls to participate better in the classes. Other collaborations with the county government such as the TVET bill are also important.
- The mapping, resource allocation and application for girls with disabilities may have not been sufficient to ensure that these girls enroll, learn and transit successfully. Learners with disabilities require more flexible budgets as some of their needs evolve. Having a project design that has more targeted focus on girls with disability is likely to be more effective and ultimately be more sustainable. It is doubtful that 90% of the identified girls with disabilities will be successful in their transition pathways, they require more targeted support to improve their life's chances. The project would have committed resources towards ensuring that the girls with disabilities have more integration within the catch up centres such that they collaborate with the directorate of special needs education to provide teachers or educator facilitators that are qualified to support these girls. For instance, in Kisumu, these teacher aides would have had schedules on when they visit to support the girls at the centres so that they feel included in the project. This would have meant more resources but indeed the inclusivity of the project would have been more prominent in this way. Furthermore, the learning materials could have been produced in braille or any other accessible formats such as audio versions (for the blind and low vision) so that they are accessible to more girls. For the hearing impaired, the language of the written materials could also have been simplified.
- The structure of the Directorate of Adult learning & Continuing Education (DACE) that includes the Community Learning Resource Centres (CLRCs) was found to mirror the structure of Catch-up Centres since they target adult learners and those who have dropped out of school. However, for these centres (CLRCs) to be ideal, there will be need for adaptations (similar to the Catch-up centres adaptations) so that they are appropriate for girls with disabilities and the young mothers. There has not been a specific commitment that the DACE will adopt the Catch-up Centre model.

4.4 Value for Money

This section summarizes the value for money reflections of the evaluator through the lens of the evaluation criteria. On the overall, the evaluation found that the value for money for the project was

reasonable. More specifically, the **effectiveness, cost effectiveness, efficiency, relevance** of the project were *good*; however, **targeting efficiency** and equity were fair. Finally, **sustainability** was *not so strong*.

The table below summarizes the GEC girls’ and caregivers’ views on the project’s value for money.

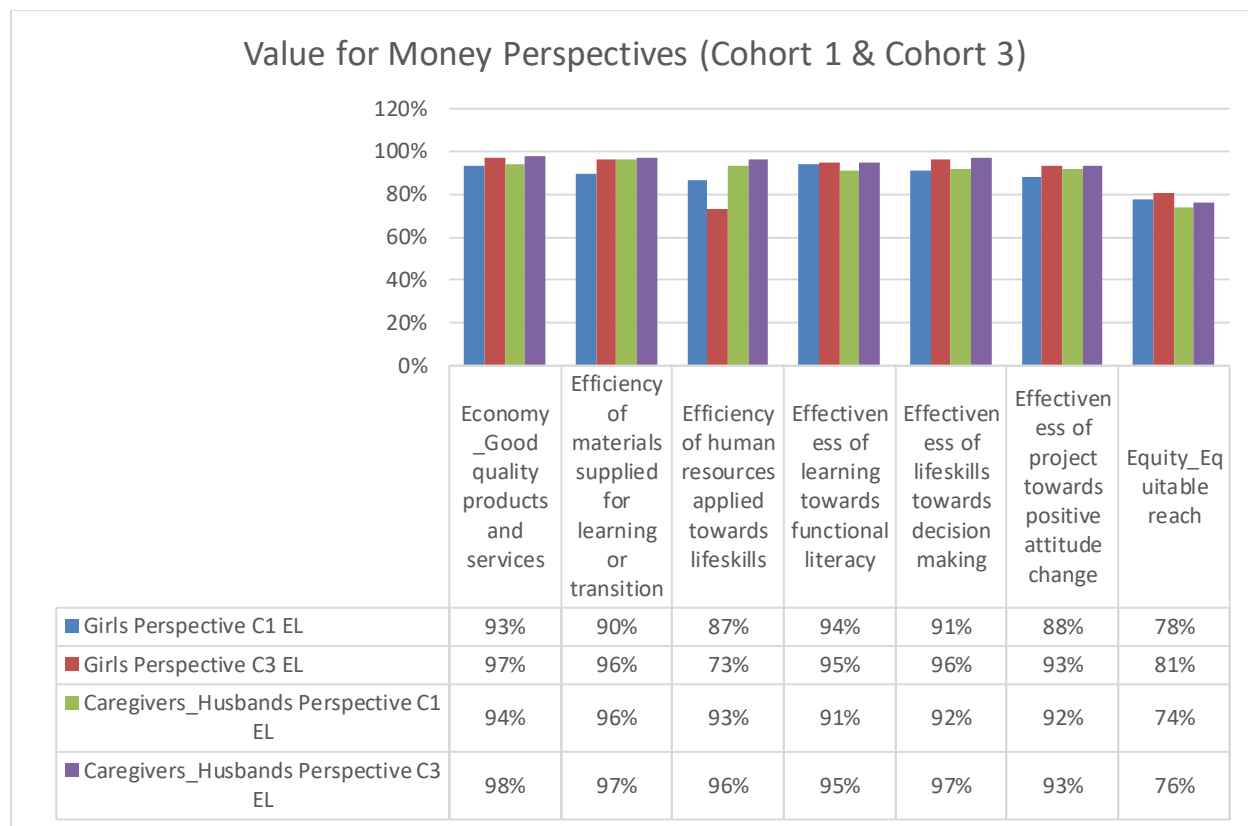


Figure 6: Value for Money Perspectives (Cohort 1 & Cohort 3)

4.4.1 Effectiveness and Value for Money

Overall, the project generated **good value** because of the ultimate positive transitions with 85% girls of Cohort 1 and 89% girls of Cohort 3 transiting. From the Figure 4 above, it can be noted that from the girls’ perspectives,

- Both Cohort 1 and Cohort 3 girls and caregivers (over 90%) were in agreement that the project was effective in addressing the learning needs of the girls and ensuring the girls achieve functional literacy and numeracy. Indeed, in the learning scores for both Cohort 1 and Cohort 3, it was noted that the changes from baseline to endline was positively significantly for Kiswahili and Mathematics.
- Both Cohort 1 and Cohort 3 girls and caregivers (over 90%) had a positive perception on the life skills training that had an impact to the girls because it had contributed towards their improved decision making. Even though there was minimal change in the life skill scores between Cohort 1 and Cohort 3, the focus group discussions with the girls, community members, trainers, caregivers

and husbands, and project partners indicated that the girls were more confident, making more informed decisions, aware of their rights and taking charge of their sexual reproductive health.

- Across four of the five counties, the project was effective in reducing the barriers that affect attendance between Cohort 1 and Cohort 3.
- Only Migori county had the perceptions on barriers increasing by Cohort 3 endline. This was consistent since the girls from Migori at endline of Cohort 3 had a reduction on the rating on participation in decisions that affect them at household and community levels. Furthermore, Migori County was the only county that rated lower at endline compared to baseline for Cohort 3 on issues of rights and abuses such as: how women, children with disability, girls who become pregnant are treated in the community. It was noted that Migori had the highest number of male headed households (86%) and male caregivers (86%) at endline for cohort 3 and similarly nearly 83% and 96% of cohort 3 endline girls were married and mothers respectively.

On the change within the community, the evaluator noted that the project was very adaptable and utilized different methods influence and improved their support for girls' education. The use of male mentors was one of the effective interventions in influencing the male community members to support girls' education. The project team discovered very quickly that girls were rapidly becoming empowered after joining the Catch-up Centres and they could express themselves and were more self-aware. To ensure that these girls did not face resistance at home and in the community, they came up with a method of recruiting mentors and male champions from the community who were familiar to the girls and community members. Below are some of the excerpts on how male mentors supported the project.

We noted that these girls have a lot of improvement in terms of the way they express themselves, in terms of life skills, self-awareness, so we had to extend the conversation to engage with parents and communities to embrace them so that they do not find resistance at home. So, we introduced a whole new set of activities in terms of community engagement, engaging with parents, and also went as far as forming male mentors so then we have men who can champion issues to do with girls' education in communities. We all know that men make decisions about community investment, education and therefore we really needed and we felt that if a man leads conversation with fellow men about girls' education, then it's made more impact than us as project team doing that. So, we are very adaptive. [Key Implementing Partner_ Kisumu]

At first some of them were discouraged from coming to the Catch-up Centres and they were told by the community, "You big girls you still going to school to learn ABCD and you are a mother. It is your child who should go to school to learn ABCD, not you but through the male champions and mentors we have seen quite some change. [Project Partner_ Kilifi]

Some of male champions mentored the girls who took business pathways and even took an initiative to look for market on behalf of these girls.

The champions ensured girls attend sessions fully, no late coming or postponing classes, this has helped the education facilitators to offer content without leaving any learner out. [Isiolo_ Male Champions]

The project interventions were effective in addressing the following barriers that affect attendance:

- Insecurity to and from Catch-up Centres was a persistent barrier that affected the attendance of Cohort 1 girls. This barrier is because for most of these girls, they are already vulnerable or have been marginalized and therefore the caregivers are more likely to be more aware of the possibilities of them being exposed to dangers. However, it was noted that at end of the project (Cohort 3), the perception of insecurity as a barrier had significantly reduced due to the interventions that the project had implemented especially in Garissa and Isiolo Counties.
- The safety at school or Catch-up Centre was another persistent barrier that seemed to be stated by the caregivers with Cohort 1 but this had significantly reduced with Cohort 3, indicating that the interventions undertaken by the project to make the Catch-up Centres safe spaces had indeed been effective. The project had ensured that the Catch-up Centres were friendly with child minders, teacher aides, educator facilitators and the mentors appropriately trained and available for the girls. Almost all girls reported that their teachers were friendly and welcoming.
- For the counties, the project was able to significantly reduce several barriers as follows: (i) for Garissa – the need to work rather than attend school, household chores and the perception that education is too costly were barriers that were significantly reduced; (b) for Isiolo – the specific learning needs for girls, and motherhood status of the girl were barriers that were significantly reduced; (c) for Kilifi – safety at school/Catch-up Centre, specific learning needs for the girl were barriers that were significantly reduced; and (d) for Kisumu – the age of the girl (being called too old), the specific learning needs, and perception that the girl cannot learn were the barriers that were significantly reduced

Migori County seemed to be the county that the project was **ineffective in addressing the barriers**. The perceived barriers that affect attendance tended to increase progressively from Cohort 1 baseline to Cohort 3 endline according to caregivers. The barriers that had significantly increased by endline Cohort 3 were to do with insecurity, safety, need to work as opposed to go to school, household chores, marital status, age of the girl, specific learning needs and perception of inability to learn, cost of education and motherhood status.

Cost Effectiveness and value for money

The cost per beneficiary for accessing the formal education at the Catch-up Centres Kes. 15,672 per year while the cost that the government allocates for students in day secondary schools is Kes. 22,244. It is acknowledged that the learning in Catch-up Centres is part time with often times being half day, 3 days a week for 6 to 9 months, making the comparison between the costs not like for like. However, the girls targeted are the very marginalized that usually cost more to enrol and retain in school. This is an indicator of the probable cost effectiveness of the project in allocating and utilising resources.

The unit cost of public primary school teachers (using the minimum salary for an entry level teacher) of approximately Kes. 25,000 per month translates to annual cost per teacher of Kes 308,304 whereas the annualized cost per teacher utilized in output 2 that focuses on teachers was Kes. 272,394. However, it is acknowledged that the public-school teachers are engaged for longer time in schools, teach more children

per class, and are often on permanent and pensionable terms, which leads to more costs. Therefore, the comparison may not be like for like, but gives an insight on the two costs

4.4.2 Relevance and Value for Money

The project invested in the right things by utilizing adaptive management strategies during the implementing period. Cohort 1 was interrupted with the Covid-19 and all operations ceased for some time but the project was able to quickly introduce ways of engaging the GEC girls at home using both technology and also controlled household visits. Overall, 92% of Cohort 1 caregivers and 87% of Cohort 1 girls surveyed reported that the Covid-19 response by the project was useful. However, it is noteworthy that qualitative discussions with project teams alluded that interventions had been made to support the drought that ravaged Cohort 3 girls' households (especially in Garissa and Isiolo) but there was no conclusive evidence to show the specific project response.

On the drivers of value: The evaluation asked the girls which of the activities were most useful for them. Majority of Cohort 3 girls (44%) chose basic education skills as the most useful intervention of the EFL project followed by start-up capital for business (20%) then life skills (14%) and hygiene kits (13%). For Cohort 1 girls, the evaluation had asked to rank the interventions from most useful, the ranking indicated that learning related activities were most useful (73%), followed by the activities related to life skills and mentorship (54%) and hygiene kits (53%). More specifically, 7 out of 10 girls in both Cohort 3 and Cohort 1 indicated that the provision of learning materials and attendance to Catch-up Centres were the main drivers of learning. Over 90% of the girls surveyed indicated that the learning and teaching received from the Catch-up Centres had helped them gain functional literacy and numeracy. Similarly, over 90% of the girls indicated that the life skills knowledge had helped them make good decisions in their lives. The project has produced the desired impact of ensuring that more girls are able to acquire functional literacy and numeracy skills as demonstrated by improved learning scores across the Cohorts.

The learning activities leading to functional literacy and numeracy skills were recognized across all counties as adding the most value followed by the life skills activities such as career counselling, knowledge on adolescent sexual reproductive health and self-efficacy. However, just as during midline evaluation, the evaluator noted that there were lower life skills scores at endline on sexual reproductive health compared to agency & voice and rights & abuses, even though there was an improvement compared to midline.

Feedback with the project girls: The project team and the girls would engage frequently and the girls would give suggestions for improvement and the project would adjust to accommodate the girls' needs. For example, after transitioning girls from the Catch-up Centres to the pathways, the project design allocated 3 months of vocational training for the girls, and 3 months for the apprenticeship. However, the girls suggested they be added time. The artisans also requested more time as well so that the girls could understand the content. The project team would oblige as reported by an implementing partner below:

They would tell us you know; I'm learning this skill but I think 3 months is not enough and we'd get the same feedback from the artisan so again we had to re-design and extend the training from 3 to 6 months. For vocational training, we realized that for a girl to finish skills

training and get a certificate it needs a year so again we re-designed and expanded the period from 3 months to a year. [Implementing Partner_ Kisumu]

The project allocated resources optimally through its design: The project focused on using locally available resources through asset-based approach. Under this approach, the project identified the local resources (human, physical) and tapped onto them. First by forming the Catch-up Centre committees, they were able to identify the Catch-up Centre locations, the relevant human resources such as child minders. On the other hand, the project team was able to identify teachers (educator facilitators) from the community making it easy for the girls to relate with them. The Catch-up Centres were using community spaces and these saved on the resources required to set up fresh structures.

On addressing barriers: Comparing Cohort 1 and Cohort 3, it was noted that the project was very effective by Cohort 3 in addressing the barriers that would have led to affecting the learning and transition. There were improved perceptions on issues of barriers to attendance, reduced cases of abuse and generally better recognition of equality of women and men. The improved community attitudes at Cohort 3 compared to Cohort 1 and community support also addressed some of the key barriers relating to community attitude.

4.4.3 Efficiency and Value for Money

The Education for Life project targeted 5000 highly marginalized girls 10-19 years old, out of school girls and 500 boys as direct beneficiaries. Of these girls, 1500 girls were projected to be girls with disabilities and all the 500 boys were those with disabilities.

Project Target Groups	Total Target	Achieved Targets	Efficiency Rates
Girls Beneficiaries (ALL)	5000	5701	114%
Girls (Never enrolled)	3500	846	15%
Girls with Disabilities	1500	480	32%
Boys Beneficiaries (ALL)	500	571	114%

On the overall, the project was **efficiently administered** with the expenditure being 86% of the total budget. The deviation between the budget and the expenditure was generally about 2% lower than the budget meaning the project team was able to consistently make some savings from the budgeted amounts. On the other hand, the project on average achieved 113% of its targeted direct beneficiaries (girls with disabilities and boys). The main challenge was meeting the project target of 1500 girls with disabilities and achieved only 32% of this target. The project realized after commencement that recruitment of the girls with disabilities was only possible in Migori and Kisumu with the other counties having minimal numbers.

