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

Girls' Education Challenge

UKaid from the British people

Kenya Equity in Education Project, Phase II

Midline Report – Final

Volume I

Submitted to GEC-T

Prepared by: C.A.C. International
with support from LCPI Kenya and FOVET Kenya,
and input from World University Service Canada (WUSC)

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Acronyms

ALP	Alternative Learning Program
BoM	Board of Management
CM	Community Mobiliser
DEO	District education officer
EE	External evaluator
EGRA/MA	Early grade reading assessment/math assessment
EM	Evaluation Manager
FGD	Focus group discussion
FM	Fund Manager
GEC	Girls Education Challenge
GER	Gross enrolment rate
GESI	Gender Equality Social Inclusion
GRP	Gender responsive pedagogy
GWD	Girls with disability
HH	household
HHS	Household survey
HoH	Head of household
IO	Intermediate outcome
ISG	In-school girl survey
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KEEP	Kenya Equity in Education Project
KII	Key informant interview
LoI	Language of instruction
MEL	Monitoring, Evaluation and Learning
MoEST	Ministry of Education, Science and Technology
NER	Net enrolment rate
OLS	Ordinary Least Squares

OOS	Out of school
PA	Parents' Association
PCG	primary caregiver
PTA	Parents and Teachers Association
SeGRA/MA	Secondary grade reading assessment/math assessment
SIP	School Improvement Plan
TAC	Teacher Advisory Centre
TSC	Teacher Service Commission
TVET	Technical and vocational education and training
WIK	Windle International Kenya
WUSC	World University Service of Canada

Executive Summary

Project Background: KEEP II is a five-year project which began in April 2017 and will end in March 2022. The vision of KEEP II is to create conditions for learning that will allow approximately 20,673 marginalised girls from Kakuma and Dadaab refugee camps and the surrounding host communities to improve learning and transition outcomes. All of the targeted beneficiaries of KEEP II meet GEC's definition of highly marginalised, Level 3 beneficiaries, facing significant barriers to education including poverty, negative socio-cultural attitudes, early marriageand early pregnancy, as well as a significant household chore burden and lack of parental support.

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

The purpose of the midline evaluation is to document progress against midline outcome and intermediate outcome targets, to compare baseline to midline outcome values, as well as to identify factors that support or hinder project progress and ongoing performance improvement. Midline evaluation provides a good opportunity to revisit the theory of change and project delivery strategy to ensure that key assumptions hold true, and that planned inputs and outputs remain relevant to achieve outcome results.

Midline Learning Outcomes: There is an overall increase in learning outcomes at midline over baseline with aggregate scores for all cohorts showing an increase of 10.6 points for literacy and 4.3 points for numeracy from baseline aggregate scores. The midline literacy target has been surpassed and the weighted evaluation point 2 performance for literacy is +114.3%. The difference between BL and ML scores is 7.36 (target 6.44) for WUSC girls over and above the comparison. This literacy aggregate score is based on SeGRA 1 and 2 values. The midline numeracy target has not been met and there is no improvement over and above the comparison between BL and ML. This numeracy aggregate is based on SeGMA 1 values only; SeGMA 2 values were removed due to a perceived floor effect at midline. The conclusion on foundational skills gaps remains similar at midline to baseline: At least half of the girls in the KEEP II cohort are performing at or below a grade 4/5 level of proficiency as mapped against the Kenya education system. The proportion of non and emergent learners is much higher for numeracy than for literacy.

Learning Outcomes by Characteristics/Barriers: ***For literacy outcomes*****,** there is some evidence that speaking a language other than English or Swahili at home reduces literacy scores. Most of the explanatory value of the regression model appears to come from the effects of the region where the girl lives and whether the girl is in a host community or a refugee camp. Region (Garissa) and community type (refugee camp) are already known factors limiting learning outcomes. ***For numeracy outcomes*****,** the use of physical punishment is seen to have a negative effect on learning scores. Counterintuitively, reporting strong life skills and a lack of support within the school appear to have slight positive effects on scores.

Midline Transition Outcomes: The in-school transition rate remains unchanged at midline. The transition rate of 89% at baseline was already high, so the midline target of +5% increase is necessarily challenging to demonstrate within 15 months of project implementation. Qualitative data confirms that, as girls are more confident and perform better academically, their families are more supportive of ensuring in-school progression.

Sustainability Outcomes: The overall sustainability score for the KEEP II project at midline is rated as emerging (2). Since baseline, the project has taken positive steps – at community, school and system levels – to improve potential sustainability. At each level, the sustainability score has improved by a point at midline. That said, sustainability gains are very fragile. This fragility is related to many structural and contextual factors largely

beyond the project's control, but relates also to the project implementation strategy, over which the project has control. Improvements could be made to: the relative balance in the allocation of project inputs which have neglected community level change to date; the need to move away from awareness-raising and towards support for community-led initiatives aimed at addressing the drivers of behaviour related to girls' education; and the need to revisit the project's capacity-building strategy to include a greater emphasis on accompaniment, coaching and ongoing support for institutional strengthening over individual training.

Project delivery of transformational change in GESI: All project activities are designed to promote gender equality and improved learning and transition outcomes of marginalised girls.The EE agrees with the project's most recent assessment of its **gender equality ratings**, with the exception of Output 6 related to BoM training, where there is very limited data at midline to support the claim that BoM training focuses on gender-responsiveness and related revisions to school plans. It must be noted that the number of individuals directly reached by KEEP II inputs, relative to the size of the total population, is very small so expectations with regard to gender transformation must be understood in that context. At midline (May 2019), the project's **social inclusion** ratings remain unchanged. The evaluator feels that KEEP II's rating on social inclusion at midline is more realistically pegged as non-responsive, if it is understood to include a focus on disability. Beyond improving accessibility through school infrastructure, there is limited evidence disability has been integrated into other activities.

Intermediate Outcomes (IO)

The midline targets for **IO 1 – Teaching and learning quality** indicators were not met. Average KCPE/KCSE scores in 2018 decreased for KEEP intervention schools, while a very small percentage fewer of girls at midline believe their teachers treat boys and girls differently. Project efforts to improve the quality of teaching and learning remain relevant and appreciated; it is too early for significant changes in attitudes and practices to be visible in the classroom.

The midline target for **IO 2 - Attendance** has been achieved and exceeded. However, attendance data from other sources (spot checks) is quite different from the midline school register data, and could put into question the reliability of the school register attendance data at midline. Specifically for girls receiving CCT, the available data suggests a positive effect on girls' school attendance rates. It should be noted that there may be other factors beyond CCTs that have contributed to an increase in girls' attendance in class.

The midline target for the quantitative indicator for **IO 3 – The Life skills/Self Efficacy** target was met with regard to the proportion of girls reporting that they have enough support at school to make good decisions about their future. The midline target for the second indicator for this IO was not met; a smaller proportion of girls at midline reported that they cannot choose whether to attend or stay in school. Child protection issues (related to GEC requirements) dominated the focus and content of the project's Life Skills component up to midline, sometimes at the expense of promoting girls' life skills.

The midline target for the first indicator for **IO 4 – Community Attitudes and Perceptions** the percentage of households reporting a reduced domestic chore burden for girls to support their studies – has not been met, there has been a significant improvement in Turkana and a decline in Kakuma. There is no change since baseline in the proportion of girls reporting that they receive the support they need from their family to stay in school and perform well.

The midline target for the first **IO 5 – School Governance** indicator (quantitative) was achieved and exceeded; as 89.2% of BoM members are now capable and understand their roles according to project monitoring data. There is a noted reducation at midline, however, in the proportion of primary caregivers surveyed who feel that actions or initiatives taken by the BoM in the last 12 months were useful for improving the quality of girls' schooling. Where data is available, a small number of BoMs appear to be taking action in favour of the specific needs of girls in school.

1 Background to project

1.1 Project Theory of Change and beneficiaries[1]

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

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

Some of the most critical barriers, as identified in KEEP I, include challenging school environments, gaps in schooling, economic barriers, low levels of self-confidence, societal expectations, negative socio-cultural attitudes, and weak school administration and governance.

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

- Teachers effectively embed new skills and competencies.
- The conditionality on cash transfers and scholarships will be sufficient to encourage families to keep their girls in school and use the resources on the girls' needs.
- As girls' self-esteem and confidence improves, they will advocate to continue their own educational journeys.
- Given new information, people will be open to positive behavioural change in support of girls' education, and, relatedly, entrenched conservative views towards girls' education are in the minority.
- Key stakeholders, including Teacher Advisory Centres (TACs) and BoMs, are receptive to organisational change.

The Baseline Evaluation of KEEP II found that overall the KEEP II Theory of Change was sound and did not require significant adjustment. The External Evaluator commented that the "theory of change and log frame appear sound in terms of remedial classes and improved teacher quality contributing to improved learning and transition outcomes for girls" (Baseline, pp 63). However, the External Evaluators also highlighted the following observations with regard to the Theory of Change:

- Generally speaking, the KEEP II counting methodology is as reliable as possible given the constraints and challenges of the context, such as a high degree of mobility of beneficiaries;
- The assumptions identified as underlying the Theory of Change seem to be accurate and valid, but need to be complemented with more robust mitigation strategies, especially the assumption that improvements in learning outcomes will not be significantly affected by teacher turnover;

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

- The Theory of Change should be accompanied by additional information on Transition Pathways for our target population beyond formal schooling
- The KEEP II Team has taken additional steps to ensure that these comments from the External Evaluator have been addressed. For example, KEEP II has introduced new activities including improved classroom observation and coaching of teachers, as well as pilot projects focused on promoting transition into other pathways (i.e. a pilot programme to promote enrolment of out-of-school girls in vocational training). Core assumptions, outputs, and outcomes have not been altered from Baseline to Midline.

Table 1: Beneficiaries' grades and ages[2]

Beneficiary grades & ages		
	Baseline	**Midline**
Grade	Standard 6 to Form 4	Standard 7 to Form 4
Age	11-20 years	12-21 years

1.2 Project context[3]

KEEP II implementation zones lie in Kenya's arid and semi-arid lands (ASAL), areas historically neglected in Kenyan national development with political and economic isolation. Political marginalisation and underinvestment in these largely pastoralist areas left communities without the means to improve their lot, but highly vulnerable to environmental and economic threats. The benefits of Kenya's economic growth and social progress since independence did not to trickle down to households in the region, leaving their incomes lagging far behind those of other areas with better education, economic activities, infrastructure and healthcare services. In addition to dealing with a harsh geographic context, extreme poverty and strong cultural resistance to educating girls, there have been considerable changes in the legislative, policy and regulatory context of the education sector since KEEP II was designed. The Education reforms to Competence Based Curriculum (CBC) are important changes to the education sector in our context. Other political and security issues have also had an impact on KEEP II which required adjustments to take into account emerging realities. Furthermore, as the project progresses it becomes clear that while girls in both refugee and host communities face many similar barriers to education there are also major differences that have to be addressed as the impact of being a refugee has its own set of challenges. KEEP II has a comprehensive intervention designed to contribute to the GEC T-identified impact of improving transition and learning of marginalised girls. KEEP's focus therefore is on girls living in refugee camps and their host communities in remote and seriously geographically and politically disadvantaged areas in northern Kenya. Direct beneficiaries at the baseline included 19,252marginalised girls in 89 schools, 75 primary and 14 secondary in Dadaab and Kakuma refugee camps and their surrounding host communities. Due to repatriation in Dadaab, the number of schools have decreased to 84 (Dadaab Primary 42, Secondary 8; Kakuma Primary 28, Secondary 6).

The context in which KEEP operates is a fluid environment, particularly given the refugee setting, which has seen significant changes in most cases. In Kakuma, UNHCR reports an increase in refugees from 172,504 as at May 2017 beginning of KEEP II, to 185,399 refugees and asylum seekers registered in Kakuma camp and Kalobeyei settlement as of 28 February 2019. About 12,895 new arrivals refugees and asylum seekers registered since the beginning of KEEP II, an increase of almost 7 per cent individuals in

[2] The KEEP II Project began in April 2017 and the intended beneficiaries includes girls from Standard 5 to Form 4. Baseline data collection began in January 2018 when the girls would have progressed ahead one academic year in school. Therefore, at baseline, the KEEP II cohort of girls was deemed to be in Standard 6 to Form 4.

[3] This section was prepared by the KEEP II project.

this phase of KEEP. This influx is due to the ongoing conflict in South Sudan which has led to hundreds of thousands fleeing their homes to find safety at UN bases in South Sudan or ongoing repatriation from Dadaab having some refugees transferred to Kakuma. The majority of refugees arriving in Kakuma are of school going age, which is having a major impact on the capacity of Kakuma refugee schools. While UNHCR is housing these recent arrivals in Kalobeyei (a new settlement created since the beginning of 2016), many children from Dadaab repatriation are attending KEEP schools in Kakuma 1 and 2 and residing with families/relatives/friends. Impacts are being seen at KEEP schools with significantly larger numbers of students than previously reported, many of whom are not on class lists collected in 2017 or early 2018. This has serious impacts on KEEP for implementation, monitoring and reporting and will impact the KEEP project.

In contrast, Dadaab refugee camps are seeing decreasing numbers given recent developments. As reported in KEEP annual reports, in 2017 the Government of Kenya announced its call for UNHCR to fast track repatriation of Somali refugees in Kenya. While no accurate voluntary repatriation figures are available, the UNHCR reports the largely Somali population in Dadaab decreased from a high of 239,993 as at Oct 2017, to a low of 211,710 at the end of May 2019.[4] In March 2019, the Kenyan government once again announced it was closing Dadaab, giving UNHCR a six-month deadline. Citing "national security concerns", the Kenyan government wrote to the United Nations refugee agency (UNHCR) on Feb. 12, 2019 about plans to close Dadaab within six months and asking the agency "to expedite relocation of the refugees and asylum-seekers residing therein".[5]

In 2015, UNHCR and the Government of Kenya agreed to pilot a new approach by developing a settlement promoting the self-reliance of refugees and the host population by enhancing livelihood opportunities and promoting inclusive service delivery. Subsequently, the County Government, UNHCR and partners embarked on a 15-year comprehensive multi-sectoral and multi-stakeholder initiative, also known as Kalobeyei Integrated Socio-Economic Development Programme (KISEDP) in Turkana West. The implementation of KISEDP is co-led by the County Government of Turkana and UNHCR in close collaboration with all partners and with an initial financial support of the European Union complementing other multilateral and bilateral assistance in Turkana West. It follows a three-phase approach with a preparatory stage in 2016-2017 followed by Phase I (2018-2022), Phase II (2023-2027) and Phase III (2028-2030). The overall objective of this initiative is to re-orient the refugee assistance programme to contribute to the improvement of the socio-economic conditions of the more than 36,000 refugees and surrounding host communities in Kalobeyei. WUSC will be expanding its operations into Kalobeyei sometime in 2020 to replicate and expand some of the components of KEEP.[6]

In June/July 2019, UNHCR together with the county government of Garissa organised a two-day learning mission to Kakuma to tour the KISEDP. The mission, which was facilitated by Garissa County Government, was to learn more about KISEDP for consideration to be replicated in Garissa. Being the host county of Dadaab refugees, local authorities in Garissa will seek to engage the national government in how the KISEDP is promoting long term socio-economic integration of the refugees and the host communities. Given that the plan has been repatriation for Dadaab refugees, this will pave the way for negotiations with national government and UNHCR as an alternative to some refugees.

At the start of the project, 155 girls out of a total of 20,673, or 0.0075%, direct beneficiaries were identified as having a disability (see Volume II, Annex 9, Table 25). These figures were validated in a data collection exercise undertaken by the project in 2019. Based on a medical examination of girls in KEEP schools within the targeted age cohort, the project identified 155 learners who are eligible to be supported under disability, including 105 with visual impairment and 50 with hearing impairment.

[4] UNHCR operational updates Oct 2017 and May 2019

[5] Thomson Reuters Foundation, March 29, 2019. https://af.reuters.com/article/kenyaNews/idAFL3N21F4R1

[6] This project expansion is the result of a new partnership with a different donor. This project will pursue slightly different objectives, although there will be some overlap with KEEP II current interventions.

1.3 Key evaluation questions & role of the midline

The key questions that the evaluation is designed to address are summarised in the exhibit below. The questions and related sub-questions are also presented in the KEEP II Monitoring, Evaluation and Learning (MEL) Framework (see Volume II, Annex 10). The KEEP II baseline report was submitted in May 2018. The midline evaluation took place between February (when data collection began) and October 2019, with this draft midline report submitted to GEC on October 31, 2019.

The purpose of the midline evaluation is to document progress against midline outcome and intermediate outcome targets, compare baseline to midline outcome values, as well as to identify factors that support or hinder project progress and ongoing performance improvement. Midline evaluation provides a good opportunity to revisit the theory of change and project delivery strategy to ensure that key assumptions hold true, and that planned inputs and outputs remain relevant to achieve outcome results. The midline report should provide direction (through conclusions and recommendations) on how project strategy could be adapted and modified to ensure expected (intermediate) outcomes are achieve for the intended target population of marginalised girls.

A mixed method approach to evaluation was applied at midline, as it was at baseline. The respective roles of quantitative and qualitative data collection remained at both evaluation points. Quantitative data from the household and in-school girl survey was used to establish learning and transition outcome values as well as intermediate outcome values, and to compare these to baseline values and midline targets in order to assess overall progress. Qualitative methods were used to analyse the project context, to identify factors positively or negatively affecting project progress with a view to explaining changes since baseline with regard to KEEP II outcomes and intermediate outcomes.

Key Evaluation Questions

Design and delivery: *To what extent was the project successfully designed and implemented?* This refers to the project's Theory of Change, internal coherence, logic and ongoing relevance to context. In terms of design, to what extent are initial assumptions proving valid, are risks analysed and mitigated effectively, do project inputs and outputs remain relevant to the most marginalised girls in the project population and are gender and inclusion considerations sufficiently mainstreamed in project delivery? In terms of implementation, was context and were risks analysed and effectively managed? Was project strategy reviewed and revised as required to ensure ongoing relevance and coherence with lessons learned and evolutions in the context?

Effectiveness: *To what extent are project inputs and outputs delivered on time to contribute to immediate outcomes?* Were midline targets met with regard to intermediate outcomes? What contextual factors influenced effectiveness either positively or negatively? Were there any unexpected project effects (positive or negative)? How well was the Gender Equity and Social Inclusion (GESI) strategy implemented and adapted over time by the project in order to ensure immediate outcome achievement?

Impact: *To what extent did the project improve transition and learning outcomes for targeted girls?* Were midline outcome targets met? What was the cause-effect relationship between the project's immediate and intermediate outcomes? Which outputs were most effective, appreciated by different stakeholders in terms of their contribution to intermediate outcome and outcome achievement?

Sustainability: To what extent are project intermediate outcomes (potentially) sustainable beyond the completion of the project, at school, community and system levels? What are the contextual factors influencing sustainability and how well has the project analysed and managed risks, adapted project strategies to enhance results sustainability? To what extent has the project been successful in leveraging additional resources, documenting and disseminating learning and/or promoting replication of promising initiatives?

2 Context, Educational Marginalisation and Intersection between Barriers and Characteristics

This section aims to validate the Theory of Change (TOC). Generally, the evaluation at midline aims to determine whether anything in the project context has changed with regard to girls' marginalisation (key characteristics and barriers to education) in order to assess the extent to which the project TOC remains relevant and, subsequently, whether the project's implementation continues to address the most marginalised girls and the key barriers they are facing.

Within the proposal for KEEP II (February 2017), the following definition of marginalised girls was provided: "All of the targeted beneficiaries of KEEP II meet GEC's definition of highly marginalised, Level 3 beneficiaries, facing significant barriers including transience, poverty, remoteness, negative socio-cultural attitudes, early marriage, forced marriage, and early pregnancy, a significant household chore burden, and low levels of parental support. In the broader context of GEC's portfolio, these girls can be understood as 'hardest to reach because of a complex combination of context, social and economic factors, and may require bespoke interventions tailored to an individual'. A significant number of KEEP II beneficiaries will drop out of school in upper primary or during the transition to secondary school and, as a result, will face further challenges in ensuring that they have functional literacy and numeracy skills that will allow them to potentially transition to technical and vocational education and training (TVET), Alternative Learning Program (ALP), employment, or other options that are beyond the scope of KEEP I or II. Within this Level 3 grouping, there are girls who are further marginalised, including those who are disabled (1 in 10 surveyed KEEP beneficiaries[7]), living in households where one or both parents is not present (approximately 35.7% of KEEP's beneficiaries[8]), have suffered trauma or abuse, or are young mothers or victims of forced marriage."

Have the barriers identified for key subgroups changed since baseline?

This definition of marginalised girls in KEEP II remains relevant at midline. It does not appear that the characteristics and barriers of marginalisation have changed significantly for the KEEP II cohort of girls since baseline.

If one compares baseline to midline values related to key characteristics of marginalisation (see tables in Volume II, Annex 4), there is limited change between the two evaluation points. Well over half the girls surveyed come from a household with a female head and the majority of household heads have no education. A third or more of families surveyed at baseline and midline report that it is difficult to afford to send their girl to school and that they have gone to sleep hungry many days in the last year. Finally, the vast majority of girls at both evaluation points (over 85%) speak a language at home that is different from the language of instruction at school.

At baseline, the **key barriers to girls' education** (across all characteristics of girls' marginalisation) were identified as the cost of education (linked to poverty),[9] a high domestic chore burden/insufficient time to study and early marriage, which are all demand-side factors. Supply-side factors at baseline, including school infrastructure, the quality of teaching and counselling, and school governance, appeared less significant in terms of barriers to girls' education than the demand-side factors.[10]

[7] KEEP I Endline Evaluation draft, February 2017

[8] KEEP I Endline Evaluation draft, February 2017

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

[10] KEEP II Baseline Evaluation report, July 2018. p.37.

The key barriers to education identified at midline are similar to those at baseline (see tables in Volume II, Annex 4), including a high chore burden, household poverty and teaching quality (teachers treating boys differently from girls, using physical punishment). While the barriers are similar, the proportion of households/girls responding that the chore burden is high or that teachers treat girls and boys differently at midline are different and have decreased since baseline.[11] This is a positive trend in the data at midline. While a decrease in the frequency with which these barriers are reported at midline can be attributed, at least in part, to the effects of KEEP II inputs, reliability of the data and attribution of results at this stage require some caution given the breadth of project inputs and the short timeframe of 15 months since project baseline. KEEP II inputs have largely focused on awareness-raising at the community level through film projections to date. While community members are expressing more awareness of this barrier (high chore burden), translating raised awareness into changed attitudes and behaviours, which are then widely practiced and sustainable, is normally a much longer-term process. It will be important at endline to confirm whether this trend in quantitative data continues and to pursue deeper understanding, through qualitative methods, of the extent to which behaviours have actually changed.

In terms of examining the intersect between key characteristics and barriers, two tables are provided below which examine barriers to education by characteristic at midline and compare midline values with those from baseline. Table 2a includes data collected through the household survey and explores demand-side barriers to education. Table 2b includes data collected through the in-school girl survey and looks at supply-side barriers to education. The tables were separated because each survey questionnaire included different questions on barriers of marginalisation.

Using regression analysis and comparing baseline to midline values for Table 2a below (household survey data only), variations in midline scores relative to baseline are not large. Most variation between baseline and midline scores is under eight percentage points, except in the case of disabled girls, where fewer disabled girls report a high chore burden (-36%) or say that they cannot choose to attend or stay in school (-15%) at midline. For girls reporting that language of instruction is different than language spoken at home (89% of the cohort at midline), the following barriers were found to be significant: girls agreeing they cannot choose whether to attend or stay in school is significant at the .001 level, while not attending school most days and a high chore burden were found to be barriers significant at the .01 level.

This analysis supports qualitative data collection where economic and social barriers present the biggest challenges to girls' attendance and retention in school. The KEEP II Pilot Study undertaken by African Voices Foundation[12] found that poverty and economic considerations were more evident in Turkana, while social and religious considerations were more evident in Garissa, when it came to family decision-making around sending and keeping girls in school (see section 5 on Sustainability and section 6.4 on Community Attitudes and Perceptions for further discussion of these issues).

[11] Responses related to the following barriers decreased significantly at midline: high chore burden/insufficient time to study; it is acceptable for child not to attend school if education is too costly; teachers treat girls and boys differently; saw teacher use physical punishment in last week.

[12] Africa's Voices: Findings from KEEP II Pilot Study, December 2018, pp. 1-2.

Table 2a: Household Survey - barriers to education by characteristic[13]

Characteristics						
	Difficult to afford girl to go to school	Female HoH	HH No Education	Primary caregiver (PCG) No Education	LOI different than language spoken at home	Disability (seeing, hearing, walking)
Barriers	**Parental/caregiver support[14]** *% at midline (difference from % at baseline)*					
PCG reports that girl has a high chore burden (half day or more)	48 (~)	43 (-3)	39 (-3)	39 (-8)	38 (-8)**	36 (-14)
PCG reports that girl has a high chore burden (quarter day or more)	78 (~)	72 (-5)	70 (-4)	65 (-11)	70 (-7)	61 (-22)
Girl disagrees that she gets support she needs from her family to stay in school and perform well	9 (+4)	5 (~)	5 (+1)	7 (+4)	6 (+1)	10 (+3)
PCG reports girl does not attend school most days[15]	5 (+3)	4 (+1)	4 (+2)*	5 (+4)**	5 (+3)**	8 (+8)
PCG agrees it is acceptable for a child to not attend school if education is too costly	49 (+3)	43 (+1)	41 (~)	40 (-5)	41 (-4)	25 (-18)
Girl agrees she cannot choose whether to attend or stay in school; she just has to accept what happens	54 (-7)	51 (+3)	49 (+7)	50 (+10)	49 (-9)***	46 (-15)

*Significance: p<.001***, .01**, .05*; Agree/Strongly Agree and Disagree/Strongly Disagree collapsed into Agree and Disagree for all 5-point scales.

Using regression analysis and comparing baseline to midline values for Table 2b below (school survey data only), variations in midline scores relative to baseline are not large; most variations are between one and eight percentage points. The exception is that of disabled girls, where 16% fewer at midline reported their teachers often being absent from class. For girls whose language of instruction is different than language

[13] This table includes only Household Survey data from baseline and midline with responses from both PCGs and girls surveyed.

[14] Household survey indicators (baseline and midline)

[15] Numbers at baseline and midline are low; interpret with caution.

spoken at home (89% of the cohort at midline), teachers often being absent from class was found to be a significant barrier at the .001 level. For girls from female headed households, the same barrier was significant at a .01 level. Teachers treating boys and girls differently in the classroom was also a significant barrier for disabled girls at a .001 level. Qualitative data collected at midline neither confirmed nor contradicted this analysis; there was little discussion by stakeholders on teacher absences. The project's classroom observation exercises as well as qualitative interviews with teachers, however, denote that while teacher training has been effective in imparting new skills and knowledge to teachers, application in the classroom is slower to emerge (see section 6.1 below for further discussion).

Table 2b: School Survey - barriers to education by characteristic[16]

	Characteristics				
	Living without both parents	Female HOH	LOI different than language spoken at home	Disability (seeing, hearing, walking)	Time to School
Barriers	**School Level % at midline (difference from % at baseline)**				
Girl disagrees teachers make her feel welcome[17]*	2 (+2)	1 (+1)	1 (~)	3 (-7)	2 (-6)***
*Girl agrees teachers treat boys and girls differently in classroom^*	17^	17^	17^	14 (-8)***	17^
*Girl agrees teacher often absent from class^*	5(~)	4 (+3)**	4 (+3)***	3 (-16)	3 (-9)***
Girl disagrees that she gets support needed to stay in school	7 (-4)	5 (-1)	6 (+1)	10 (+3)	5 (+5)***
*Girl agrees there are no seats for all students^*	15^	14^	15^	20 (+8)	18 (+7)**
Girl doesn't use toilet at school	0 (~)	0 (~)	0 (~)	1 (-3)	0 (-6)***
*Girl agrees in past week saw teacher use physical punishment on another student or girl herself^*	31^	36^	35^	42^	33^
*Girl agrees in past week teacher used physical punishment on girl herself^*	19^	23^	23^	19^	21^

*Significance: p<.001***, .01**, .05*; Agree/Strongly Agree and Disagree/Strongly Disagree collapsed into Agree and Disagree for all 5-point scales.

Girls with Disability (GWD) – including all types and levels of disabilitry -represented 10% of the overall sample in the Household Survey and 30% of the overall sample in the School Survey at midline. The percentage of girls in the transition and learning samples who reported a severe disability was relatively conmstant at 4% and 5% respectively. This is higher than the percentage of girls reporting severe disability in the transition outcome sample at baseline which was 1.6%. It is unclear why more girls in the KEEP II cohort reported severe disability at midline. The data collected at midline also represents a much higher

[16] All data from this table comes from In-school Girl Survey only and represents responses made by girls only.

[17] ^Indicators on barriers relating to teaching quality were asked of learning sample at baseline; however, data on characteristics was only asked of the joint sample (N= 157). When cross-tabulated by barriers, some numbers are too low to report (e.g. 1 or 2 cases reported; percentages at or near 0), therefore comparisons are not presented.

percentage of reported disability than that collected by the project on beneficiaries at the start of operations in 2017, which was 0.0075%. This discrepancy could be related to the attention and support provided by other agencies to issues of inclusion in education in the intervention zones.[18] The increased response rate could be attributed, at least in part to increased awareness or response bias, given this recent focus on disability by donor agencies. Finally, given that the majority of respondents with severe disabilities are refugees (see data in paragraph below), it could also relate to the country contexts from which they have fled, which are often war zones or areas where government health services have broken down.

Sight and cognitive impairment were by far the most frequently reported disabilities at midline, for girls in both the transition and outcome cohorts. In the transition cohort, over 79% of the girls who reported a severe disability were from refugee communities, while over 65% of girls reporting a severe disability lived in a female headed household and do not speak the language of instruction at home. On the transition and learning samples, of girls reporting severe disability, around 35% also reported that chores prevent them from attending school regularly (see midline data on GWD in Volume II, Annex 19).

Are the project activities still appropriate to the key barriers and characteristics?

The project's Theory of Change remains relevant, given its intervention zones and the level and nature of marginalisation experienced by targeted girls. The ToC emphasizes the importance of and inter-dependence between family, community and school factors, in addressing the multi-faceted barriers facing girls along their education and transition pathways. KEEP II outcomes and activities address the most important barriers to education facing girls in the project intervention zones. These include supply-side barriers at school (addressed through training for teachers, BoM members, and school counsellors as well as the provision of school infrastructure and remedial training for girls), as well as demand side barriers in the community (addressed through community-awareness raising initiatives and dialogue with men and boys) and in the family (addressing economic constraints through scholarships and conditional cash transfers.

KEEP II has adapted several of its activities since project start-up to ensure their ongoing relevance to the target cohort of girls, and these adaptations were informed by international best practice, lessons learned from project implementation to date and evolutions in the project context. Examples include:

- The gender responsive pedagogy (GRP) training provided in KEEP I was initially focused on gender although elements of basic pedagogy and large class management were added over time in response to perceived needs. In KEEP I, district education official were also engaged by the project to provide follow-up support to trained teachers in the classroom after their training. In KEEP II, the focus on basic pedagogy was expanded to become more practical. Teacher training content was redesigned with direct input from district education officials, while KEEP II has recently started developing school communities of practice through the training of senior teachers (begun in July 2019).
- Demand for and attendance in remedial classes has been uneven. KEEP II has redesigned remedial training to increase its relevance and quality. Class size has been reduced while remedial teachers have received considerable training in basic pedagogy from the project since 2017.
- KEEP II initially intended to provide community awareness campaigns through radio, film and community dialogue. A pilot study conducted in 2018 found that radio was not an effective means of social dialogue in many parts of the project intervention zone.[19] The project strategy shifted to organising listening circles at the community level in order to better understand how communities

[18] UNICEF, UNHCR and Humanity and Inclusion are all active in these communities and address inclusion and disability support to varying degrees.

[19] KEEP II Pilot Study, Africa Voices Foundation, December 2018.

understand issues around girls' education, what and how messaging to address key barriers should be delivered. Based on the information from the pilot study, the project is redesigning its interventions at the community level.

At the same time, the project's Theory of Change emphasizes the interdependence of factors at school, family and community levels, which combine to either reinforce barriers to girls' education or, potentially, to unlock them. While project activities and inputs delivered at each level of intervention (school, community, family) appear relevant in and of themselves in addressing specific barriers, the project's implementation strategy (and approach to capacity building) would benefit from greater inter-dependence between activities and levels of intervention to achieve the project's Theory of Change. Synergy and complementarity between the different project inputs and activities is not systematically promoted. There are some collaborative initiatives involving school and community stakeholders – i.e. community verification committees for cash transfers involving head teachers and community leaders, consultations between head teachers and community mobilisers, as well as quarterly head teacher meetings, for example. At the same time, project activities at the community level are designed and delivered by different consultants/teams than activities at the school level. Trainings offered to teachers, BoM members and school counsellors are developed and delivered separately, with no overlap or common training modules bringing school stakeholders together to learn about and address common themes. Girls are not systematically involved in the different project trainings and awareness-raising initiatives at school and in the community so opportunities are perhaps missed to strengthen their agency and empowerment. The synergy that could contribute to the emergence of joint or complementary strategies between the three pillars of the project to support girls' education could be more systematically strengthened.

