



# KENYA



**514**

*School communities*



**364**

*Girls clubs established*



**1,280**

*Community and school leaders trained*



**152,955**

*Girls reached in project schools (over 305,000 student learners in total)*

*6,069 girls in remedial classes (10,045 learners in total)*



**10,062**

*Teachers trained*



**10,000,000**

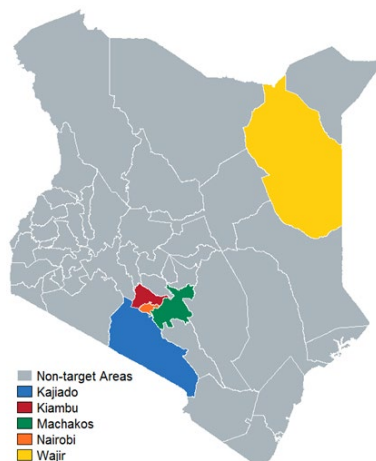
*Estimated MBW TV and radio audience reached*

## The Nawiri Project

The Nawiri Project has worked since 2014 (phase 1 from 2014-2017 and phase 2 from 2017-2020) to improve the quality of education in Kenya, with a special emphasis on increasing girls' access to education and life opportunities. It has provided intensive teacher training and coaching, compelling educational videos, sustainable classroom technology, community mobilisation in support of education for all children, and after-school girls and boys clubs to a total of 514 primary and junior secondary school communities. Implemented by Impact(Ed) International with support from UK Aid through the Girls' Education Challenge (GEC) and in partnership with the Ministry of Education, **the project's goals in the second phase were to increase students and especially girls':**

- **Learning, self-efficacy and life skills; and**
- **Progression through primary and transition to secondary education.**

### Project Map



Source: DP-2 Kenya: Baseline Survey (2018)

**Project Areas:** In line with the focus of the Girls' Education Challenge, Nawiri-supported schools were specifically selected because they have high concentrations of marginalised girls. Most schools are located in rural or semi-rural environments, and Nairobi schools are generally in and around several of the city's informal settlements.

**“Her performance in mathematics and English has improved because she was working hard. As she goes to school, she learns something new every day and that is the reason behind her outstanding performance.”**

- Parent, Wajir County



Ian Christmann/Discovery Learning Alliance

## Project Activities

In partnership with the Kenyan Ministry of Education and participating schools, the project undertook the following activities:

- Provided sustainable technology, educational video content, and teacher professional development to improve the quality and gender-inclusiveness of education at the primary and junior secondary level.
- Conducted primary school leadership and community training to mobilise actions – defined in community action plans (CAPs) – to address barriers to girls’ attendance, learning, and transition.
- Provided intensive teacher training to improve students’ literacy and numeracy outcomes in primary school while reinforcing child-centred and gender-responsive teaching methods.
- Introduced a remedial education program to support low-performing mid-to-upper primary learners to master foundational literacy and numeracy skills.
- Produced new Impact(Ed) video and open-sourced digital content designed to improve literacy and numeracy outcomes in project schools.
- Provided robust training for club mentors to bring a range of life skills content and support to children in school-based clubs.
- Produced *My Better World*, a new television and radio life skills series based on themes from CAMFED’s print curriculum to develop students’ knowledge, attitudes and skills as well as to shift parent and community norms in support of gender equality and social inclusion. The series was distributed at school and through national and local television and radio.

In response to the global pandemic and resulting school closures in March 2020, Nawiri shifted activities in line with Government of Kenya COVID-19 response priorities to meet the new imperatives of keeping girls safe and learning. Activities since March have included:

- Raising COVID-19 awareness through mobile phone calls, SMS, WhatsApp groups and Zoom meetings and mobilising communities to take appropriate public health and child protection precautions during the pandemic, including prioritising continued learning for children. These efforts **reached an estimated 48,000 households**.
- Providing Impact(Ed) content to the Edu Channel, an educational TV station managed by Kenya Institute for Curriculum Development (KICD), in the process **reaching over 2.9 million households with an estimated 10-15 million learners across Kenya**.
- Re-broadcasting Impact(Ed)’s life skills series, *My Better World*, on CitizenTV in Kenya, **reaching 1.7 million viewers** for each episode. The series was broadcast during school hours in Kenya immediately following school shutdown in March-April 2020.
- Re-producing *My Better World* for radio broadcast. The series is airing on multiple radio stations in multiple languages across Kenya, **extending the show’s reach to even more young people, an estimated 5.7 million listeners for KBC radio’s broadcast in Kiswahili and 250,000-275,000 in Somali through radio stations in Wajir**.
- Providing **mobile phone and internet-based support to over 6,000 teachers** comprising refresher training and check-ins on teachers’ well-being, including recognition of their stresses and challenges and shared problem solving on how best to support girls and boys during closures.
- Expanding the use of the existing Cell-Ed mobile platform (previously used for teacher training purposes only) to provide literacy and numeracy courses for learners at home.
- Producing a school readiness package designed to support schools in developing school-community action plans that address the wide range of new or exacerbated barriers to education stemming from COVID-19 and associated school closures and seek to ensure the most vulnerable and struggling learners re-enrol and get extra support upon re-entry.

**“We are studying. We get time to study and teachers are also better, they repeat things if one does not understand, he gives us assignments to do and shows us how to do them.”**

- Girl in Nawiri school, Kiambu

"I have fun when they are teaching us because I find it a little interesting. It is like practical because we even bring things and we count together. Another thing that makes me interested in mathematics is just the way the teacher explains, the way she gives the description and then she gives us tasks to do as a group."