From the analysis of inputs into the project, it was noted that the investment in community sensitization of Kes. 1,086 per annum per person was the lowest cost in all the outputs and perhaps this may point to possible efficient utilization of the resources through leveraging. It was noted that the project teams focused on using local structures and groups to implement – this helped in reducing the costs but also in enhancing continuity of the activities beyond the project period.

On timely delivery: A review of the project deliverables, estimates and work plan indicates that the project is usually delivered on budget. As for the timeliness, it was noted that majority of the time (except the Covid-19 interruption for Cohort 1 girls), the project was delivered on time. The evaluation noted that the learning materials, the dignity/hygiene kits and the life skills and mentorship programmes were the ones that the girls reported as efficiently delivered for both Cohort 1 and Cohort 3. For instance, over 90%, of the girls in Cohort 1 and Cohort 3 felt that the learning materials had been useful in supporting them to learn. Similarly, over 90% of the caregivers from both Cohorts 1 and 3 felt that life skills support by the mentors had helped the girls build self-esteem, choose a career and make correct choices.

On efficiency reaching set targets: Even though the project was very slow to start out with, the whole of year 1 focusing on set up and only managed to recruit 641 girls (64%) out of a target of 1000 Cohort 1 girls, the project progressively made gains in efficient operations and by Cohort 3, the target of 5,000 girls had been surpassed with the efficiency ratio being 113%. Similarly, the target for boys was 500 but the actual was 571, and efficiency rate of 114%. However, for the girls with disabilities, who were supposed to 1500 of the 5000 girls targeted – the achieved target was only 480 (a 32% success rate).

On targeting mechanism: The evaluation noted that whereas the Cohort 1 girls targeting seemed to be appropriate, for Cohort 3, based on the difference between the baseline learning scores – Garissa and Isiolo scores seemed to depict learners of low literacy levels (a criterion that was key in the recruitment process). However, for Kilifi, Kisumu and Migori (about 63% of girls) the baseline scores were relatively high and yet the assessment at recruitment showed these as non-readers. We postulate that the girls may have found a loophole in the selection process and perhaps deliberately failed so that they are eligible for recruitment.

On targeting beneficiaries: The overall target for the project of 5,000 girls was met and surpassed by 641 girls, similarly the target for boys of 500 was met and surpassed by 71 boys. This meant that there was optimal allocation of resources for these targets. However, from the overall evaluation, it was noted that the girls with disabilities target of 1,500 was only achieved by 32%. This was because of the few girls with disabilities – according to project document. However, the evaluator believes it may also have been because at the design stage, the girls with disabilities may have not been allocated sufficient resources to enable them identified, assessed, adequately supported to enroll, attend and transit. They required substantial resources that may have not been factored into the budget.

4.4.4 Sustainability and Value for Money

On continued benefits: The evaluation recognizes the EFL project sustainability plan that targeted the Catch-up Centre level, community and system. Whereas there has been great progress at community level with attitude change and the project tapping into the community structures, at Catch-up Centre level and system level still remains a challenge. The approach of utilizing the community learning resource centres as Catch-up Centres is still at conceptualization stage. However, the preparation of Accelerated Learning Guidelines will spur other activities such as training of teachers and putting in place appropriate facilities to adapt the Catch-up Centre. The evaluation realizes that changing systems and finding resources to implement the policies takes time but is in the long run the most sustainable approach.

Generally, there is doubt of sustainability of learning for other beneficiaries in the absence of funding. The girls are optimistic of the benefits being sustainable but are not very confident of the support from their caregivers or spouses. However, the parents/caregivers and the girls were more optimistic that they will support the girls.

On replication and scale up: As discussed in section 4.3.3, the project sustainability plan is well thought out with the planned partnerships with Ministry of Education – Directorate of Adult & Continuing Education (DACE), Directorate of Special Needs Education (DSNE) and TVET institutions forming the foundation of the strategy. The approach to support the Accelerated Learning Guidelines is an important step towards ensuring replication and scale up of the project. The EfL project has effectively participated into entrenching the learnings from the Catch-up Centres into the guidelines. As much as the project can be replicated, scale up remains a challenge until the government resource allocation is available (national and county).

4.5 Overall Reflections on Evaluation Questions

4.5.1 Evaluation Questions

The following is a summary of the findings based on the evaluation questions at endline:

- Process: Under this criterion, the evaluators sought to determine the engagement levels with the stakeholders. The following are the key findings:
 - The project put in place activities and strategies to engage communities (community dialogues, male champions, women and youth groups), and relevant MOE departments in the implementation of the project (DACE, EARCs, LAACs) from the identification and recruitment of the OOSGs and their teachers and mentors, to the running of the CuC through the CuC committees and EFL steering committees. There has also been increased engagement of county governments in all counties and some policies in the process of being developed. This indicates that engagement was an important part of the project.
- Relevance: As part of relevance, the evaluators investigated the appropriateness of the interventions, the adaptability of the project and how targeted the interventions were to the different subgroups. The following are the summarized findings:
 - The project focused more inclusion interventions (training TVET tutors on inclusion, training BoMs on inclusion) in Kisumu and Migori while security related interventions were in Isiolo and Garissa Counties.
 - For Cohort 1, during Covid-19, the adaptations under Covid-19 Medium Term Response were very relevant and timely. The interventions were also differentiated by subgroup and county with girls with disabilities having more home visits while the other girls had telephone discussions with educator facilitators.
 - For the transition pathways, more girls prefer non-formal pathways (apprenticeship and entrepreneurship) compared to formal pathways (primary school and TVET) especially for girls who had dropped out at lower grades or who had no schooling at all. Furthermore, girls who were older, married or had additional responsibilities preferred non-formal

pathways that were more flexible. This implies that for the project to remain relevant to the girls, then more focus should be on transition pathways that would enhance their skills to own their own business (and be in control). The project, in some counties, was able to adapt and provide child minders for girls attending TVET so that they could focus on training – this was a very useful adaptation under this pathway. The project was able to ensure the girls who qualified for TVET undertook the NITA certification.

- Conversely, the project did not sufficiently adapt to cater for all the needs for the girls with disabilities through the full pipeline (from assessment, recruitment, learning and transition) and therefore was not fully relevant to girls with disabilities.
- Impact: The evaluation noted the following as the summarized impacts of the project to the girls' lives.
 - The evaluation noted that there was a positive impact of the project with an overall transition rate of (89%) with 85% of the Cohort 1 girls and 89% of Cohort 3 girls who were able to transit. Those who opted for entrepreneurship pathway were given start-up packages while those that opted for apprenticeship or vocational training were also supported financially. Few of those girls who transited were girls with disabilities and also benefited from the packages.
 - The evaluation also found that there was significant learning both for Cohort 1 and Cohort 3 – functional literacy and numeracy. The girls were able to apply the literacy and numeracy skills into practice – especially for the girls that opted for entrepreneurship and apprenticeship pathway and commenced interacting with the public immediately or after a few months.
 - There were also more girls in Cohort 3 compared to Cohort 1 who were aware of their rights, had more self-belief and were more assertive. More girls were able to voice their opinions in their households and communities for Cohort 3 compared to Cohort 1. The communities have recognized the importance of girls' education and supporting girls to thrive – regardless of their circumstances.
- Value for Money: The value for money approach was the light touch approach and sought to determine the efficiency, effectiveness, economy and equity of the utilization of resources. The following are the summary findings:
 - Efficiency
 - The project was able to utilize resources efficiently and recruit more girls than planned for 113% of the target and 114% of the targeted boys. However, the project only managed 32% of the targeted girls with disabilities. This being a project under the leave no girl behind window, indeed the most marginalized girls (those with disabilities) would have required a bit more emphasis, especially in Kisumu and Migori counties where they had been identified. The strategy to refer the cases was good but there was no specific follow up plan and mechanism for these girls so as to enable the evaluation the efficacy of the referral system.

- The project has an efficient sustainability plan that is being implemented – starting with participating and supporting the Accelerated Education Guidelines. The plan only requires more emphasis on partnership building with all stakeholders so that resources are committed to implement it. The plan utilizes existing community and government structures and builds or strengthens them to ensure gender and social inclusivity.
 - Effectiveness
 - The project has produced the desired impact of ensuring that more girls are able to acquire functional literacy and numeracy skills as demonstrated by improved learning scores for Cohort 3 compared to Cohort 1. In addition, there is a positive impact with more girls transiting with an overall 89% transition and 5020 girls of the targeted 5000 transiting.
 - The adaptations made by the project were relevant because they enabled majority of the girls to continue learning especially during the Covid-19 related interruptions (Cohort 1). For the drought (Cohort 3), the project intervened so that it did not affect the pathways chosen by supporting girls to use the resources availed (such as start-up kits) are used for the intended purposes by ensuring the parents and spouses make a commitment to support the girls.
 - Cost Effectiveness
 - The cost per beneficiary for accessing the formal education at the catch up center was lower than the allocation in day secondary schools. Similarly, the unit cost of public primary school teachers was higher than the total costs incurred annually for teachers in the project. Even though, it should be noted that the value for money analysis was light touch and the costs may not be like for like but it is a general indicator of the cost effectiveness of the project.
 - The project was able to utilize resources economically and had strategies that leveraged on community own resources making the model achieve much more with available resources. The use of the community spaces for Catch-up Centres, local child minders, teacher aides and educator facilitators made the model very economical.
 - Equity
 - The project strived to ensure equitable recruitment and distribution of learning materials and other materials. During transition, the start-up kits and resources for entrepreneurs were also equal.
- Effectiveness: The evaluation noted what would facilitate re-enrolment, retention and transition of the girls so that their life chances would be increased. The following are the summary findings:
 - The evaluation found that comparing Cohort 1 and Cohort 3 girls with almost similar household characteristics, that with targeted interventions addressing barriers – regardless of the characteristics of the households, it is possible for girls to improve their learning. Cohort 3 girls performed better and the barriers had been minimized because of improved delivery of the interventions.

- Life skills are integral and important in ensuring effective learning. Girls who were more confident, self-aware and with positive attitudes are likely to perform better if they are also supported by the communities and households. The life skills interventions were effective in improving the girls' agency, voice and knowledge of rights.
- Sustainability: The evaluation determined the sustainability of the activities, the leveraging options and reviewed the project sustainability plan. This was done by interacting with the beneficiaries and also reviewing the project documents.
 - The approach to utilize the existing structures within the Community Learning Resource Centres that are part of Adult & Continuing Education department is a sustainable approach but will take time to implement. The strategy to support the Accelerated Learning Guidelines will in the long-term lead to the replication and scaling of the Catch-up Centre model under Directorate of Adult & continued Education.
 - Having a separate approach that includes the EARCs under the Directorate of Special Needs Education will also be more inclusive and sustainable.
- Learning: The evaluation sought to determine if the project had learning, what recommendations were there.
 - For proper inclusion, there is need for adequate resourcing and planning. The project may have not adequately mapped out the girls with disabilities and allocated adequate finances to enable the 1500 girls with disabilities targeted. Plans targeting persons with disabilities need to be well resourced (human and financial) because of the individualized support that is required to cater for the different disabilities.

4.5.2 Theory of Change

The following are some of the critical conclusions on the theory of change assumptions at outcome and intermediate outcome level.

- I. Overarching goal can be achieved through consolidated efforts: This assumption held true because the overall goal of improving the life chances of the girls was only achievable through collaborative efforts. At the community level, the project formed Catch up Center committees that involved community leaders and members, while the project was implemented with tier 2 level partners at the county or sub county level (Kisumu had two tier 2 partners, one for each sub county) while there were three tier 1 partners (VSO for Isiolo and Migori, Leonard Cheshire for Kisumu and ActionAid for Kilifi and Garissa). At the county level, all the partners worked with the county government (Youth and TVET sectors) and the national government agencies (DSNE-EARC, DACE and NITA among others). At the national level the national steering committee had different government agencies and other stakeholders. The achievements from the project are all through the contribution of the different partners that played different roles.
- II. Girls valuing transitioning in education and livelihood options: The findings from both Cohort 1 and Cohort 3 are consistent and indicate that even though girls appreciate the education provided by the project (they seem not to value the "education pathways" – both formal school and VTI)

but rather value the livelihood options. There are more girls who complete the Catch-up Centres and transit; this is a strong indicator of the value attached to the project by the girls.

- III. Private and public sectors generate jobs for girls and invest in girls' entrepreneurs. Rather than focusing on private and public sectors generating jobs, projects targeting out of school girls should focus on giving girls opportunities for them to be entrepreneurs – because ultimately most girls want to be independent regardless of the pathway they take. Identifying the opportunities available, making linkages between the girls and the opportunities and conducting market surveys are very useful in guiding the out of school girls on the best possible opportunities in the community. Therefore, this assumption was partly true – on the investing in girls' entrepreneurs.
- IV. Community bodies and education structures robust enough to sustain changes: Though the Adult & Continuing Education structures and the Education Assessment Resource Centres are not well resourced, with proper strategies, partnerships and resources these structures can sustain change. This assumption still holds but even after three years of implementation, the evaluation could not quantify or gather evidence of increased investments allocated for the government structures. As for the community bodies, the project was successful in using community groups that were already in existence in most of the counties, however there was an additional structure of Catch up Centre Committees that was created but is unlikely to be sustained without specific resources allocated to these committees.
- V. Government is receptive to emerging policy recommendations: The national and county governments were supportive of the EFL project model. For some of the counties such as Kisumu and Garissa, the county governments have already taken on board some of the policy recommendations made by the project steering committees at the county level and there are policies being developed. At the national level, the Accelerated Education Guidelines was the first step in bringing on board the other components of the model. First having guidelines that would lead to an implementation framework that will address the issues of the facilities, the resource persons and other components that will make the Community Learning Resource Centres adapt the Catch up Centre model.
- VI. Parental and community support for girls' education and participation: There is more positive perceptions (Cohort 3 compared to Cohort 1) by the girls on the parental and community support towards their participation in community activities, and more support by male caregivers towards girls' education. However, the households with caregivers and heads with no education and employment (occupation) remain a big influence on girls' educational participation.
- VII. Girls value training, mentorship and apprenticeship provided and will remain motivated to attend: Progressively from cohort 1, to cohort 2 and cohort 3 the catch up completion and transition rates have increased from about 85% to 90%. This is a strong indicator of the value attached to the project by the girls. The support given by the project during learning, at transition and after completion of transition pathway enabled the communities and girls to build confidence on the project.
- VIII. Teachers are committed to improving girls' education: As found directly through the interaction with teachers at midline, and through the feedback from the girls and the caregivers, the teachers are motivated to ensure the girls are able to learn. This was reported at midline by majority of the educator facilitators, teacher aides and mentors engaging the girls. The girls and their caregivers

also indicated very high satisfaction levels on the teachers/educator facilitators treatment in class and outside class.

- IX. MoE committed to implement education policies: The different government agencies at national and counties have been actively engaged in the steering committees. The support given in policy formulation also indicates the importance attached by government on accelerated learning and targeting out of school children. However, it should be noted that the main indicator of support will be through resource allocation. This is because these categories of girls require more relevant facilities as modelled in the Catch-up Centres and these facilities require resources and yet these agencies (EARCs and CLRCs) already have strained resources.

Reflections on the Relevance of the Theory of Change

Addressing learning barriers (attendance and in school) mitigates against any characteristics that may affect learning. The project set out to address barriers (key among them the learning/teaching and attendance barriers) such as the learning environment, the teaching, and the learning materials among others. The project did not set out to change any of the characteristics directly, for example, households' social economic status. The findings noted that even though households with heads or primary caregivers without education or occupation performed significantly worse than average at Cohort 1, the project interventions focusing on barriers were able to have an effect that led the girls from these households not to be affected such that at Cohort 3, households with similar characteristics had their girls performing at par with the rest.

Households supporting girls' education: The project did not clearly desegregate the household and the community but rather designed interventions largely focusing on the community. However, the findings indicate that the family at the household level are critical and influence directly the decisions of the girl. It was noted that despite some of the communities have very high proportions of household heads or caregivers with no education (for example Garissa), the girls from these communities still had significance improvements in their learning scores between baseline and endline for cohort 3. This indicated that the education of the household head and caregiver may not always be a major characteristic if the specific barriers (related to attendance and learning) are addressed by an intervention targeting out of school girls.