The overall scope and reach of the project present potential limits and risks to the achievement of its Theory of Change at midline. The project scope addresses all major barriers to girls' education in the intervention zones, while the reach of 84 schools, scattered across a very large geographic area, means that the close accompaniment and follow-up necessary for institutional capacity building at the school level, is challenging and limited by resource and time constraints. As a result, the project capacity building strategy is more focused at the individual level for the moment – providing individual teachers, BoM members, girls with new skills and knowledge – than bringing these stakeholders together to work collaboratively towards changing the overall, institutional culture at school. While considerable training is offered in KEEP II, it appears challenging for the project to provide the ongoing accompaniment and coaching that is normally necessary to help individuals and institutions transform new skills into new practices or behaviours. For teacher training, the new school communities of practice will only be put in place later this year to support teaching practices in the classroom, two years after some teachers received their training. For BoM training, follow-up visits are provided by the project to both trained and untrained members at the school level, in order to support the application of new skills and to identify gaps in knowledge for further training. That said, the qualitative data collection with BoM members at midline revealed an uneven translation, by BoM members, of training content into changed practice at the school level.

In the remaining years of implementation, the Project will be providing seed money to BoMs to implement initiatives at school for the improvement of girls' learning environment and this will presumably require more frequent coaching and accompaniment visits. At the family level, it appears that messaging around the management and use of conditional cash transfers could be repeated, as qualitative data uncovered some misunderstandings and information gaps. Finally, at the community level, the project provides awareness-raising on barriers to girls' education, but limited support is provided to communities for developing practical strategies to address these barriers (all of the issues raised here are discussed in more detail in Chapter 6 under each section on the five Intermediate Outcomes).

The KEEP Theory of Change, as presented in its proposal to GEC, places the community mobiliser (CM) at the centre of the three pillars of project intervention and identifies the CM as a key interlocutor, ensuring coherence and dialogue between project stakeholders (including Parents' Associations, BoMs, head teachers, students, families, community leaders, etc.). It is the CM that organises many project activities, as well as delivering project inputs and certain key messaging. The CMs are usually well-respected young

people in the communities where KEEP II works. While the CMs are an important liaison and support for project delivery at the community level, given their age and position, they may not always command the authority to change attitudes and behaviours, strengthen relationships or improve the effectiveness of school or community systems.[20] It appears school head teachers and community leaders could play a more proactive role in bringing communities, schools and learners together to develop innovative strategies to address key barriers to girls' education. While strong school leadership is key to changing school culture, head teachers appear under-utilised by the project to date, receiving relatively little training or ongoing capacity development support in comparison to other school stakeholders (teachers, BoM members). Community leaders were engaged more consistently in KEEP I than they have been to date on KEEP II. While BoMs link schools with their communities in theory, their mandate is very short-term and members demonstrate varyng levels of understanding and commitment to the role. Identifying and engaging community champions for school quality and girls" education could be a useful complement.

KEEP II project activities remain relevant. It is the glue that binds them together into an effective theory of change that appears to require strengthening from midline to endline. Greater synergy among activities and key stakeholders in the community and at school, as well as more intensive accompaniment and coaching for sustained capacity building, would help the project achieve its theory of change.

Are there any contextual factors or changes in barriers/characteristics that may impact intermediate outcomes (IOs) and outcomes?

There is the ongoing uncertainty for refugee populations in Dadaab with regard to camp closure. In March 2019, the Government of Kenya renewed its request for the closure of all Dadaab camps, giving UNHCR six months to act. The threat of camp closure and the uncertainty surrounding voluntary repatriation have been ongoing in Kenya since 2016. In 2018, Dadaab camps and related schools were closed, reducing KEEP II intervention school numbers from 89 to the current 84. This situation could easily repeat itself. This context, while not new, remains a significant risk for the project and the achievement of its outcome and IO results for the intervention cohort of girls.

In 2017, the Government of Kenya introduced its 100 per cent transition policy, ensuring that any child passing the Kenya Certificate of Primary Education (KCPE) exam must transition to secondary school. This policy was enacted in the absence of related investments in new infrastructure, teachers, teaching and learning materials. While it has increased secondary enrolment rates across the country, it has been criticized as contributing to overcrowding and indiscipline in the classroom.[21]

The new Competency Based Curriculum (CBC) is currently being rolled out in Kenya in grades 1-3 with considerable investment in teacher training for those already in-service. The KEEP II project is being encouraged by district education officials to align its teacher training with CBC. It is unclear how the mobilisation of teachers in host community schools for CBC training by government will affect KEEP II teacher training. This is not a factor which would affect the training of teachers in the refugee camps.

Project's contribution

The project responded to the External Evaluator's comments on the above questions as follows:

Whether activities are still appropriate for subgroups and barriers

As captured in the report, most of the activities are still appropriate and relevant. The project will continuously make adaptations based on our monitoring findings and the contextual realities, as well as taking into consideration the midline findings.

[20] This analysis is based on qualitative data collection undertaken since KEEP I with parents, community leaders, head teachers, community mobilizers and KEEP II project staff.

[21] The Star, *100% transition policy causing indiscipline – Principals*. March 23, 2019.

External Evaluator analysis of whether barriers have changed for key subgroups

We observe there are no major changes between the baseline and midline on the key barriers as indicated in the midline report. KEEP will continue to focus on the main barriers as identified and continuously support the beneficiaries and stakeholder engagement.

Whether contextual changes have an impact on barriers or subgroup: The EE has accurately captured the contextual changes, and at the moment we do not expect the current situation to impact the project negatively between now and the endline. We are cognizant of the fact that most of the changes are externally influenced and we will continuously monitor the situation as it unfolds. KEEP has been proactive to continuously align its activities to the contextual changes including CBC, transition policy, refugee policy and closely monitoring repatriation. Although CBC is the highlight of government reform education agenda, KEEP does not specifically work with the grades that are implementing CBC (currently graded 1-3). The grades that WUSC targets are upper primary (S6-S8) and secondary (F1-F4).

Whether the project plans to review the Theory of Change in light of these findings at Midline: WUSC is comfortable with the comments and the findings from the midline. There are no issues that we note from this that warrant us changing the activities and theory of change. In addition, we remain confident with our TOC and how it links with the activities KEEP is currently in engagement with multiple stakeholders to improve synergies through quarterly meetings (meetings are held with head teachers, community mobilizers and the BOMs, as well as community leaders, religious leaders and local gov't). The project is committed to contining engagements with all of these stakeholders to see how best the collaboration can be improved for the benefit of the learners. We have recognized the need to include the head teachers in the instructional leadership trainings and senior teachers peer coaching activities. The first of this session was done in 2019 where we included the head teachers in August training.

Head teachers have a much higher status than the CMs. However, we intentionally avoid relying on the head teachers to play a role in community engagement being cognizant of their job descriptions and expectations from their employers. The community mobilizers are hired to drive and maintain community engagement agenda. In addition to the ongoing community engagement activities KEEP is working to create community champions, through the white ribbon activities. The community drives and activities are used to carry the discussions on girls education.

3 Key Outcome Findings

3.1 Learning Outcome

This section analyses learning outcomes for midline, by grade, sub-group (region, community type), gap in foundational skills as well as against key characteristics and barriers to education. Midline data is compared to baseline and trends are analysed. The exhibit below explains how midline data has been treated and how aggregate learning scores have been calculated to enable a comparison of the learning outcome data at baseline and midline.

Aggregate Learning Score - approach used at midline

SeGRA/MA 1 is the only test administered across all grades at both baseline and midline. SeGRA/MA 2 was administered to all grades at both time points, with the exception of S6 at baseline. Therefore, SeGRA-MA 1 and 2 should be able to reliably capture learning from one time point to the next for grades S7 to F4. The one exception to this continuity is the S6 cohort at baseline that was administered EGRA- MA at both baseline and midline evaluation points. SeGRA/MA 3 was administered at baseline, but a decision was made to discontinue its use at midline due to the risk of floor effects.

The GEC guidance related calculating aggregate learning scores includes Option 2 which appears appropriate for KEEP II. Option 2 states that, "The standard approach can be applied where all girls in the same cohort take the same test, i.e. combination of subtasks, at each evaluation point." In the case of KEEP II, this is true for all grades with the exception of S6. After conferring with the EM, a decision was taken to use the standard approach (option 2) for the calculation of aggregate learning scores for SeGRA-MA 1 as it is applicable all grades in the cohort (S7 to F4). A separate approach was adopted, imputing the scores of SeGRA/MA 2 for baseline respondents that were not administered this test at baseline (S6). With this dual approach we have scores for two tests (SeGRA-MA 1 and 2) for all cohorts at both evaluation points, allowing for a straightforward interpretation of results across grades and time points.

BL/ML Grade	Baseline Scores (Recalculation)	Midline Scores
S6/S7	50 % SeGRA/MA 1 + 50 % SeGRA/MA 2 (imputed)	50 % SeGRA/MA 1 + 50 % SeGRA/MA 2
S7/S8	50 % SeGRA/MA 1 + 50 % SeGRA/MA 2	50 % SeGRA/MA 1 + 50 % SeGRA/MA 2
S8/F1	50 % SeGRA/MA 1 + 50 % SeGRA/MA 2	50 % SeGRA/MA 1 + 50 % SeGRA/MA 2
F1/F2	50 % SeGRA/MA 1 + 50 % SeGRA/MA 2	50 % SeGRA/MA 1 + 50 % SeGRA/MA 2
F2/F3	50 % SeGRA/MA 1 + 50 % SeGRA/MA 2	50 % SeGRA/MA 1 + 50 % SeGRA/MA 2
F3/F4	50 % SeGRA/MA 1 + 50 % SeGRA/MA 2	50 % SeGRA/MA 1 + 50 % SeGRA/MA 2

The aggregate scores were used to estimate the project's baseline value for learning and to set the learning target for midline via the 0.25SD per year formula (see Outcome Spreadsheet in Volume II, Annex 6). Please see Volume II, Annexes 3 and 14 for further details on test scoring and determining a test score aggregate. For the aggregate results presented in Tables 3-4, we used a composite score of SeGRA/MA 1 and SeGRA/MA 2 tests, weighted equally for all grade cohorts.

The same methodology was applied to baseline scores to ensure comparability with midline. At midline, the EGRA/MA score was removed for S6s and imputed instead to SeGRA/MA 2 scores using multiple imputation linear regression. Imputation was calculated using scores on other learning assessments, by region and community type (refugee-host). This allowed for a new set of comparable baseline scores with equal weighting for SeGRA-MA 1 and 2 scores for all cohorts. The recalculated SeGRA/MA 2 scores were very low for S6s at baseline. Where they were imputed as negative scores (a consequence of low SeGRA/MA 1 scores used as input variables for the multiple imputation), scores were recoded as 0. All analysis in the tables and narrative below – including subgroup analysis and analysis by key barriers – includes the imputed and recalibrated values for baseline (see Annexes 3 and 14 in Volume II for further details on testing and methodology). Finally, midline aggregate numeracy scores were calculated using only SeGMA 1 as the evaluation metric - SeGMA 2 values were removed due to a perceived floor effect.

3.2 Analysis of Aggregate Learning Scores by Grade and Sub-Task

The following section presents data on aggregate learning scores by grade and sub-task in literacy and numeracy, comparing outcome learning results from baseline to midline as well as determining the extent to which midline learning targets have been met. The exhibit below presents the literacy and numeracy tests administered at baseline and midline by grade. Tables 3 and 4 on subsequent pages present literacy and numeracy mean scores and standard deviations by grade and then compare these to baseline scores.

Relevant subtasks	Literacy	Baseline	Midline
Subtask 1 (EGRA)	Letter Sound Identification		
Subtask 2 (EGRA)	Familiar Word		
Subtask 3 (EGRA)	Invented Word		
Subtask 4 (EGRA)	Oral Reading Fluency (WpM)	Standard 6	Standard 7
Subtask 5 (EGRA)	Comprehension		
Subtask 6 (SeGRA 1)	Comprehension using simple inferences	Standard 6, 7,8 Secondary 1-4	Standard 7, 8 through Secondary 1-4
Subtask 7 (SeGRA 2)	Comprehension using complex inferences	Standard 7, 8 through Secondary 1-4	Standard 7, 8 through Secondary 1-4
Subtask 8 (SeGRA 3)	Short Essay construction	Standard 8 through secondary 1-4	
Relevant subtasks	**Numeracy**	**Baseline**	**Midline**
Subtask 1 (EGMA)	Number Identification		
Subtask 2 (EGMA)	Quantity Discrimination		
Subtask 3 (EGMA)	Missing Numbers		
Subtask 4 (EGMA)	Additions	Standard 6	Standard 7
Subtask 5 (EGMA)	Subtraction II	Standard 6	Standard 7
Subtask 6 (EGMA)	Words Problem	Standard 6	Standard 7
Subtask 7 (SeGMA 1)	Advanced multi and division etc.	Standard 6, 7, 8 through Secondary 1-4	Standard 7, 8 through Secondary 1-4
Subtask 8 (SeGMA 2)[22]	Algebra	Standard 7, 8 through Secondary 1-4	Standard 7, 8 through Secondary 1-4

[22] Aggregate learning score values for numeracy are based on SeGMA 1 only as the evaluation metric - SeGMA 2 values were removed from aggregate learning scores for numeracy based on a decision by GEC in February 2020 due to a perceived floor effect. The removal of SeGMA 2 values is reflected in Tab 1B.2 of the Outcome Spreadsheet (Annex 6, Vol. II) and analysis of aggregate learning scores in Tables 4a and 4b only.

Subtask 9 (SeGMA 3)	Data Interpretation etc.	Standard 8 through secondary 1-4	

Findings on Midline Learning Outcomes Against Baseline Scores and Midline Targets

There is an overall increase in learning outcomes at midline over baseline results, for both literacy and numeracy - aggregate scores for all cohorts show an increase of 10.6 points for literacy and 4.3 points for numeracy over baseline aggregate scores.

The midline literacy target has been surpassed by 7.36 increase over and above the comparison. The target was 6.44 and 114% of the target has been achieved.This aggregate score is based on SeGRA 1 and 2 values.

The midline numeracy target of 7.51 has not been met; actual midline scores are not showing any improvement above the comparison. This aggregate is based on SeGMA 1 values only; SeGMA 2 values were removed due to a perceived floor effect at midline.

Table 3a: Literacy (EGRA/SeGRA)

Grade	Intervention Group Mean	Standard Deviation in the intervention group
Standard 7	34.9	22.6
Standard 8	38.9	23.0
Form 1	47.1	21.5
Form 2	46.5	24.8
Form 3	48.4	22.8
Form 4	55.1	23.1
Overall	44.3	23.8

Table 3b: Literacy scores from Baseline to Midline by Grade

Grade	Baseline Literacy Treatment	Midline Literacy Treatment	Difference Baseline to Midline
Standard 7	25.6*	34.9	**+9.3**
Standard 8	24.7	38.9	**+14.2**
Form 1	34.5	47.1	**+12.6**
Form 2	35.3	46.5	**+11.2**
Form 3	38.0	48.4	**+10.4**
Form 4	44.7	55.1	**+10.4**

Table 4a: Numeracy (EGMA/SeGMA)

Grade	Intervention Group Mean	Standard Deviation in the intervention group
Standard 7	27.1	22.8
Standard 8	32.1	23.3
Form 1	36.8	24.8
Form 2	32.2	21.9
Form 3	35.9	20.0

Form 4	48.2	24.7

Table 4b: Numeracy scores from baseline to midline

Grade	Baseline Numeracy Treatment	Midline Numeracy Treatment	Difference Baseline to Midline
Standard 7	17.0	27.1	**+10.1**
Standard 8	25.7	32.1	**+6.4**
Form 1	34.1	36.8	**+2.7**
Form 2	37.4	32.2	**-5.2**
Form 3	31.9	35.9	**+4.0**
Form 4	40.9	48.2	**+7.3**
Overall	30.3	34.7	**4.3**

Average learning scores by grade are low overall (below 50% in both literacy and numeracy). Only Form 4 in literacy achieved an aggregate mean score above 50%. The highest mean score achieved in numeracy was 40% for F4, with the mean for all other grade cohorts under 30%. Standard deviations (SD) at midline are higher than at baseline. Many of the SDs for literacy and numeracy are at half to the same level as the mean scores, which suggest that learning scores range considerably, and mean scores are likely influenced by outliers.

All literacy scores by grade show improvement at midline over baseline and these improvements range from 9.3 points to 14.2 points. The most substantive increases are evident for S8 (+14.2 points) and F1 (+12.6 points).

At midline, there is no evidence of floor or ceiling effects on SeGRA/MA 1 or SeGRA 2, but there is a high proportion of girls who scored 90% or above in EGRA and EGMA.[23] Conversely, SeGMA 2 appears to have posed a challenge for learners across all grades, with a considerable proportion of the sample having very low scores. There is a perceived floor effect for SeGMA 2 and aggregate learning scores were recalculated with SeGMA 2 values removed. Using only SeGMA 1 as the evaluation metric, we observe numeracy scores improve for all grades over baseline, with the exception of Form 2, which experienced a decline in scores of 5.2 points. We observe the largest increases for S7 (+10.1) and Form 4 (+7.3).

3.3 Analysis of Foundational Skills Gaps

This section analyses gaps in foundation skills for both literacy and numeracy. Tables below present the foundational skills that girls in the KEEP II cohort have achieved and/or may still be missing, disaggregated by grade. This section then analyses at what general grade level the sample of girls tested at midline are seen to be operating, as mapped against the Kenya education system, and compares midline results to baseline.

Findings on Foundational Skills Gaps – Comparing Midline with Baseline

The conclusion on foundational skills gaps remains similar at midline to baseline: At least half of the girls in the KEEP II cohort are performing at or below a grade 4/5 level of proficiency as mapped against the Kenya education system. The proportion of non and emergent learners is higher for numeracy than for literacy across the cohort while positive change from baseline to midline is more evident for literacy. The lack of significant progress between baseline and midline is unsurprising given the timeline (15 months)

[23] These girls were excluded from the aggregate analysis, based on agreement with the EM, and the EGRA/MA test will be dropped for endline.

and the likely influence of outliers, given high standard deviations in test scores. It is worth exploring baseline to midline differences by learning test:

- *EGRA/EGMA: EGRA/MA tests at the equivalent of a grade 2/3 level of primary school, and were administered Standard 7 girls only at midline. The vast majority of learners are rated proficient at midline and there was a significant increase in their numbers, for both numeracy and literacy, at midline. The proportion of non-learners generally decreased while established learners also decreased or remained relatively unchanged. The proportion of proficient learners generally increased at midline.*
- *SeGRA/MA 1: SeGRA/MA 1 tests learning proficiency at the equivalent of grades 4/5 of primary school in the Kenya education system. There was a significant increase in the number of proficient learners in literacy at midline (from approximately half at baseline to two-thirds at midline). There was little change for numeracy between midline and baseline, with two-thirds of girls rated as non or emergent learners.*
- *SeGRA/MA 2: In literacy, the proportion of non-learners decreased from baseline to midline while emergent and established learners increased. In numeracy, the proportion of non-learners increased significantly with associated reductions in emergent, established and proficient learners. There is a perceived floor effect for SeGMA 2 at midline.*

Learning tests were administered at the beginning of Term 2 or half way through the academic year. It is unlikely that this timing had any significant effect on test scores. If girls across all grades of upper primary and secondary school are struggling with a test that is mapped at a grade 4 or 5 level of proficiency, it is more likely that contextual factors (girls' characteristics and barriers associated with region and community type) are influencing learning outcomes, more than the timing or method of testing.

Table 5: Mapping Learning Tests to Grades in Kenya

Relevant subtasks		Grade Mapping to Kenya National Curriculum	KEEP II Cohorts Tested at Midline
Literacy			
Subtask 4 (EGRA)	Oral Reading Fluency (WpM)	Standard 2	Standard 7
Subtask 6 (SeGRA 1)	Comprehension using simple inferences	Standard 4 & 5	Standard 7, 8 through Secondary 1-4
Subtask 7 (SeGRA 2)	Comprehension using complex inferences	Standard 6 & 7	Standard 7, 8 through Secondary 1-4
Numeracy			
Subtask 4 (EGMA)	Additions	Standard 2	Standard 7
Subtask 5 (EGMA)	Subtraction II	Standard 2 &3	Standard 7
Subtask 6 (EGMA)	Words Problem	Standard 2&3	Standard 7
Subtask 7 (SeGMA 1)	Advanced multi and division etc.	Standard 4 & 5	Standard 7, 8 through Secondary 1-4
Subtask 8 (SeGMA 2)	Algebra	Standard 6 & 7	Standard 7, 8 through Secondary 1-4

Table 6: Foundational literacy skills gaps[24]

Categories	Subtask 4 Oral Reading Fluency	Subtask 6 SeGRA 1	Subtask 7 SeGRA 2
Non-learner 0%	6% (-12%)	4% (-1%)	16% (-8%)
Emergent learner 1%-40%	8% (-7%)	29% (-13%)	51% (+3%)
Established learner 41%-80%	22% (-13%)	54% (+7%)	31% (+5%)
Proficient learner 81%-100%	65% (+33%)	13% (+7%)	2% (no change)
Total	100%	100%	100%

[24] Changes from baseline values are presented in parentheses for comparison purposes with midline values. Foundational skill gaps have been calculated as per GEC guidance.

Table 7: Foundational numeracy skills gaps

Categories	Subtask 2 Addition	Subtask 4 Subtraction	Subtask 5 Word Problems	Subtask 6 SeGMA 1	Subtask 7 SeGMA 2
Non-learner 0%	1% (-14%)	9% (-8%)	6% (-8%)	6% (-4%)	40% (+16%)
Emergent learner 1%-40%	6% (-10%)	13% (-3%)	11% (-10%)	60% (+2%)	46% (-4%)
Established learner 41%-80%	32% (-1%)	39% (+3%)	35% (no change)	31% (+2%)	13% (-8%)
Proficient learner 81%-100%	61% (+23%)	39% (+8%)	49% (+18%)	3% (no change)	1% (-3%)
Total	100%	100%	100%	100%	100%

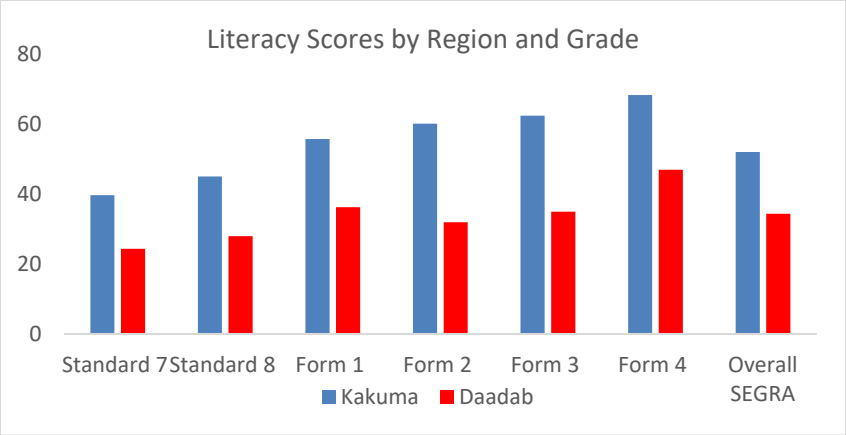
3.4 Analysis of Learning Outcomes by Sub-Group

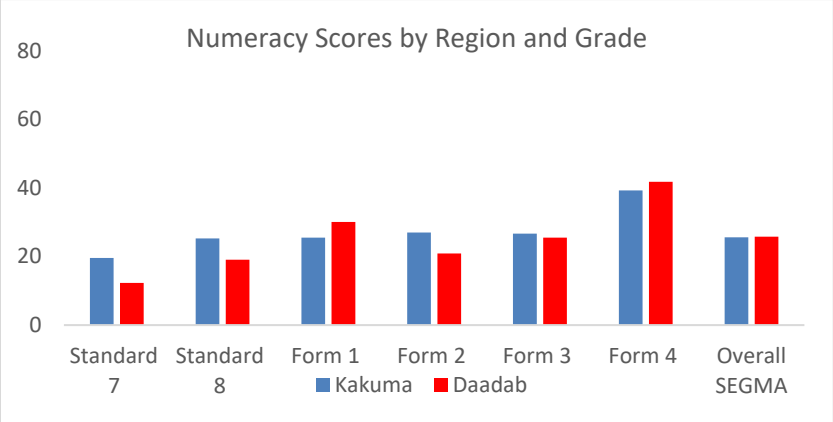
This section presents learning outcomes by sub-group and analyses any identified trends in order to understand the characteristics and barriers associated with the lowest levels of learning (see graphs below).

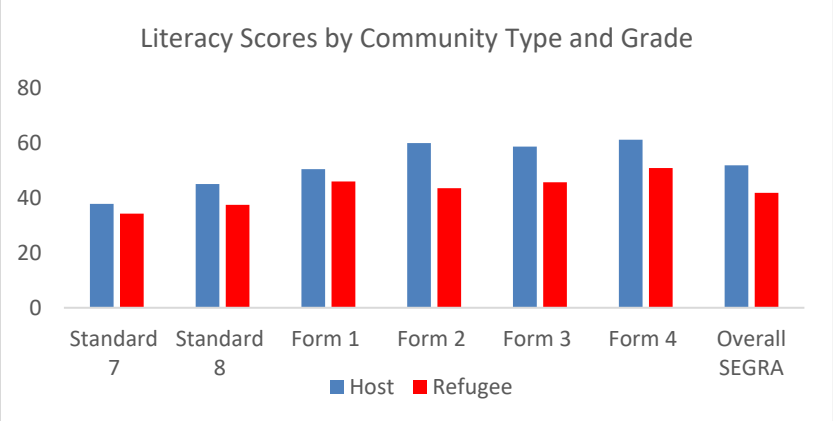
Findings on Learning Outcomes by Region and Community Type

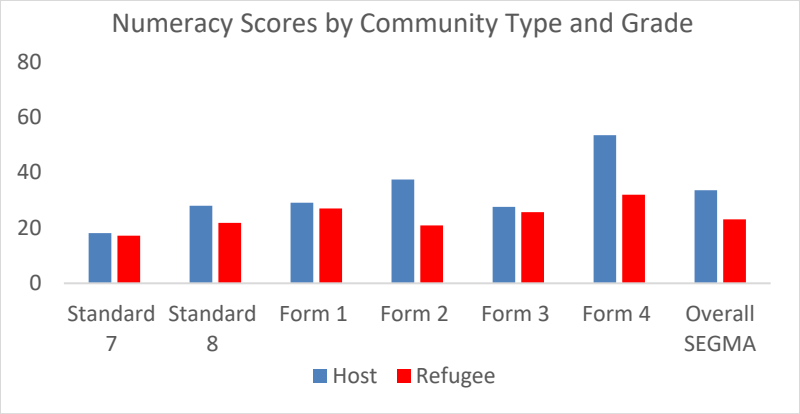
***Analysis by Region**: Midline literacy scores are consistently and considerably higher for Turkana than for Garissa in terms of the KEEP II cohort of girls at all grade levels, with much larger differences in the secondary grades (mean scores in Turkana are up to 28 points higher than Garissa). Midline numeracy scores are much closer between regions at midline; mean scores by grade are generally higher for Turkana except in F1 and F4 where Garissa scores slightly higher. The range of mean scores is large for both regions, although slightly larger for Garissa, suggesting a larger gap in proficiency between the lowest and highest grade cohort.*

***Analysis by Community Type**: Learning scores are consistently higher for girls in host communities than for girls in refugee communities at all grade levels. This is also consistent with KEEP II baseline results and education management information system (EMIS) data. The most pronounced differences in mean scores by community type are evident for F2 and F4 grade cohorts, for both literacy and numeracy. It is unclear why this trend is apparent in the midline learning data. Refugee schools are characterised by large class size and untrained teachers so the data trends by community type are not surprising.*


Literacy Scores by Region and Grade
80
60
40
20
0
Standard 7
Standard 8
Form 1
Form 2
Form 3
Form 4
Overall SEGRA
Kakuma
Daadab


Numeracy Scores by Region and Grade
80
60
40
20
0
Standard 7
Standard 8
Form 1
Form 2
Form 3
Form 4
Overall SEGMA
Kakuma
Daadab


Literacy Scores by Community Type and Grade
80
60
40
20
0
Standard 7
Standard 8
Form 1
Form 2
Form 3
Form 4
Overall SEGRA
Host
Refugee



3.5 Learning Outcome Analysis by Characteristics and Barriers

There is no control group for KEEP II so there is no difference-in-difference analysis. Instead, we have applied an ordinary least squares (OLS) regression model to support the inferences that we are able to draw from our data about the connection between literacy and numeracy scores and key characteristics/barriers that might influence low learning test scores. Using the SeGRA and SeGMA scores (0 to 100) as our dependent variable, we estimate a model that looked at the potential effects of known factors that may dampen test scores. These include: a female head of household, speaking a language at home other than English or Swahili, a high chore burden, a disability, a lack of family support for schooling, and corporal punishment reported at school (see Tables 8 and 9 below).

Findings on the Analysis of Learning Outcomes by Characteristics/Barriers

For literacy outcomes*: There is some evidence that speaking a language other than English or Swahili at home reduces literacy scores by 3-4 points (significant at the .01 level). Most of the explanatory value of the model (R^2 .19) appears to come from the effects of the region where the girl lives and whether the girl is in a host community or a refugee camp. These are already known factors limiting learning outcomes.*

For numeracy outcomes*: The use of physical punishment is seen to reduce scores by 3-4 points ($p<.01$). Counterintuitively, strong life skills (as measured through an additive scale of twelve life skills questions) and a lack of support within the school appear to have slight positive effects on scores (significant at the .01 level). As with literacy, the strongest effects appear to be region and community type. It is also worth noting that the explanatory value of this model is far lower than the model for literacy scores (R^2 .06), suggesting that the driving factors behind numeracy results may be attributed more to structural factors (grade, school) than known barriers.*

Table 8: Effects of Characteristics & Barriers on Literacy

Characteristics & Barriers	DV Literacy Score (0-100) b (s/e)
Living in Female HoH	1.15 (1.72)
Language at home not English or Swahili	-3.53 (1.82)*
Life Skills Scale^	-.020 (.044)
Chore Burden	.181 (1.43)
Disability	1.09 (2.72)
Doesn't Feel Supported by Family	.115 (.359)
Doesn't Feel Supported by School	2.30 (2.23)
Teachers Use Physical Punishment	-2.03 (1.25)
Region	18.89 (1.29)***
Refugee	-11.46 (1.36)***
Constant	27.04 (3.31)***
N=1468; ; R^2 .18; p< *.05, **. 01, ***.001 ^Life skills scale is a 12-point additive scale that incorporates twelve separate indicators rating the student's skills (e.g. self-assessments of reading ability, math ability, whether the student has a trusted peer group, has confidence to organise their peers, etc.)	

Table 9: Effects of Characteristics and Barriers on Numeracy

Characteristics & Barriers	DV Numeracy Score (0-100) b (s/e)
Living in Female HoH	.812 (1.65)
Language at home not English or Swahili	-1.84 (1.74)
Life Skills Scale^	-.118 (.042)**
Chore Burden	-.845 (1.37)
Disability	1.58 (2.61)
Doesn't Feel Supported by Family	-.046 (.344)
Doesn't Feel Supported by School	5.08 (2.14)*
Teachers Use Physical Punishment	-3.52 (1.20)**
Region	1.83 (1.24)
Refugee	-10.06 (1.30)***
Constant	35.52 (3.17)***
N=1468; R^2 .06; p< .05, **. 01, ***.001 ^Life skills scale is a 12-point additive scale that incorporates twelve separate indicators rating the student's skills (e.g. self-assessments of reading ability, math ability, whether the student has a trusted peer group, has confidence to organise their peers, etc.)	

3.6 Analysis of the Effects of Project Inputs on Learning Outcomes

This section examines the effects of different KEEP II inputs on learning outcomes (see Table 11 below). Using the SeGRA and SeGMA scores (0 to 100) as our dependent variable, we estimate a model that looked at the potential effects of participating in KEEP remedial training, life skills camp or conditional cash transfer (CCT) programs. Region, host/refugee community and grade were controlled for, to keep the model parsimonious (other controls were included related to attitudes and decision-making capacity; however, these did not add to the model and were therefore removed to prevent over-specification).

Findings on the Analysis of the effects of KEEP II Inputs

Literacy outcomes*: There were no significant effects for any of the KEEP inputs (remedial training, life skills camp or CCT) on literacy performance, although the coefficient and p-value on remedial training appears to be approaching statistical significance. It is worth noting that removing region from the model increases the coefficient from 2.27 to 6.80 and makes the coefficient statistically significant (p<.000). Region, once again, appears to be an important factor in determining literacy scores.*

Numeracy Outcomes*: There is a stronger effect for KEEP remedial training on numeracy scores. The model suggests that by participating in the remedial training, girls receive a boost of nearly 6 points on their numeracy scores (p<.000). Considering that numeracy scores are generally lower overall for girls in the KEEP cohort, this type of intervention may deserve further consideration.*

In terms of remedial training and its effect on learning outcomes, it should be noted that there are discrepancies between the EE survey data reported in this section and results of a special study commissioned by the Project. In terms of the midline external evaluation, both qualitative and quantitative data pointed towards a potentially positive effect of the remedial training on girls' learning. However, an external study commissioned by the project reveals that remedial classes had minimal impact on girls' learning[25]. Given that the WUSC study was rigourous in its design and solely focused on the impact of remedial training, EE results should likely be approached with some caution and further monitoring of the issue should be undertaken by the project.