- Girl in Nawiri school, Kajiado

## Project Impact

Independent evaluations showed the following project impacts:

**Girls' Life Skills, Aspirations and Self-Efficacy:** Participation in girls' clubs improved girls' motivation, behaviour, concentration, and interest in attending school. Girls in project schools significantly strengthened their life skills relative to girls in control schools, especially those participating in girls' clubs. Impact(Ed)'s *My Better World* videos and facilitated discussions with girls club mentors were linked to improved self-confidence, life skills and aspirations for the future. In fact, girls' aspirations towards attending higher education increased almost twice as much compared to control schools. Girls continue to demonstrate a strong sense of confidence in achieving their educational goals. They attribute an increase in life skills to attending the girls club and club mentors also noted an improvement in self-confidence and self-esteem in the girls. Finally, a strong link was found between participating in the girls' club and watching *My Better World* and an increase in self-efficacy.

**"Girls clubs which implement the *My Better World* curriculum have increased the confidence of girls to talk openly about 'taboo topics' and to discuss issues which can act as a barrier to education, such as menstrual hygiene." - External evaluation (2019)**

**Girls' Learning:** Girls in project schools improved their literacy and numeracy scores more than girls in control schools but not by enough to reach statistical significance. In Wajir County schools, however, the project had a positive and statistically significant impact on numeracy. The impact on literacy in Wajir was also very positive. At project end, most stakeholders reported an improvement in students' learning outcomes. Girls generally indicated they enjoy school and felt that their performance in English and Mathematics had improved, citing specific examples of improvement such as outcomes in class assessments, quizzes and examinations and ability to write more legibly, apply mathematical concepts to solve problems, read and spell words, and complete assignments with minimal support. Most parents agreed with their daughters that their academic performance has improved. They noted that girls perform better in exams, are revising at home, doing homework on time, reading story books, and working hard.

**Teaching Practice:** A much higher percentage of teachers in treatment schools met high-quality teaching practice standards compared to teachers in control schools (44% versus 7% after the first phase of the project). By the second phase, teachers in project schools successfully used more literacy and numeracy teaching strategies than teachers in control schools. They were observed to be particularly strong in literacy teaching approaches, implementing them successfully 91% of the time (a 13% higher rate than teachers in the control group). In addition, 87% of teachers in project schools provided a safe and inclusive space for students and 82% executed successful formative assessment strategies. At project end, improvement in teachers' use of skills to teach literacy and numeracy, child-centred teaching methods, and use of assessment strategies was confirmed. Teachers reported that adapting their teaching strategies to different types of students, engaging both boys and girls in different subjects, encouraging students to ask more questions in class, and being mindful of not belittling them if they get answers wrong has helped to build confidence and enabled more active participation in the class.

**Girls' Enrolment, Attendance and Transition:** At project end, attendance was found to be high in all schools (96%) and the transition rate (97%), i.e. progression from one grade to the next, was significantly higher than baseline benchmarking (87%). In fact, girls' rate of successful transition improved significantly from baseline to midline (by 3.3% over and above girls in control schools). In the project's first phase, girls' attendance in project schools rose remarkably relative to control schools. Teachers attributed this to the project's community outreach on the importance of education and awareness raising efforts among parents. In Wajir, the project improved girls' enrolment in target schools by 5%, higher than the national and regional average.

**"My parents feel good for me going to school, because I will help them in the future. I also feel good because I can see they have some trust in me." -Girl in Nawiri school, Kiambu**

**Community Engagement:** CAP participants have conducted an increasing number of awareness raising activities, held one-to-one meetings with parents, and worked closely with the community to raise resources to implement their action plans addressing barriers to girls' attendance, learning and transition. CAP activities centre around raising awareness about the importance of schooling and campaigning against early marriage and labour. CAP participants have also worked on decreasing barriers to attendance and learning by addressing concerns related to sanitary hygiene and encouraging student performance by hosting awards ceremonies for both teachers and students.

**"We had training on pronunciation and phonetics, how you segment them, how you blend them, and how to decode them. I found that it was helpful and at least some of these slow readers could actually start reading."**

- Teacher, Kiambu



## Project *Partnerships* and *Sustainability*

Nawiri has worked closely with Kenya's Ministry of Education, Teachers Service Commission (TSC), Kenya Institute for Curriculum Development (KICD) and other government agencies and invested in strengthening the capacities of local officers responsible for teaching quality and school monitoring and support. All project activities were coordinated from the national government offices, Directorate of Policy, Partnerships and East African Community Affairs, and from the offices of the County Directors of Education. The project's final evaluation found **evidence pointing toward community, school and system-level sustainability of the project**, specifically shared understanding and commitment to: the TSC taking responsibility for teacher training as part of their current mandate for TPD; Head Teachers and BOMs taking responsibility for continuing to deliver project activities at the school level, including supporting teachers and club mentors, maintaining media equipment, and managing the CAP process; and County Education Offices taking responsibility for monitoring the schools through their existing quarterly visits.

In addition to government, Nawiri partnered with non-governmental organisations to advance its goals. Its partners have included:

- **Cell-Ed:** Using Cell-Ed's mobile platform, Impact(Ed) provided teacher training courses reinforcing in-person training and also courses for learners and extensive text messaging promoting healthy behaviours, child protection and learner engagement to families and stakeholders in project areas during COVID-19 school closures.
- **Avanti and iMlango partners:** Impact(Ed) worked with iMlango on a pilot project to bring broadband internet connectivity, access to additional teaching and learning resources (e.g. Maths-Whizz), and near real-time monitoring capabilities to 20 Nawiri schools.

LEARNING

SUSTAINABILITY

TRANSITION

**"She was not doing well in her class. I was discouraged as her parent. I did not want to withdraw her from school because something good had been brought in her school that was benefitting pupils...Now, I am happy with her studies. I want her to go beyond my level of education. I want to see her become a doctor or an engineer, something I could not achieve."**

- Parent, Kajjado

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