Overall, the project's theory of change was relevant, especially when the outcomes (learning and transition) of Cohort 1 in relations to interventions are compared to the outcomes of Cohort 3. This was true at both the outcome and intermediate outcome level. There was decrease in barriers due to interventions which resulted in the outcomes being achieved. However, for the sustainability outcome – it remains a long-term outcome for it to be achieved at scaling level. There is however evidence that the project benefits will continue (continuation level) because the skills have already been acquired by the girls and the households are ready to continue supporting them

CHAPTER FIVE: KEY INTERMEDIATE OUTCOME FINDINGS

5.0 Introduction

The section discusses findings on Intermediate Outcome (attendance, teaching quality, positive social norms, policy environment and life skills). The Table below summaries the baseline and midline values for the intermediate outcomes.

5.1 Attendance

The section presents finding on intermediate outcome 1 – Regular attendance of girls in formal and non-formal learning. The section looks at the attendance rates for cohort 3 girls, as well at the barriers to school enrolment and attendance.

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

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Midline level	Target for Endline Evaluation	Endline level	Target met or not met (Y/N)
Regular attendance of girls in formal and non-formal learning	IO. 1.1 - Percentage improvement in attendance rates	Attendance registers; Enrolment logs	External evaluator		Target: 80%	Actual: Month 1 = 84% Month 7 = 82%	Y
	IO. 1.2 - Change in perception of girls who appreciate attending, participating and transitioning through formal and informal learning institutions	Girl survey and FGDs	External evaluator	Actual: C1: 2.93 EL C3: 2.69 BL	Target: 4.0	Actual: 3.28 (Change of 0.6)	N
Main findings							
<ul style="list-style-type: none"> • There was flexibility at the CuC in terms of days and times to attend classes • Key drivers to attendance included support from the caregivers and/or husbands, provision of child-minders at the CUC, hygiene kits • Family obligations and household chores were listed as contributing factors to low attendance and dropping out of CuC • Caregivers and husbands supported girls to attend classes by assisting in HH chores and provision of monetary support where needed 							

School attendance by Registers

The evaluation computed Cohort 3 girls' attendance rates using the registers marked while they were at the Catch-up Centres. The evaluation focused on the panel data for the girls assessed on learning. The attendance rates were computed by dividing the number of days the girls were marked present by the total number of days they were expected at the CuC. On average girls were expected to attend classes for 3 days in a week. The findings are as shown in Table 5.2

Table 5. 2: Cohort 3 Attendance Rates by Registers

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Average
Garissa	83%	80%	79%	82%	84%	65%	74%	79%
Isiolo	91%	92%	89%	93%	88%	90%		90%
Kilifi	88%	95%	95%	89%	93%	94%	96%	92%
Kisumu	82%	87%	87%	87%	81%	84%	85%	85%
Migori	80%	78%	83%	84%	82%	83%	78%	81%
Average	84%	86%	86%	87%	84%	82%	82%	85%

Overall, the average attendance for the girls was good for the 7 months considered. The average attendance was 85%, with a range of 82% to 87% across the months. Kilifi and Isiolo Counties recorded an average attendance of 92% and 90% respectively while Migori had relatively lower rates (81%) compared with the other counties.

When asked if they (girls) had a choice to attend to school or they have to accept whatever decision is made (Table 5.3), 59% of the girls responded in affirmative. This proportion has largely remained the same since baseline. In comparison with Cohort 1 girls, two thirds (68%) of the girls reported having no choice on whether or not to attend school. This implies that most girls are not involved in decision making on issues affecting their education; girls have just accept the decisions made concerning their education.

Table 5. 3: Girls Decision on Going to School

		County					Total
		Garissa	Isiolo	Kilifi	Kisumu	Migori	
I cannot choose whether to attend or stay in education. I just have to accept what happens.	C1 BL	56%	58%	67%	55%	66%	61%
	C1 EL	82%	59%	62%	76%	68%	68%
	Change	26%	1%	-4%	22%	2%	7%
	C3 BL	92%	56%	60%	46%	30%	58%
	C3 EL	81%	58%	67%	44%	44%	59%
	Change	-12%	2%	7%	-2%	14%	1%

Barriers to school enrolment and attendance

This section presents key barriers to school attendance in the counties visited. The caregivers were asked to give their opinions on what conditions were acceptable for a child not to attend school. The findings are presented in table 5.4.

Table 5. 4: Barriers to School Enrolment and Attendance

		Cohort 1					Total	Cohort 3					Total
		Garissa	Isiolo	Kilifi	Kisumu	Migori		Garissa	Isiolo	Kilifi	Kisumu	Migori	
The girl may be physically harmed or teased at school or on the way to/from school	BL	54%	60%	33%	4%	4%	31%	59%	56%	45%	16%	30%	39%
	EL	55%	82%	16%	13%	38%	41%	34%	35%	31%	12%	76%	31%
	Change	1%	22%	-17%	9%	35%	10%	-26%	-21%	-14%	-4%	46%	-8%
The girl may physically harm or tease other children at school	BL	27%	53%	34%	7%	4%	27%	43%	28%	44%	14%	28%	30%
	EL	41%	68%	18%	20%	32%	36%	30%	21%	19%	10%	57%	23%
	Change	13%	15%	-16%	12%	28%	9%	-14%	-7%	-25%	-4%	29%	-8%
The girl needs to work	BL	29%	45%	12%	4%	4%	20%	44%	36%	30%	10%	14%	25%
	EL	44%	33%	22%	11%	11%	23%	27%	27%	22%	5%	49%	21%
	Change	15%	-12%	10%	7%	8%	3%	-18%	-9%	-8%	-4%	35%	-4%

The girl needs to help at home	BL	43%	39%	20%	2%	1%	21%	44%	36%	23%	10%	24%	25%
	EL	44%	36%	22%	7%	15%	24%	20%	26%	19%	9%	49%	20%
	Change	1%	-3%	3%	5%	14%	4%	-24%	-11%	-4%	-1%	25%	-5%
The girl is married/is getting married	BL	49%	38%	34%	39%	11%	31%	35%	38%	35%	14%	10%	26%
	EL	41%	25%	26%	20%	14%	24%	46%	26%	29%	11%	31%	27%
	Change	-9%	-13%	-8%	-19%	4%	-8%	11%	-12%	-6%	-3%	21%	1%
The girl is too old	BL	55%	52%	35%	23%	4%	32%	27%	36%	32%	19%	14%	25%
	EL	41%	36%	26%	26%	18%	28%	40%	28%	30%	7%	39%	26%
	Change	-14%	-16%	-9%	4%	14%	-4%	13%	-8%	-2%	-11%	25%	0%
The girl has physical or learning needs that the school cannot meet	BL	48%	55%	39%	33%	18%	38%	37%	44%	38%	22%	16%	31%
	EL	38%	46%	33%	39%	46%	41%	32%	20%	25%	11%	67%	25%
	Change	-11%	-9%	-6%	6%	28%	3%	-5%	-25%	-13%	-12%	51%	-6%
The girl is unable to learn	BL	44%	57%	39%	32%	10%	36%	33%	30%	37%	24%	30%	30%
	EL	38%	33%	27%	24%	39%	33%	37%	29%	32%	6%	69%	28%
	Change	-7%	-24%	-12%	-8%	29%	-2%	3%	0%	-5%	-18%	39%	-2%
Education is too costly	BL	41%	38%	51%	33%	34%	39%	54%	36%	37%	24%	28%	35%
	EL	52%	39%	29%	20%	37%	36%	35%	43%	37%	25%	71%	37%
	Change	11%	1%	-21%	-14%	4%	-3%	-20%	7%	0%	1%	43%	2%
The girl is a mother	BL	41%	38%	46%	19%	11%	30%	37%	31%	30%	17%		24%
	EL	34%	31%	18%	15%	12%	21%	40%	17%	30%	12%	39%	25%
	Change	-7%	-8%	-28%	-4%	1%	-10%	3%	-14%	0%	-5%	39%	1%

There was a marginal increase in the proportion of caregivers for Cohort 3 girls who were of the opinion that it was acceptable for a girl not to attend school since the cost of education was high (+2%) as well as those that felt that girls who were mothers (+1%) and or married (+1%) should not attend school. However, the proportions decreased for the caregivers that felt girls' security to or from school (-7.7%), truancy (-7.8%) and inability of school to meet learners needs (5.8%) are no longer key factors for a girl to attend school for Cohort 3 girls.

Notable in Cohort 1 girls was a slight increase in the proportion of caregivers who were of the opinion that it was acceptable for a girl not to attend school if they may be physically harmed or teased at school or on the way to/from school (10%) as well as those that felt that girls may physically harm or tease other children at school (9.3%). However, the proportions decreased for the caregivers that felt that the motherhood status (-9.5%), whether or not the girl is getting married (7.6%) and age of the girl (4.3%) are no longer key factors for a Cohort 1 girl to attend school.

There was a lot of flexibility on the attendance schedules at the Catch-up Centres. In a week, girls were supposed to attend classes three days out of 5 school days. This allowed girls to attend to their duties as well as attend classes. In addition, girls were to choose a transition pathway of their choice and thus more desire to attend, learn and transit. According to one implementing partner, the project kept making adjustments from time to time and changing its design to accommodate the girls and make it easy for them to attend classes. Often, the project listened to the needs of the girls and adjusted accordingly.

One of the key drivers to attendance for the young mothers was the provision of child minders at the Catch-up Centre. Majority of the girls did not have someone back home to take care of the babies as their parents and/or spouses were engaged in full-time economic activities. The project deployed child minders at the CuC to cater for the young babies and allow the girls to attend classes. In addition, the project

introduced budget items to support the construction of baby shades, a lactation area, and the acquisition of playing materials for the girls' babies just to make sure that the babies were comfortable and the centres were friendly to the girls. There was also the provision of milk for the babies and it allowed the young mothers to participate and saved them time and money to provide for their children.

As the girls were coming, we realized the majority of girls were coming with their babies and when we engaged them, we found out that these girls had nobody to take care of the baby at home as they come to the Catch-up Centre for learning. So, as a project we introduced baby feeding, we introduced another cadre of girls called child-minders who would sit with the girls to take care of the babies as the mothers were in class. [Implementing Partner, Kisumu County]

To ease their financial burden and ensure no girl missed her classes due to lack of sanitary wear and discomfort, all girls received a quality hygiene pack that contained soap, good quality pads, a toothbrush, toothpaste, a comb, cotton innerwear, and tissues.

Because the girls come from very poor families, they are provided with what will make them comfortable. They are given sanitary towels to ensure they attend and stay in class, and the ones with disabilities are treated and given assistive devices. [Education Official, Kisumu County]

In Isiolo and Garissa where communities practice pastoralism, it was revealed that drought had hit the areas, resulting in many families losing their animals. Most families (including girls) had moved away in search of water and pasture, thus girls not able to attend the Catch-up Centres classes.

Drought made the entire community hopeless and this forced us to move away with our animals and hindered the attendance at the Catch-up Centres. [Girl FGD Isiolo County]

Drought really affected migration and attendance and enrolment of girls at the Catch-up Centres. [Project a Partner, Garissa]

Household Chores

Overall, the proportion of Cohort 3 girls reporting doing household chores increased by 6% at endline (88%) compared with the baseline (82%). The same trend applies in Cohort 1 where the proportion increased from 84% to 87%. Garissa County (Cohort 3) recorded the highest rise (12.3%) while Migori recorded a drop (2%). The main chores at the household include housework (97.9%), spending time caring for younger or older family members (97.1%) and fetching water (95.9%). Nine out of every ten girls reported spending a quarter a day or more doing these HH chores (Baseline 90% Endline 87%). While the proportion of girls reporting doing the HH chores was high, 81% of girls reported that these chores did not affect their attendance to school (Table 5.5), this being a drop of 9% from baseline (71%). This was corroborated by the caregivers – 85% reported that HH chores did not affect school attendance.

The discussion with the girls revealed that, domestic chores are still a burden to the girls. During the discussion with the parents, it was noted that parents assisted the girls in doing some house chores and this gave the girls a good opportunity to learn comfortably, avoid absenteeism and reduced late coming. However, for the girls who were married, the chores were still a big burden right from attending classes at CUC to attending sessions at the transition pathway selected and even at the business stations. They

faced a challenge after successfully transitioning with the child-minders no longer there to support them in looking after their children.

On the issue of house chores, most of the chores were done by the girl. The classes would begin at one o'clock so that the girl would already have done her chores. Sometimes, their husbands or mothers-in-law would help them with chores.

Table 5. 5: Household Chores (Cohort 1 and 3)

		Cohort 1					Total	Cohort 3					Total
		Garissa	Isiolo	Kilifi	Kisumu	Migori		Garissa	Isiolo	Kilifi	Kisumu	Migori	
Do you spend time caring for younger or older family members?	BL	73%	89%	91%	67%	95%	85%	91%	91%	90%	93%	100%	92%
	EL	91%	91%	90%	93%	100%	92%	96%	96%	96%	99%	98%	97%
	Change	18%	2%	-1%	26%	5%	7%	5%	5%	7%	6%	-2%	5%
Do you spend time doing housework	BL	97%	98%	95%	74%	97%	94%	86%	100%	97%	98%	100%	96%
	EL	94%	86%	97%	98%	96%	94%	96%	98%	98%	99%	98%	98%
	Change	-3%	-12%	1%	24%	-1%	0%	10%	-2%	1%	1%	-2%	2%
Do you help with fetching water?	BL	94%	99%	99%	76%	97%	95%	94%	98%	96%	97%	100%	97%
	EL	94%	98%	98%	96%	95%	96%	94%	97%	94%	98%	98%	96%
	Change	0%	-1%	-1%	20%	-2%	1%	0%	-1%	-3%	1%	-2%	-1%
Do you help with agricultural work?	BL	35%	37%	88%	67%	91%	65%	51%	59%	93%	90%	100%	79%
	EL	74%	25%	92%	88%	96%	75%	79%	65%	93%	95%	98%	86%
	Change	39%	-13%	4%	21%	5%	10%	28%	7%	0%	5%	-2%	8%
Do you help with a family business or work outside the home?	BL	51%	59%	93%	90%	100%	79%	46%	43%	43%	52%	43%	47%
	EL	51%	59%	93%	90%	100%	79%	65%	69%	61%	62%	41%	61%
	Change	0%	0%	0%	0%	0%	0%	18%	26%	18%	9%	-2%	14%
Girls spending quarter a day or more on HH chores.	BL	23%	25%	50%	24%	27%	30%	96%	91%	88%	85%	100%	90%
	EL	43%	27%	39%	59%	30%	37%	92%	91%	72%	87%	98%	87%
	Change	20%	1%	-11%	35%	3%	7%	-4%	0%	-15%	3%	-2%	-3%

Table 5. 6: Effects of Household Chores (Cohort 3) Add cohort 1 GS survey

			Garissa	Isiolo	Kilifi	Kisumu	Migori	Total	
Girl Survey	BL	Yes, not enrolled because of this	4%	1%	2%			1%	
		Yes, stops me often	27%	13%	9%	1%	4%	10%	
		Yes, stops me sometimes	17%	24%	20%	16%	12%	18%	
		No, does not stop me	52%	62%	69%	83%	84%	71%	
	EL	Yes, not enrolled because of this	21%	3%	2%	1%		5%	
		Yes, stops me often	18%	2%	3%		2%	5%	
		Yes, stops me sometimes	15%	2%	6%	6%	26%	9%	
		No, does not stop me	47%	92%	90%	93%	72%	81%	
	Change (No)			-5%	30%	21%	10%	-12%	9%
	HH Survey	BL	Yes, not enrolled because of this	40%	2%	5%	1%		8%
Yes, stops me often			16%	18%	8%	6%	4%	10%	
Yes, stops me sometimes									
No, does not stop me			44%	80%	87%	93%	96%	82%	
EL		Yes, not enrolled because of this	24%	1%	2%	1%		6%	
		Yes, stops me often	21%	7%	3%	1%	27%	9%	
		Yes, stops me sometimes							
		No, does not stop me	55%	92%	95%	97%	73%	85%	
Change (No)			11%	12%	8%	4%	-23%	3%	

Distance to Catch-up Centre

Ideally, the CuC were set up within the communities to make them easily accessible to the girls. On average 35% of the girls reported taking 15 minutes or less to access the centres. These centres were closest to the girls in Isiolo and Kilifi where girls 54% and 49% of the girls reported taking 15 minutes or less. However, over 30% (33%) of the girls reported taking 30 minutes or over to access them. The CuC in Kisumu and Migori were not as easily accessible in terms of the distance as 55% and 41% of the girls reported taking 30 minutes or more to access them. The deviations in time taken to reach the CuC were due to replacements (new girls) and relocations of girls due to marriages and employment status.