Table 10: Effects of Project Inputs on Literacy and Numeracy

Result	Remedial Education	Life Skills	Cash Transfer
Numeracy Baseline – Midline	Beta = 5.73 p-value = (two tailed) .000 (statistically significant)	Beta =-2.29 p-value = (two tailed) .164 (not significant)	Beta =-2.07 p-value = (two tailed) .293 (not significant)
Literacy Baseline – Midline	Beta = 2.16 p-value = (two tailed) .146 (approaching statistical significance)	Beta =.247 p-value = (two tailed) .883 (not significant)	Beta = .092 p-value = (two tailed) .963 (not significant)

3.7 Analysis of High and Low Learning Achievement

This section examines the profile of girls with the highest and lowest learning achievements in order to determine what factors may be influencing their differing performance levels. Table 12 below presents a series of logit analyses of high and low performing learners. The dependent variable consists of those who scored 80% or above on literacy or numeracy ("high performers") and 20% or below ("low performers").

[25] AIR (November 2019) Scaling Education Innovations in Complex Emergencies – HEA Evaluation Summary of WUSC Remedial Programmes.

Findings on the Analysis by Level of Learning Achievement

There appear to be few factors that contribute to our understanding of who falls in the group of high or low performers. Most of the explanatory value from the models appears to come from contextual factors such as region and type of community. Grade-level also drives performance but was excluded from the model because there is an expectation that higher grades will perform better. There is some evidence that a lack of support at school has a negative impact on low performers numeracy scores, but the effect (min-max value of 1% change) is small.

Table 11: Explanatory Factors for High and Low Learning Achievement

High & Low Performing Student Analysis				
	High Performers		Low Performers	
	Literacy b (s/e)	Numeracy b (s/e)	Literacy b (s/e)	Numeracy b (s/e)
Living in Female HoH	-0.042	0.462	-0.223	0.155
	(0.26)	(0.75)	(0.20)	(0.16)
Language at home not English or Swahili	-0.359	-0.473	0.216	-0.060
	(0.25)	(0.60)	(0.26)	(0.17)
Life Skills Scale^	0.016*	-0.001	0.011*	0.007
	(0.01)	(0.01)	(0.01)	(0.00)
Chore Burden	-0.035	-0.463	0.258	0.078
	(0.25)	(0.57)	(0.16)	(0.14)
Disability	0.087	0.876	0.007	-0.143
	(0.39)	(0.77)	(0.33)	(0.26)
Doesn't Feel Supported by Family	0.020	-0.152	0.001	0.012
	(0.05)	(0.28)	(0.04)	(0.03)
Doesn't Feel Supported by School	0.015	0.238	-0.131	-0.498*
	(0.32)	(0.76)	(0.28)	(0.21)
Teachers Use Physical Punishment	-0.342	-0.218	0.096	0.215
	(0.21)	(0.42)	(0.14)	(0.12)
Region	1.910***	-0.820	-1.282***	-0.354**
	(0.29)	(0.47)	(0.15)	(0.12)
Refugee	-0.700***	-0.390	1.072***	0.803***
	(0.22)	(0.41)	(0.19)	(0.13)
Constant	-4.885***	-2.301*	-0.553	-0.296
	(0.64)	(1.20)	(0.41)	(0.31)

High & Low Performing Student Analysis				
	High Performers		Low Performers	
	Literacy b (s/e)	Numeracy b (s/e)	Literacy b (s/e)	Numeracy b (s/e)
N=1468; R^2 .06; p< .05, **. 01, ***.001				
^Life skills scale is a 12-point additive scale that incorporates twelve separate indicators rating the student's skills (e.g. self-assessments of reading ability, math ability, whether the student has a trusted peer group, has confidence to organise their peers, etc.)				

Learning Outcomes and Disability: In terms of mean learning scores and girls with disability, for those girls reporting severe disability, the mean learning scores diminish as the test increases in difficulty across all types of disability. Mean learning scores are also generally higher for literacy than numeracy across all types of disability (see Volume II, Annex 19 on GWD for data). While GEC requested this data analysis in its feedback on the draft Midline Evaluation Report of KEEP II, it is actually not very useful analysis because there are so few individuals who identify as having a severe disability in the learning cohort that some of the tests have only one or two girls. This limits the validity of comparison with overall learning score means and does not allow for any generalization or inference beyond this data set.

4 Transition Outcomes

4.1 Transition Pathways and Limitations

This section presents the key findings on transition outcomes at midline. Transition pathways were revisited after baseline. Baseline data revealed that certain transition pathways had been overlooked (religious and other community training) and/or the importance of existing pathways had been overemphasized (TVET). The process for revising the transition pathways by the project included qualitative data collection and analysis in the KEEP II intervention zones to test the validity of existing pathways,[26] with new transition pathways finalised in February 2019. Unfortunately, the finalisation of the new transition pathways by KEEP II took place after the household survey instrument had been revised and approved by GEC,[27] so not all the new transition pathways could be fully reflected in the midline HH survey. The new transition pathways are presented in Table 12 below.

Table 12: KEEP II Transition Pathways

Positive Transitions	Negative Transitions
A girl successfully progresses from one class to another, from one level of education to another until she completes her college/ university education	A girl drops out of school due to financial constraints A girl completes her college or university education and fails to secure employment.
A girl completes college/university education and secures a job	A girl is forced into early marriage or willingly drops out of school to get married
A girl completes secondary education and secures a scholarship to university either in Kenya or abroad	Early pregnancy forcing the girl to drop out of school
A girl completes her secondary education and enrols in a college course e.g. CPA, Nursing, etc.	A girl drops out of school out of free will to stay at home
A girl completes secondary or primary education and enrols for TVET course, e.g. tailoring, catering, beauty courses (salon)	Traditionalists (esp. Turkana community) send girls to the reserve to rear livestock and force girls to get married
A girl completes either primary or secondary education and ventures into business e.g. setting up a salon, running a shop, etc.	A girl dropping out of school to get married to a rich man in order to help alleviate her family's living standards, either through the dowry or supporting her siblings to go to school
A girl completes her primary or secondary education and secures employment, for instance in the humanitarian agencies	
A girl who completes her primary or secondary education in Kenya, goes back to her country of origin, and secures a well-paying job there.	

[26] Draft Transition Pathways Analysis prepared by WUSC in October 2018.

[27] HH survey instrument had to be finalised in January 2019 as preparation for HH data collection in February 2019 at the time when WUSC was finalising its transition pathways. In order for the HH survey and in-school girl survey transition data be comparable, similar questions were maintained in both baseline and midline instruments.

Transition Data and Limitations

At baseline, the household survey was the only source of transition outcome data, and all girls surveyed at the household level at baseline were in school (including N=724 from the transition cohort and N=157 from the joint sample). At midline, in addition to the transition cohort (N=800), questions on transition were added to the in-school girl survey (N=1473), to enlarge the sample and be able to relate transition and learning outcome data.[28]

At baseline, 100% of the transition cohort was enrolled in school. At midline, 100% of girls in the learning cohort (school survey) and 96% of girls in the transition cohort (household survey)[29] were enrolled in school. At baseline, there is one transition outcome data set, while at midline two data sets on transition (household survey and in-school girl survey) are used to populate the tables presented below, with clear indications as to which data set is used where. Because different transition questions were asked of girls on different surveys at baseline and midline, it is necessary in most tables below to separate the data sets.

The transition data set from baseline was incomplete[30] which limits some areas of comparability between baseline and midline transition outcomes. However, the more important limitation with regard to tracking transition relates to the approved evaluation methodology at baseline and midline, which does not adequately capture quantitative data on girls pursuing transition pathways after they have left school.[31] The transition cohort at midline is made up almost exclusively of girls enrolled in school (96%) whereas there are several KEEP II transition pathways related to non-academic transition. There is some data available at midline on girls who were not enrolled in school in the previous year but are currently enrolled in school this year (this is considered a positive transition outcome) but there is data on only 4% of the transition cohort who left school between baseline and midline.

Due to a problem with benchmark transition sampling at baseline, the benchmark transition sample was repeated at midline, using a similar sampling strategy and methodology. The benchmark transition cohort at midline (N=162) was randomly selected at the household level, with both girls in or out of school, from 11-20 years. Benchmark transition results are compared to project transition outcomes in the tables below.

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[28] The transition data in the Outcome Spreadsheet (Annex 6, Volume II see OSS entitled SeGMA 1 only) was revised for the recontacted sample by GEC during the second round of revisions on this midline report. Whereas this secton of the midline evaluation report (Volume I) reflects on the total transition outcome sample at midline, GEC has drawn up a table (see Annex 21, Volume II) similar to the one in the report to analyse if the trend for the transition outcome cohort is different at midline in the recontacted sample vs. the entire transition outcome sample. The trends calculated reflect no difference between recontacted and total transition outcome midline sample.

[29] The methodology for selecting households, girls for the HH survey includes only ISG from 11-20 years old. At midline, 4% of those girls (N=36) were not enrolled in school (28 of these girls were re-contacted at midline and their out of school activities at midline are presented in a table representing transition from school to other activities).

[30] This limitation was clearly documented in the baseline evaluation report for KEEP II. Some questions related to what girl was doing in previous year were not asked.

[31] This issue was discussed by the EE, EM and the KEEP II project managers in January 2019 before baseline data was collected. It is not possible for the EE to track the transition of individual girls into alternative education and employment given the current parameters (time, resources) and proscribed methodology related to the EE's mandate. If these transition pathways beyond school are to be tracked, an alternative at endline will need to be found. For the HH survey, this could mean including replacement girls who are out of school or who have graduated primary or secondary. For the school survey, this could mean tracking girls (particularly those graduated secondary) into the community, workplace or, if married, to their husbands' homes. This will require time and resources not currently foreseen in the current M/E Framework for KEEP II.

4.2 Analysis of Transition Outcomes Against Midline Targets

Findings on Transition - Achieving Midline Targets (see Table 13)

The transition rate at baseline and the midline transition target were calculated based on two values which were added together to arrive at one total transition rate: in-school progression (to the grade ahead) plus transition from primary to secondary (S8 to F1).

The in-school transition rate at baseline was 89% and it remains unchanged at midline. Therefore, the midline target of +5% was not met. The overall transition rate of 89% at baseline was already high, so a +5% increase is necessarily challenging to demonstrate in 15 months of project implementation.

For the transition cohort of girls, the transition rate is 88% which is very similar to baseline and overall midline transition outcome values. While the rate of in-school progression for the learning outcome cohort is lower at midline than baseline (77% at midline compared to 84% at baseline) and the transition from primary to secondary school more than doubled at midline (12% versus 5% at baseline), this is due to the method of calculating transition rates and sample composition rather than any change in transition rates between cohorts (see footnote 26).

Table 13: Performance against Midline Transition Outcome Target[32]

Transition Outcome	In-school progression	Transition Primary to Secondary	Total Transition Outcome[33]	Midline Target	% of target achieved
Baseline: Transition Cohort + Joint Sample cohort based on HH survey data only (N=881)[34]	84%	5%	89%	-	-
Midline: Transition cohort based on HH survey data only (N=800)	77%	12%	89%	+5% from baseline	0%
Midline: Learning cohort[35] based on ISG survey (N=1473)	70%	18%	88%	N/A	N/A

[32] This table includes data derived from both HH survey at baseline and midline and ISG Survey at midline only. At baseline, the transition rate was calculated as follows: The proportion of girls in the transition cohort reporting that they were in school this year and in school the previous year but did not repeat a grade, plus the proportion of girls who reported transitioning from primary school the year before in S8 to secondary school this year in F1 (5%). These two values were added together to determine the transition rate of 87% at baseline. The same method was used at midline, separately for the transition and learning cohorts, to enable comparison. No baseline transition data was collected for the learning cohort through the in-school girl (ISG) survey.

[33] At baseline, the transition outcome in the Outcome Spreadsheet was expressed as the addition of the in-school progression value and the transition from primary to secondary value. The midline target was set on this basis. The midline target has not been applied to the ISG Learning Cohort of girls as transition data for this cohort was not collected at baseline.

[34] It is important to note at baseline that the transition cohort was composed of N=724 girls from HH survey plus N=157 girls of joint sample (N=881)

[35] Note that in-school progression for the learning outcome sample is “low” in relation to the baseline or transition samples because of the composition of the sample – where in-school progression represents the number of girls

Findings on In-school Transition (see Table 14)

Generally, rates of in-school progression to the grade ahead, for both primary and secondary school, were already relatively high at baseline and have not changed markedly at midline. There is a slightly higher rate of in-school progression in secondary school at midline over baseline (+4 percentage points) whereas in-school progression in primary has decreased slightly (-2 percentage points).In-school progression rates are considerably lower in the benchmark transition sample, particularly for secondary school, reflecting well on the value of KEEP II inputs.

The learning outcome cohort of girls had a lower level of in-school progression at secondary school than either baseline or midline values for the transition cohort. It is unclear why, given that transition rates from primary to secondary (S8 to F1) were almost identical between baseline and midline across all KEEP II cohorts of girls (93-94%). Transition rates from primary to secondary for the benchmark transition sample were exactly the same as those of the KEEP II cohort.

The percentage of girls repeating a grade within the transition cohort overall remained unchanged between baseline and midline (11%) and this is comparable to the learning outcome cohort sample at midline (12%).Repetition rates in primary school have increased slightly at midline (+3% points) while decreasing slightly for secondary school (-2% points). The rate of repetition is much higher in the benchmark transition sample, particularly at secondary school, which reflects positively on the KEEP II cohort. Given the stability in the rate of repetition across the transition and learning cohorts since baseline, repeating a grade does not appear to be a factor influencing rates of in-school progression at midline.

Rates of transition back into school (from work or from other training during the previous year) are negligible (less than 1%) across all KEEP II cohorts. This is different from the benchmark transition sample where the rate of girls training or working last year and returning to school this year is 14%. This could simply be due to the fact that this is the only sample targeting both in and out of school girls.

While in-school transition rates have not changed significantly at midline, they have been maintained and are generally much higher than benchmark transition sample rates. Qualitative data confirms that, as girls are more confident and perform better academically, their families are more supportive of keeping them in school.

"After finishing my primary education, then my father asked me, my daughter will you proceed your learning to Secondary School or I marry you off. I told him that I wanted to continue with my education in Secondary School. Now that my performance is improving every time, father's attitude towards my education has changed and is willing to educate me up to the University. I am willing to proceed to University." Girl, Dertu Secondary School

"The girls' attitude towards education has changed, they are motivated to do more. Right now they have careers, they know what they want to be after school. They have understood that they can even be better than boys. They have also learnt to manage their time." School counsellor, Garissa County.

(1031/1473) who progressed in-school but who are not transitioning from primary to secondary or S8 to F1. The number who are transitioning from S8 to F1 is 261/1473. So, in total, they give the true picture of how many are transitioning from one grade to the next (88%). At midline the learning outcome sample was increased to mitigate against attrition at endline, largely in grades S7, S8, F1. This accounts for a lower in-school progression but a higher primary to secondary transition rate for the learning outcome sample.

Table 14: In-school Transition – Comparison Baseline to Midline [36]

Transition Outcome Cohort	In-school progression Primary[37]	In-school progression Secondary[38]	Transition from Primary to Secondary[39]	Repeating Grade Primary[40]	Repeating Grade Secondary	Transition from Work to School	Transition from Training to School
Baseline (HH survey N= 881)	89% (582)	87% (77)	93% (41)	11% (70)[41]	11% (15)	No obs.	1% (10)
Midline (HH survey) (N=800)	87% (448)	91% (138)	94% (90)	14% (73) [42]	9% (14)	No obs.	<1% (1)
Midline (School Survey) (N=1473)	91% (520)	83% (511)	91% (261)	9% (49)	15% (132)[43]	<1% (4)	<1% (13)
Midline Benchmark Transition (N=162)	85% (82)	68% (15)	94% (15)	16% (16)	32% (7)	<1% (1)	12% (19)

Findings on Transition – Out of School Transition (see Table 15)

There is no out-of-school transition data at baseline because all girls selected for the transition sample (household survey) were in-school. There were 34 girls or 4% of the transition cohort at midline who report they are not currently in school. Of these, 28 girls were re-contacted from baseline and six were replacement girls for those who could not be traced from baseline.

[36] This transition outcome data includes only household survey responses from baseline and midline with comparison against benchmark transition sample collected at midline. For all transition data with the exception of the two columns on the right (transition from work to school and transition from training to school) these frequencies are calculated as a % of the cohort rather than the total sample. For the values under the columns 'transition from work to school' and 'transition from training to school', these are calculated as a percentage of the total sample size.

[37] In-school progression in primary includes the proportion of all girls in primary except for S8 (counted as a separate "Transition from Primary to Secondary" Cohort) who moved ahead one academic year since baseline – calculated as those girls who reported they were in-school at baseline, are in school at midline and did not repeat a grade.See also footnote 36 below for the difference between in-school progression and transition.

[38] In school progression in secondary includes all girls who reported that they were in F1, F2, F3 or F4 at baseline, who have either moved ahead a year academically at midline or graduated.

[39] Transition includes only those girls who reported at baseline that they were in S8 (final grade of primary) and who, at midline, are in school, are enrolled in Form 1, and have not repeated a grade.

[40] Primary includes girls in grades S1 to S8 here, whereas in other calculations (see above), it excludes girls accounted for in the transition from primary to secondary S8 to F1.

[41] Eight girls reported that they are repeating a grade, but did not have valid grade information, therefore cannot be categorized as primary or secondary.

[42] One girl who reported repeating a grade did not have valid grade information, therefore cannot be categorized as primary or secondary. See note 7 above.

[43] Includes F1 girls (who are counted separately as the transition from primary to secondary cohort in the progression calculations).

The data collected at midline for the 28 re-contact girls is the only data available on non-academic or out of school transition for KEEP II. Table 15 below provides data on these 28 girls in the transition cohort who were enrolled in school at baseline but who report not being in school at midline (i.e. out-of-school transition pathways). A third of these 28 girls left school between baseline and midline to stay at home and attend to domestic chores while another third of these girls transitioned from formal schooling to TVET or other training in the community. Three out of the 28 girls got married and two are working.

These results are different than results observed through the benchmark transition sample where the proportion of girls staying at home and attending to domestic chores is twice as high. In addition, a larger percentage of the 28 girls in the KEEP II transition cohort at midline are opting for TVET and other community training. While the sample numbers of out-of-school girls in the transition cohort are very small making any inference impossible, this trend be interpreted as a positive, if it is maintained at endline with a much larger sample size.

Table 15: Out of School (OOS) Transition Pathways

Transition Outcome Cohort	OOS: Got married	OOS: Stays home/ domestic chores	OOS: working	OOS: TVET	OOS: other training
Baseline (HH survey) (N=881)	No obs.	No obs.	No obs.	No obs.	No obs.
Midline (HH Survey) (N=800) [44]	9% (3)	32% (11)	6% (2)	21% (7)	12% (4)
Midline Benchmark Transition (N=162)[45]	4% (1)	72% (18)	No obs.	12% (3)	4% (1)

4.3 Analysis of Midline Transition by Sub-Group

Findings on Midline Transition by Sub-Group

Analysis by Region, Community Type (see tables in Volume II, Annex 11)*: In-school progression for primary school girls was higher in Dadaab while secondary in-school progression rates were higher in Kakuma. Transition rates from primary to secondary by community type were similar overall, although slightly higher in the refugee camps than host communities. In-school progression rates are generally higher for older girls (17-21 years) than for younger girls (12-16 years) at midline. This is different than*

[44] % is a proportion of all girls in sample not enrolled in school (N=34). A total of 34 girls from the HHS had non-academic transition pathways. The row totals to 27; the remaining 7 reported "don't know" or "other (unaccounted for)".

[45] % is a proportion of all girls in sample not enrolled in school (N=25). A total of 25 girls from the Benchmark sample had non-academic transition pathways. The row totals to 23; the remaining 2 reported "other (unaccounted for)".

at baseline, where in-school progression was higher for younger girls, although there is nothing in available evidence to explain this reversal at midline.

***Analysis by Lowest Quintile of Learners (see Table 16 below)**: Having tested the predictors below (and others not shown which had no real predictive value),[46] it appears that the most useful predictor of successful transition for the lowest quintile of learners is the extent of domestic chores a girl has that prevent her from attending to her studies. As this is a logit model, we estimate min-max values (the change in the dependent variable estimated when the value of the independent variable goes from its minimum value to its maximum value).*

As it relates to chore burden, a girl who reports no chore burden is approximately 6% more likely to successfully transition than one who reports a high chore burden. This effect is approximately 14% for individuals in the lowest quintile of SeGRA scores and 3% for those individuals in the lowest quintile of SeGMA scores. Aside from the control for whether the girl lives in a refugee camp, students in refugee camps appear more likely to progress in-school.

Table 16: Logistic Regression Analysis of Transitions for Lowest Quintile Learners

	Dependent Variable (Successful Transition)		
Barriers	**All Learning Sample b(s/e)**	**Learning Sample Lowest Quintile SeGRA b(s/e)**	**Learning Sample Lowest Quintile SeGMA b(s/e)**
Female HoH	**-0.331***	-0.403	-0.023
	(0.13)	(0.30)	(0.28)
Language other than English or Swahili	-0.074	0.468	0.555
	(0.30)	(0.67)	(0.76)
Life Skills Scale	0	-0.014	-0.007
	(0.00)	(0.01)	(0.01)
Chore Burden	**-0.320***	**-0.726***	-0.155
	(0.15)	(0.31)	(0.33)
Disability	0.113	0.454	-0.313
	(0.14)	(0.34)	(0.29)
Doesn't Feel Supported by Family	0.052	-0.067	0.066
	(0.05)	(0.08)	(0.09)
Doesn't Feel Supported by School	0.157	1.246	0.039
	(0.26)	(0.79)	(0.60)
Teachers Use Physical Punishment	-0.024	-0.003	0.047
	(0.14)	(0.30)	(0.31)

[46]In order to examine the relationship between learning and transition outcomes for the lowest quintile of learners in the KEEP II cohort, we estimate a logit model with "successful transition" (operationalized as continuing in school or attending TVET or community-based education as 1 and repeating a grade as 0). Presented in Table 16.

Barriers	Dependent Variable (Successful Transition)		
	All Learning Sample b(s/e)	Learning Sample Lowest Quintile SeGRA b(s/e)	Learning Sample Lowest Quintile SeGMA b(s/e)
Region	-0.178	-0.518	**-0.672***
	(0.15)	(0.33)	(0.32)
Refugee	**0.615*****	0.468	0.611
	(0.14)	(0.39)	(0.36)
Constant	**1.318*****	1.587	1.483
	(0.38)	(0.88)	(0.93)
McFadden's R^2	0.02	0.05	0.03
N	1468	322	344

p< .05, **. 01, ***.001

^Life skills scale is a 12-point additive scale that incorporates twelve separate indicators rating the student's skills (e.g. self-assessments of reading ability, math ability, whether the student has a trusted peer group, has confidence to organise their peers, etc.)

Target-setting for the transition outcome

In-school transition pathways: The overall transition rate established at baseline did not change at midline and is already quite elevated (89%). This is likely because the transition cohort selection at baseline and midline targeted only in-school girls; of the girls traced from baseline to midline only 4% are not currently enrolled in school, so in-school progression is necessarily high. It will be challenging for the project to increase this transition rate significantly at endline because it is already high. At endline, because more girls will necessarily transition out of school (as they graduate from F4), the KEEP II transition rate will decline, given the current method of calculation. It will be necessary to ensure that in-school progression and transition rates are calculated based only on those girls who report being enrolled in school.

Positive in-school transition paths for which baseline and midline data is available include: girl moving to the grade ahead; girl transitioning from primary to secondary school; girl returning to school from work or other training; and the overall repetition rate for the transition cohort.

If the Kenyan Government policy of 100% transition is maintained, transition rates from primary to secondary and in-school progression are likely to increase at endline in the project intervention zones. That said, in-school progression at primary school remains a challenge – midline values were lower than baseline and there are contextual factors (closure of Dadaab refugee camps, drought for pastoralist communities in Turkana) which could hinder progress for some girls. In this respect, fixing a +3% point increase for in-school transition at endline seems reasonable for the project to meet.

Out-of-school transition pathways: Because of how sample selection was designed for KEEP II, very little baseline or midline data is available on girls who transition out of school. At midline, we have data on 4% of the transition cohort (N=28) that left school between baseline and midline. For the benchmark transition sample, we have data on 15% (or N=25) that are not currently enrolled in school. From this data, it appears that the majority either stay at home doing domestic chores or attend TVET and other community training. A small number of girls report getting married. There are very few girls reporting remunerated work

outside the house and no girls to date reporting college or university education. As the cohort will be older at endline, it is possible that results may shift towards marriage, remunerated work and/or tertiary education.

It is clear from contextual analysis in the project intervention zones that both tertiary education and remunerated employment are rare opportunities for the project's cohort of girls. While some girls may engage in income generating activities in the informal sector, marriage and domestic responsibilities (including subsistence agriculture and livestock raising) remain the most obvious transition paths for the vast majority of girls in these regions. Neither of these transition outcomes (marriage and domestic responsibilities) fall within the KEEP II positive transition pathways. As a result, transition targets for endline with regard to out-of-school transition paths should be modest and based on realistic expectations of change given deeply entrenched cultural and economic practices.

The methodologies for selecting the transition sample and the benchmark sample were different in this respect – the BT sample selection included in and out-of-school girls while 15% of the BT sample is out-of-school girls. For this reason, benchmark transition rates for positive transition pathways are generally similar to or lower than those of the KEEP II transition cohort. The benchmark transition data is not particularly useful in setting the endline transition target.

Methods for Calculating Endline Targets and Values: There is a need to revisit what a single aggregate transition rate value includes and how to calculate it. The current transition rate calculation from baseline includes only in-school transition pathways and the current method of calculation becomes less relevant (or accurate) as more girls in the cohort transition out of school. **The Fund's Evaluation Manager, External Evaluator and the Project need to discuss and agree on what constitutes a single value for transition which reflects both in and out-of-school transition pathways. Once this is established, an endline transition target can be set. The endline transition sampling strategy should be shifted as well to in and out-of-school girls.**

Table 17: Target setting

	Evaluation point 3
Target generated by the outcome spreadsheet	0.0% [47]
Alternative target proposed by project (if applicable)	

[47] This value will be generated in Outcome spreadsheet once sample numbers by age are determined for endline.

5 Sustainability Outcomes

This section assesses progress with regard to sustainability outcomes at community, school and system levels. Sustainability outcome indicators were revised after baseline. Table 18 below presents baseline sustainability indicators and baseline scoring against those indicators. Table 19 presents the revised sustainability indicators and their midline scores. Please note that, because indicators were changed after baseline, it was agreed with the Fund Manager (FM)/EM that sustainability targets would only be set for endline.

Table 18: Baseline Sustainability Indicators

	Community	School	System
Indicator 1:	Evidence of community-led awareness and engagement campaigns supporting girls' education	% of targeted schools that are actively maintaining new/upgraded facilities as per the school improvements plans	% of trained education officials integrating gender responsive pedagogy (GRP) and child protection criteria into their school support functions (refugee/host)
Indicator 2:		# and % of targeted schools that have a functioning and trained life skills and counselling unit	Evidence of replication, uptake, scaling up of KEEP II financial support modalities by other engaged stakeholders
Indicator 3:	**N/A**	% of teachers improving in GRP over time	
Baseline Sustainability Score (0-4)	Baseline Sustainability Score: Emerging (2)	Baseline Sustainability Score: Latent (1)	Baseline Sustainability Score: Negligent (0)
Overall Sustainability Score (0-4, average of the three level scores)	Average Baseline Sustainability Score: Latent (1)		
Midline sustainability Target (0-4)	No target set for midline. Indicators changed after baseline. Only endline targets to be set at midline.	N/A	N/A

Table 19: Midline Sustainability Indicators

	Community	School	System
Indicator 1:	Increase in gross and/or net enrolment rate of girls in KEEP secondary schools	N/A	% of trained education officials integrating GRP and child protection criteria into their school support functions (refugee/host)
Indicator 2:	N/A	# and % of targeted schools that have a functioning and trained life skills and counselling unit	Evidence of replication, uptake, scaling up of KEEP II modalities by other engaged stakeholders (e.g. school management, county

	Community	School	System
			governments, PAs, implementing agencies, etc.)
Indicator 3:	Parents (male/female) who report that they feel increasing social pressure in their communities to send their girls to school	Teachers improvement in GRP and other pedagogical principles over time (refugee/host)	N/A
Midline Sustainability Score (0-4)	Midline Sustainability Score: Emerging (2)	Midline Sustainability Score: Emerging (2)	Midline Sustainability Score: Latent (1)
Overall Sustainability Score (0-4, average of the three level scores)	Average Midline Sustainability Score: Emerging (2)		
Midline sustainability Target (0-4)	No targets set for midline. Indicators changed after baseline and an agreement was reached with FM/EM that sustainability targets would only be set for endline. The midline evaluation will provide a baseline point to evaluate endline targets against.	N/A	N/A

Community Level Sustainability Scorecard: Emerging (2)

The sustainability score at the community level remains the same as baseline - "Emerging" (2). There is evidence of increased gross enrolment rate (GER)/net enrolment rate (NER) in secondary school enrolment in the refugee camps, as well as evidence of perceptions from various stakeholders that community attitudes are shifting in favour of girls' education.

Table 20: Primary and Secondary GER/NER for 2017-2019

	Kakuma/Kalobeyei Refugee Camps		Dadaab Refugee Camps	
	Primary (GER/NER)	Secondary (GER/NER)	Primary (GER/NER)	Secondary (GER/NER)
2017 (Dec)	130.621 / 81.249	20.590 / 5.484	60% / 38%	17% / 12%
2019 (June)	87.226 / 52.096	22.148 / 7.322	68% / 38%	28% / 17%

Source: UNHCR EMIS for Kakuma and Dadaab Camps

In terms of the first indicator related to sustainability at the community level, both GER and NER for girls at the secondary school level have increased in the Kakuma/Kalobeyei and Dadaab camps between 2017 and 2019. Recent EMIS data on GER/NER for host community schools in Garissa and Turkana was not available. The increase in gross enrolment appears greater in Dadaab than Kakuma. Although not part of the sustainability score calculations, it is worth noting that GER and NER at the primary school level have

decreased in Kakuma for the same time period while the NER at the primary level in Dadaab remains unchanged.

The greater increase in Dadaab over Kakuma in secondary GER is likely owing to the perception in those communities that education is one of the only positive paths out of extreme poverty, particularly given the ongoing uncertainty around camp closures, repatriation and the lack of education opportunities in Somalia. The Government of Kenya's 100% transition policy from primary to secondary school, introduced in 2017, has also likely influenced this increase in secondary enrolment, at least in part.[48] That said, and as will be seen in the discussion below, there appears to be an increased appreciation, on the part of refugee families in both communities, to send their girls to secondary school.

When asked, "Do people in your community influence decisions about your girl's education?" fathers in focus group discussions undertaken in Garissa during the midline evaluation responded:

"No. They don't influence us since I am the only one responsible for taking the girl to school."

"We are the ones who decide whether our girls go to school or not."

Male parents in Garissa

In terms of the third indicator related to sustainability at the community level, there is little available evidence at midline that parents are feeling increasing social pressure to send their girls to school. During qualitative data collection for the midline evaluation, no respondents reported that social pressure influenced their decision-making on girls' education (see text box).

At the same time, it appears that collective community expectations are evolving in favour of girls' education. In a recent study commissioned by KEEP II examining community attitudes it was found that, both in Kakuma and Dadaab, "Overall, collective beliefs largely disapprove of early marriage and keeping girls out of school to support with domestic chores. On the contrary, most participants were in favour of keeping girls in school. However, there is a mismatch between these normative expectations (the extent to which people disapprove of a behaviour) and the perceived practiced behaviours (empirical expectations). For example, whereas respondents largely disapprove of early marriage, over half of those in Kakuma still think most or all girls younger than 16 years old are married and out of school. This is similar in Dadaab. Although in theory condemned by most, the practice is still seen as frequent."[49]

"Although early marriage is generally viewed as wrong, it can still be normal for people in Kakuma to choose it over girls' education mostly for financial reasons."

Source: Africa's Voices: Finding from KEEP II Pilot Study, December 2018, p 32.

The same study also found significant differences between communities, with financial constraints a more important factor limiting girls' education opportunities in Kakuma, whereas religious and cultural values are more prominent in Dadaab. This dichotomy, in stated expectations versus actions, is equally prevalent in quantitative data collection under the external evaluation; a majority of parents/guardians in the household survey report that they expect their girls to continue their education through university and at the same time report that getting married or education being too costly are valid reasons for girls not attend school.

Overall, the trend is positive at midline in terms of both GER/NER scores at secondary school and collective community expectations with regard to girls' education. At the same, the economic, social and religious factors driving behaviour and practice remain entrenched and continue to limit education opportunities for

[48] In 2017, GoK introduced the 100 per cent transition policy whereby any student who passed KCPE must transition from primary to secondary. This has increased enrolment in secondary education across the country while putting considerable pressure on secondary education institutions to meet demand without associated increases in resources or infrastructure. Source: Daily Nation, February 18, 2019. *Maths Under a Tree: Hits and misses of Kenya's 100pc school transition.*

[49] Africa's Voices: Finding from KEEP II Pilot Study, December 2018, pp. 1-2.

girls in a significant way. The timeframe between baseline and midline evaluation was very short to demonstrate any notable effects on these factors and resulting changed behaviour. At the same time, KEEP II provided limited inputs related to Intermediate Outcome 4 (community attitudes and perceptions) between baseline and midline, with most project inputs at the community level slated for 2019-2021. As a result, the sustainability score at midline for the community level remains the same as at baseline – emerging (2).

If the positive trend in GER/NER continues to manifest at endline, and if there is additional evidence that not only normative expectations but actual practices with regard to the key barriers facing girls are shifting, then it would be possible to consider a sustainability score of (3) or established at KEEP II completion.

The conclusions in the KEEP II Pilot Study on African Voices provide interesting suggestions with regard to how the project could more effectively challenge key economic, social and religious beliefs that maintain barriers for girls' education. These include focusing on the influence of mothers and young women in the community, promoting the economic value of investing in girls' education for the family, and focusing on the legal and rights-based aspects of early marriage versus education, among others.[50] Given the different drivers in different communities making up the KEEP intervention zone, different intervention strategies will need to be developed for different communities. The project needs to now go beyond awareness-raising (changing normative expectations) to finding more community-driven solutions to address the tension between accepted norms on the one hand, and the contextual factors and beliefs driving practice (financial, cultural and religious).

Midline Sustainability Score for the School Level: Emerging (2)

It is very challenging to ensure sustainable, institutional change at the school level in KEEP II intervention zones for several reasons. In host communities, there is a severe shortage of qualified teachers in Kenya,[51] and teacher mobility is high, with significant inequality in the deployment of teachers between regions. Teachers, senior teachers and head teachers will often refuse to be posted to hardship or arid land postings,[52] and when posted, will seek transfer quickly.[53] School inspection and pedagogical support services for teachers are severely constrained by lack of resources and capacity, particularly in poorer counties with greater geographical spread between schools. Many teachers work with no in-service training, professional development or other support for years at a time. In the refugee camps, sustainable institutional change can never be the goal, particularly given recent actions by the Government of Kenya to shut camps down, and relocate or repatriate their residents. There are many factors in the project environment which limit sustainability of results at the school level and which are well beyond the project's control. It is challenging to effect sustainable reform at the school level in the absence of effective, systemic reforms at the national level, and sufficient resources to implement them.

In terms of the first indicator, KEEP II has hired 14 guidance counsellors who have trained and provide regular support to at least one teacher identified as a school counsellor in each intervention school. Quantitative data collected at midline reveals that 72% of surveyed girls in school report that they (would) go to the school counsellor if they have a problem. Qualitative data reveals that girls are feeling safer and more supported at school, and that the school counsellor is, more often than not, perceived as approachable and supportive. Available evidence also points, however, to a high turnover rate among school counsellors and the frequent need to identify new ones and provide training to them. It is unclear, should the project end tomorrow, if the counselling unit in KEEP schools would continue and if school

[50] Ibid. pp.41-42.

[51] The current shortage is estimated at 96,345 teachers at primary and secondary levels. Source: Business Daily, March 5, 2019.

[52] The Arid and Semi-Arid Lands in Kenya include Garissa, Wajir, Fafi and Turkana, among others – all KEEP II intervention zones.

[53] The Standard. June 27, 2019. *TSC report lays bare staffing gaps in schools.*

counsellors (i.e. teachers who have been trained as lay counsellors) would pursue life skills activities for students and parents or track child protection cases in the absence of project support. The capacity and commitment for counselling girls appears to have been built by the project at the individual level, but there is limited evidence to date that it has taken hold at an institutional or school level.

In terms of the third indicator – and based on the quantitative and qualitative data collected through the midline evaluation – it appears that KEEP II is offering training of quality to teachers and senior teachers in the intervention schools. The content of the training appears to be relevant and appreciated by participants. There is also evidence that teachers understand the content of the training received; new knowledge and skills have been imparted (see section 6.1 on Intermediate Outcome 1 related to teaching quality). That said, the numbers of teachers trained in each school remains very limited (two to three teachers trained per school) and there is very limited evidence to date that new knowledge and skills acquired by trained teachers are being transferred to other staff within the school. The classroom observation exercises undertaken by the project point to mixed results with regard to the ability of trained teachers to apply new knowledge and skills to teaching practice. The same can be said for Boards of Management; KEEP is providing relevant training but the numbers of BoM members trained is very small (three per school), the BoM elected term is very short (two years) so constant renewal of training is required, and there is no available evidence that training content is being shared or transferred among BoM members.

Sustainable, institutional capacity development generally requires considerable accompaniment, coaching and ongoing support to ensure that the new skills and knowledge imparted through training are understood, adapted to the context, and taken up by a majority of school stakeholders, in ways that alter school teaching and management systems, practices, procedures, and policies. Beyond the delivery of short-term training to individuals at the school level, KEEP is constrained in providing this level of ongoing accompaniment and support by the number of schools it supports, their geographic dispersion and other factors (security concerns for example). The KEEP II theory of change relies on the assumption that those trained have sufficient influence and ability within their schools to change the attitudes and behaviours of their colleagues, peers. To date, evidence to support this assumption is limited. At the same time, head teachers are those with the greatest influence at the school level and KEEP would do well to support them more consistently and closely on changing school culture.

The baseline sustainability score at the school level was rated as “latent” because gender-sensitive learning environments and child protection considerations were seen to have received limited attention in the targeted schools. KEEP II has made progress since baseline in developing school counselling services and training a small number of staff in each school on gender considerations, child protection, and basic pedagogy. Girls at midline report they are feeling safer and more supported at school. At midline, the sustainability score at the school level is rated as (2) emerging. That said, gains since baseline are fragile – they are based on the capacity and commitment of individuals and these individuals are transient in the project intervention zones. The project is constrained by many factors in the education system which are beyond their control but the KEEP II implementation strategy could be is more focused at the institutional level, on changing school culture, policy and practices in a sustainable way.

Midline Sustainability Score for System Level: Latent (1)

It is challenging for KEEP II to effect sustainable change at the systemic level for several reasons. The first is that KEEP II is present in very few host community schools by region (17 in Turkana and 21 in Garissa, Fafi and Wajir counties respectively). As many aspects of education system management are decentralised to the county level in Kenya (teacher recruitment, training and deployment for example), the project has limited influence with education authorities given the limited scope of its intervention in each county. All of the systemic challenges described in the discussion above, on sustainability at the school level, apply to sustainability considerations at the system level as well.

While KEEP II has a more significant presence and much greater capacity for influence in the Kakuma and Dadaab refugee camps,[54] sustainability within the refugee camp context cannot be considered a valid objective. This is particularly true in Kenya at the moment, given the government's stated aim since 2016 to close many of the camps, combined with significantly reduced funding for the camps by donor agencies.

That said, KEEP II is engaging with education authorities at district and national level to share its learning and best practices to date. The following are examples of where and how the project is attempting to exert influence on systemic level change:

- In 2019, the project established a working group, with membership by district education officials and Teacher Service Commission (TSC) representatives, to review and adapt the project's GRP training. District officials also dictate the timing of KEEP teacher training. Finally, KEEP has trained three district education officials from each region (six in total) in basic pedagogy, gender-responsive teaching and learning, and gender-sensitive school management. These officials have been supported to co-deliver teacher training with project staff and to follow-up teacher take-up in the classroom, where feasible.
- Fee-based remedial education was prohibited in Kenya under the Education Act of 2010. On the basis of its results with regard to remedial education and best practices after five years of implementation, the project is currently engaging with the Ministry of Education as they review provisions related to remedial education in both the Education Act and the Refugee Education Policy.
- The project recently made a presentation on the KEEP model of gender-responsive school management, based on project evidence, to education officials responsible for the Kalobeyei Integrated Social Economic Development Plan (KISDEP).
- WUSC recently had its funding approved by the Canadian government to expand interventions from 2020-2024 in a four-year project entitled Learning through Education and Access to Employment Pathways (LEAP). The LEAP Project will not only implement the listed interventions but also support over 1,000 young women to undertake skills training activities, with the aim to provide more opportunities for new transition pathways for young women. The core components of the programme will include remedial training, teacher training and cash transfers, based on learning from KEEP II.

Baseline sustainability at the system level was scored as (0) or "negligent" for KEEP II. At midline, based on evidence of the efforts above with regard to policy dialogue and replication, the midline sustainability score is moved to (1) or latent. There are several reasons why the midline sustainability score has improved but remains quite low: Many of the KEEP II inputs are targeted at the school level and, as seen in the discussion above, it is unclear the extent to which school-level results will be sustainable after KEEP ends, for a variety of structural and systemic reasons. While the KEEP model for promoting girls' education will be replicated in a new refugee setting (Kalobeyei) after KEEP II ends, it is uncertain that this model will be sustained in the current project intervention zones (camps in Kakuma and Dadaab) in the absence of ongoing funding (particularly with regard to remedial training, cash transfer and teacher training). In terms of the public education system and influencing sustainable results at the systemic level for host communities, project training initiatives (for teachers, school counsellors, BoM members) have not been institutionalised and there is no evidence to date suggesting that it is influencing the way pedagogical support or in-service training is delivered at the county level. Once KEEP II ends, it is unlikely that the project's training will continue, given the lack of local government capacity and resources.

It would be a very positive outcome if KEEP II could influence national policy around remedial education by endline based on strong project evidence that the provision of this input has effects on learning outcomes.

[54] KEEP is operational in the vast majority of refugee camp schools while UNHCR has mandated Windle International Kenya (WIK) with the management of refugee camp secondary schools.

KEEP has many lessons learned (from Phase I and II) identifying key supply-side inputs and practices that have proved most effective in promoting improved attendance and learning for girls. There is much evidence on good practice which the project should continue to share with county and national-level authorities. It is clear, however, that KEEP is a modest player at this level (given project scope and resources) and will necessarily have modest influence as a result. GEC, representing a collection of projects in Kenya, should have more influence and thus ensure that project learning from KEEP and its other initiatives in the country are effectively brought to the attention of national government authorities. This was certainly an expectation at the start-up of KEEP II and part of the project's sustainability strategy.

The overall sustainability score for the KEEP II project at baseline is rated as emerging (2).

Since baseline, the project has taken positive steps – at community, school and system levels – to improve potential sustainability. At each level, the sustainability score has improved by a point at midline. That said, sustainability gains are very fragile. This fragility is related to many structural and contextual factors largely beyond the project's control, but is also related to the project implementation strategy, over which the project has control. In terms of project delivery strategy, improvements could be made to: the relative balance in the allocation of project inputs which have focused largely at the school level while neglecting community level change to date; the need to move away from awareness-raising and towards support for community-led initiatives aimed at addressing the tension between expectations and behaviour related to girls' education; and the need to revisit the project's capacity-building strategy to include a greater emphasis on accompaniment, coaching and ongoing support for institutional strengthening over individual training.

The following sub-section and Table 21 have been completed by the project.

Table 21: Changes needed for sustainability[55]

	Community	School	System
Change: what change should happen by the end of the implementation period?	Improved engagement of men, boys and school communities in support of girls' education	Strengthened governance and management of KEEP schools through institutionalizing improved, gender-responsive reforms through our work with the Government of Kenya and community-level partners	Families have additional resources to offset the costs of sending daughters to school
Activities: What activities are aimed at this change?	Conduct community engagement activities, including hosting community events and screening films (FilmAid) and radio programs (local radio station partners) on relevant topics such as child protection, early marriage, and the rights of disabled children. Reaching out directly to men; crafting positive messages about the roles of men and boys in supporting girls' education Through the Girls' Education Advocate, young women who have successfully completed their tertiary	Work closely with Teacher Advisory Centres, which are responsible for quality assurance of teachers, in order to promote the uptake of gender-responsive pedagogy (GRP). Support Parent Associations (PAs) and Boards of Management (BOMs) to develop more gender-responsive policies	Conduct policy advocacy at the Ministry of Education, Science and Technology Engaging with the Ministry of Education as they review provisions related to remedial education in both the Education Act and the Refugee Education Policy. Periodic Stakeholders engagement meetings

[55] Table 21 and narrative explanation following this table were prepared by the KEEP II project and copied into this report, unedited.

	Community	School	System
	education in Canada return to the camps in order to challenge the widely-held idea that education will compromise a girls' cultural or religious values.		
Stakeholders: Who are the relevant stakeholders?	Community leaders including block leaders, religious leaders, administration leaders and PA members in communities	Teachers & Head Teachers; BOMs and PAs	DEOs, TSC and TAC tutors Other programmes and initiatives, particularly in Kakuma and Dadaab, where coordination of aid inputs is critical such as UNHCR
Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms etc.	Sustainability is a complex issue in the refugee context. The aid structures and education systems in place in Kakuma and Dadaab were not designed for sustainability	A greater emphasis on trained teachers supported/coaching and ongoing support Institutional strengthening over follow ups PA/BOM training to implement gender-responsive reforms in the context of their schools	If this enabling environment is in place, then girls will have the necessary conditions to continually improve their learning and transition outcomes beyond the life of the project.

KEEP II will continue to promote sustainable improvements in learning and pathways for girls' transition through: 1) improving engagement of men, boys and school communities in support of girls' education; and 2) strengthening the governance and management of KEEP schools through institutionalizing improved, gender-responsive reforms through our work with the Government of Kenya and community-level partners.

If these changes are achieved, then girls will have supportive families who understand the value of girls' education *and* supportive school and policy environments that will provide improved learning opportunities for girls. If this enabling environment is in place, then girls will have the necessary conditions to continually improve their learning and transition outcomes beyond the life of the project.

1) Improving engagement of men, boys and school communities in support of girls' education:

In order to ensure that this change occurs, the project will:

- Conduct community engagement activities, including hosting community events and intensify screening of films (FilmAid) and radio programs (local radio station partners) on relevant topics such as child protection, early marriage, and the rights of disabled children, the project will aim to enhance the knowledge of community members on the tangible steps they can take to positively contribute to promote girls' education.
- Mainstream the theme of Engaging Men and Boys throughout all community engagement activities. In practice, mainstreaming EMB will involve: reaching out directly to men; crafting positive messages about the roles of men and boys in supporting girls' education; and profiling successful stories of how the lives of men and boys have been enriched by girls' education, among other things.

2) Strengthening the governance and management of KEEP schools:

KEEP II will continue to support gender-responsive reforms in policy and practice at the school level (Parent Associations and Boards of Management) and the systems level (government-run district-level Teacher Advisory Centres). The sought-after change in both cases is to achieve a critical mass of individuals

amongst the government officials and school governance body members who understand, support, and have the tools to implement gender-responsive policies and practices. A critical mass of individuals within these institutions with the capacity and will to implement gender-responsive reforms is anticipated to result in the institutionalization of gender-responsive reforms.

In order to ensure that this change occurs, the project will:

- Continue supporting Parent Associations (PAs) and Boards of Management (BOMs) to develop more gender-responsive policies. This will include training and follow-up support in the areas of ethnic and gender representative governance for PAs; gender-responsive management; and financial management for implementation of gender-responsive School Improvement Plans for BOMs. Given that representatives for PA and BOMs are elected every 3 years, it will be critical to ensure that PAs and BOMs are supported with regular training to integrate principles of gender-responsive governance into their policies and structures.
- Conducting policy advocacy at the Ministry of Education, Science and Technology. KEEP II will share results of its ongoing monitoring, evaluation and learning activities with the MoEST

Overall, the project will maintain realistic ambitions about the level of sustainability that can be achieved for certain project interventions, but will focus on sustaining learning and transition outcomes for girls by fostering an enabling environment for girls' education.

6 Key Intermediate Outcome Findings

This section presents the key findings on project progress with regard to the Intermediate Outcome (IO) indicators. Available evidence to support the findings below includes quantitative and qualitative data collected by the external evaluator as well as project monitoring data. Findings in this section assess progress made since the baseline, the achievement of midline targets as well as the feasibility of achieving the objectives and targets set for the end of the project. This chapter contains five sections, each dealing with one Intermediate Outcome.

6.1 Intermediate Outcome 1 - Teaching and Learning Quality

High-Level Findings on IO 1

The midline targets for Intermediate Outcome 1 indicators were not met. Average KCPE/KCSE scores in 2018 decreased for KEEP intervention schools, while a very small percentage fewer of girls at midlinebelieve their teachers treat boys and girls differently.

Project efforts to improve the quality of teaching and learning remain relevant and appreciated; however, it is too early for significant changes in attitudes and practices to be visible in the classroom.Trained teachers are showing signs of assimilating new knowledge regarding educational techniques adapted to the specific needs of girls. The translation of this knowledge into new attitudes and teaching practices is embryonic, while there is limited evidence of knowledge sharing among teachers at the school level.

There is some evidence of school efforts to promote a safe and more girl-friendly learning environment; it is still early to assess the causal relationship between these efforts and girls' learning outcomes. KEEP II is not the only initiative credited with improving attendance or learning for girls in the project intervention zones.

Remedial classes appear to be a valuable tool for improving girls' academic performance. Remedial classes are confronted, however, with an 'image' problem, where the quality of teaching is questioned by parents and where the girls who benefit from remedial classes are stigmatized as slow learners.

Table 22: IO 1 – Teaching and Learning Quality

IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point[56]	Will IO indicator be used for next evaluation point? (Y/N)
Quantitative indicator - The % of girls demonstrating improved performance on school exams, as well as improving KCPE and KCSE exams in the project intervention schools.	Average at BL: 41.1% average performance score by girls in KEEP intervention schools on KCPE and KCSE for 2017 KCPE = 49.1% KCSE = 33.2%	+5% from baseline	Average at ML: 35,1% average performance score by girls in KEEP intervention schools on KCPE and KCSE for 2018 KCPE = 48.5%	No.	+15% from BL	Yes

[56] Endline target comes from logframe revised by the project after baseline. EE suggestions on endline target can be found at the end of this chapter.

IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point[56]	Will IO indicator be used for next evaluation point? (Y/N)
			KCSE = 30.9%			
Qualitative indicator - Stakeholders (parents, girls, teacher) perceptions on improvement or positive change in the quality of learning experience of girls at school	24% of girls (30% from Garissa and 10.7% from Turkana) believe that their teachers treat boys and girls differently (ISG Survey)	+20% from BL	21% of girls (24% from Garissa and 18% from Turkana) believe that their teachers treat boys and girls differently[57] (ISG Survey)	No	+30% from ML	Yes

Main qualitative findings

According to head teachers, teachers and boys, progress in girls' school performance is variable, remains modest, and below that of boys.

Trained teachers demonstrate that they are beginning to absorb new knowledge, however, head teachers suggest that few changes are perceptible in teachers' attitudes and practices in the classroom at this stage, while knowledge sharing among teachers is rare.

Girls report that their teachers make them feel welcome in class. However, based on the testimonies from girls through FGDs, there is a decrease in satisfaction with the support received by teachers, which seems more pronounced in Turkana.

Table 23: Girls' performance on school and national exams by grade, region, community type

BL		
Girl/ Class	T2 Performance Average[58]	KCPE / KCSE[59]
S6	40.9%	
S7	40.3%	
S8	41.8%	49.1%
F1	34.0%	

ML		
Girl/ Class	T2Performance Average	KCPE / KCSE[60]
S6	40.0%	
S7	41.1%	
S8	43.4%	48.4%
F1	31.8%	

[57] It excludes from the sample those girls (19% of total sample) who were at a girls only school (therefore question is not applicable).

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

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

[60] EMIS Data.

BL		
Girl/ Class	T2 Performance Average[58]	KCPE / KCSE[59]
F2	30.5%	
F3	26.9%	
F4	26.7%	33.2%

ML		
Girl/ Class	T2Performance Average	KCPE / KCSE[60]
F2	31.6%	
F3	25.9%	
F4	20.9%	30.8%

BL			
KCPE Girls' Performance Average			
Garissa	Turkana	Host	Refugee
49.6%	48.7%	48.4%	49.9%

ML			
KCPE Girls' Performance Average			
Garissa	Turkana	Host	Refugee
49.6%	47.6%	52.4%	47.1%

BL			
KCSE Girls' Performance Average			
Garissa	Turkana	Host*	Refugee
35.1%	29.5%	37.4%	31.1%
*Includes host communities from Garissa only			

ML			
KCSE Girls' Performance Average			
Garissa	Turkana	Host	Refugee
26.4%	35.1%	32.0%	28.8%

Table 24: Stakeholder perceptions on improvement in quality of teaching for girls at school[61]

	Garissa		Turkana	
	BL	ML	BL	ML
PCG believe that the quality of teaching of their girl child has improved in the past 12 months (HHS)	87.4%	75%	70.9%	67%
PCG believe that the quality of teaching of their girl child is either good or very good (HHS)	97%	92%	85%	83%

Was the target achieved? If not why and how can the project improve?

The targets set for ML are not met.

Activities and outputs related to this Intermediate Outcome included teacher training (in basic pedagogy and gender sensitivity), as well as remedial training for girls in literacy (all grades) and numeracy (primary only). Improvements in the physical environment of the school – through direct infrastructure development by the project or support to school BoMs for the implementation of their school improvement plans - are also intended to provide a welcoming and safe environment for students, especially girls.

[61] Source is household survey data.

Teaching quality

The majority of key informants (including teachers, boys and girls themselves) believe that the improvement in girls' performance is real but modest. In primary school, a trend towards progress seems to be emerging. Results on school exams (S6 - S7) show improvement at midline over baseline (an increase of slightly more than 2 points) while results on Kenya's standardised national exam for S8 (KCPE) remain stable. At the secondary level, results vary widely. On school exams, girls' performance in F1 dropped dramatically during 2018 (average performance in T1 2018 = 41.1%; T2 2018 = 30.9%; T3 2018 = 28.4%). Girls' results in the KCSE also dropped slightly since baseline (-2.3%).

> *"The girls are performing well but when you compare with boys they are not that good […] These days you can see teacher talking to them in class and outside also or call them together and talk…"*
>
> Boy from Dagahaley Secondary school

Based on quantitative evaluation data at midline, there is a decrease in primary caregivers' (PCG) satisfaction with teaching quality. While values at midline remain quite high, fewer PCGs at midline believe the quality of teaching of their child is good or that it has improved in the last 12 months. While virtually all girls surveyed at midline feel that their teachers make them feel welcome (an increase of 10% over baseline), the data presented in the table below provides some nuances. There are several areas where girls appear less satisfied with the quality of teaching than at baseline: fewer girls at midline feel supported by their teachers to do well in their studies; fewer girls feel teachers explain things clearly or explain things again if a student does not understand. Dissatisfaction with teaching is much more pronounced for girls in Turkana. In terms of improvement, girls appreciate when teachers use a different language to help girls who do not understand something (average increase +15%), which appears to slightly contradict responses related to teachers explaining things again when a student does not understand (average decrease of 15%). Positively, there is a significant decrease at midline in the reported use of physical punishment of students if they give wrong answers. This is particularly pronounced in Turkana (-61%) and in the host communities (-59%). The feedback from FGDs revealed little change since the BL; both female and male parents express satisfaction with teachers, while girls generally feel supported by their teachers.

Table 25: Teaching quality[62]

	Garissa	Turkana	Host	Refugee
	ML (Variation since BL)	ML (Variation since BL)	ML (Variation since BL)	ML (Variation since BL)
Girls say that their teachers make them feel welcome (ISG)	99% (+21%)	98% (+9%)	99% (+6%)	98% (+19%)
Girls feel that their teachers treat boys and girls differently (ISG)	24% (-6%)	18% (+7%)	33% (-13%)	20% (+4%)
Girls feel supported by their teachers to do well in their studies (ISG)	81% (-1%)	74% (-16%)	81% (-9%)	76% (-7%)
If you (girls) don't understand something, teachers often use a different language to help (ISG)	53% (+17%)	51% (+12%)	62% (+11%)	49% (+18%)
Teachers explain things clearly (ISG)	81% (+3%)	70% (-20%)	79% (-11%)	73% (-6%)

[62] Source is school survey data.

	Garissa	Turkana	Host	Refugee
	ML (Variation since BL)	ML (Variation since BL)	ML (Variation since BL)	ML (Variation since BL)
If a student does not understand, the teachers explain it again (ISG)	73% (-7%)	67% (-23%)	73% (-14%)	69% (-13%)
Teachers punish students who get the wrong answer (ISG)	24% (-40%)	11% (-61%)	17% (-59%)	17% (-47%)
KEEP remedial education provided a lot of improvement to girl's performance in school (ISG)	64%	31%	48%	39%

Based on qualitative data collected through FGDs with teachers and KIIs with head teachers, it is apparent that those trained by the project acquired new skills and knowledge, are able to discuss the content of training and provide examples of how it might influence their teaching approach, practices and attitudes in the classroom, particularly with respect to girls. Data from classroom observation exercises undertaken by KEEP II staff, (classroom observations made before and after training) do not reveal significant changes in teachers' attitudes and practices in the classroom. However, it should be noted that for classroom observation undertaken in May 2019, teacher training had only been delivered a month before, leaving little time for the translation of training into practice, particularly given the absence of supervision, follow-up support or coaching. Among the most significant improvements in teaching practices noticed through project's monitoring of teaching quality through classroom observation (exclusively of teachers trained by the project):[63]

> *"I was a remedial teacher in 2017 and 2018, we went to seminars and we were taught how to effectively teach low performing students. So the skills I got there have helped me to accommodate the slow learners in the class, approach them in a way that you can be friendly to them; the moment you are friendly to them, they are in a position to listen to what you have to say."* Teacher from Dertu Girls Secondary School.

- Increase of 21% in teachers' use of questioning to draw out and extend key learning (represents 8 out of 37 teachers)
- Increase of 21% in teachers' use of diverse teaching methodologies and approaches
- Increase of 16% in teachers' use of praise to motivate and encourage learners (represents 6 out of 37 teachers)
- Increase of 11% in teachers' feedback about girls' work accompanied by positive comments (represents 4 out of 37 teachers)

KEEP II has trained two to three teachers per school and the assumption, until recently, has been that trained teachers will pass new knowledge on to their peers. Based on interviews with teachers and head teachers, there is no available evidence to suggest that trained teachers are sharing new skills and knowledge with untrained teachers once they return to school.

It is only in the last year that KEEP II has shifted its strategy for providing support to teachers. The Teacher Competency Framework recently developed by KEEP II includes a competency on "Instructional Leadership" whereby senior teachers develop coaching and mentorship capacity in order to support the ongoing professional development of teachers in their schools through communities of practice. The training

[63] Our analysis focuses on the 37 teachers who were observed both "before" and "after" their training on "Basic Pedagogy Skills" in order to compare their performance progress. In total, 327 teachers has been trained under KEEP II until now.

of senior teachers was undertaken in July 2019 (one senior teacher trained in each of the 84 schools). Project monitoring with regard to school-based communities of practice will only start in 2020. For these reasons, it is not possible to assess how KEEP II teacher training is being taken up beyond the level of individual teachers trained.

Inclusive education

Approximately 5% of girls surveyed at school (1% in Garissa and 4% in Turkana) and 11% of girls who surveyed in the household (1% in Garissa and 10% in Turkana) report a disability. The prevalence of different disabilities is fairly consistent, varying from 1% to 5% depending on the disability. Difficulty seeing is the most widely reported disability with girls in refugee camps reporting it at a higher frequency than those in host communities (0.3% in Garissa and 11% in Turkana).

The implementation of measures to promote inclusive education for children with disabilities or who require special measures is extremely limited in KEEP II. According to feedback from all respondents, very few children with disabilities attend school. The main cases reported relate to difficulty hearing and seeing. Support strategies largely consist of moving these children up to the front of the class. All new classrooms, dormitories and labs built by the project have ramps for wheelchair access (e.g. Dertu Girls Secondary School) as well as toilets that are disability friendly. Head teachers and teachers explain that children with disabilities are referred to special needs schools so they do not generally attend KEEP intervention schools (e.g. Juba and Unity schools in Dagahaley). However, special needs schools do not exist in all districts. Teachers reported that inclusive education was not part of the KEEP II teacher training.

Remedial classes

School stakeholders interviewed (including head teachers, teachers, boy students), from both refugee and host communities at primary and secondary school levels,[64] attributed a considerable part of the improvement in girls' performance to their participation in KEEP II remedial classes. While project remedial training is highly appreciated by school staff, it may not be appreciated to the same degree by parents. In a recent KEEP II quarterly report, when reviewing annual progress against outputs, the project's team states: *"We have noted reduced remedial attendance especially with grade 8 beneficiaries in both regions. In Dadaab, we have noted there are increasing private remedial centres (paid remedial) that the beneficiaries are attending."*[65] Although anecdotal, students at Dagahaley Secondary School reported that "private tuition centres" had opened in the refugee camp and that some parents prefer sending their daughters to these paying centres on the eve of the national exams. KEEP II staff suggest that this might be attributed to a lack of confidence in the quality of teachers in refugee camps. They also add that some girls are reluctant to participate in remedial classes because they do not want to be stigmatised as bad students. Based on project data, there was an incremental increase in remedial class attendance during the 2018 and 2019 academic years (average attendance 62% in 2018 reaching 80% in 2019). Dadaab typically experiences lower attendance rates than Kakuma but there is an upward trend.

According to the girls themselves, the table above on teaching quality shows that over half the girls surveyed in Garissa County and in host communities feel that "KEEP remedial education provided a lot of improvement to girl's performance in school". Response rates are lower for Turkana and refugee communities at midline. Analysis provided in Chapter 3 on the effects of various KEEP II inputs on learning outcomes demonstrates that, while not statistically significant, there is a strong, positive correlation between remedial education and learning outcomes.

School environment

[64] Especially from Dagahaley Secondary, Undugu Primary, Dertu Girls Secondary, Illeys Primary, and Greenlight Secondary school

[65] KEEP II, Quarterly Project Report, Q8, March 2019.

Eight schools under KEEP II are to benefit from infrastructure upgrades, classrooms, latrines, libraries, and dormitories. These upgrades are not yet completed so their effects on providing an environment conducive to girls and, ultimately, to improving girls' learning is not yet observable. However, based on qualitative exchanges with head teachers, infrastructure improvements have been made in some schools, mostly through the efforts of the BoM members or with the support of other donor projects or partners (particularly Lutheran World Relief in refugee primary schools). According to the girls, these facilities (fence, latrines, solar lighting, etc.) contribute to the comfort and safety of students, especially girls.

> *"We are happy and safe in school because there were constructions of more toilets where the boy's toilets are separate from the girls' toilet."*
> *"Last year our latrine was in the same side as the boys and we were not that comfortable at all but now we have been built latrine by the team and we have our own latrines on the other side not next to the boys."*
> Girls from Illeys Primary School and Kakuma Refugee

The lack of teaching staff, teacher mobility and resulting overcrowded classrooms remain real challenges in the project intervention zones, according to stakeholders interviewed through KIIs and FGDs. That said, there are reports that new female teachers are being appointed and this is seen positively.

> *" …many teachers have transferred from our school hence the consistency of teaching has not been there. We still don't have enough teachers and at times some subjects are not taught and the students have limited choices in the subject selection."*
> *Head teacher from Kakuma III*

According to quantitative data collected at midline (see table below with school survey data), overcrowding has increased since baseline, particularly in Turkana. The 100 per cent transition policy that came into effect in 2018 might have something to do with this reported increase.

Table 26: School infrastructure and facilities[66]

	Garissa		Turkana	
	BL	ML	BL	ML
There are not seats for every student in their class (ISG)	26.7%	5%	7.9%	23%
Girls cannot move around their school easily (ISG)	19.1%	13%	26.9%	7%
Girls cannot use toilet facilities (ISG)	9.1%	0%	1.1%	0%
Girls cannot use books or other learning materials they need (ISG)	1.8%	2%	7.8%	10%

Structural considerations

Generally, the assessment of teaching quality derived from the household and school survey data as well as qualitative interviews tends to be more positive with regard to progress than results from classroom observation exercises. Stakeholders (parents, girls, head teachers) are generally positive about the quality of teachers, although PCG respondents reporting they are satisfied with the quality of teaching for their girl decreased at midline. That said, results with regard to teaching quality at midline need to be tempered given structural constraints with regard to KEEP

> *"Most of the teachers who attended training have left our school, […] since the HODs were trained, we expected them to cascade the training to their departments though this was never the case. However, there has been a challenge in the turnover of teachers who were trained. Right now I have 30 out of 40 teachers who are new, Among the other 10, only 3 teachers have been here for more than two years."*
> Head teacher from Kakuma III refugee camp

[66] Source is school survey data.