Table 5. 7: Distance to the Catch-up Centres (Cohort 3)

		County					Total
		Garissa	Isiolo	Kilifi	Kisumu	Migori	
BL	0-15 Minutes	61.9%	56.3%	33.8%	19.5%	9.8%	32.6%
	16-30 Minutes	19.0%	18.8%	27.0%	30.5%	23.5%	25.7%
	30-60 Minutes	13.1%	9.4%	20.3%	20.7%	39.2%	20.5%
	1-2 hours	2.4%	9.4%	17.6%	26.2%	21.6%	17.8%
	3-5 Hours	2.4%	6.3%	1.4%	1.8%	5.9%	2.7%
	More than 5 Hours	1.2%			1.2%		0.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
EL	0-15 Minutes	38.8%	53.9%	48.6%	17.6%	16.7%	34.6%
	16-30 Minutes	39.8%	21.3%	36.4%	27.7%	42.6%	32.4%
	30-60 Minutes	17.5%	14.6%	6.5%	25.2%	29.6%	18.4%

	1-2 hours	3.9%	9.0%	8.4%	23.9%	11.1%	12.7%
	3-5 Hours		1.1%		5.7%		2.0%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Security to and from School

Security of the learners is a key consideration for learners to enroll and continue attending schools. Overall, majority of girls reported being safe travelling to and from the Catch-up Centre (95.5% compared with 92% Cohort 1 girls) as well as within the Catch-up Centres (98% compared with 97% Cohort 1 girls). These proportions marginally increased from baseline by 3% and less by 1% respectively from baseline. However, it should be noted that the caregivers also indicated that security of the journey to and from school was a key consideration for girls enrolling or attending school. A handful of caregivers (15% and 13%) reported that it was unsafe for both girls and boys respectively to travel to schools. The main reasons that make the journey to school difficult was distance to the school (66%), weather conditions – heat/rain (50%), environmental disruptions (47%) and wild animals (47%). The reasons varied for each county: In Garissa the main reason was long distance; In Isiolo – wild animals; in Kilifi – weather conditions and long distance; in Kisumu – weather conditions while in Migori – long distance and poor roads.

Table 5. 8: Security to and from Schools and Safety at school

		County					Total
		Garissa	Isiolo	Kilifi	Kisumu	Migori	
Unsafe for girls to travel to school (Caregivers)	BL	4.9%	44.4%	8.8%	7.5%	8.0%	12.1%
	EL	6.1%	43.9%	15.4%	7.4%	2.1%	14.6%
	Change	1.2%	-0.5%	6.6%	0.0%	-5.9%	2.5%
Unsafe for boys to travel to school (Caregivers)	BL	3.7%	42.9%	6.8%	4.4%	0.0%	9.4%
	EL	6.1%	38.3%	13.5%	6.8%	2.1%	13.0%
	Change	2.4%	-4.6%	6.7%	2.3%	2.1%	3.6%
Girls feeling safe travelling to and from Catch-up Centre? (Girls)	BL	92.8%	96.9%	90.8%	93.3%	90.2%	92.6%
	EL	99.0%	87.6%	99.1%	95.6%	94.4%	95.5%
	Change	6.2%	-9.2%	8.3%	2.3%	4.2%	2.9%
Girls feeling safe at Catch-up Centre? (Girls)	BL	95.9%	100.0%	97.4%	97.6%	98.0%	97.4%
	EL	100.0%	95.5%	96.3%	98.8%	100.0%	98.1%
	Change	4.1%	-4.5%	-1.1%	1.2%	2.0%	0.7%

Reflections on Attendance

- The provision of a conducive environment for these girls, especially young mothers, was a key driver for attendance. To ensure regular attendance, the project availed child-minders at the CuC, provided scholastic kits for all the girls with extra additions for young mothers and girls with disabilities, as well as provision of psychosocial and SRH support.

- The girls had to be tolerant and resilient to make it through. With girls already bombarded with household chores and activities, attending classes was not easy. Girls needed to persevere to complete learning and transit.

5.2 Teaching quality

This section presents finding on intermediate outcome 2. The section compares Cohort 1 and 3 endline views about teaching and learning and resources available in relation to the quality of teaching functional literacy and numeracy.

Table 5. 9: Baseline and Endline Figures for Intermediate Outcome 2

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Midline level	Target for Endline Evaluation	Endline level	Target met or not met (Y/N)
Teaching quality	Level of change in sensitive attitudes displayed by teachers/educators towards marginalized girls (on a scale of 1-4)	Lesson observation reports; Lesson plans and curricula	External evaluator	C1 BL 0 C1 ML – 3.98 C3 BL 0 C3 EL – 3.83	4.3	Actual: 3.83	N
	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	External evaluator	BL 0% EL – 14.3%	80%	Actual:14.3%	N

Main findings

- Level of change in sensitive attitudes displayed by teachers/educators towards marginalized girls (On a scale of 1-4) was 3.83, which is very high.
- SMCs and PTAs demonstrating support of OOSGs through formulation, review and implementation of policies that supports OOSGs learning and transition (14.3%)
- Teacher absenteeism was an issue at the endline for both Cohort 1 and 3.
- Both endlines indicated high expectations of caregivers about quality of teaching.
- Teaching and learning materials were accessible to girls at the Catch-up Centres.
- Teachers interacted well with the girls in the process of learning and teaching.
- Girls attributed improved performance to provision of learning materials and attendance.

Caregivers' Perceptions about Quality of Teaching/Learning – Cohort 1 and 3

Caregivers' Cohort 1 and 3 perceptions of the quality of teaching are summarized (*Refer to Annex 3.21*). Both endline indicated high expectations (over 80%) of caregivers on quality of teaching. However, in Kisumu, there was a drop from 71.4% to 51% in caregiver's expectation of quality of teaching (C1) and 84.5% to 76.1% at C3 endline.

Table 5. 10: Caregivers' Perceptions about Quality of Teaching/Learning - Cohort 1 and 3

		Cohort 1					Cohort 3				
		Very Good	Fairly good	Neither good nor bad	Not very good	Not good at all	Very Good	Fairly good	Neither good nor bad	Not very good	Not good at all
BL	Garissa	44.7%	38.3%	12.8%	2.1%	2.1%	79.6%	18.4%		2.0%	
	Isiolo	68.4%	21.1%	7.0%	3.5%		72.4%	27.6%			
	Kilifi	20.5%	68.2%		6.8%	4.5%	61.8%	35.3%		1.5%	1.5%
	Kisumu	71.4%	28.6%				84.5%	13.6%	1.8%		
	Migori	88.3%	11.7%				77.1%	20.8%	2.1%		
	Total	61.8%	30.5%	4.1%	2.4%	1.2%	76.3%	21.7%	1.0%	0.7%	0.3%
EL	Garissa	80.9%	17.0%		2.1%		87.2%	12.8%			
	Isiolo	98.3%	1.7%				71.8%	28.2%			
	Kilifi	81.0%	19.0%				81.7%	11.7%	1.7%	3.3%	1.7%
	Kisumu	51.9%	48.1%				76.1%	22.4%			1.5%
	Migori	84.3%	14.6%		1.1%		100.0%				
	Total	82.9%	16.3%		0.8%		81.9%	16.0%	0.4%	0.8%	0.8%

Girls' perception about their teachers

In both Cohorts, girls were satisfied or happy with their teachers' interaction. Table 5.12 shows that almost all (97%) girls agreed that teachers responded to questions well; explained lessons well; made sessions interesting; and made them feel welcome in class. Conversely, 30% of the girls in Cohort 1 and 3 indicated their teachers were often absent from class. Teacher absenteeism could be attributed official project engagements, personal issues or due to illness.

Table 5. 11: Girls Perceptions about their teachers' Cohort 1 and 3 (referred to the report for C1 data)

		County					Total
		Garissa	Isiolo	Kilifi	Kisumu	Migori	
My teachers treated some girls differently in the classroom	Agreed	31.0%	33.0%	34.3%	10.1%	1.9%	22.3%
	Disagreed	69.0%	67.0%	65.7%	89.9%	98.1%	77.7%
My teachers made me feel welcome in the classroom	Agreed	94.1%	98.9%	99.1%	99.4%	100.0%	98.2%
	Disagreed	5.9%	1.1%	0.9%	0.6%	0.0%	1.8%
My teachers used teaching aids to make the sessions interesting	Agreed	93.1%	98.9%	98.1%	100.0%	100.0%	98.0%
	Disagreed	6.9%	1.1%	1.9%	0.0%	0.0%	2.0%

My teachers explained the lesson well	Agreed	95.0%	97.8%	99.1%	100.0%	100.0%	98.4%
	Disagreed	5.0%	2.2%	0.9%	0.0%	0.0%	1.6%
My teachers responded to questions well	Agreed	95.0%	100.0%	99.1%	100.0%	100.0%	98.8%
	Disagreed	5.0%	0.0%	0.9%	0.0%	0.0%	1.2%
My teachers were often absent for class	Agreed	47.5%	42.7%	31.8%	12.6%	20.4%	29.6%
	Disagreed	52.5%	57.3%	68.2%	87.4%	79.6%	70.4%

This quantitative finding is complemented by qualitative evidence from girls' focus group discussions. Most girls reported that teachers were friendly; they taught them well by addressing their unique learning needs and provided learning materials. They also mentioned that mentors followed up on absentees, taught those girls who were sick at home, acted as arbitrators between teachers and the girls and were willing to guide the slow learners in the school. They also mentioned that the materials offered to them at the training centres were of good quality and child minders were employed to take care of their children while they were in the training sessions. Some of the girls reported that girls with disabilities were treated well, sign language used to teach the deaf girls, they were given food and were encouraged to do business after completing their training. They also reported that young mothers were allowed to breastfeed, were given enough time with their children and also porridge was provided for their children. Lastly, they mentioned that teachers took time to explain to those who did not understand what they were taught and translated questions in the local language for learners who did not understand English.

One girl had this to say:

We related very well with the teachers. They were available on Mondays, Wednesdays and Thursday in classes and other days were going for practical. I used to join someone from KEWASCO, I would go with him to fix a toilet, shower or anything else. She did not discriminate against anyone. [Girls FGD, Kilifi County]

Facilities/resources that were in the Catch-up Centre by County Cohort 3

Overall, the Catch-up Centres were well resourced (87% and above) with desks/chairs/benches/tables, learning materials and teaching materials. The least proportion of facilities available at the Catch-up Centres were facilities for learners with disabilities (4%) which is consistent with number of the girls with disability across the project site. Notably, Migori consistently had lower proportions of almost all the facilities.

Table 5. 12: Facilities/Resources at the Catch-up Centre

	County					Total
	Garissa	Isiolo	Kilifi	Kisumu	Migori	
Desks /Chairs/Benches/Tables	79%	99%	98%	97%	35%	94%
Learning materials	71%	100%	97%	96%	34%	92%
Teaching materials	61%	97%	91%	93%	32%	87%
Tablets	17%	27%	31%	64%	5%	36%
Toilet/latrine	20%	51%	93%	91%	34%	71%
Clean water for drinking	39%	57%	90%	84%	35%	73%
Hand washing facility (water& soap)	43%	56%	82%	83%	33%	71%

Face masks	39%	57%	70%	86%	27%	67%
Dignity Kits	45%	73%	56%	89%	34%	71%
Facilities for child care	47%	57%	64%	86%	31%	69%
Child minder	49%	79%	71%	83%	27%	72%
Facilities for learners with disabilities	5%	0%	1%	8%	3%	4%

Girls' perception on use of books or other learning materials while at Catch-up Centre Cohort 3

Overall, over (90%) of the girls indicated that they could use books or other learning materials while at the Catch-up Centre. Kilifi had the least (72.4%) of the girls who said they could use books and other learning materials while at the Catch-up Centre (Table 5.14).

Qualitative evidence corroborates quantitative evidence on access to learning materials. Through FGD discussion, most girls reported they were provided with books and other learning materials. Most project partners reported that local teachers and interpreters taught girls using different teaching aids and materials. In addition, the project partners said that they provided charts with letters of the alphabet, books and materials that enhanced girls' learning.

Table 5. 13: Using books or other learning materials while at Catch-up Centre

		County					Total
		Garissa	Isiolo	Kilifi	Kisumu	Migori	
When at centre, could you use books or other learning material that you needed?	BL	99.0%	100.0%	72.4%	93.9%	92.2%	91.5%
	EL	96.1%	92.9%	96.3%	100.0%	100.0%	97.2%
	Change	-2.9%	-7.1%	23.9%	6.1%	7.8%	5.8%

From qualitative, most husbands (Husbands FGD) reported that there was an improvement in the numeracy and literacy skills of the girls (wives), they could read and count, knew the importance of immunization and could interpret prescriptions; managed food budget, helped their children in doing homework and checked the expiry date of drugs or medicine. According a project implementing partner, in Kisumu a case study was shared by a husband of the girl who said:

Since my wife started coming here, we have improved our privacy because now we do not run to our neighbor to read for us our text messages or even our M-PESA messages.

Initially, we'd go to an M-PESA and say 'kindly check for me the balance' and you don't know whether somebody is telling you the truth or not but now my wife is able to read the text message, they can both check the M-PESA message. It may look insignificant to someone out there, but to this family, it means a lot. [KII Partner, Kisumu]

5.3 Positive Social Norms and Behavioural Change

This section below presents findings on the positive social norms and behavioral change in relation to support of OOSGs which is critical for the sustainability of the EFL project. Entrenched in social norms that traditionally undermine the place of girls in society, communities tend to have a low priority for the education of girls in general and those of OOSGs in relation to household spending. Table 5.1 Presents baseline and endline proportions for Intermediate Outcome 3.

Table 5.1: Baseline and Endline Figures for Intermediate Outcome 3

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Midline level	Target for Endline Evaluation	Endline level	Target met or not met (Y/N)
Increased positive social norms towards out-of-school girls' education	IO. 3.1.1 - Proportion (%) of target girls' parents/caregivers who are supportive of their girls' education	HH surveys	External evaluator	Actual: C1 EL 51%, C3 BL 82.1%	Target: 55%	Actual: 80.8%	Y
	IO. 3.1.2 - Level of change in attitudes and perceptions of community members towards OOSGs accessing education	Interviews and FGDs	External evaluator	Actual: C1 EL 4.45, C3 BL 4.02	Target: 4.5	Actual: 4.19	N
Main findings							
<ul style="list-style-type: none"> • A target of 55% girls' parents/caregivers who are supportive of their girls' education for C3 endline might have been set based on C1 EL (51%). Thus, the project achievement of 81% surpassed the set target (55%). • Endline target of 4.5 for Level of change in attitudes and perceptions of community members towards OOSGs accessing education was not met. The project achieved 4.19. • The perceptions of caregiver value for girls' education were high (over 85%) at the endline of both Cohort 1 and 3. • In Isiolo, the caregivers' perception that covering education of a girl is as important as covering food and other essential costs dropped in by -22% (85% to 63%). • Social norms relating to stigma on early pregnancy and marriage continue to discourage the support for OOSGs education for Cohort 1 and 3. 							

Perceptions of caregivers on value of girls' education Cohort 1 and 3

The evaluation set out to check whether there were any changes in the perception of caregivers on the prioritization of girls' education in money constraint contexts where other basic household needs like food are competing priorities. Table 5.17 below provides baseline and endline findings for Cohort 1 and 3 on caregivers' perceptions on value for OOSGs education based on selected circumstances.

The perceptions of caregivers' value for girls' education were high (over 85%) at the endline of both Cohort 1 and 3. Migori registered the highest positive change from 60% to 82% followed by Garissa 72% to 88% of the caregivers who agreed that education is as important as covering food and other essential costs at endline for Cohort 3. However, this perception dropped in Isiolo by -22% (85% to 63%).

Table 5. 14: Perceptions of caregivers on value of girls' education Cohort 1 and 3

	To what extent do you agree that "even when funds are limited it is worth	To what extent do you agree that covering the cost of 'name's education is as important as	To what extent do you agree "a girl is just as likely to use her education as a boy"

		investing in [#NAME]'s education"			covering food and other essential costs'					
		BL	EL	Change	BL	EL	Change	BL	EL	Change
C1	Garissa	70%	91%	21%	88%	Not asked at EL		81%	91%	9%
	Isiolo	87%	81%	-6%	75%			95%	94%	-1%
	Kilifi	94%	82%	-12%	83%			98%	89%	-9%
	Kisumu	83%	80%	-3%	98%			89%	98%	9%
	Migori	91%	89%	-2%	94%			92%	93%	1%
	Total	86%	85%	-1%	87%			92%	93%	1%
C3	Garissa	83%	89%	6%	72%	88%	16%	88%	88%	0%
	Isiolo	72%	73%	1%	85%	63%	-22%	97%	87%	-10%
	Kilifi	89%	89%	0%	84%	88%	5%	92%	95%	3%
	Kisumu	90%	96%	6%	87%	95%	8%	95%	99%	4%
	Migori	70%	86%	16%	60%	82%	22%	92%	86%	-6%
	Total	84%	88%	4%	80%	85%	5%	93%	92%	0%

From qualitative evidence, Isiolo county caregivers' drop in perceptions of value for girls may hinge on food shortage or lack of basic occasioned by the prevailing drought spell that was being experienced in the community. Notably, Isiolo is majorly inhabited by pastoralist communities. Qualitative findings revealed that drought hit the area so hard that many families lost most of their animals which is their main source of income for subsistence needs such as food and other basic needs. In one of the focus group discussions with the girls, a girl had this to say; *"Drought made the entire community hopeless and this forced us to move away with our animals and hindered the attendance at the catch-up centers."*

Further, the evaluation further sought caregiver perceptions on girls' right to education and available opportunities for girls to learn in the community (Table 5.18). The proportion of caregivers who felt OOSGs have the right to education even though they were not in school largely remained the same (94%). There was an increase (14%) in the proportion of caregivers who felt that adolescent girls who are out of schools are now given opportunities to learn, this was mainly through the Education for Life project. Over 80% of the caregivers indicated supporting their girls' education. This proportion marginally changed from baseline to endline. Caregivers' perception on available opportunities for girls to learn dropped from by -22% (76.7% & 54.1%).

Table 5. 15: Caregiver Perceptions on Girls Right to Education Cohort 1 and 3

		County					Total
		Garissa	Isiolo	Kilifi	Kisumu	Migori	
Do you think out of school girls have a right to education even though they are not in school? – Yes	BL	87.5%	87.7%	92.3%	98.5%	100.0%	93.6%
	EL	85.4%	92.9%	92.2%	98.7%	100.0%	93.7%
	Change	-2.1%	5.1%	-0.1%	0.2%	0.0%	0.1%
In your community, are adolescent girls who are out of school given opportunities to learn?	BL	62.0%	26.0%	42.9%	52.1%	60.5%	49.2%
	EL	47.2%	80.2%	63.4%	61.9%	69.0%	63.3%

	Change	-14.8%	54.2%	20.6%	9.9%	8.6%	14.1%
Does [#NAME] currently have any opportunity for learning/education?	BL	68.0%	55.4%	70.4%	86.8%	100.0%	76.7%
	EL	52.2%	48.8%	66.3%	47.2%	63.8%	54.1%
	Change	-15.8%	-6.6%	-4.1%	-39.6%	-36.2%	-22.6%

Caregivers support for girls' education

Generally, caregivers (C1 87% and C3 82%) and spousal (C1 92% and C3 80%) support for girls' education was very high at endline. The baseline and endline caregivers support for cohort 3 has remained largely the same (BL 81% and EL 82%). In Garissa for cohort 3, both caregiver and spousal support declined by 20% and 24% respectively.

Table 5. 16: Caregivers and Spousal support for girls' education

		Cohort 1			Cohort 3		
		BL	EL	Change	BL	EL	Change
Garissa	Caregiver	82.0%	88.0%	6.0%	86.2%	66.1%	-20.1%
	Spousal	64.7%	100.0%	35.3%	73.9%	50.0%	-23.9%
Isiolo	Caregiver	71.4%	100.0%	28.6%	78.1%	93.3%	15.2%
	Spousal	72.7%	91.8%	19.1%	73.1%	83.9%	10.9%
Kilifi	Caregiver	53.3%	81.2%	27.8%	74.2%	75.9%	1.7%
	Spousal	50.0%	83.3%	33.3%	85.7%	83.3%	-2.4%
Kisumu	Caregiver	66.7%	90.9%	24.2%	90.7%	97.1%	6.5%
	Spousal	75.0%	100.0%	25.0%	88.7%	81.0%	-7.7%
Migori	Caregiver	91.0%	89.1%	-1.9%	66.7%	90.0%	23.3%
	Spousal	100.0%	90.7%	-9.3%	87.0%	94.9%	7.9%
Total	Caregiver	73.8%	87.2%	13.5%	81.4%	82.1%	0.7%
	Spousal	75.9%	92.2%	16.3%	83.1%	79.5%	-3.6%

These findings from Garissa were corroborated by qualitative data. Some community members in Garissa mentioned that drought made it difficult for them to support OOGS girls because it heightened households' poverty levels hence limiting their support to education. Families were reported to have migrated in search of water and pasture for their livestock. On a positive note, the families that stayed behind volunteered to host the girls in their homes as the rest of their families migrated to facilitate girls continue learning. Effects of drought were also felt in Isiolo and the project partner in Isiolo had this to say:

Drought is the major challenge which affects the source of livelihood in Isiolo. Girls who choose livestock selling have experienced a lot of loss because the animals are dying due to drought in the area and losing money attached to the animal during buying price. [Key Informant interview, Isiolo]

However, despite the above challenge, it is notable that there is generally high support for girls' education with over 80% caregivers indicating they support girls' education. Many girls from all the counties reported that parents and spouses provided them with fare or transport to schools or training institutions.

Girls from Garissa said that close family members like the mothers and sisters-in-law supported them by caring for the children when the girls were out doing their various income-generating activities. In the same county, some girls reported that their parents helped them with household chores such as fetching water, cooking and washing clothes. This view was supported by some girls from Isiolo. One girl said; “Parents provide financial support to girls and even carry out house chores on behalf of these girls so that they can attend the sessions school or training without being late.” [Girls FGD, Isiolo]

Most respondents through community dialogue, girls FGD, Male champions FGD and KI interviews, reported that the project influenced positive attitudes and behavior of the community towards educating girls. They mentioned that in the past, men and husbands did not allow their young wives to go to school or catch-up but the beliefs are changing as a result of sensitization by the project. Consequently, it was reported that community members (male champion) support to OOGS education included follow up with schools and home visit to make sure that girls (married/not married/mothers/girls with disability) reported to school. For the married girls, they also talked to their husbands, in-laws or parents to support with house chores and take care of children to allow the girls attend school, VTI or apprenticeship training. As a result of such efforts, it was learnt that married girls and their spouses came to an agreement about girls/wives going to school (Kilifi and Migori male champions FGD).

Husbands support for wives’ education

Key informant interviews revealed that even though husband support was initially slow, it had greatly improved by C3 endline and there was generally a positive support for married girls from their husbands. According to an education officer in Garissa, the project was able to convince reluctant husbands to support their wives. The project was able to address the fears of some of the husbands on unequal empowerment of their wives by sensitizing the husbands so that there is no imbalance of power.

Generally, the husbands stated that they supported their wives by allowing them to attend the Catch-up Centre, helped with the domestic chores and financially while the literate ones supported their wives to do the functional and literacy assignment or revisions. The concept of husbands assisting their wives with assignments was corroborated by the implementing partner (Kisumu) who reported that; “There is a girl who dropped out in class 3 and the husband completed class 8 so the husband is able to do basic arithmetic, and number work so he is supporting learning at home.”

Vocational Training Institutions (VTI) trainers from Kilifi pointed out that husbands helped in looking after children while parents provided financial support to girls and helped them do the house chores. One VTI Trainer had this to say:

Husbands for the girls support them fully whereby others babysit and look after livestock at home so that their wives can learn. Some offer transport services and financial support when girls request for it. Parents provide financial support to girls and even carry out house chores on girls so that they can attend the sessions without being late. [Master Artisan, Isiolo County]

Moreover, girls’ husbands were very proactive in supporting their wives to transit to various pathways. One husband in Garissa said that he will continue to support his wife even after the programme comes to an end. He was supported by another husband who said: “I will continue supporting mine. If I find funds,

I will help her upgrade her skills in tailoring so that she can do more serious tailoring jobs.” The husbands noted that they also need to keep sensitizing other men out there so that the whole community can be supportive of OOG girls.

In Kisumu, most of the spouses of the girls were *Boda* riders who ensured they dropped their wives off in the morning at the Catch-up Centre and picked them up later after classes. Parents also offered financial support to girls when they needed materials such as boxes for practice and buying sewing threads. Parents assisted the girls in doing house chores and this gave the girls a good opportunity to learn comfortably and improved their attendance as well as reduced late arrival at the Catch-up Centres. A girl from Kisumu had the following to say:

While I attended training, my husband would fetch water and buy firewood because I would typically come back home late. I would also find the house clean.” They also offered support by taking care of the children. [Girls FGD, Kisumu County]

In addition, some husbands would give moral support and encouragement to their wives. One of the husbands of a girl in Kisumu said this: “When it’s raining, I would still encourage her to go to avoid missing classes.”

Supporting girls’ education through provision of community resources

Despite the effect of drought in these communities, there was still evidence of effective interventions by the communities in support of out-of-school girls. One girl in Garissa mentioned that the community has provided space for tailoring ventures and salons to be domiciled. In Kilifi, a girl reported that they had received tailoring machines that they shared amongst themselves and that they were expecting more machines to be delivered soon. She added that they are already making a profit.

It was also reported that some parents offered to look after their daughters’ children to free them to attend school while some community members went out of their way to support out-of-school girls access education. In Isiolo, a trainer explained thus:

There are some community members have offered to host girls who attend the Catholic training centres since they come from far. This was aimed at helping the girls to observe their Islamic schedules as much as they are in a Christian training site. I associated this with support to the girls to learn. [Community Dialogue, Isiolo]

Most VTI trainers and project partners reported that the project involved stakeholders like MOEs who worked with the Sub County directors of education, thematic work groups formed by CBOs, FBOs, TSC curriculum support officers, school head teachers, teachers, and then there is the department of EARC (Education Assessment Resource Center) officers to offer training, supervision, placement, literacy and numeracy and monitoring. Stakeholders were also involved in resource mobilizations because disability inclusion was expensive, modified infrastructure in school including pit latrines, mapping and mobilizing girls.

They reported that parents were involved in economic empowerment discussions that led to the introduction of start-up kits, books, bags and uniforms for girls and formed support groups where they advised girls. Besides, they mentioned that women were at the forefront fighting against FGM.

Qualitative data from male champions and girls FDGs reported a positive change in the community and family support towards OOSGs education. Most girls reported that the community supported the training of married girls, pregnant girls and those with special needs or disabilities.

Most girls, community members, male parents and project partners reported positive changes towards school girls with disabilities or those who were married over time. They reported that there was sensitization in the community to ensure that girls went to school or Catch-up Centres and a deliberate focus mainly targeting those with disabilities to join school, thus changing the attitudes of the community towards these girls. One girl from Isiolo pointed said; 'In Mataarba Catch-up Centre we have one mentally challenged girl and she is doing well in the tailoring'. [Girls FGD, Isiolo]

Conversations from the community dialogue indicate that there is more support for girls who get early pregnancy than before due to sensitization in the community. One community member observed:

Previously, when a young girl got pregnant, the father of the girl could not accept her. Nowadays, if that happens both parents are helping the girl to continue with her life. In fact, the girl after delivery is allowed to go back to school as the parents look after the child. [Community Dialogue_ FGD_ Migori]

It was also mentioned in Kisumu that community members who were supportive of the project helped in tracing and identified girls with disability who were hidden in houses and linked them to the project. One respondent had this to say:

The community had close attachment to the EFL project. The community identified girls with disability who were hidden in houses and would encourage parents to enroll them in the Catch-up Centres. They also advised parents of girls living with disability to use money given to them by the project appropriately. [Community Dialogue, Kisumu County]

Available Opportunities for all marginalized girls

Most male champions, girls and community leaders reported that the community embraced girls' education and slowly did away with some of the cultures that hindered the girls' potential such as the beading culture. The project had illuminated some of the opportunities for girls and boys in the community. The project had also identified and supported girls with disabilities (especially in Migori and Kisumu) who were taken to relevant institutions to learn suitable trade. The girls mentioned that some parents and families support these girls by giving them a chance to go to the training centres, offering transport to those who travel long distance to schools, and for those who have children – mothers and sisters take care of their children when they are in the training centres. Most girls also reported that the community offered moral support and encouragement to girls and enhanced security to ensure that they moved freely when attending their training sessions. They mentioned that the inclusion of men as co-mentors helped achieve the project outcomes. One female parent from Kisumu had this to say:

I would comment on how I have supported my daughter. My daughter is living with disability. The project supported her with money to start business. I help her run the business. The gains from the business I use to buy her what she needs. She may need sanitary pads, I can buy for her food, I can also buy for her clothes. [Female Parent FGD, Kisumu]

The barriers to community support for marginalized Girls' education

Despite this evidence of change in positive attitude and support from parents or caregivers, husbands and some community members, negative community attitudes and comments were also reported. Some girls spoke of going through humiliating moments after some members of the community bullied them for going to school. These assertions were corroborated by the Kilifi Implementing partner who said; *'At first, they were bullied, they were called names, "How can you be 18 years and you are still going to a place to learn ABCD? That is for your kid!"* In Isiolo, the girls reported that they faced insults from the community. According to one girl, *"...the insults forced the girls to lose morale of learning."* According to the girl, people would ask, *Ni watoto mtalea ama ni kusoma?"*, to mean, *"Will you raise your kids or attend school?"*. These kinds of insults implied that girls had misplaced priorities and may have impacted negatively on girls' attendance school or Catch-up Centre.

According to a business coach from Kilifi, there are some girls who lacked support from their husbands and dropped out because their husbands insisted that they must stay home and take care of household chores and other duties since they are married and are wives. In Isiolo, some girls revealed that they had too many household chores that hindered their attendance. A girl said that her peers attended classes late and had to go home early to take care of animals, especially the goat kids. According to a girl in Kisumu, some husbands separated from their wives when they joined the Catch-up Centres because they feared their wives would be smarter than them if they went to school. *"Husbands refused to take them back as they feared they had become more educated than them."*

Notably, some girls with disability may have missed out in the project because they were hidden in the communities. Most girls across the counties mentioned that the community mocked and discouraged girls with disability when it came to joining the training centres. It was mentioned that parents were not motivated to take these girls to school. One respondent had this to say:

Disabled girls' education is not a priority here, these girls learn in favor of well-wishers and not as a right to get education but with help of few learned community members, at least parents are showing concern on them unlike before.

Reflections

Community members gradual positive change social norm and behavior towards girls' education is noted since it is central and a key driver to the support of OOSGs' access, participation and transition in education. This change is bearing fruits in the lives of the girls in that currently, some girls from patriarchal communities like Isiolo and Garissa are making decisions about education and marriage in the family. Further, even though in the past children with disabilities were not recognized in the community today they are slowly being accepted and supported by their families and community to join education or

schooling. On the long run, these efforts will improve the life chances of the girls, their families and the communities they live in. However, on the flip side, despite all these gains, culture practices, to some extent, are still hindering girls from education. For instance, in Isiolo a majority of the girls are beaded and so even though they attend the Catch-up Centre classes they cannot transition to formal education with beads.

5.4 Policy Environment

The fourth IO of the EFL project is influencing policy to support education for OOSGs in order to contribute to the sustainability and replication project achievements. To this end, the evaluation set out to gauge if the EFL project was building a responsive and enabling policy environment to support education of OOS girls in the project counties.