II project scope and the contextual realities within the project intervention zones. The following points serve to qualify and contextualise progress with regard to teaching quality to date:

- the number of teachers trained by the project relative to the total number of teachers in KEEP schools remains quite limited (2-3 teachers trained per school to date)
- there is extremely high teacher turnover in these schools (hardship postings and difficult working conditions) so many of the teachers trained have already moved on
- teachers in refugee camps are secondary school leavers (i.e. not qualified teachers) and therefore have limited pedagogical skills
- refugee camp and school closures have shifted populations, resulting in more classroom overcrowding, less student motivation and more disturbed academic pathways for refugee children

> *"They (girls) are trying (to perform)….but there are those cases whereby you will get a girl who is in class eight but does not know how to read… […] All these problems were created by (UNHCR and LWF) because you say that a child should not repeat a class…. How can this child be helped?"*
>
> Head teacher from Kakuma III

- recent GoK education policies and decrees impact negatively on education quality and learning outcomes (zero repetition rate, 100 per cent transition policy, policy of delocalisation[67]).

Is there evidence at midline that changes at IO level have led to learning and/or transition outcomes? E.g. is there a correlation in the data between IO and outcomes?

It is still too early to assess the tangible evidence of IO 1's contribution to girls' learning or transition outcomes. The girls were first tested at baseline in January 2018 and at midline in May 2019; this is a 15-month implementation period that covers only four terms of school. During this period, about 145 teachers have been trained and some of them as recently as May or July 2019. Given the high mobility of teachers in the project intervention zones, a portion of these trained teachers are likely no longer serving in a KEEP school. To expect a significant contribution to learning improvement through this IO at this stage of implementation is premature. The project has been busy in the last 15 months revising its teacher training offer based on learning from KEEP I.[68] Revisions were made to the KEEP teaching and learning approach, in terms of both content and delivery methods. It now includes four modules: basic pedagogy skills, gender responsive pedagogy, remedial teacher training, and instructional leadership. The training of senior teachers for the development of school communities of practice is another recent innovation. This specific module will only start late in project implementation (2020) although it is a key pillar of the KEEP II strategy to improve the quality of education.

Remedial training does appear to have some influence on learning outcomes, according to the regression analysis and related findings provided in Chapter 3 above. In terms of learning outcomes, aggregate literacy scores increased significantly at midline and aggregate numeracy scores increased but less dramatically. Given that the focus in remedial education is on English language literacy, remedial classes may well have contributed to the more significant increase of aggregate literacy scores. Qualitative data at midline certainly underscores the importance of remedial training to girls" academic performance where head teachers, teachers and beneficiary girls believe that remedial classes are useful in improving language proficiency, allowing them to better understand the subjects they are taught. That said, there are obviously many

[67] A recent GoK policy whereby senior teachers and head teachers cannot be deployed in their home county. There is considerable opposition to this policy by teachers' unions.

[68] The evaluation of GRP training had shown that teachers have better understood how gender bias and stereotypes affect the quality of teaching, but teachers' ability to translate new knowledge into improved pedagogical practices is, at best, uneven.

contextual and structural factors beyond the project's control that influence learning outcomes (poverty levels, refugee vs host context, class size, teacher qualification, etc.).

The logic of the theory of change and logical framework of KEEP II seems solid in terms of remedial classes and improved teacher quality contributing to improved learning and transition outcomes for girls. However, the question remains how much continuous training and support is really needed for teachers to improve their teaching practices, given the very poor education system where initial teacher training is low and systems for in-service training and continuous pedagogical support are severely lacking. Given our evidences at midline, teacher training is good but ongoing pedagogical support services are urgently needed to ensure that new skills are translated into new classroom practices. The school community of practice approach is supported by international lessons learned, but it needs to be operationalised by KEEP and well resourced, particularly since there are only two years left in the implementation of the project.

Reflections and targets

- **For any indicators you were not able to collect data for, please state what it is and why you were not able to collect data.**

  N/A

- **Confirm whether each indicator is still fit for purpose, logical and measurable. Please justify your response.**

  The current indicators remain appropriate and measurable, although incomplete. A significant period of time will be required to measure the impact of the project on the quality of girls' learning. Thus, it is also desirable consider adding an indicator on the % of girls sitting KCPE and KSCE exams each year in KEEP II schools.

  In addition, the midline target in the logframe for the second indicator on the % of girls who say their teachers treat girls and boys differently is a positive target (+20%). It is unclear whether this should be a positive or negative target – should the target not involve a fewer proportion of girls reporting different treatment? Is this not the desired outcome – that girls and boys are treated equally in class?

- **Confirm whether or not you recommend removing or adding in any new or additional indicators**

  See comment above.

- **Based on midline findings, are the targets for your remaining evaluation point(s) achievable? Do you suggest amendments, and if so, what amendments and why?**

  Based on previous analysis, targets established at BL for endline are far too ambitious. It is recommended to reduce them. Indicator 1: +5% from ML. Indicator 2: -10% from ML.

6.2 Intermediate Outcome 2 – Attendance

High-level Findings on IO 2

The midline attendance target has been achieved and there has been a very significant increase in the overall attendance rate for the KEEP II cohort of girls between baseline and midline (+30 point increase at midline). However, attendance data from other sources (spot checks) is quite different from the midline school register data, and could put into question the reliability of the school register attendance data at midline.

Specifically for girls receiving CCT, the available data suggests a positive effect on girls' school attendance rates. It should be noted, however, that there may be other factors beyond CCTs that have contributed to an increase in girls' attendance in class with school-feeding programs one example.The CCT initiative is a new one in refugee camps. The implementation process, which has experienced some challenges, provides many valuable lessons for the project and other stakeholders present in the regions.

Domestic chores and menses remain the key barriers to girls' school attendance in the project intervention zones.

Table 27: IO 2 – Attendance

IO	IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point[69]	Will IO indicator be used for next evaluation point? (Y/N)
IO2 - Attendance	Quantitative indicator - % improvement in targeted marginalised girls' attendance in schools throughout the life of the project (weighted average percentage and individual level)	60% [70]average attendance rate across all KEEP intervention schools for grades S5-F2 in T2 - 2017 academic year.	+10% from BL	93,3% average attendance rate across all KEEP intervention schools for grades S7-F4 in T1 - 2019 academic year[71]	Yes	+20%	Yes
	Qualitative indicator - Girls and parents/ guardians	N/A[72]		Only for girls receiving scholarship and CCT:		N/A	Yes

[69] Endline target comes from logframe revised by the project after baseline. EE suggestions on endline target can be found at the end of this chapter.

[70] The EE is unsure where the figure of 60% was derived from. The project added this figure to the KEEP II logframe under baseline results but it does not correspond to any data collected by the EE at baseline.

[71] This data was provided by the project.

[72] No baseline data for conditional cash transfer.

IO	IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point[69]	Will IO indicator be used for next evaluation point? (Y/N)
	reporting an increase in attendance as a result of cash transfer provided to help reduce barriers to regular attendance			91% of PCG (94% from Garissa, and 89% from Turkana) say that their girls attended school on most days since the start of the most recent school year. (HHS) 84% of girls (95% from Garissa, and 71% from Turkana) confirmed that the KEEP cash transfer to girl's family helped girl to improve attendance (HHS)[73]			

Main qualitative findings

- Representatives from all stakeholder groups interviewed through focus group discussions (FGDs) and key informant interviews (KIIs) (head teachers, teachers, male and female parents, girls, boys) mentioned deficiencies in the process of selecting girls for conditional cash transfer (CCT) and managing the delivery of CCT. Major challenges most often raised included insufficient communication on selection and administrative procedures as well as delays in transferring the funds. Several girls receiving CCT also raised the issue of conflict within the family that the CTT engendered (who controls the money, how the money is used).
- Head teachers, teachers, female parents, boys and girls interviewed at midline note a trend towards improved attendance for girls at school.
- Head teachers and education officials argue that KEEP II's contribution through the CCT is not the only initiative positively affecting girls' attendance at intervention schools. WFP school-feeding, for example, is also perceived to be positively affecting girls' attendance.
- The majority of girls and female parents interviewed through FGDs report that a portion of the CCT is systematically used for family expenses other than those related to the girls education. These other expenses most often include transport fees to the bank to open bank accounts and collect the CCT, food for the family, school fees for other siblings, etc.

[73] Note that percentages represent proportion of valid cases (e.g. those that report having received a scholarship or cash transfer, N=70).

Main qualitative findings
• According to girls and teachers, domestic responsibilities and monthly periods are the main reasons girls are absent from school.

Table 28: Girls' attendance rate per grade

Baseline			Midline				
	EE spot check February 2018[74]	KEEP II average attendance for T2 in 2017[75]		EE spot check all girls May 2019	KEEP II spot check T1 2019	KEEP II average attendance for CCT girls T1 2019[76]	KEEP II average attendance for all girls T1 2019
S7	71.1%	65.4%	S7	76.4%	81.6%	93.3%	93.6%
S8	86,4%	67.0%	S8	79.7%	77.6%	93.7%	94.0%
F1	97.3%	58.4%	F1	80.3%	57.8%		91.2%
F2	74.8%	55.3%	F2	75.8%	63.2%		91.8%
F3	60.6%	59.1%	F3	71.8%	69.3%		93.1%
F4	100.0%	60.5%	F4	86.4%	81.4%		94.3%
Average	81.7%	62.4%	Average	78.4%	74.1%	93.5%	93.3%

Was the target achieved? If yes, is there anything the project could be doing better to improve?

With regard to the first indicator for Intermediate Outcome 2 related to overall attendance rates for the KEEP II cohort of girls, if exactly the same source of data is compared at baseline and midline (i.e. data provided by the project based on the aggregation of attendance rates for individual girls as reflected in school registers by semester), then the midline attendance target has been achieved and there has been a very significant increase in the overall attendance rate for the KEEP II cohort of girls between baseline and midline (+30 point increase at midline).

However, attendance data from other sources is quite different from the midline school register data, and could put into question the reliability of the school register attendance data at midline. For example, the EE and the project conducted attendance spot checks for midline, in Terms 1 and 2 of 2019; average attendance rates of 78% and 74% were registered through these spot checks; spot check data at midline registered similar average attendance rates which are considerably lower than the 93% average attendance rate based on the school register data. EE spot check data on attendance at midline (average attendance rate 78.4%) shows a decrease relative to EE spot check data at baseline (81.7%) so the trend in spot check data from baseline to midline is slightly decreasing attendance rates.

Attendance rates calculated by the project based on school register data in 2017 were much lower (average attendance was 74.3%) than attendance based on school register data collected by the project in 2018 or 2019 (94.6% and 93.5% respectively). While it is possible that there could have been a 20 point increase in girls' attendance between 2017 and 2018, it should be pointed out that 2017 was the final year of KEEP Phase 1. Under KEEP Phase 1, the project was actively working with school administrators to develop their

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

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

[76] Girls' attendance data are provided by the project. For T1 2019, only girls in S7 and S8 received CCT payments.

capacity in maintain accurate school registers and improving their quality. This capacity building work and focus on the quality of school register data was not continued under KEEP Phase II.

Progress on IO achievement at midline is unclear given that trends in attendance data are uneven and inconclusive at midline. The midline target has been achieved based on a comparison of the same data set used to determine baseline values, but there is some question about the reliability of this data set given the very significant jump in overall attendance rates in a 15 month implementation period and the variance with attendance rates established through spot checks.

With regard to the second indicator for Intermediate Outcome 2 related to increased attendance for girls receiving Conditional Cash Transfers (CCT), available evidence suggests a positive effect emerging on attendance rates for girls receiving the CCT. Girls receiving the CCT were selected based on low school attendance and performance as well as family need. CCT girls at midline (based on data provided by the project and collected through school registers) have an average attendance rate of 93.5%. Because the CCT component of the project began after baseline, there is no baseline value to compare midline scores. Anecdotally, the project explains that girls with the lowest attendance rates in a given class were selected (along with other criteria). Anecdotally as well, qualitative data collection with head teachers, teachers and school counsellors generally supported the notion that attendance rates had increased for the majority of the girls receiving cash transfers through KEEP II.

In terms of CCT affecting overall attendance rates for the KEEP II cohort at midline, it should be noted that only 977 girls benefited from CCT while the population of girls attending schools under the scope of KEEP II project activities in T1 2019 exceeds 11,000 beneficiaries (less than 8% received CCT). The CCT factor cannot fully explain the large increase in attendance observed at midline for the entire KEEP II cohort, based on school register data. While the hope of receiving a CCT in the future may be inspiring some girls in the KEEP II cohort to improve their attendance, CCT alone is insufficient to explain any trends in attendance data from baseline to midline.

Finally, it is also important to note, that data on attendance from the household survey (% of PCGs reporting that their girls attended school on most days) actually declined at midline (98% at BL and 91% at ML). The same can be said of the proportion of girls surveyed at the household who report attending school most days, which declined from 99% at baseline to 84% at midline. It is not clear how this data should be interpreted. It is suspected that there was response bias in survey results at baseline (in anticipation of perhaps receiving the CCT) while survey results at midline appear slightly more in keeping with other sources of attendance data collected at midline.

As noted above, evidence from qualitative data collection suggests a trend towards improving attendance for girls at school since the distribution of CCT. Some head teachers point out, however, that this trend is not due exclusively to KEEP II inputs but is more likely the result of a convergence of efforts between complementary initiatives. In particular, the WFP school-feeding programmes have had a positive effect on attendance rates. In addition, the increased attention of some BoMs in monitoring girls' absences and following up with families has been mentioned by some school stakeholders as contributing to more regular attendance by girls.

"In general, it is not just KEEP that has helped to improve their attendance and performance; it is a combined effort from the teachers, LWF and KEEP. We can't leave it all to KEEP when we say that enrolment, attendance and performance has improved. WFP has also helped by ensuring that they give lunch to the children."

Head teacher from Hagadera

Challenges with the CCT

In considering all comments provided by stakeholders through qualitative data collection (girls, parents, head teachers, counsellors, project staff, etc.), it appears that this first year of CCT implementation has been challenging. There have been many logistical and administrative hurdles to overcome and, as a result,

delays and interruptions in the provision of cash transfers. The process of setting up bank accounts has been complicated, particularly for refugee families. The distance to banks has also proved challenging for families as it costs time and resources to collect the cash transfer.

> *"In KEEP 1 all the girls were benefitting in terms of sanitary towels, learning materials which boys could also benefit, but now they have introduced CT whereby few girls are benefitting, this has created jealousy and bad blood between the school administration and the parents. You know the selection is done by Windle Trust, but our parents here are illiterate, they assume that we are the people who are doing the selection. The agency is not coming on the ground and telling them A, B, C, D. (…) There is that disconnect between Windle Trust and the community."*
> *"…sometimes, the beneficiaries don't receive the money and their parents come here complaining because they spend money for fare going to check the accounts. There is also the problem of wrong details like names making some parents not receive the money. (…) Sometimes the money is sent but the beneficiaries don't have any knowledge about it."*
>
> Head teachers from Garissa host community and refugee camp

Challenges in communicating with both communities and the families receiving cash transfers are also evident. Stakeholders at the community and school level are not always clear on the selection criteria and process for CCT girls. Girls did not necessarily understand why they were receiving CCT, the rules for the use of funds by girls and PCGs did not seem clear, head teachers received cases of complaints from parents challenging the selection process, etc. With regard to families receiving the CCT, parents and girls interviewed did not always understand the reason for delays or interruptions in the provision of cash transfers.

The intended use of the cash transfer was also interpreted differently by family members. In its communication with CCT families, KEEP II intentionally left the use of funds open and up to the discretion of the family, while emphasizing that at least some funds should be allocated for the education needs of the girl. Some girls reported tension within the family with regard to who should manage the cash transfer and who should decide how it is to be spent. The majority of CCT girls interviewed reported that cash transfers were being used to cover at least some of her school needs as well as other family expenses (food, sending other siblings to school). There are mixed testimonies as to whether girls have everything they need to go to school. Taking into account the evidence gathered from PCGs and girls, a majority of girls and parents admit that a portion of the CCT funds given is systematically allocated to the transportation to get the CCT, to set up the bank account and obtain the monthly transfer account. In fact, bank branches are often far away from rural communities and refugee camps. CCT fund are also reportedly being used to send siblings to school and to buy items and food for the family. On the basis of HHS, this phenomenon is more prevalent in Turkana than in Garissa (58% and 28% respectively). In general, girls report that they are consulted on the use of funds even if their decision-making power appears to be low; mothers are generally the ones deciding. The main goods that girls report receiving through the CCT are uniforms, books and pens, soap, body oil, panties and sanitary pads. One of the items that is consistently reported by girls to be insufficient is sanitary pads.

> *"When my mother receives the money she informs me about it and we discuss together on how to use the money. The first thing to buy is the personal items including the uniforms and books and I will give her 500 to buy for food."*
>
> Girl from Greenlight Secondary School

The cash transfer is a new initiative in education for the KEEP project intervention zones, and more particularly in the refugee camps where cash transfers have never been used before. The logistic challenges are not surprising given the complexity of the project context. That said, there does appear to be a need for more and ongoing communication around the CCT, at the level of communities, schools and families receiving the cash transfer. There continues to be misinterpretation and misunderstanding around

the purpose, administration, procedures and expectations with regard to CCT that need to be clarified, particularly given that the project is now into its second year of implementing this component.

It would also be important for the project to engage in more follow-up with CCT girls to closely monitor what education expenses the CCT is covering for them, and what this means in terms of their school experience and performance. This is particularly true with regard to sanitary wear, which school stakeholders continue to raise as among the most important inputs supporting girls' regular attendance (and eventual improved performance) at school. It was unclear from qualitative data collection at midline, the extent to which CCT is effectively covering this input; it is likely quite uneven in practice. KEEP-trained school counsellors would be well placed to monitor CCT girls more closely at the school level.

Remaining challenges to girls' attendance at school

The main reasons for girls' absence in school, according to head teachers, teachers and girls, include monthly refugee food distribution, menses and domestic chores. Examining the project's spot check data on attendance more closely, it is important to note that average attendance rates decreased significantly for girls and boys between T3 2018 and T1 2019 in the Dadaab refugee camps (-16.1% for girls and - 1.2% for boys[77]). This coincides with the timing of the Kenyan government's correspondence with UNHCR regarding camp closure which has likely had an impact on student motivation, similar to trends witnessed with regard to attendance rates on the project in 2016-2017 when camp closure was first raised by the government. In contrast and for the same time period, there was a reported increase in girls' attendance in Turkana (+21% in refugee camps) although the reasons for this increase remain unclear.

Generally, domestic chores remain an issue. According to the PCG respondents from the household survey, 40% of girls in Garissa and 48% in Turkana spend a quarter of a day or more on domestic tasks. The girls' testimonies are quite eloquent in this respect; while a proportion of the girls interviewed believe that domestic chores have decreased slightly, these chores remain omnipresent in the lives of all girls. This is corroborated by data from the household survey, where approximately a third of girls from both Turkana and Garissa believe that their chore burden prevents them from attending school regularly or from studying enough to perform well. Household survey data demonstrates a greater reduction in chore burden for Turkana; more than 73% of girls used to spend a quarter of a day or more performing chores at BL while this decreased to 48% at ML. A study conducted by Africa's Voices[78] reinforces regional differences, demonstrating that respondents in Turkana are more supportive (95% of the sample) of keeping girls in school even when facing a high chore burden at home, compared to Garissa's respondents (78% of the sample).

The qualitative data collected by the project in November 2018 on CCT girls does not reveal any significant changes to their chore burden. The project report notes*, "The assessment findings do not show any notable effect of CCT on household chore burden. Most of the respondents said that the household chores are still the responsibility of the girls regardless of the CT."*[79] Although anecdotal, it is interesting to note that one girl from Kakuma Refugee Secondary school mentioned that she was "outsourcing" the performance of a portion of her chores. Qualitative data collected with girls at midline does not reflect any significant variations between regions, types of communities (host vs refugee) with regard to girls' chore burden.

> *"The chores have reduced because I use the cash transfer to hire somebody to work on my behalf at Kshs. 200; to sweep the compound. So at night, I get a chance to read…"*
> Girl from Kakuma refugee secondary school

[77] KEEP II spot check data.

[78] Africa's Voices, Finding from KEEP II Pilot Study, December 2018.

[79] KEEP II, Cash Transfer Year 1 Qualitative Early Impact Assessment, October 2018.

Table 29: Household Survey Data on Domestic Chore Burden

		Garissa (variation since BL)	Turkana (variation since BL)	Host	Refugee
Time girls typically spend on a normal school day on doing chores (HHS)	*Half day*	24% (+4%)	27% (-9%)	22% (+7%)	28% (-8%)
	Quarter day / a few hours	16% (-3%)	21% (-17%)	34% (-7%)	12% (+4%)
	A little time /1 hour or less	35% (-6%)	27% (+14%)	32% (+9%)	30% (+6%)
Chores sometimes stops girls from going to school (HHS)		23%	20%	17%	23%
Chores sometime stops girls from doing well in school (HHS)		23%	25%	18%	26%
The chores I have prevent me from attending school regularly (HHS)		33%	31%	28%	34%
The chores I have to do prevent me from studying enough so that I can perform well at school (HHS)		40%	34%	29%	40%

Is there evidence in the midline that changes at IO level have led to learning and/or transition outcomes?

Attendance rates have increased significantly since baseline and the midline attendance target has been reached, according to school register data. There is a degree of variability (and possibly a risk to data reliability) in midline attendance rates for the KEEP II cohort of girls, however, which makes it challenging to link changes at the level of this IO with learning and transition outcomes. Both qualitative and quantitative data point to an emerging trend towards increased school attendance by CCT girls. In our regression analysis around learning outcomes, however, there was no statistical significance related to the CCT.

The causal link between more regular school attendance and improved learning and transition outcomes remains relevant, while recognising that incentives for improved attendance may not be the only element required to improve learning and transition outcomes. As discussed in the baseline report for KEEP II, Conditional Cash Transfers alone are not enough to raise learning outcomes. Improved school quality is central, and one of the largest challenges in improving school quality in rural areas is to reduce teacher absenteeism and improve teaching quality. Based on existing evidence, especially from a series of recent randomised experiments, strategies that increase monitoring of teacher presence and effort can be particularly effective for improving school quality.[80]

Moreover, as suggested in the previous analysis, access to additional resources (CCTs) is not enough to produce a change in parents' or guardians' attitudes and practices to reduce girls' chore burdens, to ensure that the funds allocated are used appropriately and that optimal conditions are created to support girls' education at home. In other words, improved school attendance (motivated by CCT) should be accompanied by other measures to improve the quality of education, to equip and guide parents to increase their responsibility for effective support for girls' education and to give parents' associations and BoMs a more effective role in ensuring teachers' presence and efforts in girls' education. In theory, the various contributions of KEEP II refer to the interdependence of factors affecting the quality and outcomes of education.

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

Finally, it must be recognised that school attendance is affected by many factors in the KEEP II intervention areas, many of which are beyond the project's control. In this case, the announcement of the closure of the camps in Dadaab seems to have had a direct impact on the attendance of girls and boys in some schools in the region.

Reflections and targets

- **For any indicators you were not able to collect data for, please state what it is and why you were not able to collect data.**

  N/A

- **Confirm whether each indicator is still fit for purpose, logical and measurable. Please justify your response.**

  At endline, it might be better to consider using project and EE spot check data as the more reliable data source to compare attendance improvement over time. Alternatively, KEEP II would need to validate school register data and support school administrators in improving school register data to ensure its reliability, as was done under KEEP I.

- **Confirm whether or not you recommend removing or adding in any new or additional indicators**

  The indicators are considered relevant, however, it is suggested that the data set be modified to measure the quantitative indicator (see point above).

- **Based on midline findings, are the targets for your remaining evaluation point(s) achievable? Do you suggest amendments, and if so, what amendments and why?**

  Depending on what data set is used to measure the progress at endline for the quantitative indicator, the +20% target is too ambitious (i.e. if attendance is already at 93% based on school registers, a +20% increase will exceed 100% at endline). Instead, it is suggested that a +10% increase be considered for endline and that spot check data (EE and project) be used as an alternative to school register data.

6.3 Intermediate Outcome 3 - Life Skills/Self-Efficacy

High-level Findings on IO 3

The midline target for the quantitative indicator for this IO was met with regard to the proportion of girls reporting that they have enough support at school to make good decisions about their future.[81] *The midline target for the second, qualitative indicator for this IO was not met. A slightly smaller proportion of girls at midline (50% instead of 51% at baseline) reported that they cannot choose whether to attend or stay in school; they just have to accept what happens.*

School counsellors have been trained and are available in schools supported by KEEP II. The majority of girls (72%) say they will go to the school counsellors if they have a problem, adding that they are more comfortable with women.

Girls are beginning to acquire new confidence and skills to better organise themselves and participate in school (learn to learnlife skills). However, the environment and the social, economic and cultural context in which girls live do not favour the translation of acquired knowledge into everyday practices and

[81] Note that the wording of the survey question was slightly altered at midline to include direct reference to school counsellors. It was felt that, while the wording was altered, the intent of the question remained the same, permitting comparison of responses between baseline and midline.

behaviours (learn to live) that will also enable them to take charge of themselves and plan their future (agency).

Child protection issues (related to GEC requirements) dominated the focus and content of the project's Life Skills component from baseline to midline, sometimes at the expense of developing school capacity to address and promote girls' life skills.

Table 30: IO 3 - Life Skills/Self-Efficacy

IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point[82]	Will IO indicator be used for next evaluation point? (Y/N)
Quantitative indicator - % increase in GEC Life Skills Index score among targeted girls (ISS)	52.8% of girls (48.7% from Garissa and 59.2% from Turkana) have enough support at school to make good decisions about their future.	15% from BL	72% of girls (75% from Garissa and 70% from Turkana) go to the school counsellor or guidance teacher for advice on decisions about my future	Yes	+25% above ML	Yes
Qualitative indicator - Girls who report they are better able to make informed decisions about their future (with regard to education, work, marriage, etc.) as a result of life skills camps and the support they receive from teachers and guidance counsellors (specific to girls who have attended life skills camp) (HHS)	51.6% of girls (35.8% from Garissa and 62.6% from Turkana) cannot choose whether to attend or stay in school; they just have to accept what happens.	+10% from BL	50% of girls (52% from Garissa and 49% from Turkana) cannot choose whether to attend or stay in school; they just have to accept what happens	No	+20% from ML	Yes

[82] Endline target comes from logframe revised by the project after baseline. EE suggestions on endline target can be found at the end of this chapter.

Main qualitative findings
• Qualitative data confirms that girls now have access to a school counsellor and that school counsellors are effectively supported through visits by KEEP guidance counsellors (although the latter with variable frequency, particularly for more remote schools). • Teachers, counsellors and girls interviewed report that targeted girls are beginning to assimilate life skills, particularly with regard to "Learning to Learn" skills (self-confidence, self-organisation, speaking in class). Generally, the translation of new life skills knowledge into practice remains embryonic and dependent, at least in part, on the receptivity of the girl's environment (school, home, community) to her practising these new skills. • In terms of "Agency" life skills, although girls generally say they are consulted within the family on decisions about their education and future, a majority of girls report they do not have the power to make these decisions and must simply accept what their family decides. • In discussions with school counsellors and KEEP II project staff, it appears that a significant proportion of time and resources, which were initially planned for the promotion and support for girls' life skills between baseline and midline, have been redirected to child protection initiatives and meeting GEC requirements in this regard.

Was the target achieved? If not, why and how can the project improve?

After baseline the indicators for this IO were changed; while the second indicator was intended to be qualitative in nature, both indicators and their measurement appear quantitative. The changes are described below.

The midline target for the quantitative indicator for this IO was met with regard to the proportion of girls reporting that they have enough support at school to make good decisions about their future.[83] This indicator relates directly to the IO and the project's provision of inputs and activities at the school level (training of school counsellors, provision of counselling services and life skills support to girls, life skills camps, teacher training in gender responsive teaching practices, etc.). Surveyed girls report feeling better supported at school. This trend is confirmed through qualitative data collection at midline, where girls in FGDs often commented that they felt more comfortable and secure in the school environment, that the school environment was more supportive of their needs. The presence of the school counsellor was often mentioned by girls as a supportive presence, particularly where the school counsellor was a woman.

The midline target for the second, qualitative indicator for this IO was not met. A slightly smaller proportion of girls at midline (50% instead of 51% at baseline) reported that they cannot choose whether to attend or stay in school; they just have to accept what happens. For the new qualitative indicator selected after baseline, a measure was taken from the Life Skills Index under the 'Agency' header which relates to girls' empowerment and ability to influence her education and transition paths. This is different from the original indicator at baseline, which had been taken from Life Skills under the headers 'Learning to Learn and Learning for Life'. In contrast, the Agency Life Skills indicator is necessarily more difficult to achieve in a short timeframe (15 months of project implementation since baseline) as it is more dependent on changes

[83] Note that the wording of the survey question was slightly altered at midline to include direct reference to school counsellors. It was felt that, while the wording was altered, the intent of the question remained the same, permitting comparison of responses between baseline and midline.

in attitudes and behaviours of the adults in the girl's immediate environment (i.e. parents, community members, school stakeholders).

> *"There is increased participation in co-curricular activities; most girls want to participate in the competitions."* Teacher from Dagahaley Secondary
>
> *"Nowadays you can note that some of the girls have improved in terms of the self-esteem such that before, girls even feared to bring books in the staff room to be marked but I've noted an improvement in terms of that."* Teacher from Greenlight Secondary school

Achieving this Agency level indicator is obviously at the core of the project's Theory of Change where supportive attitudes and behaviour in the three spheres of a girls' daily life combine to empower girls. As will be seen in findings below, achieving targets with regard to Agency level change requires addressing deeply entrenched socio-economic values and practices at the family and community levels, which will not progress overnight. At the same time, KEEP II inputs at the community level (discussed further under IO 4 in section 6.4 below) have been limited between baseline and midline; more focus in project activity at the community level is expected from 2019-2021.

Girls are able to project themselves into the future but do not yet have the "range of skills" necessary to further their goals.

In analysing the life skills data at midline (see Table 31 below), the greatest progress appears to have been with regard to life skills related to 'Learning to Learn'. The vast majority of girls surveyed at school (98%) want to continue their studies and learn a trade. The proportion of girls reporting increased confidence answering questions in class or doing things as well as their friends has improved at midline, particularly for girls in Garissa. Teachers who participated in the FGDs maintain that girls are more engaged in their studies at school.

Based on qualitative and quantitative data at midline, progress has been more modest with regard to life skills under 'Learning for Life'. It is evident that it is easier to effect and measure change in a short period of time under 'Learning to Learn' where skills relate to a girl's self-confidence, her own organisational skills, etc. With regard to Learning for Life, new skills touch on how a girl relates to her external environment. At midline, stakeholders (including girls and boys at school) continue to report high levels of timidity and nervousness among girls when speaking in public or performing in front of others, particularly in front of adults. With regard to quantitative data, the proportion of girls reporting that they are nervous speaking in front of their peers or adults increased significantly in Garissa at midline. Boys from some schools in Garissa confirm this result through FGDs, reporting that although girls perform better at school, they remain shy and participate little in the class. In the Turkana region at midline, the proportion of girls reporting nervousness at speaking in front of peers and adults decreased, but remains high (over 50%).

> *"At times the girls know the answer but due to fear and shyness they take time to answer."*
> Teacher from Dagahaley Secondary

> *"Some girls who are willing to learn through counselling have a changed mind with most of them wanting to be doctors or teachers, but when you look at how they perform, they really don't have the potential to achieve this. For example one wants to be a doctor but fails terribly in Sciences and Mathematics."*
> Guidance counsellor from Dagahaley Secondary School

Table 31: Life Skills Index score among targeted girls

	Garissa		Turkana	
	BL	ML	BL	ML
Learning to learn				
Girls say they are able to do things as well as their friends (ISS)	87%	98%	88%	96%
Girls feel confident answering questions in class (ISS)	75%	94%	88%	90%

	Garissa		Turkana	
Learning for life				
Girls would like to continue learning by staying in school, going back to school, learning a vocation or trade. (ISS)	92%	99%	93%	98%
Girls get nervous when they have to speak in front of an adult. (ISS)	46%	71%	69%	54%
Girls get nervous when they have to speak in front of a group of people their age. (ISS)	38%	63%	63%	51%
Agency				
Girls say they decide or decide jointly with their family when or at what age they will get married (ISS)	79%	91%	88%	88%

Under 'Agency', change implies that new life skills are not only learned, but also assimilated and applied effectively in a girl's everyday life. Over half of the girls surveyed report that they cannot choose whether to attend or stay in school, they just have to accept what happens (see discussion above). At the same time, the proportion of girls at midline reporting that they decide, with their family, when or at what age they will get married has increased. The increase at midline is greater in Garissa while values have stayed the same in Turkana.

This survey data appears slightly contradictory. Girls' agency with regard to decisions about school/future is limited and is not seen to be progressing at midline, while girls' agency about marriage is high and appears to be improving, at least in Garissa. Given socio-cultural beliefs, marriage remains a given for girls in both Turkana and Garissa; while they may participate in family decision-making with regard to marriage, the majority of girls and families in the project intervention zones assume girls will get married (average age to get married at baseline was 16-17 years old). Education is not, however, a given for all girls due to a complex combination of social, cultural, religious and economic factors. It was noted elsewhere in this report that more than a third of girls surveyed at midline report that their attendance and performance at school is hampered by the extent of domestic chores they must perform. The limited progress noted at midline with regard to girls' agency around education decision-making makes more sense in this light.