Table 5. 17: Summary of Baseline and Endline Figures for Intermediate Outcome 4

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Midline level	Target for Endline Evaluation	Endline level	Target met or not met (Y/N)
Responsive and enabling policy environment to support education of OOS girls	IO. 4.1 - Change in perception of officials within the MoE on utilizing alternative learning programmes to enhance opportunities for marginalized girls in school	Interviews and FGDS	External evaluator	ML - Captured qualitatively in the report	NA	EL - Captured qualitatively in the report	Y
Main findings							
<p>The EFL project was building a positive policy environment that fosters the support of OOSGs through advocacy and partnership activities at national and county levels. Specific areas include:</p> <ul style="list-style-type: none"> • Advocacy for improved participation of OOSGs in education through partnerships and evidence-based policy papers to improve the effectiveness of the re-entry policy and reduce the cost of education respectively. • Partnership with MOE at the County and Sub-county level on project governance and implementation. • At the endline, the EFL project had intensified its partnerships with MOE to include ACE, TVET and SNE departments that are relevant to the EFL interventions. 							

At the national level, the EFL project had engaged in various advocacy missions to influence policy on the education of OOSGs based on the evidence that was emerging from the implementation of the EFL project. One such endeavor was the EFL project policy position paper that was presented during the review of the re-entry policy guidelines by the Technical Working Group on the Policy Review. Based on the EFL experience and evidence, the project made recommendations on expansion, formalization, resourcing, monitoring and evaluation of the re-entry policy to improve its effectiveness. In collaboration with the Ministry of Education, Norwegian Refugee Council, UNICEF, REFUSHE and UNHCR, the project was developing Accelerated Education guidelines which was factoring in flexibility, relevance for over-age learners, possible transition pathways, use of relevant language of instruction, an inclusive, safe, and

learning-ready learning environment, teacher training, supervision and remuneration, teacher professional development, community engagement, certification among others.

MOE officials positively regard ALPs, TVETs and special education in all the project counties. Increasingly, communities, with the push from MOE and partners, are now using ALPs such as the ACE and the community TVET institutions for OOSGs and boys who missed out on secondary education or dropped out-of-school or adults who have never enrolled. Similarly, enrolments in special needs education institutions were increasing. This is a shift from baseline where some MOE officials had a negative attitude towards ALPs. The continued interaction with the EFL programme and positive learning outcomes emerging from the project were the explanations behind this change.

In a recent undertaking, the EFL project held County TVET policy discussions with key TVET stakeholders; County department of Education, ICT and Human Capacity Development, Directorate of Vocational Education and Training, National Industrial Training Authority (NITA), other agencies and Civil Society Organizations to brainstorm on sustainable support solutions for trainees in Vocational Training Centres. The meeting identified key policy gaps resulting into the development of TIVET Bill 2022 for Kisumu County (other counties from 2019). In addition, engagement with National Council for Persons with Disability and Department of Children Services was carried out to facilitate the registration of GEC girls with disabilities. The registration enabled the girls access services as provided by the Council. This also enabled continued registration of girls with disabilities across the project by their parents/caregivers to the National Council for Persons with Disability, and other government social protection services.

Additionally, the project conducted leadership and governance trainings for head teachers, Boards of Management, VTC managers and community-based groups to improve their leadership, management, and governance skills. Institutional capacity development was emphasized to improve implementation of inclusive and gender sensitive policies, governance, and management standards for addressing barriers to girls' education. Regular school/VTC visits were conducted to monitor implementation of education policies, and guidelines for promoting disability inclusion, gender equity, safety in the learning centres, and community representation in the management of formal and non-formal learning spaces.

The joint bi-annual monitoring visits with the County Ministry of Education and Vocational Training department officials established positive progress in the implementation of schools/VTC's strategic plans and capacity improvement plans developed during capacity building activities sponsored by the project. Through advocacy and targeted leadership development interventions, the project influenced the development of Kisumu County Vocational Education and Training policy to strengthen quality leadership and management practices in VTCs in Kisumu County. Working with the Directorate of Children Services (DCS), the project championed trainings for community child protection structures including Locational Area Advisory Councils (LAACs), Volunteer Children Officers (VCOs) and local safeguarding committees to better support the learning institutions on prevention and reporting of abuse cases.

On their part, the Ministry of Education was generally enthusiastic about the involvement of partners who have efforts geared towards the improvement of the education sector in Kenya. The Ministry was keen to

offer any support they could muster to the organizations and programmes aimed at improving the outcomes for various kinds of learners ranging from out-of-school girls to students with special needs. There were already some policies put in place to address some of the challenges stakeholders in the education ecosystem go through and the Ministry of Education welcomed efforts by the project to see them through. This was critical because the Ministry did not always have the resources to enforce the policies. According to an education officer in Garissa, there are budgetary constraints but the ministry tries to offer support by giving advice, technical support and supporting secondary staff as needed. The officer stated that:

When we have partners like your programme driving in the same direction, we are very happy. Sometimes it is a lack of resources that affects the enforcement of the policies ... However, we are working with the police, provincial administration and the communities to realize the goal. [Education Officer, Garissa County]

Over and above the existing policies, the project has influenced the Ministry of Education to create additional policies targeted at learners with special needs. According to an education officer in Garissa, the ministry created a budget for learners with special needs. This was a result of the advocacy undertaken by organizations. It was noted that inclusivity also featured as a new consideration for policymakers whereas before it was not a priority. Education officers in Kilifi and Garissa both mentioned that the new CBC curriculum should include everyone and create pathways where learners transit, especially girls with disabilities. This would ensure that no learner is left behind. An education officer in Kilifi notes that there are already policies making headway in that direction.

At the community level, NGOs and community members through local authorities were working together to create and employ initiatives geared towards enhancing education outcomes in various counties. As a result, one of the major things that were noted to have improved was the communities' attitude towards education for girls in various categories ranging from out-of-school girls to girls with disabilities to girls who are already in school. There are many initiatives that the community members are conducting independent of any external support or influence. One example that was given by a trainer in Kilifi is a group called *Sauti Magharini* which was involved in women's mentorship and the provision of support for young girls. CHVs were also involved in psychological support for girls, especially during the Covid-19 outbreak. A trainer in Kilifi added the following, *"More people could get depressed if things aren't going well ... so we had the CHVs moving around just to make sure that things are well and checked on the mental health of the girls."*

Overall, the communities support to the girls' education was evident by there being sensitization sessions, community forums and peace-building initiatives to support the education of marginalized girls. More caregivers at endline (57%) compared with baseline (43%) reported there being sensitization sessions conducted to support the education of marginalized girls. At midline, more caregivers (65%) reported there being sensitization sessions conducted to support the education of marginalized girls compared with endline (57%). These sessions mostly targeted the general public (51%) as well as the parents/guardians (23%). The proportion of the caregivers who reported there being peace-building initiatives supported for fostering security has largely remained from midline (70%) and endline (71%). These initiatives are mostly

organized by the local communities (34%) as well as the EFL project (23%). Further, the EFL project linked up with Education Assessment Resource Centres (EARC) and other partners to identify assess and place OOSGs with disabilities.

Table 5. 18: Communities Support for OOSG

			County					Total
			Garissa	Isiolo	Kilifi	Kisumu	Migori	
In your community, are there sensitization sessions conducted to support the education of marginalized girls?	C1	BL	35.7%	19.4%	48.7%	35.7%	16.8%	28.9%
		EL	61.7%	87.9%	63.3%	48.8%	60.7%	65.3%
		Change	26.0%	68.5%	14.6%	13.1%	43.9%	36.4%
	C3	BL	55.3%	27.8%	47.7%	27.0%	67.4%	42.5%
		EL	56.6%	85.7%	43.8%	44.5%	78.0%	57.4%
		Change	1.4%	57.9%	-3.9%	17.6%	10.7%	14.9%
Are there <i>Barazas</i> or community forums/ dialogues established to support and advocate for OOSGs' education?	C1	BL	23.3%	11.5%	55.8%	38.6%	19.6%	27.6%
		EL	67.2%	76.5%	48.1%	38.9%	70.8%	64.0%
		Change	43.9%	65.0%	-7.7%	0.3%	51.1%	36.4%
	C3	BL	56.6%	28.3%	45.3%	32.7%	77.6%	45.6%
		EL	74.7%	79.3%	40.9%	47.8%	76.7%	60.7%
		Change	18.1%	51.0%	-4.4%	15.0%	-0.8%	15.1%
In your community, are there peace-building initiatives supported for fostering security (including community initiatives on early warning systems and resilience programmes)?	C1	BL						
		EL	60.3%	88.7%	51.9%	48.6%	78.4%	69.8%
		Change						
	C3	BL	50.0%	67.9%	40.0%	43.8%	87.5%	53.5%
		EL	69.0%	92.9%	49.4%	63.8%	91.1%	70.5%
		Change	19.0%	25.0%	9.4%	20.1%	3.6%	17.1%

Reflections on Policy Environment

The EFL project was implemented in a context of national structural and policy changes that can be capitalized on for sustainability of the project. These include the revival of TVET movement and institutions locally, Government support for SNE through capitation, formalization drives of Non-Formal Education and the re-entry policy among others.

5.5 Life Skills

Table 5. 19: Summary of Intermediate 5 Outcome

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Midline level	Target for Endline Evaluation	Endline level	Target met or not met (Y/N)
Girls acquire life skills that would	IO. 5.1.1 - Improved life skills index of marginalized girls/boys supported by GEC	Girl Survey (Life Skill Index)	External evaluator	Actual: CL EL 3.24,	Target: 3.5	Actual:3.26	N

improve their life chances				C3 BL 3.26			
	IO. 5.1.2 - Proportion of girls feeling more comfortable/ confident expressing themselves at school, in the community and at home	Girl Survey; Girl FGD	External evaluator	<i>Actual: C1 EL 78%, C3 BL 78.4%</i>	Target: 80%	Actual: 83.7%	Y
Main findings							
<ul style="list-style-type: none"> On average, at endline Cohort 3 girls indicated that on a scale of 1-5, they expressed themselves much better at home (3.21) than at the community (2.97). This was compared to Cohort 1 girls whose endline rating on how they expressed themselves at home (2.93) and in the community (2.77) were much lower. Qualitative findings indicated that the girls are more self-confident, and are pursuing their aspirations after taking their pathways of choice. They feel more useful members of the society. However, there was no increase on the overall life skill index between cohort 1 and cohort 3 mainly because of the sexual reproductive health score 							

There was an increase in the overall life skill index between the endline of Cohort 1 (3.24) and the endline of Cohort 3 (3.26). It's only the rights and abuse score that had consistent positive change across all the counties indicating that the girls were more aware of the rights issues within the communities. There was also some improvement in the SRH score, whereas for Cohort 1 there had been a reduction (from 2.92 to 2.46), for Cohort 3 at endline there was no change (from 2.62 to 2.6).

Table 5. 20: Life- Skills Index

County		Average SES (Agency & voice)	SRH Score	Rights and Abuse Score	Life Skill Index
Garissa	C1 Baseline	3.71	2.81	3.48	3.36
	C1 Endline	3.63	3.09	3.66	3.5
	C3 Baseline	3.32	2.4	3.16	3.04
	C3 Endline	3.70	2.55	3.23	3.16
Isiolo	C1 Baseline	3.33	3.09	3.58	3.33
	C1 Endline	3.54	2.33	3.48	3.12
	C3 Baseline	3.44	2.68	3.34	3.16
	C3 Endline	3.43	2.59	3.50	3.18
Kilifi	C1 Baseline	3.57	2.85	3.43	3.32
	C1 Endline	3.36	2.55	3.44	3.14
	C3 Baseline	3.7	2.6	3.59	3.33
	C3 Endline	3.7	2.4	3.51	3.2
Kisumu	C1 Baseline	3.29	3.13	3.6	3.34
	C1 Endline	3.38	2.47	3.87	3.27
	C3 Baseline	3.72	2.76	3.73	3.41
	C3 Endline	3.54	2.77	3.74	3.35
Migori	C1 Baseline	3.22	2.81	3.52	3.19
	C1 Endline	3.72	2.21	3.76	3.23
	C3 Baseline	3.94	2.38	3.88	3.4
	C3 Endline	3.95	2.57	3.88	3.4
	C1 Baseline	3.41	2.92	3.52	3.3

Total	C1 Endline	3.55	2.46	3.63	3.24
	C3 Baseline	3.61	2.62	3.54	3.26
	C3 Endline	3.63	2.6	3.57	3.26

5.5.1 Agency and Voice

The following were key findings on agency and voice:

- The girls were more confident with Cohort 3 girls being more confident than Cohort 1 girls are.
- There are more girls being involved in decision making at household level compared to community level.
- The girls feel more confident expressing themselves both at home and in the community. The confidence of the girls has resulted in them being better communicators, engaging better with others (from family, friends and even clients/customers).
- There is evidence of increased community support for Cohort 3 girls compared to Cohort 1 girls.

To measure agency and voice, the endline evaluation utilized the same rating scale used for Cohort 1 and Cohort 3 by using a generalized self-efficacy (GSE) with 10 questions. The scale ranged from totally disagree to totally agree. The figure below shows the cumulative proportions of girls who indicated that they agreed. It is noted that whereas for Cohort 1 there was a major change (14%) from baseline (63%) to endline (77%), whereas for Cohort 3 the change (2%) was marginal from baseline (78%) to endline (80%). This minimal change was perhaps because the girls were already at a very high efficacy level at Cohort 3 baseline, which was even higher than the Cohort 1 endline. The focus group discussions, key informant interviews with project partners and the educator facilitators noted that the girls were indeed more confident. A girl in Kilifi noted that she had found the life skills training very useful as she had learnt self-awareness, how to be self-dependent, how to relate well with others including those that hurt her, how to value herself and how to deal with life’s challenges. The female parents in Kisumu stated that the girls had become enlightened, encouraged, and courageous.

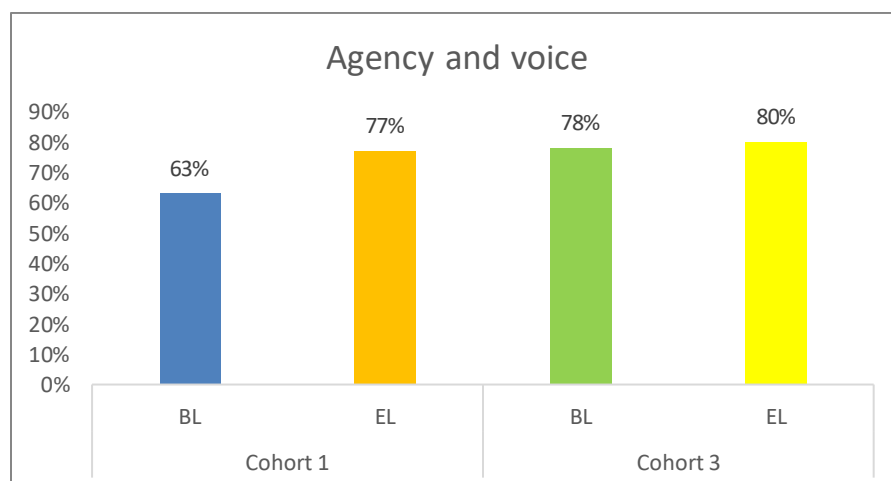


Figure 5: Average of Girls with Positive Agency & Voice

Table 5. 21: Agency and Voice

Agency and Voice – Agreed	Cohort 1			Cohort 3		
	BL	EL	Change	BL	EL	Change
I can always manage to solve difficult problems if I try hard enough	61%	73%	12%	77%	78%	1%
If someone opposes me, I can find the means and ways to get what I want	60%	71%	10%	73%	77%	3%
It is easy for me to stick to my aims and accomplish my goals	68%	86%	18%	85%	85%	0%
I am confident that I could deal efficiently with unexpected events	56%	68%	12%	73%	79%	5%
Thanks to my resourcefulness, I know how to handle unforeseen situations	52%	67%	15%	71%	77%	6%
I can solve most problems if I invest the necessary effort	69%	81%	12%	84%	84%	0%
I can remain calm when facing difficulties because I can rely on my coping abilities	66%	74%	8%	73%	77%	4%
When I am confronted with a problem, I can usually find several solutions	63%	83%	20%	82%	85%	3%
If I am in trouble, I can usually think of a solution	74%	86%	12%	85%	86%	1%
I can usually handle whatever comes my way	62%	75%	13%	75%	76%	2%
Average	63%	76%	13%	78%	80%	3%

Girls’ confidence and ability to freely express themselves

The girls feel more confident expressing themselves, especially at home while in the community this has greatly improved

From the table 5.24 below, there was progress in the rating scores exhibited by both Cohort 1 girls and Cohort 3 girls with Cohort 3 endline being generally higher than Cohort 1 endline on questions of confidence. The girls reported feeling more confident at home compared to while in the community.

Table 5. 22: Agency & Voice – Confidence and Self Expression

		Cohort 1	Cohort 3
I get nervous when I have to read in front of others	BL	2.82	2.96
	EL	2.8	2.94
I recognize when choices I make today about my studies can affect my life in the future	BL	3.99	3.64
	EL	3.96	3.86
I feel confident expressing myself while at home	BL	3.97	4.09
	EL	4.21	4.21
I feel confident expressing myself while in the community	BL	3.06	3.68
	EL	3.66	3.89
I have trusted adults I can talk to when I need to	BL	3.89	4.06
	EL	4.13	4.20
If someone does not understand me, I try to find a different way of saying what is on my mind	BL	3.73	3.92
	EL	3.93	3.99

I consider the risk of a choice before making a decision	BL	3.69	3.94
	EL	3.98	4.09
Average	BL	3.59	3.75
	EL	3.81	3.88

According to the boys in Migori, there has been an improvement in the confidence of girls. They also noted that there is mutual respect between girls and boys. Subsequently, cases of gender-based violence have been in decline and whenever they occur, girls normally report it to the chief or police. Previously, an appropriate response depended on the goodwill of the chief but girls can now report it to OCS, OCPD and other relevant authorities.

According to girls focus group discussions, girls are more confident, are able to engage with customers and have good communication skills. Girls in Kilifi can now self-disclose and tell their stories confidently now share the start-up kits, interact well with one another and share work opportunities with other beneficiaries. According to the boys in Garissa, they expressed that life skills coupled with literacy and numeracy skills as well as business skills are what led to the girls' new exposure and consequently built their confidence. An informant in the same discussion expressed that the girls have transformed completely: ***“Even their confidence has increased. I have now realized that lack of education and skills makes one shy and unable to interact with people.”***

According to a programme implementing partner in Kilifi, the girls have gained the confidence to say no and to fight for their rights. They have gained so much confidence that they can give a presentation in front of the media on issues affecting them or narrate how the project has benefited them. They are assertive and can now express their feelings openly without fear. This was corroborated by a trainer in Kisumu who also added that they are more open to taking leadership positions in their local groups. The trainer said: ***“Girls who have gone through life skills are now able to get leadership positions in the chamas they are in.”***

Lastly, girls were in full control of their choice of pathway. According to a girl's parent in Kilifi, girls chose what was best for them. There are those who were comfortable, for example, with learning how to make clothes from people who had sewing machines and others from the salon. This was echoed by a parent in Kilifi's FGD who said that: ***“It was appropriate because they were given options and she chose business and I supported her choice.”***

Girls' opinion on community support

There was generally increased positive perception of the *girls on their opinion on community support* among the endline Cohort (Cohort 3) girls compared to the baseline Cohort (Cohort 1) girls. For instance, whereas on a scale of 1-5, Cohort 1 girls rated community support for girls to achieve their dreams at 3.05 (endline), for Cohort 3 this had increased to 3.28.

The project intensified community support for girls' education at the community level and there was a progressive shift of mindset from putting more focus on supporting only boys' education to supporting

both girls' and boys' education. The community male champions, some of whom were against girls' education, were trained as ambassadors to mobilize girls in the community and monitor school attendance. A male champion in Isiolo had the following to say,

I ensured that girls at my village attend classes daily and I kept passing by their homestead to inform them about a class day and keeping time. We ensured girls attended the sessions fully, with no late coming or postponed classes. This helped the education facilitators to offer content without leaving any learner out.

On issues of insecurity, some male parents reported that the community leaders set rules that governed girls, the community supported girls' businesses by being reliable customers and used mentors and local administration to ensure that young wives reported to the Catch-up Centres. They reported that since they had policies to safeguard the girls, they would chip in and punish those who are against or the culprits that lead to insecurity issues, ensure that girls continued with their education for sustainability, and ensure that those with disability receive the appropriate attention. They also said that cultural leaders (Kaya) guided, counselled and encouraged women and girls to be home as early as 6 p.m. because of the insecurity issues in the community.

The mentors were the category of persons that were charged in delivering on the life skills component of the project. The project focused on using locally available resource persons. For instance, the project in Kisumu employed the use of role models in the community to impart life skills. Girls would be queried about who they admired in their community and the identified role models would be invited to speak to the girls on a topic they had settled on. The mentorship accorded to girls was mentioned as one of the contributing factors to the success of the project because they also gave the girls psychosocial support. A project partner in Isiolo had this to say: *"Mentorship has helped the girls to be able to navigate the challenges they are experiencing e.g., high price of food."*

On their involvement in decision making, these had the lowest rating scores at both household and community level. For Cohort 1, the endline rating by girls on their participation in decision making was 2.93 for household level and 2.77 for community level. This was higher for Cohort 3 with 3.21 for household level and 2.97 at community level. There were also more positive perceptions on the opportunities available for girls for Cohort 1 [(baseline (2.45) to endline (3.04)] and Cohort 3 (from a baseline rating of 2.73 to endline rating 3.21). The project interventions were able to progressively improve the community support towards girls' education from different perspectives (their aspirations, access to health services, decision making at home and community, and provision of opportunities). The community by the time the Cohort 3 girls were exiting had better support than when Cohorts 1 were commencing the project.

The table 5.25 below indicates the perceptions from baseline to endline for Cohort 1 and Cohort 3 girls.

Table 5. 23: Agency and Voice Practice (Scale of 1-5)

	Wave	Cohort 1	Cohort 3
Community support for girls to achieve their dreams	BL	2.53	2.69

	EL	3.05	3.28
Girls supporting each other to progress or in times of challenges	BL	2.84	2.92
	EL	3.23	3.4
Girls access to health services (including sexual and reproductive health services)	BL	2.96	2.97
	EL	3.13	3.48
Girls' participation in decisions that affect them (at household level)	BL	2.6	2.87
	EL	2.93	3.21
Girls' participation in decisions that affect them at community level	BL	2.16	2.6
	EL	2.77	2.97
The opportunities available for GIRLS in this community	BL	2.45	2.73
	EL	3.04	3.21
The opportunities available for BOYS in this community	BL	3.39	3.02
	EL	3.62	3.55
Average	BL	2.71	2.83
	EL	3.11	3.3

It is noted that Migori County Cohort 3 girls had reduced scores from baseline for girls' participation in decision making both at household (BL had 3.34 while EL had 2.87) and community level (BL had 2.78 while EL had 2.42). There seems to be less participation of girls in decisions that affect them pointing to the possibility of more patriarchal tendencies in the communities in Migori and lack of understanding of the strength of working together in decision making.

Isiolo County Cohort 3 had generally the highest increase (1.16) in positive perceptions around the communities from baseline (2.30) to endline (3.46) across all the areas (support for girls' dreams, access to health services, at household level, community level and access to opportunities). For instance, during baseline, 49% of the caregivers indicated that there were opportunities for girls, and this increased to 63% at endline. Whereas during midline there seemed to be a challenge in accessing health services, this perception had changed at endline with both Garissa and Isiolo having positive changes in the rating scores for access to health services (for Isiolo from baseline – 2.35 to endline – 3.53, while for Garissa, baseline – 2.38 to endline – 2.99).

During the FGD with girls, it was noted that in Garissa, Isiolo and Kilifi girls are still not able to make important decisions about most things in the community even though this has been changing gradually. This is slightly in contrast to Kisumu where girls were able to independently make most decisions except decisions on marriage where the family influence was evident. From the girls' FGD in Garissa, it was clear that the girls have a higher say on decisions on marriage than they did before. The girls said that they now make the decision on who marries them and that they get married when they are ready. In the past, fathers would give their girls away to their husbands without their input but that is changing. The girls added that contrary to previously where the fathers would consult boys on decisions about girls, boys are no longer involved in making decisions on behalf of the girls. Similar views were recorded in Isiolo from the girls' FGD. One girl in Isiolo had this to say about forced marriages: *“There is no being pushed to get married to just anyone. One can even commit suicide if forced”*

However, some boys in Garissa had a contrary opinion and reiterated that indeed things are slowly changing but most of the time the girls are not involved in decision-making. They added that in the Somali community, the father usually makes all the important decisions but things are changing rapidly and that is why most elders are unhappy with formal education in their community; they think it leads to their authority being questioned. A girl in Garissa had this to say: *“The girls are involved in decision-making nowadays but in the past girls/women were never involved.”*

On other issues of agency and voice, it was noted that the issue of being nervous remained a challenge with there being minimal difference between the girls who reported being nervous when asked to read in front of others (baseline-49%, endline-51%). However, generally all the girls were more confident, expressing themselves at home and in the community compared to baseline.

Married girls were noted to relate better with their husbands. However, some husbands reported that the fact that their wives had been empowered was leading to strife in the family since their wives were becoming disrespectful to their husbands. The project was able to manage some of these potential strife by also training the caregivers and spouses on some of the basic effective communication skills.

5.5.2 Sexual Reproductive Health (SRH) – Attitudes

The key findings on SRH were:

- There has been improvement on SRH perceptions from Cohort 1 to Cohort 3 with more girls indicating that they should choose to use contraception if they don't feel like getting pregnant (nearly 61% of the married girls felt this at Cohort 1 baseline, while 82% felt this at Cohort 3 endline).
- The married girls feel that contraception is a women issue (45% by Cohort 3 endline) and the responsibility of women (54% by Cohort 3 endline). There has not been much change of these opinions from baseline.
- There seemed to be lack of free and open communication between spouses on issue of sexual reproductive health. The trusted persons for women are either health workers or trusted friends. This may be because of the culture of not discussing sexuality openly.
- The project has been able to link the health workers to the girls and this has led to girls having access to more information rather than just on sexual reproductive health. The girls can access other health information that has led to improved health practices (taking prescriptions, attending ante and post-natal clinics, going for check-ups).
- The project networked and linked with the county governments (mandated to deliver on health) and utilized some of the structures to propagate SRH and other health related information. The main structure used was that of the Community Health Volunteers/Workers to support reaching out to the girls with information (in addition to the information provided at the Catch-up Centres).

On SRH perceptions, the use of contraception and perceptions around contraception has been used to gauge the SRH perceptions. It was noted that there was generally no difference on the perceptions on contraception measured for Cohort 3 (baseline (2.60) and endline (2.59)). This is compared to Cohort 1 [baseline (2.92) and midline (2.46)]. For instance, asked if they agree that contraception should only

concern women, more Cohort 3 girls at endline (45%) agreed compared to those who agreed at baseline (41%). However, when asked if they agreed that ONLY women should use contraceptives, relatively more Cohort 3 girls disagreed at endline (36%) compared to baseline (31%).

Even though there have been significant advancements in the attitudes on SRH, there seem to be still muted discussions on issues of sexual and reproductive health. For instance, based on a girls’ focus group discussion in Isiolo, sexual reproductive matters are still a work in progress and the girls view the subject as a private matter and the girl will only seek help when the worst comes. The girl will seek help from trusted people in the family and the husband is not involved as she still views it as a shameful thing and sharing the issue with the husband would be a sign of disrespect.

Table 5. 24: SRH Attitudes

SRH Perceptions		Cohort 1		Cohort 3	
		BL	EL	BL	EL
To what extent do you agree that contraception should not be used if the woman does not want to get pregnant?	Agreed	61%		76%	82%
	Neutral	14%		11%	6%
	Disagreed	25%		13%	12%
To what extent do you agree contraception is a woman’s concern and a man should not have to worry about it.	Agreed	44%	75%	41%	45%
	Neutral	22%	14%	13%	10%
	Disagreed	34%	11%	46%	45%
To what extent do you agree that only women should be using the contraception?	Agreed	49%	53%	53%	54%
	Neutral	20%	16%	17%	10%
	Disagreed	31%	31%	31%	36%

On Safe discussions about SRH: Discussions with girls, their caregivers and the implementing partners revealed that girls learnt about the changes that they experience as they move from childhood to adolescence to adulthood and sex education. According to a programme official in Garissa, the project had sessions with girls known as “Safe Spaces” where they discussed issues to do with reproductive health, hygiene, and steps of reporting violence such as rape. In Kisumu, the same was reported, that it is in these safe spaces where conversations focused on reproductive health, personal hygiene, and health-seeking behaviour.

It was reported in some of the counties that the project had initiated community conversations and facilitated the community groups such that each girl has been attached to a community health volunteer as a primary point of care, not for treatment but for conversations around reproductive health issues to do with pregnancies, issues with general health, care, health, and nutrition. This had led to an increase in the number of girls seeking reproductive services from the local facilities and this came from the feedback received from the nurses, health workers, and community health workers. Grandmothers, community health volunteers, health care providers, and spouses are featured as confidants and advisers in matters to do with sexual reproductive health. However, some girls are still worried about confidentiality and are concerned about gossip pertaining to their sexual reproductive health.

Gains of Sexual Reproductive Health Information: Based on a girls' focus group discussion in Isiolo, sexual reproductive matters are still a work in progress and the girls view the subject as a private matter and the girl will only seek help when the worst comes. The girl is only likely to seek help from trusted people in the family and the husband is not involved as she still views it as a shameful thing and sharing the issue with the husband would be a sign of disrespect.

Nevertheless, the following were noted as key positives arising from the sexual reproductive health sessions:

- Pregnant girls were reported to be regularly attending antenatal clinics, giving birth in health facilities and taking their children for immunization and child mortality rates had reduced.
- Girls reported that they know what to do in case they get infected with sexually transmitted infections and also understand their reproductive health rights.

Integrating with Government structures: The County Governments are also working hand in hand with civil society. For instance, the county government of Kilifi at some point was doing some awareness programmes on matters of sexual reproductive health after the county recorded an astounding 13,000 cases of teenage pregnancies between 2017 and 2018. This led to a reduction in early pregnancies. Other counties reported using the community health volunteers and workers to follow up on the girls – even though the breach of confidentiality remained the biggest challenge of having totally open and useful conversations on sexuality issues.

5.5.3 Rights and Abuse

The following are the key findings on rights and abuse

- The girls are more aware of the negative practices that violate their rights. Whereas gender violence against women and child labor were considered generally acceptable at Cohort 1, at Cohort 3 endline they had significantly reduced.
- The girls are aware of the equality between men and women and the need to have access to equal opportunities.
- The acts of abuses have reduced in the community from Cohort 1 to Cohort 3. There are less incidences of abuse while the principle of best interest for the child is perceived to be applied by the adults in the community.

(a) Rights and Abuse – Attitudes

There was a total shift of the negative attitudes on rights and abuses such that whereas the baseline Cohort (Cohort 1) had higher proportion of girls accepting negative practices such as parents or husbands causing physical or emotional harm or children doing paid work or some ethnic communities being better than others, for the endline Cohort (Cohort 3), significantly fewer girls agreed that these negative practices were fine. On the other hand, the perceptions on positive practices such as women have equal status with men and women and men should have the same opportunities were high and remained the same for the two Cohorts, as shown in the Table below.

Table 5. 25: Rights & Abuse Attitudes

Cohort/Wave	Cohort1 (Baseline Cohort)			Cohort 3 (Endline Cohort)		
	BL	EL	Change	BL	EL	Change
Women have equal status with men	62%	65%	3%	62%	64%	2%
Parents or a husband causing you physical or emotional harm if they are angry with you is ok once in a while	72%	59%	-13%	33%	33%	-1%
Children doing paid work in order to contribute to family income is OK	48%	66%	18%	30%	33%	3%
Some ethnic communities are better than others	64%	66%	2%	29%	31%	2%
Women and men should have the same opportunities	77%	76%	-1%	71%	75%	4%

The girls' perceptions on equality of men and women: About 60% of the girls feel that the status and position for women and men are the same. Similarly, nearly 70% of the girls feel that the women and men should have the same opportunities. Even though these perspectives have not changed much between baseline and endline for both cohort 1 & cohort 3, they still indicate that the girls are conscious on the equality of the men and women. However, they also indicate that the community perspectives in relation to the equality of the status of men and women may already have been crystallized.