Agency life skills indicators imply not only the adoption of new skills, attitudes and behaviours by the girl, but also a receptive and accommodating environment in which to exercise these new skills, in the family, school and community. For very marginalised girls, it is unrealistic to expect that the majority will be able to 'break through' deeply entrenched social, cultural, economic and religious barriers in a short timeframe and by their own agency alone.

The strengthening of girls' life skills must be carried by a mutually reinforcing strategy to change the attitudes and behaviours of adults in their immediate environment. KEEP II is currently providing many inputs and resources at the school level. Qualitative and quantitative data at midline suggests that the school environment is more supportive of girls and, as reported above, there is emerging evidence that girls are increasingly demonstrating some of the Learning to Learn life skills at school.

However, KEEP II inputs at the family and community level have been limited to date (more inputs are planned for community sensitisation in 2019-2021 – see discussion on IO 4 in section 6.4 below) and, unsurprisingly, there has been limited change observed at midline with regard to Agency life skills for girls.

The relevance of KEEP II activities and inputs for IO 3

The activities proposed by the project to support the development of life skills among girls include providing girls with access to teachers trained in guidance and counselling in schools and hosting life skills camps. What stands out in the various testimonies collected from all the key informants around the school (head teachers, teachers, girls and boys) compared to BL is that all schools claim to have teachers trained as counsellors and schools benefit from support and training provided by KEEP II guidance counsellors, although with different levels of frequency (more remote schools receive fewer visits). Based on qualitative data gathered through discussions with school counsellors and girls, most girls corroborate the data collected through the HHS and maintain that they feel comfortable talking to their teacher when having a

problem (Garissa 88% and Turkana 75%) and consulting the school counsellor for advice on decisions about their future (Garissa 75% and Turkana 70%). Qualitative data suggests that discussions are easier for girls when the school counsellor is a woman.

Based on qualitative data collection, initiatives by school counsellors at the school appear somewhat ad hoc and dependent on the time, capacity and commitment of the individual involved. The time and energy of school counsellors appears to be largely taken up with identifying and managing child protection cases. Discussions between school counsellors and girls at school, when they do take place (infrequently), appear to be focused on the importance of education, working hard, being disciplined. There has been some discussion on the topics of early marriage and early pregnancy but it is unclear how useful these discussions are in supporting girls to understand or navigate gender power relations and influence outcomes. Generally, frank discussions about the community context, barriers and opportunities girls, as well as counselling girls about their future, appear limited at the school level.

KEEP II has also delivered life skills camps to 267 girls to date. Data from pre-post tests on a sample of 167 girls that attended life skills camp demonstrate that a majority of girls report having developed their life skills (average improvement of 5%). Examples of the key skills that have improved, according to the girls surveyed, include the following: *"I am aware of what I am able to do and what I cannot do"; "I feel confident to express my feelings and emotions"; "I feel confident to say no when I am asked to do something that I do not want to do"*. Discussions during life skills camps are more focused on transition and decision-making around transition pathways. While this is a positive initiative, these camps reach a very small number of girls in the KEEP II cohort.

Is there evidence in the midline that changes at IO level have led to learning and/or transition outcomes? E.g. is there a correlation in the data between IO and outcomes?

While the girls targeted by KEEP II interventions are demonstrating progress under IO 3 with regard to Learning to Learn skills and, to a lesser extent, Learning for Life skills, progress on Agency is limited. Generally, it appears unrealistic that progress in life skills will be sufficient in a 15 month timeframe to significantly effect change in girls' learning or transition. While the implementation timeframe between baseline and midline is short, the delivery of project inputs to date has also favoured the strengthening of learning to learn skills over the other life skills. Project inputs at the school level have been given priority to date, while project time and resources with regard to life skills and counselling inputs have been, at least in part, redirected towards meeting GEC child protection requirements since baseline.

> *"In the last 8 months GEC has been like a freight train on child protection. It's the only thing that matters, we have spent a huge amount of time and resources on meeting GEC child protection standards which diverted time away from LS work which is one of our immediate outcomes."*
>
> KEEP II project staff person

Girls will only be able to significantly improve their school performance and transition paths if their families have the means and attitudes necessary to support their education, allow girls sufficient time to study at home by reducing chore burdens, and help girls delay marriage and motherhood until education goals are achieved. Early pregnancy and early marriage are not problems that girls can solve on their own. The community, including boys and men, must recognise gender inequities and be capable of behaviour change. Making girls conscious of their potential and opportunities will ultimately be frustrating if they continue to navigate in the same unreceptive, inequitable and restrictive environment.

As raised in the baseline report, several international studies[84] on life skills education (LSE) raise two important points that relate to IO 3: The first is that while awareness of gender roles and gender inequalities

[84] Sources: UNICEF (2012) Global Life Skills education Programme Evaluation; and, ''Implications of Life Skills Education on Character Development in Children: A Case of Hill School.'' Baraton Inter-Disciplinary Research Journal (2015), 5 (special Issue), pp. 173-181.

may be raised through LSE training, opportunities and conducive environments (both in school and beyond) to challenge and develop alternative gender relations and gendered identities are often limited. The second point is that there are considerable opportunities for synergy and mutual reinforcement between LSE and child-friendly school approaches but surprisingly little coordination is evident between these programming efforts.

Based on the findings in this section and the conclusions of the studies referred to above, implications for KEEP II going forward are three-fold:

1) There is a need for more balance on the project between inputs and activities aimed at changing attitudes and behaviours in the school environment on the one hand, and those aimed at changing attitudes and behaviours in the family and community on the other hand. See discussion in section 6.4).
2) There is a need for greater synergy, complementarity and mutual reinforcement between all KEEP II inputs and activities at school and at the community level (see section 6.5).
3) There is a need to support school counsellors to deepen their engagement with marginalised girls at the school level (and not just in life skills camps) on realistic education and transition pathways. KEEP II must strengthen the capacity of school counsellors to go beyond awareness-raising with girls (on the perils of early pregnancy and early marriage, on the importance of education and discipline) towards a more open and honest discussion of their context, the barriers and opportunities that exist for girls within it, how they can safely and effectively navigate social inequities, and a realistic assessment of education and transition pathways open to them. This will require better balance in project focus between child protection concerns and life skills, as well as frequent and ongoing accompaniment of school counsellors by the project's guidance counselling staff.

Reflections and targets

- **For any indicators you were not able to collect data for, please state what it is and why you were not able to collect data.**

  There were changes in the wording of survey questions between baseline and midline to measure the quantitative indicator for IO 3. While the wording is slightly altered (to reflect the presence of school counsellors at midline) the overall intent of the survey question is similar so it is felt that results at the two evaluation points are still comparable.

  Confirm whether each indicator is still fit for purpose, logical and measurable. Please justify your response.

  The indicators remain relevant, although the current midline and endline targets appear very ambitious for the quantitative indicator which involves important social change at the level of the learner, the school, and the family.

  Confirm whether or not you recommend removing or adding in any new or additional indicators - N/A

- **Based on midline findings, are the targets for you remaining evaluation point(s) achievable? Do you suggest amendments, and if so, what amendments and why?**

  As explained above, the level of change associated with improved Agency life skills will take place in the longer term, so it is recommended that endline targets for the IO 3 indicators be reduced.

Quantitative indicator +10% from ML

Qualitative indicator, +5% from ML

6.4 Intermediate Outcome 4 – Community Attitudes and Perceptions

High-level Findings on IO 4

The midline target for the first indicator for IO 4 – the percentage of households reporting a reduced domestic chore burden for girls to support their studies – has not been met although there has been a significant improvement in girls reporting a reduced chore burden. As for the second indicator, no midline target was set when the logframe was revised after baseline, and there is no observed change since baseline in the proportion of girls in the KEEP II cohort reporting that they get the support they need from their family to stay in school and perform well.

Given the very modest contributions of the project at the community level, community members' attitudes and perceptions towards girls' education have remained relatively unchanged since the project began.

There is a general trend in discourse in favour of girls' education in the project's intervention areas. However, the involvement of community members remains modest, parental attendance at school's core activities is low, and domestic chores and cultural practices that are harmful to girls' education persist.

KEEP II's awareness-raising strategy has undoubtedly contributed to the openness of parents and guardians in the community towards girls' education. However, awareness-raising actions tend to strengthen community members in a passive role (information receptacles) rather than empower them to become more proactive agents of change.

Table 32: IO 4 - Community Attitudes and Perceptions

IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point[85]	Will IO indicator be used for next evaluation point? (Y/N)
Quantitative indicator[86] - % of households who report reducing domestic chore burden for girls to	75.8% of PCG (57.8% from Garissa and 86.6% from Turkana) say that girls	+20% from baseline	69%[87] of PCG (65% from Garissa and 72% from Turkana) say that	No	+30% from ML	Yes

[85] Endline target to come from logframe revised by the project after baseline. EE suggestions on endline target can be found at the end of this chapter.

[86] The quantitative indicator formulated by the Project after baseline does not correspond with the wording of survey questions in the HH survey. While the project indicator is formulated as a positive value (the % of households reducing their chore burden), the HH survey questions are formulated to denote negative values (the proportion of girls reporting a high chore burden). The analysis in this report has tried to bridge the gap between the formulation of the indicator and the formulation of questions in the survey required by GEC.

[87] It is important to note that a 20% improvement over baseline (where the baseline value is 75.8%) would mean that the midline target is actually 60.6% of PCGs reporting that their girls spend one quarter of the day or more of a normal school day doing domestic work.

IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point[85]	Will IO indicator be used for next evaluation point? (Y/N)
support their studies (HHS)	typically spend one quarter of the day or more on a normal school day doing domestic work.		girls typically spend one quarter of the day or more on a normal school day doing domestic work.			
Qualitative indicator - Parents /guardians, religious leaders, men and girls are more supportive towards girls continuing to attend school regularly and learn.	87.2% of girls (97.2% from Garissa and 80.2% from Turkana) say they get the support they need from their family to stay in school and perform well (HHS)	N/A[88]	87% of girls (97% from Garissa and 79% from Turkana) say they get the support they need from their family to stay in school and perform well (HHS).	N/A	N/A[89]	Yes

Main qualitative findings

- Although parents and communities express more favourable perceptions with regard to girls' education, parental involvement in and around the school remains a challenge in the project intervention zones, according to head teachers and teachers.
- While a majority of girls maintain that they receive the support they need from their families to attend school and do well in their studies, when asked what they would like to see changed at home, a majority also express the desire for a reduction in domestic chores and more study time.

Was the target achieved? If not, why and how can the project improve?

The midline target for the first indicator for IO 4 – the percentage of households reporting a reduced domestic chore burden for girls to support their studies – has not been met. The midline target for the quantitative IO 4 indicator was a 20% improvement over baseline; where the baseline value is 75.8%, meeting the midline target would mean reducing the proportion of households reporting a high chore burden for their girls from 75.8% to 60.6%. However, the midline value for this indicator was 69% so that the EE concludes that the midline target of 60.6% has not been met. Despite the midline target not having been met, it is worth noting that there was a 17% reduction in the number of

[88] No baseline value; this indicator was defined after baseline.

[89] Target to be defined at midline.

households reporting a high chore burden for their girls in Turkana. The proportion of households reporting a high chore burden for their girls in Garissa increased, however, at midline.

To interpret the data around this quantitative indicator for IO 4, it is imperative to understand that the formulation of the indicator included in the logframe by the Project after baseline, does not correspond to the formulation of household survey questions required by GEC. While the project indicator is formulated as a positive value (the % of households reducing their chore burden), the GEC required HH survey questions are formulated to denote negative values (the proportion households reporting a high chore burden for their girls). The analysis in this report has tried to clarify this issue and bridge the gap between the formulation of the indicator and the formulation of questions in the survey. The EE suggests, however, that the IO indicator and corresponding endline target be reformulated after midline, in keeping with the formulation of GEC required HH survey questions.

As for the second indicator for IO 4, no midline target was set when the logframe was revised after baseline and there is no observed change, since baseline, in the proportion of girls in the KEEP II cohort reporting that they get the support they need from their family to stay in school and perform well.

The two indicators for IO 4 were changed after baseline. These indicators each relate to the degree of family support that exists for girls' education, the first from the perspective of primary caregivers (PCG) and the second from the perspective of girls themselves. While the second indicator is described as qualitative, both indicators are quantitative in nature.

Generally, very few changes are observed in the attitudes and practices of community members at midline, based on the measurement of the two IO 4 indicators. The limited changes since baseline can be attributed to several things. First, project inputs directed at the community level have been limited since baseline; some interactive radio programming and related listening groups were undertaken (discussed further below in this section) and the projection of a film and ensuing community dialogue on domestic chores was organised in Turkana. More project activities at the community level are planned for the second half of the project (two other films and follow-up activities to the radio programming and listening groups are planned for 2019-2021). Second, the implementation timeframe since baseline is short, limiting what effects can be expected in terms of changing deeply entrenched social and economic beliefs and practices at both family and community levels.

> *"The planning and the budgeting should start at previous quarter because administrative process is too long. We might sometimes lose half of the quarter before we can implement our activities."* Project field staff

Positive parental/guardian discourse about girls' education but limited behaviour change.

According to household survey data, the same percentage of girls at midline, as at baseline, report that they get the support they need from their family to stay in school and perform well (87%). This response rate is already quite high so it would be difficult for the project to register significant change on this indicator in such a short timeframe.

The regional breakdown in responses remains exactly the same for this survey question at midline as it was at baseline – there is greater perceived family support in Garissa (97%) than in Turkana (80%). In the Dadaab refugee camps, according to stakeholders interviewed since baseline, education remains one of the few "ways out" of the camps in the eyes of both male and female parents.

> *"The depletion of livestock is a threat to livelihood; education is now the only alternative."* Male parent from Lopiding
>
> *"I want my daughter to support me so I will support her till the end that is university level. […] In the past she was not sure what she wants to do in future."* Female parent from Illeys

While family support is perceived as high by girls themselves, economic barriers to education remain significant; 43% of PCG at midline report that it is acceptable for a child not to attend school if it is too expensive. As detailed in section 6.2, there has also been a reported reduction at midline in the time girls dedicate to domestic chores, as reported by PCGs in Turkana (-15% against BL). Although the trend is different in Garissa where an increasing proportion of PCGs (+7%) at midline report that girls spend at least a quarter of the day on chores. In qualitative data collection with parents at midline, the majority of male and female parents report that their girls continue to do domestic chores and feel this does not detract from attending school. Approximately half of the parents who participated in FGDs at midline reported reducing girls' domestic chore burden. It is possible that the noted reduction with regard to domestic chores for girls in Turkana could have been influenced, at least in part, by the project's film projection and related community dialogue on domestic chores which targeted communities in that region.

> *"I recently called class eight parents to brief them about the KCPE. Every parent was required to confirm their children's credentials. Out of 239 candidates, only 25 parents came.*
> Deputy Head teacher, Horseed Primary School

> *"Most of our parents are not learned; they don't have that knowledge of going to the school.[…] When we go at block level or at home level, we face this challenge where parents have zero information about education or girls' participation in education."*
> Community mobilizer from Hagadera

Parental involvement in school, as an indicator of the importance that parents accord to girls' education, also remains a challenge; a significant proportion of male and female parents who participated in FGDs at midline, report not visiting or communicating regularly with their daughter's school, a trend that seems more pronounced in Turkana. Head teachers and teachers report that, although community members tend to express a more positive opinion on girls' education, their direct support and engagement with the school remains very weak. Only a few parents, mainly female, report attending their daughter's school more frequently, due to the direct solicitation of teachers or BoM members.

> *" The mothers are the ones who have the most influence in decision making concerning education in these communities."* Female parent from Kakuma

> *"Although we both make decisions in the family, the husband is more influential. The wife ensures all domestic chores are done."*
> Male parent from Hagadera

In 2018, KEEP II engaged Africa Voices Foundation (AVF) to organise participative radio programming and to conduct a pilot study on barriers to girls' education. The resulting report produced by AVF[90] concludes that there is a mismatch between normative expectations (most individuals support the notion that girls should stay in school) and perceived practiced behaviours with regard to limiting girls' education opportunities through domestic chores or early marriage. While girls at baseline and midline report very high levels of family support for their education, and while PCGs report some reduction in domestic chores, clearly key attitudinal and behavioural barriers remain – in the family and in the community - limiting girls' ability to pursue higher levels of education.

PCG often have the final say regarding girls' education and future

When it comes to decision-making, the majority of girls surveyed say that, although they are consulted on decisions about their education and their future, it is their parents or guardians who take the final decision. Overall, approximately 80% of PCGs report that, while they listen to the views of their daughters when making decisions about their education, ultimately it is the parents (and especially the female parent or guardian) who makes the final decision.

[90] Africa Voices, Findings from KEEP II Pilot study, December 2018.pp. 1-2.

> *"To them (male parents), the more they don't go to school the better because a girl who has not gone to school fetches more dowry... When you are still young, and they put some beads in the neck and she becomes marketable. She will fetch a lot of donkeys, a lot of goats, a lot of garments. But the one who has gone school is the one who is more spoilt. She can be given to anybody."* Education officer from Kakuma

Based on qualitative data analysis, it appears that female parents/guardians are more often involved in decisions relating to a girl's education while male parents/guardians are more often responsible for decisions relating to marriage. In FGDs at midline, male parents are less aware than female parents of their daughter's expectations regarding their education and life goals. Male parents are also more likely to perceive marriage as a solution where economic resources are insufficient to permit a girl staying in school. Finally, the AVF report[91] concludes that financial constraints remain the biggest barriers to girls' education in Turkana whereas cultural and religious attitudes and behaviours represent the most significant barriers in Garissa.

Is there evidence at midline that changes at IO level have led to learning and/or transition outcomes?

Based on the measurement of IO 4 indicators at midline, it appears that the contribution of this IO to improving girls' learning and transition remains limited at midline. Girls have reported high rates of family support for their education (87% agree) since baseline. There is also evidence that community awareness and normative expectations with regard to the importance of girls' education are shifting. The causal relationship between perceived levels of "family support" on the one hand, and improved learning and transition outcomes on the other hand, appears tenuous at midline for KEEP II, particularly given a 15 month implementation period between the two evaluation points.

While normative expectations at the community level appear to be shifting, this has not necessarily translated into changed practices and behaviours, particularly with regard to the most deeply entrenched economic, social and religious barriers to education for girls. There is some suggestion that domestic chore burdens for girls are decreasing in Turkana, based on PCG survey results and qualitative data collection, although this does not appear to be the case in Garissa. There are significant differences in expectations, attitudes and practices in the different KEEP II intervention zones. Even where family and community practices may be shifting, the translation of these actions into improved learning and transition for girls will require additional inputs and time to manifest. The removal of these demand-side barriers will only be truly transformational if KEEP II can effect equivalent change in terms of supply-side barriers related to education quality for girls at school as well.

Although the project's Theory of Change identifies the family/community as key pillars for change, the project's investments at this level to date have been limited, when compared to project interventions at the school level.

Moreover, KEEP's interventions at the community level have largely been confined to awareness-raising activities, largely based on externally driven messaging related to the importance of girls' education. International literature[92] posits that changing attitudes and practices at the individual or collective level is a process that consists of several distinct stages where 'consciousness' or awareness-raising is the first level,

[91] Op. cit. p. 44.

[92] Consciousness can be defined as the process by which an individual identifies, observes and analyses the factors that positively or negatively influence his or her life, community, other individuals and other communities. This awakening of consciousness allows the individual to deepen his understanding of her/himself, others and the social and natural environments, by seeing her/his values, beliefs and belief systems with a completely different perspective. Through this critical consciousness that is realized in action, the individual develops his or her capacity for greater commitment to her/himself, to others and to the world. Ferrer; Allard; Pedagogy for Critical Consciousness and Engagement: Education for a Democratic Citizenship in a Global Perspective; Éducation et francophonie, Volume XXX, N° 2, automne 2002.

which must then lead to mobilisation and engagement in order to result in changed practice. The mismatch between normative expectations and perceived practices raised by the AVF study, as well as the differing values and beliefs evident in different project intervention zones, suggests that KEEP II now needs to move beyond the delivery of awareness-raising messages coming from external sources, towards more active engagement and community-driven initiatives that are differentiated by project zone and focused on addressing the drivers of community practices.

The AVF pilot study and related initiatives are a very positive step in the right direction. The challenge for KEEP II is the time remaining on the project to implement more innovative strategies based on the pilot study findings. Ultimately, the most critical phase of intervention remains – transforming newly expressed expectations around girls' education into changed behaviours and practices. This is a long-term process to which KEEP II can only make what are likely to be modest relatively contributions by endline.

Reflections and targets

- **For any indicators you were not able to collect data for, please state what it is and why you were not able to collect data.**

  N/A

- **Confirm whether each indicator is still fit for purpose, logical and measurable. Please justify your response.**

  Both indicators remain relevant (although they are both quantitative in nature). The quantitative indicator and its corresponding target should be reformulated in keeping the formulation of with GEC required household survey questions.

- **Confirm whether or not you recommend removing or adding in any new or additional indicators**

  N/A

- **Based on midline findings, are the targets for you remaining evaluation point(s) achievable? Do you suggest amendments, and if so, what amendments and why?**

  The majority of project inputs related to this IO have only recently begun or will be implemented over the next two years. It is recommended that the IO target for the first indicator, relating to chore burden, be revised downwards: the endline target could be -10% from ML.

  As for the second or 'qualitative' indicator, the response rate of girls related to perceived family support for education was already high at baseline and is unchanged at midline. A modest increase over midline values is recommended: the endline target could be +5% from ML.

6.5 Intermediate Outcome 5 - School Governance and Management

High-level Findings on IO 5

The midline target for the first IO 5 indicator (quantitative) was achieved and exceeded; at midline 89.2% of BoM members are capable and understand their roles (versus 50% at baseline). No midline target was set for the second indicator although there is a noted reducation at midline in the proportion of PCGs who feel that actions or initiatives taken by the BoM in the last 12 months were useful for improving the quality of girls' schooling. KEEP II is not the only project providing training and support to BoMs in the project intervention zones.

The proportion of women members of the BoM has increased since baseline although levels of education and literacy remain significant challenges.

Project training of BoM members is limited to three members per school and BoM elections are held every two years. As such, there is little opportunity for or evidence of new skills and knowledge being transferred from trained to untrained BoM members and training must be repeated constantly if BoM capacity is to be maintained or strengthened.

BoM intervention are currently oriented towards school safety and infrastructure improvement. Efforts to address education quality and the specific needs of girls in school are more recent and have yet to be consolidated. More synergy is required between project components aimed at strengthening the capacity of both school and community actors to collectively address both supply and demand-side barriers to girls' education. At the moment, project activities for community-awareness raising remain quite separate from efforts to build the capacity of school-based stakeholders, including BoM members and PAs.

Table 33: IO 5 - School Governance and Management

IO indicator	BL	ML Target	ML	Target achieved ? (Y/N)	Target for next evaluation point[93]	Will IO indicator be used for next evaluation point? (Y/N)
Quantitative indicator - % of BoMs that have implemented measures to improve the learning experience for girls in their schools (gender-responsive, child safe and inclusive manner)	Based on School BoM Needs Assessment report: Over 50% of BoM members are aware of their duties, roles and responsibilities at the school level (source: surveyed head teachers).	+10% from BL	Based on data provided by the project: 82.9% of BoM members are capable and understand their roles	Yes	+20% from ML	Yes
Qualitative indicator - Stakeholder (including PCG) perceptions on quality and relevance of initiatives implemented by the school governing body	Actions or initiatives taken by the BoM in the last 12 months according to PCG: Overall, 93% of PCG feel that actions or initiatives taken by the BoM in the last 12 months were useful	N/A[94]	Actions or initiatives taken by the BoM in the last 12 months according to PCG: Overall, 88% of PCG feel that actions or initiatives taken by the BoM in the last 12 months were useful for improving the quality of girls'	N/A	N/A[95]	Yes

[93] Endline target comes from logframe revised by the project after baseline. EE suggestions on endline target can be found at the end of this chapter.

[94] No baseline value; this indicator was defined after baseline.

[95] Target to be defined at midline.

IO indicator	BL	ML Target	ML	Target achieved ? (Y/N)	Target for next evaluation point[93]	Will IO indicator be used for next evaluation point? (Y/N)
e.g. girls stating improved safety standards in school (HHS)	for improving the quality of girls' schooling (monitoring of students and teachers' attendance, improve infrastructures and raise funding).		schooling (monitoring of students and teachers' attendance, improve infrastructures and raise funding).			

Main qualitative findings

- Head teachers see a slight improvement in the capacity of BoMs although the following key challenges remain: low levels of literacy/education among BoM members (especially women), insufficient resources to implement planned school improvements, and lack of parental support and engagement at the school level
- A minority of BoM members interviewed through FGDs report having participated in meetings with the project or school to discuss issues related to improving the learning environment specifically for girls.
- Based on FGDs with male and female parents, there appears to be very limited knowledge of or communication with BoMs in KEEP II intervention zones.

Was the target achieved? If not why and how can the project improve? If yes, is there anything the project could be doing better to improve?

> *"The board now understand their roles and responsibilities, […] at least the shortcomings they had before in discharging their duties have been reduced to an extent."* Head teacher, Dertu Primary
>
> *"They still don't meet the minimum requirements for delivery in terms of capacity but I can say they are really trying. I can also say a big change has been seen, resolutions of conflicts is now done more easily."* Head teacher, Hagadera

On the basis of the data provided by the project,[96] the midline target for the first IO 5 indicator (quantitative) was achieved. At baseline 50% of BoM members were "aware of their duties, roles and responsibilities at the school level" according to head teachers; at midline 89.2% of BoM members are capable and understand their roles. While the wording of the questions was not exactly the same at baseline and midline, the intent is sufficiently similar to support comparison between evaluation points. While the ML target for this indicator was +10% over BL (ML target = 55%), the 40 point increase in the ML value over baseline means that the ML target was significantly exceeded.

While data provided by the project shows a significant increase in BoM capacity since baseline, the EE has very limited data at its disposal or means to validate the data provided by the Project with regard to school governance.[97] The KEEP II capacity development strategy for BoMs is to train three members of the school BoM (out of approximately 12-15 members) in five modules related to good governance. Beyond training, it is unclear what support has been provided by the project to the remaining, untrained BoM members; what mechanisms have been put in place to support the transfer of new knowledge and skills from the trained to the untrained BoM members; and what follow-up support is provided to BoMs after their three members are trained to ensure that they can integrate new skills and knowledge into practice. Given that BoM members are elected for a two-year term, it is also unclear how this capacity strengthening, focused on training a small number of members, can lead to sustainable change at the level of BoMs or schools unless it somehow is continued.

The perception of head teachers on the capacity of BoMs is mixed

In qualitative data collection undertaken by the EE at midline, the majority of head teachers interviewed noted a positive change in the understanding by BoM members of their roles and responsibilities, even if individual members do not always meet the minimum criteria prescribed by the Ministry of Education. According to head teachers, a significant portion of the members are not educated (literate). This is especially true for women, and it becomes complicated to recruit female candidates when gender equity standards are enforced (as dictated by the government, a third of BoM members should be women). In addition to low levels of education, women BoM members can also be constrained due to cultural or religious factors which prevent them from speaking in public or engaging fully during meetings (this is a particular challenge in Dadaab). This limited participation by women was noted in EE qualitative data collection where most women participated to a limited degree in discussions unless asked direct questions.

[96] KEEP II does an annual school assessment (in survey format) in its 84 intervention schools which includes several lines of inquiry related to BoMs. All quantitative provided in this section is provided by the project through its school assessment exercise. This is the only data source that includes all KEEP II schools.

[97] Very few BoM members participated in EE qualitative data collection at midline and the qualitative sample includes 8 out of 84 KEEP schools.

The positive changes in BoMs most frequently cited by head teachers include: (i) improvement in the engagement by BoM members in the community (although communication with parents remains a challenge in the opinion of head teachers); (ii) improvement in communication between school management and its BoM, notably through monthly meetings; (iii) involvement of BoM members in conflict resolution and discipline with students; (iv) contribution to improving school infrastructure (e.g. fencing, classroom renovation, gender-specific toilet facilities); and very occasionally (v) participation in fundraising for school improvement. That said, in interviews with teachers and head teachers at three refugee schools, respondents noted support provided by UNHCR for: BoM training, application of gender equity standards in school governance, and fund-raising for implementing the school improvement plan (SIP). It is unclear what, if any, synergy or complementarity exists between UNHCR inputs to BoMs and those of KEEP II.

> *"Most (BoM members) are not educated hence have no qualifications apart from the training that KEEP offers. […] Not any (change) that I have noticed since I joined them."* Head teacher from Illeys Primary
>
> *"Most of the members have completed the secondary education however, due to gender inclusion most of the women are illiterate, […] they cannot speak English or Kiswahili."* Head teacher, Hagadera

Based on discussions with head teachers and BoM members, approximately 25% of BoM members from those schools visited by the EE are considered not very active or inactive. According to school stakeholders interviewed during qualitative data collection: BoM members are not trained so they do not know their role, their terms are almost finished; there is conflict within the BoM or with the head teacher, and there is a lack of leadership or momentum within the BoM; there is no SIP or impetus to hold regular meetings. A minority of BoM members (FGDs at 2 out of 8 schools) explicitly mentioned that they received support from the project to address themes that are specific to girls (e.g. going back to school after early pregnancy, CCT, etc.).

> *"We had one training last year but this year we have had like four meetings with KEEP officials. We met to discuss about how the girl child can achieve her goals in education, and management of school upgrades. […] They informed us about cash transfer and how it will help keep our girls in school and improve attendance if used correctly."*
>
> *BoM member, Lopiding primary school*

Based on discussions with both head teachers and BoM members, there is very little mention of the role of the BoM or its collaboration with PAs in promoting increased community mobilisation for girls' education. When discussing SIP priorities, BoM members generally focus on issues of school safety and infrastructure and report that these priorities have not changed since 2018 (BL). Head teachers confirm that SIP implementation is, at best, partial due to lack of resources.

> *"We just draw up a [SIP] for formalities. Even if you develop one it will just stay in your file because if you give them, they just store it, or it gets lost. At the end of the day they will come with their own things."*
>
> Deputy Head teacher, Hagadera

The perceptions of parents with regard to BoMs have not changed significantly

With regard to PCG's perception about BoMs and the administration of their daughter's school, few changes are noticeable since BL; the proportion of PCGs reporting that actions were taken by the BoM to improve the quality of schooling for girls decreased at midline by 5 points (from 93% to 88%). As shown in the table below, PCGs also appear much less satisfied with the performance of the head teacher at midline. In qualitative data collection at midline, there were suggestions that this reduction in satisfaction on the part of parents in school management could be related to disappointment that their families were not benefitting directly from KEEP inputs, be it CCT on KEEP II or the inputs that KEEP I used to deliver to girls (e.g. solar lamps, sanitary wear, uniforms, etc.). It is possible that frustration with the project was erroneously transferred to school administration or there was the mistaken belief that head teachers had control over project selection processes for inputs.

Table 34: School governance

	Garissa		Turkana	
	BL	**ML**	**BL**	**ML**
PCGs rate the performance of the school head teacher or principal as excellent. (HHS)	75%	23%	34%	28%
PCGs say that the school has a BoM and that the BoM communicates with them monthly or weekly. (HHS)	51%	52%	34%	30%

While head teachers reported that BoMs were more active in the community (see paragraph above) this was not necessarily supported in data collection with male and female parents. With the exception of one parent interviewed at Dertu Primary in Garissa, most parents in FGDs conducted in that region were not aware of the role or work of BoMs at their children's schools. Approximately 25% of parents in the Turkana FGDs knew of the BoM at their school but only 10% reported communicating with them.

The KEEP II narrative report for Q8 shows fairly positive results with respect to the statement on perceptions of stakeholders (girls, boys, parents, teachers and community) with regard to improvements in gender-responsive, and child-safe school envoronments as a result of the BoM/PTA initiatives*: "There is evident progress on issues of gender mainstreaming and inclusion of special needs learners and gender mainstreaming." "The schools have progressively streamlined the return to school policy for girls who get early pregnancies as outlined in the gender policy and the Ministry of Education's Safety and Standards manual."*[98]

It is difficult at midline for the EE to confirm these Project statements and results appear uneven across schools with regard to the existence of SIPs and the understanding of BoMs with regard to gender responsivity (let alone mainstreaming). The challenge surrounding BoM capacity building is considerable – prior to project efforts such as those of KEEP II, most BoMs had never received training in school governance and a large number of their members are often uneducated and illiterate. It is an ambitious objective of KEEP II to hope to build sustainable capacity within BoMs – as well as between head teachers, BoMs and communities for improved school governance on the basis of quite limited training and follow-up support. Taking into account the BoM mandate dictated by the Ministry of Education, a BoM needs analysis carried out at the beginning of the project identified a wide range of training needs.[99] It was on this basis that KEEP II recently refined its BOM training, which is a positive initiative.

KEEP II plans to provide very modest financial resources to BoMs to implement SIP activities to improve the learning environment for girls. Capacity building of BoMs for this initiative will likely require more than a few days of training for a small proportion of BoM members. There will be a need for considerable, ongoing accompaniment and coaching to ensure that this opportunity for capacity building is maximised at the school level, and that different school stakeholders are actively involved and interact effectively with BoMs to identify priorities, design the activity and manage it (head teachers, parent associations, girl and boy students).

Ultimately, measuring progress on this IO is dependent on project monitoring and evaluation data because only the project has the necessary access to all 84 KEEP intervention schools. At the moment, monitoring BoM capacity is focused at the output level (% of male/female members, number of members trained,

[98] KEEP II, Narrative report for Q8 op.cit.

[99] Maina, Grace; Noor, Elias; Training Needs Assessment of School Boards of Management, 2018. Some of the suggestions for BoM training proposed by the analysis at the beginning of the project include: a) Leadership, Good Governance & Conflict resolution mechanism, b) Community mobilization, c) Roles and responsibilities of BOMs, d) School financial management, e) Education Reforms, policies and the basic education act, f) Child friendly schools, g) Safety measures in schools, h) Disaster preparedness and disaster risk reduction in schools, i) Developing sound school development plan.

number of BoM meetings held, etc.). The household survey data upon which the IO indicators are measured is useful but must be complemented by additional data and analysis around the extent to which new knowledge and skills by BoM members are effectively *being used and how the application of these new skills and knowledge are contributing to an improved learning environment for girls*. This can only be achieved through a mix of qualitative and quantitative data collection. The EE has only eight qualitative data collection points (i.e. including 8 out of 84 KEEP schools). At endline, it will be important that more robust data is collected by the project and on the causal relationship between new skills acquisition, application and improved environments for girls at school.

Is there evidence at midline that changes at IO level have led to learning and/or transition outcomes? E.g. is there a correlation in the data between IO and outcomes?

The contribution of this IO to the learning or transition outcome is not evident at this stage. Many BoM members have only recently been trained and both project and EE qualitative data confirm that there is a high turnover rate among BoM members. It is too early in the process of training BoMs to expect a causal relationship between BOM strengthened skills and transition or learning outcomes. Beyond the challenge of a short timeframe between baseline and midline in which to demonstrate change, data is also lacking with regard to the effects of training on BoM members and how new skills and knowledge acquired through the project are being applied at the school level in terms of improved learning environments for girls.

It also appears that there will be a constant need to repeat BoM training, given the two-year BoM mandate and the generally low skill level of many BoM members. The project's BoM training needs analysis concluded that a key area where BoM needs to reinforce capacity and contribute to better learning environments is in the relationship and outreach the BoM can build with the community. This is particularly true with regard to mobilising parents to engage in their children's education, and monitoring student and teacher absences. All of this points to a need for greater synergy between the different project inputs linked to its IOs – i.e. that BoM training aligns with and complements teacher, school counsellor and head teacher training; that community mobilisation is linked to, involves and mirrors messages being delivered to school-level stakeholders, particularly BoM members, and vice versa. The overlap, complementarity and synergy between project inputs need to be more active and explicit if the project's Theory of Change is going to be brought to life in the last two years of project implementation (this point has already been mentioned in other sections of this chapter).

At this point, the contribution of BoMs is inconsistent across the different intervention schools for many reasons noted above. The training of BoM members is important, but ongoing accompaniment of the head teacher and the BoM in strengthening their relationship for day to day school governance is crucial. Training is one thing, practice is another. The project support to schools in implementing modest SIP activities is an excellent opportunity to bring school stakeholders together around a collaborative project for governance capacity building. This type of capacity building is more resource and time intensive than the delivery of three-day training. To really engage the community and improve the relationship between school BoMs, head teachers and communities will undoubtedly take significant and ongoing accompaniment.

As underlined in the KEEP II Baseline Report, recent research on parental involvement in education in Africa[100] posits that although the work of school committees showed little direct impact on children's learning, parental involvement in these committees was seen to have a positive effect on direct, parental support for their children's school work at home. The same research emphasizes that parents in resource-poor settings need not only to be informed about their role in the child's education, they also need support in recognising and testing their own abilities to affect change at the school level. Parents may feel they lack the position, socio-economic clout or capacity to affect change at the school level, and that is something projects need to address in addition to providing information or even training on BoM roles and

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

responsibilities. This is an interesting lesson that KEEP II should consider when strengthening the capacity of the BoM and supporting attitude and behavioural change among parents in KEEP II communities.

Reflections and targets

- **For any indicators you were not able to collect data for, please state what it is and why you were not able to collect data.**

  The IO indicators were reviewed and revised after baseline. The EE does not see a need to revise them again for endline. That said, there is currently little data collected to inform these indicators. The EE collects qualitative data in only 8 out of 84 schools. The project needs to improve the focus and scope of its data collection (qualitative and quantitative) for this IO in order to ensure there is a sufficient evidence base at EL to measure change.

- **Confirm whether each indicator is still fit for purpose, logical and measurable. Please justify your response**.

  No change is warranted in the IO indicators. The issue, as raised above, is in the evidence base and current systems to collect data for measuring change with regard to both indicators.

- **Confirm whether or not you recommend removing or adding in any new or additional indicators**

  N/A

- **Based on midline findings, are the targets for your remaining evaluation point(s) achievable? Do you suggest amendments, and if so, what amendments and why?**

  The midline values for the first (quantitative) indicator largely exceeded midline targets. The midline value is elevated and it is therefore difficult increase EL targets. We recommend an EL target of +5%.

  For the second indicator, the midline value is also elevated so EL targets cannot be set very high. We recommend an EL target of +5%.

7 Conclusion & Recommendations

7.1 Conclusions

The project's definition of marginalised girls remains relevant at midline.

Key characteristics and barriers of the marginalised girls targeted by KEEP II remain largely unchanged since baseline. Key barriers to girls' education (across all characteristics of girls 'marginalisation) on the demand side continue to include the cost of education (linked to poverty), a high domestic chore burden/insufficient time to study, and early marriage. Supply-side factors relate to school infrastructure, teaching and counselling, and school governance. The domestic chore burden stands out as a significant barrier to girls' progression and performance at school. Contextual factors remain largely unchanged for the project intervention zones although there are renewed calls by government to shut down the Dadaab camps. A new competency-based curriculum is being rolled out nationally and a new policy of 100 per cent transition from primary to secondary school has recently been implemented, both of which could impact education quality and progression trends as well as teacher training initiatives.

The project's theory of change remains valid, given the identified needs of targeted girls in the project intervention zones and the level and nature of their marginalisation. The ToC emphasizes the importance of and inter-dependence between family, community and school, in addressing the multi-faceted barriers facing girls along their education and transition pathways. This is in keeping with international literature and lessons learned on girl-child education. KEEP II outcomes, outputs and activities address the key barriers to education facing girls in the project intervention zones. These include supply-side barriers at school (addressed through training for teachers, BoM members, and school counsellors as well as the provision of school infrastructure and remedial training for girls), as well as demand side barriers in the community (addressed through community awareness raising initiatives and dialogue with men and boys) and in the family (addressing economic constraints through scholarships and conditional cash transfers). The choice of KEEP inputs are appropriate and relevant, given the ToC. However, the overall scope and reach of the project present potential limits and risks to the achievement of its Theory of Change at midline. The project scope addresses all major barriers to girls' education in the intervention zones, while the reach of 84 schools, scattered across a very large geographic area, means that the close accompaniment and follow-up necessary for institutional capacity building at the school level, is challenging and limited by resource and time constraints. As a result, the project capacity building strategy is focused on individual capacity strengthening through the delivery of short-term training to small numbers of individuals who remain relatively disconnected from one another. Limited, ongoing accompaniment is available to help individuals translate learning into practice and work together to apply new skills towards institutional change at school or in the community. The project should examine the feasibility of piloting a model of school-level institutional capacity building to address identified risks to the ToC before endline.

There is a marked improvement in **learning outcomes** at midline, particularly for literacy, which is likely the result of sustained academic support to girls since 2014. In keeping with other data sources, learning outcomes are higher for Turkana over Garissa and for host communities over refugee camps. In terms of learning proficiency, at least half of the girls in the KEEP II cohort are performing at or below a grade 4/5 level of proficiency as mapped against the Kenya education system. The proportion of non and emergent learners is higher for numeracy than for literacy across the cohort while positive change from baseline to midline is more evident for literacy. Based on both qualitative and quantitative data collected at midline, remedial training appears to have a significant effect on the learning outcome of girls.

There has been no real change in **transition outcomes** for girls since baseline – rates of in-school progression and transition from primary to secondary have shifted only slightly since 2018. While in-school progression for secondary education increased slightly at midline, in-school progression for primary decreased. The rate of transition from primary to secondary was the same at baseline and midline. A small number of girls in the transition cohort (4%) left school between baseline and midline, the majority pursuing marriage or staying at home. The 15-month timeframe between baseline and endline appears too short to see marked improvement in girls' transition pathways.

The project's overall **sustainability score** has improved slightly at midline (advancing to Emerging or 2 from Latent or 1 at baseline). Since baseline, the project has taken positive steps – at community, school and system levels – to improve potential sustainability. At each level, the sustainability score has improved

by a point at midline. That said, sustainability gains are very fragile. This fragility is related to many structural and contextual factors largely beyond the project's control. In relation to the project implementation strategy, the following factors could be reviewed to improve potential sustainability: the relative balance in the allocation of project inputs which have focused largely at the school level while neglecting community level change to date; the focus on awareness-raising at the community level over community-led initiatives to address barriers; and the project's capacity-building strategy which tends to emphasize training individuals over accompaniment, coaching and ongoing support for institutional strengthening.

With regard to the project's **intermediate outcomes**, progress on different indicators has been variable. In terms of teaching quality, the training provided by KEEP II has been effective in delivering new knowledge and skills to teachers, although many are struggling to transform training into new teaching practice in the classroom and so far little training knowledge has been transferred to colleagues. Attendance rates in KEEP II schools have increased markedly over baseline and the CCT appears to be having a positive effect on the attendance of targeted girls. School counselling units exist in every KEEP II school and 72% of girls surveyed report that they would go to the counsellor with a problem. At the same time, there is significant mobility among school counsellors so that the project training must constantly be renewed, while GEC child protection standards appear to be consuming much of their time. With regard to community attitudes and perceptions, evidence suggests there is greater receptivity towards and a more positive community discourse around girls' education, although this has not necessarily translated into new practices and key barriers for girls remain. Finally, while BoM members have increased their skills and knowledge through KEEP II training, only a small proportion of members benefit from this training, there is no strategy to transfer knowledge to the broader BoM and there is limited evidence of change in BoM practice or of greater focus on girls' issues in school governance. Generally, while KEEP II inputs are relevant and of good quality, they have been limited in scope and depth, given the size of the project populations and intervention zones.

All project activities are designed to promote **gender equality and the improved learning and transition outcomes of marginalised girls**. The project updated its GESI Self-Assessment in May 2019, which was reviewed and approved by GEC. See Volume II, Annex 16. Generally, the EE agrees with the project's most recent assessment of its **gender equality ratings**, with the exception of Output 6 related to BoM training, where the midline evaluation collected very limited data to support the claim that BoM training focuses on gender-responsiveness and the revision of SIPs to that effect. It also must be noted that the number of individuals directly reached by KEEP II inputs, relative to the size of the total population, is very small, so expectations with regard to gender transformation must be understood in that context. Factors limiting the project's potential for gender transformation include the lack of perceived synergy at the moment between Intermediate Outcomes (and Outputs) 4, 5 and 6, as well as the absence of strategies to date helping project beneficiaries translate new knowledge into practice. At midline (May 2019), the project's **social inclusion** ratings remain unchanged. The evaluator feels that KEEP II's rating on social inclusion at midline is more realistically pegged as non-responsive rather than either accommodating or transformative, if it is understood to include a focus on disability. While the midline school survey demonstrated that approximately 5% of the KEEP II learning cohort reported a disability, beyond improving accessibility through school infrastructure inputs, there is limited evidence at midline that a focus on disability has been integrated into other Project activities.

A short timeframe of 15 months between baseline and midline is insufficient to realise significant change. Results with regard to learning, transition, improved teaching, girls' life skills, and more effective school governance will take longer to emerge as they are systemic in nature, involve change to deep-seated cultural and social beliefs and/or are challenged by factors beyond the project's control. Teacher mobility, large class size, the lack of qualified teachers in the refugee camps, the forced closure of refugee camps and schools and the lack of economic opportunities for educated girls in the project intervention zones are systemic factors that the project is challenged to mitigate against. Entrenched attitudes to the social and economic value of girls in the family structure, early marriage, traditional strategies for economic survival – these are all slow to shift, making it difficult to gauge change in the short term. That said, it appears that

more could be done at this juncture of the KEEP II project to further align the project delivery strategy with its theory of change, including developing a more robust capacity development strategy and ensuring more synergy between its project inputs and activities.

7.2 Recommendations

Monitoring, evaluation and learning of the project – The logframe went through a significant revision after baseline. There appears no need for further revisions at midline. That said, data collection systems need to be improved to ensure an adequate evidence base for specific Intermediate Outcome indicators and the method of calculating the project's overall transition rate should be reviewed. In addition, the sampling methodology for the transition outcome cohort should be revised at endline in order to capture more data on out-of-school progression. Recommendations related to these observations include:

- For the Project: Improve the quality and availability of monitoring data with regard to IO 1, 3 and 5 as well as sustainability indicators. Monitoring systems should focus on the capacity of beneficiaries to translate new skills and knowledge acquired through training or life skills camps into practice or changed behaviour. This data collection should include mixed methods. While the EE can validate this project monitoring data at endline, the EE cannot collect data on a sample large enough from which to draw conclusions and make inferences to the project population. It is incumbent on the project to provide monitoring data on the results of these project inputs and outputs.
- For the EM and EE: Review and revise the calculation of the overall transition rate. Currently, the method of calculation is based on frequency within the total transition sample which can skew results when the composition of the sample changes by grade. Transition from primary to secondary will no longer be a relevant measure at endline when the KEEP II cohort will all be in secondary.
- For the EM and EE: Change the sampling strategy at EL for the household survey to include both in-school and out-of-school girls in order to ensure a more robust evidence base with regard to OOS transition pathways.
- For the EE and the Project: Increase the time and resources invested in field preparation before data collection and efforts to pre-identify the transition cohort of girls at endline in order to reduce attrition.

Design, including the calculation of beneficiary numbers – The calculation of beneficiary numbers is sound. With regard to project design and implementation strategy, it appears that more could be done at this juncture of the KEEP II project to further align project delivery strategy with its theory of change. The following recommendations are made for KEEP II:

- **Revisit the project's strategy for capacity building to ensure that trained individuals not only acquire new knowledge and skills but are adequately supported to put those skills into practice**: Project strategies currently involve training a relatively small number of individuals and assuming that these trained individuals will be in a position to use their skills and effectively pass new knowledge on to colleagues, peers. There is limited evidence to date that the training provided is being transformed into practice or that the transfer of skills is systematically taking place. As KEEP II moves towards endline, there is a need for more coaching, accompaniment and ongoing support at school (for teachers, BoM members, head teachers, senior teachers and school counsellors) to ensure that new skills and knowledge acquired through training can be changed into practice and shared with colleagues. At the community level, the focus should be shifted from awareness-raising using inputs developed externally, towards the facilitation of more community-led initiatives to challenge key barriers. KEEP II has a strategy in place to create communities of practice for teachers (which has only just begun) while no similar strategy appears to exist for other beneficiary groups. As per the recommendation directly below, while

intensive, institutional capacity development may not be possible to implement across all intervention communities, given time and resource constraints, a pilot approach could be considered to test and develop an effective model for creating a positive learning environment for girls in refugee and host community settings.

- **Build greater synergy and complementarity between key project initiatives and key project stakeholders, so that the project can more effectively contribute to an interconnected web (learner-family-school-community) of change in support of girls' education.** While the project's theory of change emphasizes the interconnectedness between family, community and school environments necessary for supporting girls' academic achievement and positive transition, KEEP II inputs are generally designed and delivered separately by different teams for different audiences. The allocation of modest project resources to schools for school improvement initiatives could present an opportunity to support more synergy between stakeholders and across inputs. While it may not be possible for the project to provide intensive coaching and accompaniment to all of its 84 schools, it could focus on a smaller number of "pilot" schools where a model of building school-family-community synergy could be developed and deepened.
- **Increase engagement with and support to head teachers and community champions in efforts to build better bridges between school, community and family.** The project's theory of change places the community mobiliser at the centre of efforts to build links between community, family and school. In reality, the community mobiliser is a paid position on the project and individuals occupying this role are often quite young and lacking in community influence. There appears a need for the project to identify key community champions and influencers, while further engaging the head teachers (through training and other initiatives) in efforts to develop these links and this supportive web, particularly given that the position of community mobiliser will disappear at the end of KEEP II.
- ***Scalability and sustainability* –** In implementing the recommendations above, it is anticipated that the project will not only improve effectiveness but also improve the potential for sustainable results. In terms of scalability, WUSC has already secured funding from the Canadian government to replicate and build on the KEEP II model in the Kalobeyei Development Area. Based on lessons learned from KEEP I and II, there is now a significant body of information on the key barriers to education for girls in the project intervention zones and how to address these barriers – what has worked, what has not and the challenges present. **Between midline and endline, the project should increase its efforts to document and share this learning with relevant local and national government officials in Kenya, as well as with local authorities and development partners present in the refugee camps.**

Kenya Equity in Education Project, Phase II

Midline Report – Final

Volume II - Annexes

Submitted to GEC-T

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

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Annex 2: Intervention roll-out dates

Table 1: Intervention roll-out dates

Intervention	Start	End
Remedial Education Program	April 2017	Ongoing – end date March 2022
Eneza Tutoring System	June 2018	Ongoing – end date March 2022
Teacher Training	April 2017	Ongoing – end date March 2022
Life Skills Camp	April 2018	Ongoing – end date March 2022
Construction of new facilities	April 2017	March 2019
Cash Transfer Program	May 2018	Ongoing – end date March 2022
Secondary School Scholarships	April 2017	Ongoing – end date March 2022
Multi-media campaigns (including film and radio)	April 2018	Ongoing – end date March 2022
Training on Engagement of Men and Boys	June 2018	Ongoing – end date March 2022
Training of Boards of Management and Parent-Teacher Associations	April 2018	Ongoing – end date March 2022
Child Protection and Safeguarding Training for Staff	June 2017	Ongoing – end date March 2022
Ongoing monitoring	April 2017	Ongoing – end date March 2022

Annex 3: Midline evaluation approach and methodology

Table 2: Outcomes for measurement

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
Outcome 1: learning *Marginalised girls supported by GEC have improved learning outcomes*						
Literacy indicator: *Number of Marginalized girls showing improvement on EGRA and SeGRA scores*	*School*	***Quant:*** *EGRA, SeGRA1, 2* ***Qual:*** *KII, FGD*	(e.g. learning tests predetermined by the FM)	Per evaluation point	EE	No change to indicator. Learning tests administered at midline slightly altered from those at baseline, as a result of baseline learning outcomes, subsequent discussion with EM and midline pilot results of tests.
Numeracy indicator: *Number of Marginalized girls showing improvement on EGMA and SeGMA scores*	*School*	*Quant:* *EGMA, SeGMA 1,2*				No change to indicator. Learning tests administered at midline slightly altered from those at baseline, as a result of baseline learning outcomes, subsequent discussion with EM and midline pilot results of tests.
Outcome 2: Transition *Increased number of marginalized girls with improved transition*						

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
Transition indicator: *Number of marginalised girls who have transitioned through key stages of education, training or employment*	Household and school	Quant: Household Survey; in-school girl survey; Qual: KII; and FGD	Transition questions were added to school survey at midline in order to enable comparison with learning outcomes (in lieu of JT). Qualitative data enables deeper understanding of reasons for trends in transition.	Per evaluation point.	EE	Joint sample approach was eliminated at midline due to overly high attrition during baseline. Transition questions were added to school survey at midline in order to enable comparison with learning outcomes (in lieu of JT). Transition pathways were modified by the project after baseline, given transition results recorded at baseline. Some transition questions were modified as a result.
Outcome 3: Sustainability (system)						
Sustainability indicator *% of trained education officials integrating GRP and child protection criteria into their school support functions* *Evidence of replication, uptake, scaling up of KEEP II*	Education system, school	Quant: school survey (project) Qual: KII, FGD (EE)		Per evaluation point	Project (validation by EE)	Sustainability indicators were revised after baseline. **For the quantitative indicator**, there is no EE evaluation tool to collect data on this indicator at baseline or midline. Collecting data for this indicator is a responsibility of the project. The EE validates, nuances quantitative data collected by project with qualitative data EE collects at community, local level with DEO, SCO, head teachers, teachers. **For the qualitative indicator**, the EE has a very limited ability to sample county education officials, other donors to assess the degree of replication. It is the responsibility of the project to collect this data. The EE validates project data collection

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
modalities by other engaged stakeholders (e.g. school management, county governments, PAs, implementing agencies, etc.)						through KIIs with a very modest sample of DEOs, CSOs, donors.
Outcome 3: Sustainability (community)						
Sustainability indicator *Increased ability of targeted girls to make informed education, career and life choices* *Improved engagement of parents/guardians and school communities in support of girls' education*	Community	Quant: HH survey, in-school girl survey Qual: FGD with girls, parents, KII with school counsellors	Mixed method approach determines extent of changes in attitudes, behaviours among parents, girls while qualitative explores reasons, depth.	Per evaluation point	EE	Sustainability indicators changed after baseline. These sustainability indicators are very similar to intermediate outcome statements, indicators. They will be measured in similar ways as intermediate outcome indicators while qualitative data collection will be used to determine the likelihood that results can be sustained as well as any factors (positive or negative) affecting sustainability.
Outcome 3: Sustainability (school)						
Sustainability indicator	school	Quant: School survey and	Quantitative data collection will establish the	Quant: annually	Quant: project	Indicators changed after baseline report submitted. One indicator on maintenance of school infrastructure dropped at midline while other indicator related to GRP expanded at

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
# and % of targeted schools that have a functioning and trained life skills and counselling unit *Teachers improvement in GRP and other pedagogical principles over time (refugee/host)*		classroom observation Qual: KII and FGD with HT, teachers, school counsellors, girls	existence of the school counselling unit and the degree to which teachers are observed using new pedagogical skills in class. Qualitative data collection will validate quantitative and nuance results with regard to relevance, degree of satisfaction, etc.	Qualit: per evaluation point	Qualit: EE	midline to include new pedagogical principles. No targets set for midline or endline. They will be determined after midline for endline.
Intermediate outcome 1: ***Teaching and Learning Quality:*** *Improved learning experiences for girls in safe, supportive and inclusive environments*						
Intermediate outcome 1 indicator	School, community	Quant: EMIS, school admin	Quantitative data will establish the extent of	Per evaluation point	Project, EE	Indicators changed after baseline. Second indicator became qualitative in nature.

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
% of girls demonstrating improved performance on school exams, as well improving KCPE and KCSE exams in the project intervention schools *Stakeholders (parents, girls, teacher) perceptions on improvement or positive change in the quality of learning experience of girls at school.*		data, HH survey Qualit: FGD with girls, parents, teachers	improved academic performance by girls. Qualitative data will explain what project inputs did or did not contribute to this performance and how stakeholders understand any changes in learning environment for girls at school.			
Intermediate outcome 2: ***Attendance:*** *Increased and regular attendance of targeted girls*						
Intermediate outcome 2 indicator *% improvement in targeted girls' attendance in schools throughout the life of*	School, community	Quant: EMIS, school admin data, HH survey Qualit: FGD with girls,	Quantitative data will establish the extent of improved attendance by CT and all girls.	Per evaluation point	Project, EE	Indicators changed after baseline. Second indicator became qualitative in nature and focused on cash transfer specifically.

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
the project (weighted average percentage and individual level) *Girls and parents/guardians reporting an increase in attendance as a result of cash transfer provided to help reduce barriers to regular attendance*		parents, teachers	Qualitative data will explain what project inputs did or did not contribute to this outcome and how stakeholders understand any changes.			
Intermediate outcome 3: ***Life Skills:*** *Increased ability of targeted girls to make informed education, career, life choices*						
Intermediate outcome 3 indicator *% increase in GEC life skills index score* *Girls who report they are better able to make informed decisions about their future*	School, community	Quant: HH survey, school survey Qualit: FGD with girls, parents, teachers, school counsellors	Quantitative data established % change over baseline. Qualitative data serves to explain change, deepen understanding of project, non-project factors of influence.	Per evaluation point	EE	Second indicator was changed after baseline to become more focused, easier to measure based on Life Skills Index and FGD questions. Second indicator is more of a result statement than indicator – it does not adequately define a change state for measurement purposes.

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
Intermediate outcome 4: ***Community Attitudes:*** *Improved engagement of parents/guardians and school community in support of girls' education*						
Intermediate outcome 4 indicator *% of HHs who report reducing domestic chore burden for girls* *Parents, religious leaders, men and girls are more supportive towards girls continuing to attend school regularly and learn.*	Community	Quant: HH survey Qualit: FGD with girls, parents, community leaders	Quantitative data established % change over baseline in domestic chores, degree of family support for education. Qualitative data serves to explain change, deepen understanding of project, non-project factors of influence.	Per evaluation point	EE	Both indicators were changed after baseline to ensure their measurability. The first indicator was narrowed in focus and aligned with survey data. The second indicator is, in essence, not an indicator of change but rather a result statement – it does not define an appropriate change state for measurement purposes.
Intermediate outcome 5:						

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
School governance & management: *Strengthened school governance and management mechanisms in support of girls' education.*						
Intermediate outcome 5 indicator *% of BoMs that have implemented measures to improve the learning experience for girls in school* *Stakeholder (incl PCG) perceptions on the quality and relevance of initiatives implemented school governance structures for girls*	Community	Quant: HH survey, project school survey Qualit: FGD with girls, parents, community leaders	Quantitative data established % change over baseline in % of BoMs that are active in supporting girls. Qualitative data serves to explain change, deepen understanding of project, non-project factors of influence.	Per evaluation point	Project, EE	Both indicators were changed after baseline to ensure clarity, measurability. The first indicator was narrowed in focus and aligned with project, survey data. The second indicator was changed to be qualitative in nature.

1 Evaluation Approach and Design

KEEP II external evaluation has adopted a **mixed methods approach**, drawing on qualitative and quantitative data collected at individual, household and community levels, in order to evaluate the causal links between KEEP II interventions, measurable results at output and outcome levels and the multiple contextual factors that influence project performance. The external evaluator triangulates data collected from different sources (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.

The external evaluation applies a **pre/post design**. Since baseline evaluation on KEEP I, it was determined that a quasi-experimental design was not appropriate for the refugee context in which the project operates. It proved very challenging to engage a control group in data collection and to ensure their participation over time, given a multitude of contextual factors which include: the transience of refugee populations; camp closures and voluntary relocation; survey and data collection fatigue/resistance in the camps; drought and transience related to a pastoral, nomadic lifestyle in host communities, etc. Attrition rates within the control groups on KEEP I were found to be very high. Finally, while control groups could be identified in host communities, the KEEP II approach to DNH in the refugee context is to provide project inputs to all schools, rendering a quasi-experimental impractical in the refugee camps.

2 Changes to Methodology at Midline

Elimination of Joint Sample Approach at Midline: The KEEP II evaluation at baseline included both a Joint Sample as well as separate samples for learning and transition outcomes. Given the refugee context and experience on KEEP I, there were concerns that it would prove very challenging to track a cohort of girls from the school to the household over time. A small joint sample (N=200) was tested at baseline to see if it was feasible. Between November 2017 when the household survey was administered at baseline, and January 2018 when learning tests were conducted in schools, over 25% of the Joint Sample could not be tracked from house to school. As such, it was agreed with GEC that the JT would be abandoned at midline in favour of a dual sample approach involving separate cohorts for transition and learning. The joint sample cohort of girls from baseline was integrated into the learning sample at midline. Transition questions were also added to the in-school girl survey at midline, so that transition and learning data could be compared at least for the learning sample cohort.

Changes to the Learning Test Sub-Tasks: Based on baseline learning results and the results of piloting midline tests in March 2019, it was decided to administer SEGRA-MA 1 and 2 tests to all KEEP II grade cohorts. At midline the lowest grade cohort (S6/S7) was administered SEGRA-MA 2 for the first time in order to ensure more than one test would be measurable for that grade cohort at endline. SEGRA-MA 3, which had been administered at baseline, was eliminated at midline due to the risk of floor effects. The more challenging EGRA-EGMA sub-tasks were administered at midline to the same grade cohort as at baseline (S6/S7), but it was decided that these sub-tasks would be eliminated at endline.

Aggregation of Learning Scores: Based on GEC guidance received in December 2019, a new approach to aggregating learning scores was used at midline. Baseline values were recalculated at midline to enable comparison. In brief, the GEC guidance notes related to Option 2 state that “The standard approach can be applied where all girls in the same cohort take the same test, i.e. combination of subtasks, at each evaluation point.” On KEEP II, this is true for all grades with the exception of S6. Following GEC guidance and discussions with the EM, the standard approach (option 2) was maintained as it is applicable to the

majority of girls assessed at midline (S7 to F4 received SeGRA-MA 1 at baseline and midline). With GEC's accord, a separate approach was adopted, imputing the scores of SEGR/MA 2 for baseline respondents. This provides two tests (SEGR/MA 1 and 2) for all cohorts at both evaluation points and allows for a straightforward interpretation of results across grades and timepoints (see Exhibit explaining approach to learning score aggregation in section 3.1 above).

3 Data Analysis and Mixed Methods:

The respective roles of quantitative and qualitative data collection remained the same as baseline. Quantitative data from the household and in-school girl survey was used to establish learning and transition outcomes at midline and to compare these to baseline values in order to assess progress. Qualitative methods were used to analyze the project context, to identify and attempt to explain any changes since baseline with regard to factors positively or negatively affecting KEEP II outcomes and intermediate outcomes.

4 Evaluating Assumptions between IO and Outcomes

The KEEP II Theory of Change articulate five underlying assumptions which are directly linked to the five Intermediate Outcomes (IOs). As such, evaluating the validity of the assumptions is ensured in two key ways: 1) When evaluating progress on the five IOs (see Chapter 6), analysis of both qualitative and quantitative data related to each IO necessarily examines the extent to which the related assumption has held or not since baseline; and 2) In reporting on learning and transition outcomes (chapters 3 and 4 respectively), regression analysis has been included with regard to key characteristics and barriers that may be affecting the performance of individual girls. Analysis has also been undertaken to determine the significance of various KEEP II inputs (remedial training, cash transfers, life skills camps) on learning and transition outcomes.

5 GESI Minimum Standards

Both qualitative and quantitative methods that were used at midline ensured disaggregated by age, sex. In qualitative data collection, efforts were made to ensure relatively equal participation by males/females while FGDs were separated by sex and age[1] to ensure that engendered points of view could be analysed. In quantitative data collection, the household survey identifies the gender of the respondent (HoH and PCG) so that data analysis can be sex disaggregated. For disability, quantitative data instruments included disability assessment and the data is used in Table 2 and Annexe 4 as a girls' characteristic. Transition and learning outcome data was analyzed in terms of girls' characteristics and barriers related to marginalisation including gender and disability aspects. While the GEC midline reporting guidelines encourage evaluators to disaggregate qualitative data by characteristics and barriers (female head of household etc), this was not feasible logistically[2] collected data on disability

[1] Male and female parents of school-age children versus girl and boy students at primary, secondary school.

[2] It was not possible to organise FGDs for girls on the basis of key characteristics and barriers. Not only would this have considerably expanded the volume and scope of qualitative data collection, it would have been very difficult to manage logistically in the field and the risk would have been that girls could not be identified easily with particular characteristics. Where possible, specific questions about key characteristics and barriers of marginalisation were asked of different stakeholders with respect to intermediate outcome and outcome achievement at midline.

In terms of GESI minimum standards, the evaluation analysed the project's latest GESI report against midline data collection to validate its conclusions and provide the external evaluator's own assessment of GESI progress, challenges and suggestions for ongoing performance improvement. The IO that proved the most challenging to assess in terms of GESI was IO #4 with regard to attitudes and perceptions given that these are individual and as such, can be contradictory and challenging to aggregate in order to draw inferences for the project as a whole. This is particularly true, given the extremely diverse project intervention zones on KEEP II which vary by ethnicity, community type and status, poverty levels, etc. For this IO, we have attempted to mitigate this limitation by triangulating different data sets (both primary and secondary) as well as analyzing the data by sub-group to the extent possible.

6 Transition Benchmarking Data

The Transition Benchmark Sample data collection was repeated at midline (N=162) because the original data collected at baseline was not complete. Transition benchmark data from midline is reported in Chapter 4 and data from the benchmark sample is compared to baseline and midline transition outcomes.

7 Overview of Midline Data Collection Process

Pre data collection

Sampling Strategy for Quantitative Data Collection: The overall sampling strategy remained the same at midline as at baseline. Sampling points remained the same at midline: 23 out of 84 KEEP II intervention schools and their surrounding communities[3]. The secondary school was the primary unit of selection with six out of fourteen intervention secondary schools selected (three per region) as sampling points, along with up to three "feeder" primary schools selected, around each secondary school, from the surrounding communities. The selection of these six "school clusters" was intended to facilitate tracking girls in their transition from primary to secondary school, as well as to be able to track the support provided for girls' education in related households and communities, in keeping with the project's theory of change. Initial sample sizes at baseline were calculated against the total girl student population, by region, community type, school and grade.