The girls' perceptions on physical and emotional abuse: It was noted that the perceptions for cohort 1 girls were more negative (BL-72%, EL-59%) compared to those of cohort 3 (BL&EL-33%). This indicates that overall the community have recognized that it is not "OK" for caregivers or spouses to cause any physical and emotional abuse.

On ethnic differences, it was noted that the perceptions at Cohort 1 was worse with nearly 2 out of 3 girls (66%) indicating that some ethnic communities were better than others. This was different with the endline cohort 3 where only 3 out of 10 girls (30%) indicated that some ethnic communities were better than others. This was an important finding because this data was collected immediately after the 2022 General elections and often times the Kenyan election are emotive with ethnic balkanization indicating that the community conversations undertaken by the project to ensure peaceful co-existence of communities had borne results.

(b) Rights and Abuse – Practices

On the overall, both Cohort 1 and Cohort 3 girls indicated that incidences of abuse practices had progressively reduced. For instance, there were improved practices on issues of rights and reduction of abuses according to the girls. When asked if children are treated cruelly, Cohort 1 (baseline- 41% who had indicated "yes" reduced to endline - 26%) while Cohort 3 (baseline – 29% reduced to endline- 23%).

Table 5. 26: Rights and Abuse Practices

	Wave	Cohort 1	Cohort 3
Children are treated cruelly and punished in a cruel way	BL	41%	29%
	EL	26%	23%
Children are denied food and shelter	BL	23%	22%

	EL	14%	18%
Children are NOT taken to school	BL	52%	34%
	EL	25%	28%
Girls are NOT taken to school	BL	58%	38%
	EL	34%	35%
All adults including teachers and parents do what is best for the child	BL	85%	79%
	EL	76%	81%

For the counties (see annex bb), Kilifi and Isiolo are the counties that indicated significant improvements on practices of rights, with Kilifi improving from 63% agreeing to abuses being practiced in the county, at baseline to 36% at endline for Cohort 1 and Isiolo improving from 38% to 8%. The two specific areas that had the most significant improvements across most of the counties was that of practices around children being taken to school and girls being taken to school. This was the case for all the counties except Migori where there was no significant change on the practices, according to the girls for both Cohort 1 and Cohort 3. On the other hand, the GEC girls in Cohort 1 and Cohort 3 in Garissa and Isiolo had lower belief that all adults had the best interests of the child compared to Cohort 3 girls from Kilifi and Kisumu at endline.

General treatment of girls and women in this community

Initially, before community engagement by the project, there was a lot of gender-based violence in Kilifi. *“...I can also say there was a high rate of Gender Based Violence towards women and children but now it has reduced.”* [Community Dialogue participant_ Kilifi]

Girls and women are seen as responsible, resourceful, and important people in the community. A trainer noted that

Girls have earned income through the business of selling livestock thus stabilizing their family status and some are coming out independently to support their spouses, some are hired on different occasions as resourceful people, for example those drawing henna patterns during weddings and finally some girls engage themselves in sewing school uniforms hence improving the standard of living within their families and community at large. [Transition Trainer_ Isiolo]

There was a slight difference in the change in the attitude related to rights by the girls. They reported that due to the training they received, they have come to learn that boys do not have the right to touch them without consent. Should it happen, they report the matter to the area chief. [Girl_ FGD_ Kisumu]

Reflections on Life skills

The inclusion of life skills as part of the critical skills for effective learning was important. The girls’ self-confidence, self-concept and addressing some issues such as knowledge and access to sexual reproductive health had indirect influence on the overall performance of the girls. Creating a good learning environment (child minders, teacher aides, educator facilitators) that are sensitive to the learning needs of the different girls was very useful in ensuring overall performance of the girls and transition.

The project has made progress in enabling the girls to be aware of their rights, be self-aware and confident. For the communities, there is more support towards out-of-school girls, and the caregivers/husbands of the girls are generally supporting the girls. Some of the informants reported that the girls were not adequately imparted certain life skills related to psychosocial support and mental health, which are critical to sustain the gains made in the other skill levels.

Among the important interventions that the project employed was that of using community own structures and resources to implement the life skills to the girls. The project had recruited these community resource persons and incorporated them in the project (trainings, implementation, catch up centre management) so that when the project closed, they would remain in the community. For instance, the use of community groups, women groups and male mentors worked so well and these structures are sustainable because they will be left in the community for girls to still tap into them. The main criterion for selection of these resource persons was the willingness to work for the community and in some instances, they were already opinion leaders within the community.

However, the issue of sexual reproductive health still remained a challenge. There was improvement in perspectives from Cohort 1 to Cohort 3 but sexual reproductive health remains the issue that the project achieved the least in terms of changing perceptions and practices. This was especially in Isiolo and Garissa Counties that are conservative. It was noted that generally, Kenya's policy makers have been reluctant to aggressively implement the comprehensive sexual reproductive health education because of the resistance from the religious sectors (both Christian and Muslim). The communities, generally do not embrace open discussions on sexual reproductive health while some religious leaders are openly aggressive on the issue. In addition, the Ministry of Education has implemented the Mentorship Policy that gives specific guides of topics to be discussed (including life skills education) and therefore the school system is monitored. This perception may have also affected the implementation of sexual reproductive health in the community, especially if approached from an education perspective. Perhaps, it may have been more successful if sexual reproductive health is approached from a purely health perspective, that is, not through a learning centre but a health centre – then the uptake may be more effective.

CHAPTER SIX: CONCLUSIONS

6.1 Outcome Findings

Learning: Overall, the project had positively impacted on girls' performance as reflected in the positive scores. There was a significant improvement in learning in all the three tests from baseline across the two Cohorts albeit higher for Cohort 1. There was consistently better performance in Mathematics and Kiswahili across the two Cohorts with the application of numeracy skills and Kiswahili skills in daily lives of the girls being higher than application of English skills. In addition, there was also improvement in performance in all subtasks and reduction of the learners scoring zero, indicating that more girls acquired literacy and numeracy skills. For Cohort 3 girls, there was no category of girls that had a statistically significant difference in means from the overall average scores of the girls, unlike for Cohort 1 where the education level of both the head of the household and the caregiver, the school status of the girl (whether they have ever been to school or not) and the motherhood status of the girl affected the learning performance of the girls. Similarly, no Cohort 3 girls were disadvantaged in learning performance by the fact that the household was exposed to risks that could lead them to not attend school. Cohort 1, on the other hand, recorded the motherhood status of the girl, whether the girl is married or about to get married and the caregivers' perception on the general cost of education as the key barriers affecting learning at midline. For Cohort 3 girls with disabilities, there was no domain of difficulty that had a statistically significant difference in means from the overall average scores of the girls.

Transition: Majority of the girls in both Cohorts transitioned successfully with apprenticeship and entrepreneurship being the most preferred pathways. The general trend was that the formal school pathway and the TVET pathway were less preferred by Cohort 1 girls but TVET pathway gained preference for Cohort 2 and 3. While most Cohort 1 girls preferred apprenticeship pathway, the proportion preferring the pathway continued to decline for each Cohort in favor of TVET and entrepreneurship pathways. Over half of the girls who joined entrepreneurship reported starting their own successful businesses. Communities appreciated the benefits of the projects with girls gaining skills and becoming financially independent.

Sustainability: The general perception of the community, girls, project and other stakeholders was that the benefits gained by the three Cohorts of girls who have benefited from the project will be sustainable. However, it is important that the benefits are also available to other girls out of school. This can be achieved through having in place a system and structure that is supported by government agencies (national and county).

6.2 Intermediate Outcomes Findings

Attendance: Overall, the general attendance to the CuC was good. This was attributed to flexibility in timing to attend classes as girls attended to their daily chores at the household. The availability of child-minders at the CuC was a key driver to attendance as the girls were able to concentrate with minimal interference from their young children. Although the proportion of girls reporting doing household chores was high, both the girls and caregivers reported that the chores did not largely affect their attendance.

Teaching Quality: Catch-up Centres were well resourced with learning and teaching materials that were accessible to the girls. As a result, many girls attributed improved performance to provision of learning materials and attendance.

Teachers treated or interacted well with girls in the classroom. This means that teachers provided a conducive environment for learning which may have translated to acquisition of literacy and numeracy skills as well as technical skills at Vocational Training Institutions (VTI).

Teacher absenteeism was still a challenge for both Cohort 1 and 3. This could have affected girls' learning negatively.

Positive Social Norms and Behaviour Change: Overall, the EFL project has certainly impacted positive social norms and behaviour change of community members towards the value of OOSGs education through sensitizations and other interventions. In particular, there has been some positive attitudinal change among caregivers and community members towards out-of-school education in general and specially children with disabilities and as well as notable spousal support for the married girls by their husbands. The caregivers (regardless of gender) are key decision makers in the girls' lives and the project interventions targeting them have resulted in changes both from the caregivers' perspectives and the girls' perspectives. Nevertheless, there are still regional specific barriers that impact negatively on out-of-school girls' education like early marriage in Migori and Isiolo. Some girls spoke of going through humiliating moments after some members of the community bullied them for going to school while it is still a challenge for girls with disability to access education.

Policy Environment: The EFL project has continued to build a positive policy environment for the support of OOSGs through relevant partnerships especially with the MOE. It was noted that inclusivity also featured as a new consideration for policymakers whereas before it was not a priority. In addition, the project has influenced the Ministry of Education to create additional policies targeted at learners with special needs. The project held County TVET policy discussions with key TVET stakeholders; County department of Education, ICT and Human Capacity Development, Directorate of Vocational Education and Training, National Industrial Training Authority (NITA), other agencies and Civil Society Organizations to brainstorm on sustainable support solutions for trainees in vocational training centres. Furthermore, the project conducted leadership and governance trainings for head teachers, Boards of Management, VTC managers and community-based groups to improve their leadership, management, and governance skills. Institutional capacity development was emphasized to improve implementation of inclusive and gender sensitive policies, governance, and management standards for addressing barriers to girls' education. Regular school/VTC visits were conducted to monitor implementation of education policies, and guidelines for promoting disability inclusion, gender equity, safety in the learning centres, and community representation in the management of formal and non-formal learning spaces.

Life Skills: The EFL project effectively integrated life skills into learning to produce very relevant interventions for the target group (out-of-school-girls). Just focusing on learning and transition pathways only without life skills would have made the project less successful or impactful. The life skills component

was also useful in helping in resilience building among the girls to face difficult circumstances such as Covid-19 pandemic (85% transition rate for Cohort 1). However, there seemed to be minimal change in attitudes (both on rights and sexual reproductive health) within the community (according to the girls), which may indicate that there is need for more concerted efforts in addressing issues of rights, abuses and sexual reproductive health from the community perspective.

CHAPTER SEVEN: RECOMMENDATIONS

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

Learning

The functional literacy and numeracy offered to the girls out of school was noted to be useful by both caregivers (spouses) and the girls themselves. For better learning results it is recommended that

- The attendance for both the teachers and learners be emphasized (since the learning period is limited to 2-3 hours, three times a week). This timing is ideal but for learners who have never enrolled, then the period of contact should be increased to at least 6 months to 9 months for the functional literacy skills to be achieved
- Provision of relevant and adapted learning materials and support by the households to enable the girls to attend the learning sessions are the biggest drivers of learning and these should be key focus for successful learning.
- The girls noted that Kiswahili and numeracy were most relevant for them. It is recommended that learning of Kiswahili and Numeracy should be the main emphasis of learning for out of school girls because these are more functional for them.

Transition

Transition was most successful when caregivers and/or husbands and the local community were committed to supporting their girls and when girls felt more motivated to continue their learning so as to transition. It is recommended that

- The girls should be given more guidance on the choosing of the pathways so that they get the most desired results. Younger girls are better of choosing the more “formal” pathways such as going back to school or vocational training centres, while for the older girls, the “non-formal” pathways such as entrepreneurship or apprenticeship are more relevant.
- There should be caregiver or spousal engagement integrated in similar projects such that they are key players in supporting the pathways to enable consistent support into the execution of the skill/activity of the pathway selected
- The government (national, county) and other stakeholders should allocate resources to have relevant facilities (disability friendly, mother and child friendly support) to enable these marginalized girls to participate fully in the skills acquisition (especially for those who choose to go to vocational training)

Sustainability

Sustainability can best be achieved if the project benefits can be replicated and scaled up. For this to happen, the government should take up the initiatives and formulate the relevant policies that would ensure that resources are allocated. The relevant stakeholders (state and non-state) need to continue collaborating so that the policies (at national and county level) are in place.

- The catch up model should be well documented and presented to other stakeholders to trial it in other communities even as the policy issues are addressed, this would present more learnings to strengthen the model
- At the community level, the local community structures need to be facilitated to continue supporting girls and boys who have dropped out school to engage with the available opportunities within the community. There is need for community asset mapping to determine the resources available and how they can be used to support out of school learning for girls (and boys)

With more girls preferring entrepreneurship and apprenticeship pathways and VTI pathway gaining popularity, more resources are needed for expansion and boosting the businesses started, as much of the profits made would go to sustaining their families. The project needs to strengthen and follow-up the link between girls to Youth Enterprise Fund, Women Enterprise Funds, Micro Financial Institutions and community savings and loaning facilities as well as support girls forming women groups and merry-go-rounds.

Teaching quality

The project has impacted on girls' acquisition of functional literacy and numeracy skills for improved life chances via transitioning to formal education, VTI or apprenticeship. It is recommended that

- The CuC model should be integrated into the existing Alternative Basic Education and Training (APBET) framework to facilitate access to quality basic education and training services for marginalised communities. The Policy recognizes different categories of APBET institutions, including Adult and Continuing Education Centres; Non-Formal Education Learning Centres; Vocational Training Centres; and Alternative Basic Education Programmes (Non-Formal Schools (NFS), Mobile Schools, Night Schools and Home Schools).
- Collaborating with relevant government agencies (such as Directorate of Special Needs Education) to provide teachers (on selected days) to handle the girls with disabilities may be more effective strategy in ensuring inclusion of these girls. The training of educator facilitators on issues of disabilities was important but not adequate or effective.

Positive Social Norms and Behaviour Change

There have been some gains on positive social norms in majority of the counties. It is therefore recommended that

- Community sensitization efforts and other relevant approaches like engaging boys, husbands, men and community members to support OOSGs education including girls with disability should be continued in all counties through local structures such as the local administration and local area advisory to ensure that the gains attained in positive social norms and behaviour change through the EFL project are not eroded

Policy Environment

The EFL project had made progress in engaging both national and county government on policy issues. It is recommended that

- There should be continued engagement for other relevant policy changes for enhancing the participation of OOSGs in education through presentation of evidence to MOE and other critical stakeholders. Evidence from relevant policy reviews, research studies, stakeholder workshops and EFL project data on important themes including access and transition to Non-Formal Education programmes, enhancing positive behavior change models in schools including guidance and counselling, the value for parental involvement in school activities and remote learning models for emergency and crisis contexts, among other themes should be sourced.
- There should be harmonization of the Catch up model structures (minders, aides, mentors, tutors) with the adult and continuing education structure to ensure efficiency and effectiveness of delivery. There should also be more community engagement and involvement in the Community Learning Resource centres to ensure adequate community support and integration with the Catch up model (that was community focused).

Life skills

There were minimal gains on the overall life skills for the girls. It is therefore recommended that

- To have maximum results on life skills, the stakeholders, be they state (either national or county governments) or non-state (faith-based organizations, community-based organizations) should collaborate to support structures that have community mentors that can support out-of-school girls and boys to address issues of their agency and voice, rights & abuse, sexual reproductive health and psycho-social support and mental health.
- The community should also be sensitized on issues of rights and abuse, sexual reproductive health and the overall gains for the community in ensuring that all (female and male) rights are observed.