At baseline, the household survey was administered to in-school girls only. At midline, replacement girls were selected in the same way as they were at baseline (using KISH grid based on selection of girl currently enrolled in school and between 12-21 years old).

The strategy for sample selection for the learning cohort entailed a stratified cluster sample with random selection of girls at grade level, based on class lists provided by the school. For transition, the point of departure was the school in each sampling point, with households randomly selected for survey based on standard selection protocols, which depended on population density in a given sampling point (urban, peri-urban or rural). The same sampling strategy was used at both baseline and midline for the learning and transition cohorts.

Sample Size for Quantitative Data Collection:

- Transition Cohort: The initial transition cohort of households/girls identified in the MEL Framework at baseline was 800 (610 with a 30% attrition buffer of 190). At baseline, the actual sample for which data was collected was N=724. At midline, the planned sample size was again established at N=800 to ensure statistical significance. The sampling strategy at midline, for the 9% increase

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

in sample size over actual baseline numbers, was to distribute the new respondents by sampling point proportionately, in keeping with girl student population calculated proportionately by region, community type, school and grade.

- Learning cohort: The planned and actual sample size at baseline was 927. There were several modifications at midline. With the elimination of the joint sample from baseline, 157 JT girls, who had been sampled as a part of both the household survey and the in-school survey, were integrated into the learning sample bringing it to a planned N=1084 at midline. Because there were concerns about the level of possible attrition in the learning sample at midline,4 the EM encouraged the EE to increase its sample size with a larger attrition buffer (+25%). Planned sample numbers by sampling point were increased accordingly, calculated against girl student population, per region, community type, school and grade. Where insufficient numbers of girls were available in a given school and at a given grade, sampling numbers were shifted and increased proportionately in other similar schools/grades.

Sampling for Qualitative Data Collection: A similar approach to sampling for qualitative data collection was used at midline as at baseline. The number of sampling points was reduced from 11 at baseline to eight[5] at midline in order to reduce the volume of qualitative. The eight sampling points selected at midline were among those covered at baseline, and these were selected based on purposeful sampling to ensure representativity across the project intervention zone (region, urban/rural, primary/secondary school, refugee/host).

Changes to Midline Instruments: As explained under point 2 above, transition questions were added to the in-school survey so that transition and learning data could be compared. In addition, the learning test sub-tasks were slightly modified at midline (see point below). In addition, 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. Finally, qualitative interview protocols were all revised to focus on change since baseline and the factors affecting this change. All of these revisions and modifications were discussed and shared with the EM; where changes were requested by the EM, revisions were made. The EM signed off on all midline instruments by February 2019.

- Changes to learning tests at midline: These were made at the request of the EM. Given new methods for analyzing and aggregating the learning data that were applied by the EM in 2019, the EE was strongly encouraged to revisit previous decisions (made with the EM) with regard to the learning tests to be used at midline. A pilot test was undertaken in March 2019 (see explanation, results on pilot tests in annexe 14) which guided final decisions with regard to learning tests signed off by the EM at midline.
- Enumerator recruitment and training (for quantitative data collection) followed the same process as on KEEP I external evaluations and baseline on KEEP II. Many of the enumerators and qualitative researchers at KEEP II midline have been involved in the evaluation process since KEEP I in 2014. Workshops of three to five days were held prior to data collection, for enumerators to review and simulate the administration of the data collection instruments, as well as to review DNH and child protection policies and procedures.

  Researcher recruitment and training (for qualitative data collection) followed a similar process to baseline. At least half of the qualitative researchers have been involved in previous KEEP I or II

[4] Attrition concerns focused on school/camp closure for refugees, the opening and extension of new camps, the re-emergence of a 'voluntary repatriation' policy for Dadaab camps and significant movement back and forth over the South Sudan border (peace negotiations) and RDC (ebola) for Kakuma camps.

[5] At baseline, 11 out of the 23 sampling points were used. The reduction in the number of sampling points at midline was an attempt to reduce the volume of data, time and cost associated with data collection/analysis.

evaluations. All qualitative researchers are either graduate students in a faculty of education in Kenya (and are thus comfortable working with children and have taken at least one course in data collection) or they are active consultants in the education sector. More background information on the project was provided to them at midline to facilitate their deepened probing and analysis of qualitative data. Analysis was also provided by the EE - on lessons learned with regard to baseline qualitative data collection - prior to the midline process so that the expectations for midline were more clearly articulated. A workshop was organized in Nairobi prior to data collection, to go over project material and new interview protocols. A workshop was organized post data collection to discuss, review and synthesize qualitative data by project intermediate outcome.

During data collection

Timing of Data Collection: The household survey was administered in February and March 2019. Qualitative data collection took place in March 2019. In-school learning tests and surveys were administered in May-June 2019. In an ideal world, qualitative data collection would follow quantitative so that the former could deepen analysis around trends emerging in the latter. This was not possible for the midline. The project requested that the learning tests be pushed to the end of the evaluation process and as far ahead as possible in time, to ensure the maximum time available to demonstrate learning results. Constraints regarding the school calendar in Kenya, as well as the need to separate data collection processes so as not to overburden project staff, schools and communities, also limit a logical sequencing of quantitative to qualitative data collection.

Quantitative Sample Size and Recontact Rates: For the transition cohort, the planned sample size of a cohort of 800 households/girls was achieved at midline. The recontact rate for the transition sample (household survey) was 86% at midline (620 of 724 girls at baseline). For the learning cohort, the actual learning sample size was increased to 1473, following the EM's encouragement to increase the attrition buffer (additional 25%). The recontact rate for the learning sample (testing and in-school survey) was 42% (458 of 1084 girls at baseline).

Qualitative Data Collection: The selection of participants for FGDs and KIIs was undertaken purposefully, based on specific selection criteria provided by the EE and subject to stakeholder availability. Qualitative data was collected from 400+ stakeholders[6], at the community and school levels, using key informant interviews and focus group discussions.

Selection and Call-back Protocols: The same protocols were used at baseline - for the random selection of households/girls in the learning and transition cohorts - were used at midline to replace those households/girls who could not be traced from baseline. For the transition sample, it consisted of selecting every second or third household (depending on the population density of the sampling point), using the KISH grid to select an individual girl in the household (currently enrolled in school, between 12-21 years of age), and involving a minimum of three call-backs. For the learning outcome sample, it involved choosing every second or third girl on class lists (depending on class size) and included at least one call back to the school/classroom (two call backs if that was feasible logistically). The cohort grades for the learning outcome at midline included Standard 7 to Form 4 inclusive.

Child Protection, DNH Protocols: These protocols were reviewed and agreed to by EE partners (including field data collection supervisors). The protocols were also included as part of enumerator, researcher training before data collection. All partners, enumerators and researchers were required to sign the DNH

[6] Focus groups were conducted with in-school and out of school girls, cash transfer girls/parents, in-school boys, male parents, female parents, teachers, school counsellors, remedial teachers, community mobilizers, school boards of management, men and boys in the community. Key informant interviews were conducted with head teachers/head teachers, district education officials (DEO, DSS, CSO), and KEEP II staff.

and child protection code of conduct at the time of midline training. This was a similar process to that applied at baseline.

Enumerator Safety: The KEEP II intervention is characterized by high risk of insecurity and terrorism. EE partners have been involved in the evaluation process since KEEP I baseline (2014) and have developed close working relationships with both KEEP project staff and community leaders in the project intervention zones. Formally, EE teams follow UNHC and WIK security protocols which include armed escort and travel in convoys. Data collection and travel are never undertaken after sundown and teams rarely stay in a given community longer than 24 hours. This necessarily increases the cost and time required for data collection significantly, particularly given the size of the project intervention zone and quality of infrastructure. Informally, relationships developed with community leaders over time have enabled our evaluation teams to collect “real time” security information and adapt their movements accordingly.

Table 3: Tool details

Tool (used for which outcome and IO indicator)	Beneficiary group	Sample size agreed in MEL framework for treatment and (control group) - if appropriate	Actual sample size treatment and (control group) - if appropriate	Remarks: Attrition rate from baseline to midline Re-contacted sample vs replaced sample Major changes to tools or differences between anticipated and actual sample sizes
Learning Tests: used to measure Learning Outcome	Randomly selected sample of in-school girls in grades S7-F4	Treatment group only		
In-School Girl Survey: used to measure Transition Outcome, and Intermediate Outcomes 1, 3 and 5.	Randomly selected sample of in-school girls in grades S7-F4 (same as learning tests)	**In-school testing and surveying**: N= 927 girls in grades S6 to F4 (baseline)	N= 1473 girls	58% attrition – 457 recontact, 627 replacement (+389 added at midline) Sub-tasks administered by grade slightly modified at midline (SEGRA-MA 3 eliminated, SEGRA-MA 2 added for S7) In-school girl survey – transition questions added
Household Survey: used to measure Transition Outcome and Intermediate Outcomes 1-5	Randomly selected sample of households with a girl, currently enrolled in school, aged between 12-21 years old.	**Household Surveying:** N= 800 households/girls	N=800 household/girls	14%[7] attrition - 620 recontact, 180 replacement Some questions added, adapted to context
Benchmark Transition Sample:	Randomly selected girls, currently in or out of school,	N=150	N=162	Benchmark transition repeated at midline because baseline data incomplete. No changes made to method or questions.

[7] Note that attrition is calculated as a proportion of the number of girls contacted for the baseline HHS (N=724) less the number recontacted at midline (N=620). The 180 replacement girls contains the 124 girls to meet the original 724, plus an additional 76 girls to top up the survey to an N of 800.

Tool (used for which outcome and IO indicator)	Beneficiary group	Sample size agreed in MEL framework for treatment and (control group) - if appropriate	Actual sample size treatment and (control group) - if appropriate	Remarks: Attrition rate from baseline to midline Re-contacted sample vs replaced sample Major changes to tools or differences between anticipated and actual sample sizes
Qualitative Protocols for FGD and KIIs: Intermediate Outcomes 1-5 and Transition Outcome.	between 11-20 years old. Girls (in and out of school, boys (in school), male parents, female parents, teachers, school counsellors, head teachers, head teachers, district education officials, community leaders, KEEP staff, community mobilizers.	N=500+	N= 400+	Protocols revised at midline to reflect the need to capture changes in intermediate outcome results and reasons for change, between baseline and midline.

Post data collection

Data Quality Assurance: All quantitative data was entered on tablets. The quality of data was reviewed at the end of each day of data collection by field supervisors. The quantitative data set was initially cleaned by partners in Kenya and then a second-tier review of data quality was performed by the EE in Canada. For qualitative data, there were also several quality assurance steps. All interviews were recorded and transcribed verbatim to ensure that data reliability could be assessed. Qualitative data summaries were prepared by researchers, by stakeholder category, and sampling point, and these were presented and discussed in a two-day workshop with the EE. Finally, an Excel spreadsheet was developed to categorize and organize qualitative data by key theme and Intermediate Outcome and the content of this file was compared by the EE against a sample of interview transcripts to ensure data reliability.

Mixed Method Approach to Analysis: Quantitative data analysis included frequency distribution, cross-tabs, regression analysis (OLS and logit modelling where applicable). Qualitative data was analysed using content, inductive and descriptive analysis. All interviews were recorded, transcribed verbatim and transcripts translated into English. The coding of the scripts was done in line with the intermediate IOs and a series of themes in accordance with the project (i.e. transition, barriers to education, quality and relevance of project inputs). The scripts were then converted into an Excel file to facilitate the compilation of data by Io/theme but also according to emerging trends/patterns in the data (e. g. access to sanitary napkins, domestic chores, early marriage, etc.). Quantitative and qualitative data sets were analyzed separately by different evaluators. The evaluators prepared preliminary finding (by outcome, IO) based on the separate quantitative and qualitative data sets. Evaluators then came together and the two data sets and resulting findings were then contrasted and compared, in order to develop findings, based on integrated data analysis, for the midline report.

Tracking of Beneficiaries: To the extent possible, the same cohort of households/girls were tracked from baseline to midline through individual ID #s and family information (school register information on girl, name of HoH, household address/GPS, mobile number for HoH or PCG). As recorded above, the recontact rate was 86% for the household survey and 48% for the in-school survey. For the household survey, the EE team have had experience tracking an individual cohort of girls at the household level since KEEP I baseline (2014); lessons have been learned and community relationships developed such that the attrition has steadily been reduced over the years. For the learning cohort, this was the first time that the EE partners tracked a cohort of individual girls at the school level, from one evaluation point to the other (KEEP I used a panel approach for the learning cohort). Lessons learned for the learning outcome cohort point to the need for greater investment in preparation and scouting at the field level during pre-data collection phase, in order to engage school administration in identifying cohort girls and ensuring they attend school on the day of the learning tests and surveys. For KEEP II endline evaluation, significantly increased time and resources will be invested in field preparation before data collection, to ensure attrition rates remain low, particularly with regard to the learning cohort. This will involve using community mobilizers, school BoM members and headmasters in mobilizing individual girls.

8 Challenges and Limitations at Midline

Attrition: Attrition rates are high in quantitative data collection at midline, particularly for the learning cohort. There are many contextual factors that influence high attrition in the KEEP II intervention zones: refugee population transience due to conflict, disease; the renewed policy of GoK to close Daadab refugee camps and schools; reductions in refugee stipends provided by the UN; the voluntary refugee repatriation process for Dadaab; the relocation of Kakuma refugees to Kalobeiyei; the enrolment of students at several school simultaneously to benefit from various project inputs; the general unreliability of school register data; the drought in Kakuma which forces pastoralist communities to graze their herds farther afield; insecurity and terrorism, particularly in Garissa, etc. All of these factors combine in different ways to increase the

transience of the girl student populations in all KEEP II intervention zones and thus impact attrition. The EE mitigated the risk of attrition by including the GEC suggested 30% attrition buffer to both learning and transition samples while increasing this buffer by 25% at midline for the learning sample (see Table 19a below analyzing reasons girls could not be traced on the learning cohort).

Response Bias: The EE has reported a suspected response bias in the household survey results since baseline of KEEP I. Household responses with regard to enrolment and attendance tend to be much higher than administrative data reported for the regions, districts in EMIS or by spot checks conducted by EE and the Project. Responses with regard to education quality and relevance in the HH survey tend to be much higher than attitudes and perceptions collected through qualitative data. The EE mitigates this limitation through triangulation of data sets to increase the validity of findings.

Availability of Stakeholders and EMIS Data: Stakeholder availability for both qualitative and quantitative data collection was a limitation. For quantitative data collection, there were challenges in ensuring girls in the learning cohort attended school or did not leave school on the days of testing. Girls find the test/survey process to be taxing and will often are absent or leave school when they find out KEEP II testing is taking place. The EE worked with headmasters, community mobilizers and BoM members to ensure girls were in school on the day of testing. For qualitative data collection, it was challenging to mobilize BoM members for FGDs as the time and distance required to attend was a constraint. It also proved difficult to engage members of the community who were not directly involved in the project as they saw no immediate interest or benefit in participating in FGDs (men and boys in the community, out-of-school girls). Finally, district education officials were often absent, travelling, unavailable during field data collection. The mitigation strategy was to use call-backs where possible, to collect qualitative data from multiple stakeholders and communities, and to triangulate data sets.

Limitations to Transition Outcome Measurement: In the current evaluation methodology proscribed by GEC for the EE on Keep II (as per GEC-T MEL Guidance from 2017 and the approved KEEP II MEL Framework from September 2017) no provisions were made to track transition or learning cohorts on transition pathways beyond formal schooling (i.e. from school to community training, work, marriage, etc). At baseline, KEEP II transition pathways focused quasi-exclusively on in-school transition, given the nature of project inputs and ToC. After baseline, transition pathways were modified by the project to include various out-of-school transition pathways. The evaluation methodology and design does not currently support measurement of these new transition pathways. The household survey at baseline and midline included only the selection of girls currently enrolled in school; a large proportion (96% at midline) of girls surveyed in the transition cohort are still in school while 100% of the learning cohort girls are necessarily in school. This means, at midline, there is very little data on girls that have transitioned outside of formal schooling between baseline and midline. At endline, the proportion of girls who will presumably have transitioned out of school will have increased (F3 and F4 girls will have graduated for example). While the household survey can potentially capture data on these girls after they leave school, this assumes that these girls will be living in the same household which may or may not hold true (due to marriage, travel for training, university, work). The EE proposes changing the sampling strategy for the HH survey at endline to replace untraceable girls with those that are both in and out of school, in order to increase the evidence base on non-school transition. As the girl gets older and completes her formal schooling, it is inevitably going to be more challenging to track her. Time and resources on the KEEP II evaluation are fixed and limited, given the currently approved evaluation design. If there is need to measure transition using methods beyond those currently approved methodology, this will require a review of evaluation resources and methodology.

Many of the challenges above are mitigated through sampling strategy and triangulation of data sources and sets of data, to improve confidence levels as well as the reliability and validity of evaluation findings and conclusions. In evaluation findings throughout the evaluation report, the EE attempts to identify areas of strong data convergence, as well as areas of data contradiction, and to explain these trends. Where

data is contradictory, the weight of the outlying responses is provided. Where no explanation for the data contradiction is forthcoming, a caveat to the evaluation finding is noted.

Representativeness of the learning and transition samples, attrition and matching of intervention and control groups

Sampling points for the transition outcome cohort (household survey) were the same at baseline and midline as were sampling strategies and protocols (see point 7 above). At midline, we have a slightly smaller proportion of girls from Dadaab (47%) than we do from Kakuma (53%) and a considerably larger refugee population (67%) than we have from the host communities (33%). The in-school survey necessarily collects data only from girls in school, therefore, we are sampling a targeted population. Here, we stratified by size of school and region.

Owing to the level of mobility among project participants and the difficulty in finding baseline survey respondents at midline, we experienced a higher than expected attrition rate. The field team engaged in multiple methods of tracking individuals who responded at baseline, including following up with teachers, school administrators and community members. This high attrition rate prevented the collection of adequate longitudinal data at timepoints 1 and 2. Consequently, in accordance with what we agreed to with the fund manager, we analysed our data as cross-sectional, using means testing, significance testing, linear and logit regression as well as descriptive statistics to assess the data. This did not permit the project's prescribed difference-in-difference modelling for learning and transition outcomes, however, because we were able to add a considerable number of replacement girls to our learning and transition data, we do have robust numbers to conduct a similar cross-sectional analysis to that presented at baseline.

Table 4: Midline sample attrition for learning cohort – untraceable girls[8]

Reason for no Recontact	Turkana	Dadaab	Refugee	Host
Temporary absence, illness, travel	5% (11)	0%	2% (11)	0%
Repatriated to country of origin	3% (7)	<1% (1)	2% (8)	0%
Girl moved for marriage	2% (6)	<1% (1)	2% (7)	0%
Family moved away	13% (31)	2% (7)	8% (38)	0%
Girl dropped out of School	2% (5)	28% (99)	22% (99)	3% (5)
Girl changed schools	12% (30)	<1% (3)	5% (22)	7% (11)
Girl completed class 8	53% (129)	20% (71)	31% (141)	39% (59)
Girl completed Form 4	1% (2)	49% (175)	24% (109)	45% (68)
Don't know	5% (13)	<1% (1)	2% (11)	2% (3)
Other	4% (10)	0%	1% (6)	3% (4)

[8] In the midline learning sample there were 627 girls in the learning outcome cohort that were tested at baseline but that could not be traced at midline. The reasons for which these girls could not be traced are analyzed in table 19a as frequency distributions, by region and community type. Data for this table was collected through the in-school girl survey from teachers and head teachers at the school where the girl had been studying at baseline. There are limitations to the accuracy of this data given that, in an unknown number of cases it is a "guesstimate" by the respondent. We also recognize that the category 'Girl completing class 8' is not useful to the analysis and will not be repeated at endline.

Reason for no Recontact	Turkana	Dadaab	Refugee	Host
	100% (244)	100% (358)	100% (452)	100% (150)

Table 5: Evaluation sample breakdown (by region)

	Intervention (recontacted)	Control (recontacted)
Sample breakdown (ISS)		
Garissa (44%)	53% (241)	NA
Kakuma (56%)	47% (216)	NA
Girls (N=1473)	100% (457)	NA
Sample breakdown (HSS)		
Garissa (46%)	49% (302)	NA
Kakuma (54%)	51% (318)	NA
Girls (N=800)	100% (620)	NA

Table 6: Evaluation sample breakdown (by grade)

	Intervention (recontacted)	Control (recontacted)
Sample breakdown (ISS)		
S7 (19%)	26% (119)	NA
S8 (19%)	19% (85)	NA
F1 (20%)	11% (51)	NA
F2 (18%)	7% (34)	NA
F3 (11%)	18% (83)	NA
F4 (13%)	19% (85)	NA
OOS girls (0%)	0	NA
Girls (N=1473)	100% (457)	NA
Sample breakdown (HSS)		
S1-S6 (32%)	43% (262)	NA
S7 (19%)	19% (119)	
S8 (12%)	11% (68)	NA
F1 (9%)	10% (62)	NA
F2 (7%)	7% (46)	
F3 (4%)	4% (27)	
F4 (5%)	6% (36)	

OOS girls (0%)	0	
Girls (N=800)	100% (620)	

Table 7: Evaluation sample breakdown (by age)

	Intervention (recontacted)	Control (recontacted)
Sample breakdown (ISS)		
Aged 6-8 (0%)	0	NA
Aged 9-11 (<1%)	<1% (2)	NA
Aged 12-13 (3%)	5% (22)	NA
Aged 14-15 (15%)	19% (87)	NA
Aged 16-17 (31%)	29% (133)	NA
Aged 18-19 (34%)	29% (132)	NA
Aged 20+ 18%)	17% (81)	NA
Girls (N=1473)	100% (457)	NA
Sample breakdown (HSS)		
Aged 6-8 (0%)	0%	NA
Aged 9-11 (4%)	3% (17)	NA
Aged 12-13 (19%)	18% (109)	NA
Aged 14-15 (25%)	25% (162)	NA
Aged 16-17 (21%)	21% (132)	NA
Aged 18-19 (20%)	21% (127)	NA
Aged 20+ 10%)	12% (72)	NA
Girls (N=800)	100% (620)	NA

Table 8: Evaluation sample breakdown (by disability) Learning Sample

Sample breakdown (Girls)	ISS Intervention (recontacted)	HSS Intervention (recontacted)	Household Survey and Girls School survey – Washington Group and child functioning questions
Girls with disability (% overall)	5% (68)	2% (15)	
Provide data per domain of difficulty			
Difficulty seeing	2% (27)	2% (12)	
Difficulty hearing	<1% (6)	1% (8)	

Sample breakdown (Girls)	ISS Intervention (recontacted)	HSS Intervention (recontacted)	Household Survey and Girls School survey – Washington Group and child functioning questions
Difficulty walking or climbing steps	1% (14)	1% (9)	
Difficulty remembering or concentrating	1% (17)	1% (9)	
Difficulty with self-care	1% (9)	1% (8)	
Difficulty communicating	<1% (6)	1% (8)	

Contamination and compliance

Certain girls were selected for conditional cash transfers and scholarships based on pre-established criteria. Certain girls attended remedial training after school and/or life skills camps during school breaks.

	Intervention (recontacted)	Intervention (new sample)
Sample breakdown (ISS)		
Cash Transfers	14% (49)	11% (92)
Remedial Education	54% (184)	50% (407)
Life Skills Camps	29% (101)	25% (212)

	Garissa	Kakuma
Sample breakdown (ISS)		
Cash Transfers	9% (51)	14% (90)
Remedial Education	35% (182)	64% (409)
Life Skills Camps	15% (83)	35% (230)

Learning and transition outcomes estimation

Cohort DID estimates are not required in this project design as control group information was not collected (there is no control group as the design is pre/post). However, we were able to use Ordinary Least Squares (OLS) and logistic (LOGIT) regression to calculate the effects of key characteristics and barriers on learning scores and transition outcomes. These analyses are presented below.

From these analyses, we observe that the greatest predictors of learning performance were structural characteristics, such as where one lives (region, whether in host community or refugee camp) and the ability to speak the language of instruction (measured by whether the language of instruction was the same as that spoken in the home). Surprisingly, individual-level attitudinal or skill characteristics were less helpful in explaining literacy and numeracy scores with any reliability.

Table 9: Effects of Characteristics & Barriers on Literacy

	DV Literacy Score (0-100) b (s/e)
Living in Female HoH	1.23 (1.72)
Language at home not English or Swahili	-3.65 (1.82)**
Life Skills Scale^	-.019 (.044)
Chore Burden	.081 (1.43)
Disability	-1.41 (1.29)
Doesn't Feel Supported by Family	.113 (.359)
Doesn't Feel Supported by School	2.45 (2.23)
Teachers Use Physical Punishment	-1.89 (1.24)
Region	19.34 (1.34)***
Refugee	-11.47 (1.36)***
Constant	26.69 (3.31)***
N=1468; R^2 .19; p< .05, **. 01, ***.001 ^Life skills scale is a 12-point additive scale that incorporates twelve separate indicators rating the student's skills (e.g. self-assessments of reading ability, math ability, whether the student has a trusted peer group, has confidence to organize their peers, etc.)	

Table 10: Effects of Characteristics and Barriers on Numeracy

	DV Numeracy Score (0-100) b (s/e)
Living in Female HoH	.884 (1.65)
Language at home not English or Swahili	-1.88 (1.74)
Life Skills Scale^	-.115 (.042)**
Chore Burden	-.747 (1.38)
Disability	-.380 (1.23)
Doesn't Feel Supported by Family	-.026 (.344)
Doesn't Feel Supported by School	5.19 (2.14)*
Teachers Use Physical Punishment	-3.39 (1.19)**
Region	1.90 (1.29)
Refugee	-10.15 (1.30)***
Constant	35.42 (3.18)***
N=1468; R^2 .06; p< .05, **. 01, ***.001 ^Life skills scale is a 12-point additive scale that incorporates twelve separate indicators rating the student's skills (e.g. self-assessments of reading ability, math ability, whether the student has a trusted peer group, has confidence to organize their peers, etc.)	

Table 11: Explanatory Factors for High and Low Learning Achievement

High & Low Performing Student Analysis				
	High Performers		Low Performers	
	Literacy b (s/e)	Numeracy b (s/e)	Literacy b (s/e)	Numeracy b (s/e)
Living in Female HoH	-0.021	0.452	-0.221	0.153
	-(0.26)	-(0.75)	-(0.20)	-(0.16)
Language at home not English or Swahili	-0.388	-0.068	0.226	-0.049
	-(0.25)	-(0.67)	-(0.26)	-(0.17)
Life Skills Scale^	0.017*	0.005	0.011*	0.007
	-(0.01)	-(0.01)	-(0.01)	(0.00)
Chore Burden	0.011	-0.463	0.258	0.078
	-(0.25)	-(0.57)	-(0.16)	-(0.14)
Disability	-0.271	0.392	0.086	0.037
	-(0.20)	-(0.45)	-(0.16)	-(0.12)
Doesn't Feel Supported by Family	0.019	-0.147	0.001	0.011
	-(0.05)	-(0.28)	-(0.04)	-(0.03)
Doesn't Feel Supported by School	0.045	0.211	-0.139	-0.506*
	-(0.33)	-(0.76)	-(0.28)	-(0.21)
Teachers Use Physical Punishment	-0.345	-0.198	0.082	0.215
	-(0.21)	-(0.42)	-(0.14)	-(0.12)
Region	2.003***	-0.831	-1.307***	-0.363**
	-(0.30)	-(0.49)	-(0.16)	-(0.13)
Refugee	-0.724***	-0.424	1.048***	0.808***
	-(0.22)	-(0.41)	-(0.18)	-(0.13)
Constant	-4.945***	-2.803*	-0.519	-0.3
	-(0.65)	-(1.23)	-(0.41)	-(0.31)

N=1468; R^2 .06; p< .05, **. 01, ***.001

^Life skills scale is a 12-point additive scale that incorporates twelve separate indicators rating the student's skills (e.g. self-assessments of reading ability, math ability, whether the student has a trusted peer group, has confidence to organize their peers, etc.)

Table 12 below illustrates the effect of key characteristics and barriers on positive transition outcomes (with supplementary analyses for the lowest scoring students on the SEGR/MA tests). Again, we see little by way of routine explanatory factors. There is some evidence that a high chore burden has a negative impact

on transition likelihood. Structural elements such as where one lives (region, whether in host community or refugee camp) continue to play a role in explaining outcomes.

Table 12: Logistic Regression Analysis of Transitions for Lowest Quintile Learners

	DV (Successful Transition) All Learning Sample b(s/e)	DV (Successful Transition) Learning Sample Lowest Quintile SEGRA b(s/e)	DV (Successful Transition) Learning Sample Lowest Quintile SEGMA b(s/e)
Female HoH	**-0.331***	-0.403	-0.023
	-(0.13)	-(0.30)	-(0.28)
Language other than English or Swahili	-0.074	0.468	0.555
	-(0.30)	-(0.67)	-(0.76)
Life Skills Scale	0	-0.014	-0.007
	(0.00)	-(0.01)	-(0.01)
Chore Burden	**-0.320***	**-0.726***	-0.155
	-(0.15)	-(0.31)	-(0.33)
Disability	0.113	0.454	-0.313
	-(0.14)	-(0.34)	-(0.29)
Doesn't Feel Supported by Family	0.052	-0.067	0.066
	-(0.05)	-(0.08)	-(0.09)
Doesn't Feel Supported by School	0.157	1.246	0.039
	-(0.26)	-(0.79)	-(0.60)
Teachers Use Physical Punishment	-0.024	-0.003	0.047
	-(0.14)	-(0.30)	-(0.31)
Region	-0.178	-0.518	**-0.672***
	-(0.15)	-(0.33)	-(0.32)
Refugee	**0.615*****	0.468	0.611
	-(0.14)	-(0.39)	-(0.36)
Constant	1.318***	1.587	1.483
	-(0.38)	-(0.88)	-(0.93)
McFadden's R^2	0.02	0.05	0.03
N	1468	322	344

p< .05, **. 01, ***.001

^Life skills scale is a 12-point additive scale that incorporates twelve separate indicators rating the student's skills (e.g. self-assessments of reading ability, math ability, whether the student has a trusted peer group, has confidence to organize their peers, etc.)

To attempt to explain why transition attrition is lower, in February 2020 GEC conducted an analysis to compare transition and learning data for the recontacted cohort at midline vs. the entire sample at midline. **The table below reflects this analysis and demonstrates** that mean scores for the recontacted sample are similar to those for the entire sample at ML.

Literacy and Numeracy mean score for the recontacted sample (midline)

Grade	Literacy		Numeracy	
	Sample Size	Mean	Sample Size	Mean
Grade 5	119	34.3	119	15.5
Grade 6	85	37.4	85	20.2
Grade 7	51	51.2	51	26.9
Grade 8	34	44.4	34	24.9
Grade 9	83	47.2	83	26.0
Grade 10	85	55.6	85	40.7
Overall	**457**	**43.8**	**457**	**25.0**

Annex 4: Characteristics and Barriers

Table 13: Girls' characteristics- Household Survey

Transition Outcome Sample		
	Intervention: Midline[9] (baseline)	**Source: Household Survey**
Orphans (%) - Single orphans - Double orphans	 (15% at BL) (1% at BL)	 PCG_11g PCG_13g
Living without both parents (%)	(6% at BL)	PCG_10g PCG_12g
Living in female headed household (%)	68% (+6%)	HH_8
Married (%)	5% (+2%)	PCG_22g
Mothers (%) - Under 18* - Under 16*	 3% (+2%) 1% (~)	PCG_23g
Poor households (%) - Difficult to afford for girl to go to school* - Household unable to meet basic needs - Gone to sleep hungry many days	 31% (-2%) 43% (~) 29% (+9%)	 PCG_7enr PCG_5econ PCG_7econ
Language difficulties: - LoI different from mother tongue (%)* - Girl doesn't speak LOI or very little (%)*	 94% (-1%) 58% (-17%)	 PCG_2enr PCG_3enr
Parental education - HoH has no education (%) - PCG has no education (%)*	 75% (+7%) 78% (+11%)	 HH_13 PCG_6
Disability: Difficulty hearing Difficulty seeing Difficulty walking Difficulty concentrating Difficulty communicating	 2% (+1%) 3% (+2%) 2% (-1%) 2% (+1%) 2% (+2%)	 PGD_0v12_1 to 4, 6

[9] % represent proportions out of the total HHS sample (N=800), unless missing data lower the sample (noted with an *).

Table 14: Girls' characteristics – Girls' school survey

Learning Outcome Sample		
	Intervention Midline (baseline)	**Source (Girls School survey)**
Living without both parents (%)	6% (~)[10]	CS_9s
Language difficulties: - LoI (English, Kswahili) different from mother tongue (%)	95% (not asked at BL)	CS_10s
Disability: Difficulty hearing Difficulty seeing Difficulty walking Difficulty concentrating Difficulty communicating	 4% (+9%) 16% (+1%) 6% (-1%) 14% (+2%) 5% (-1%)	CS_D1s, D2s, D3s, D4s, D6s

Barriers

Table 15: Potential barriers to learning and transition – Household survey

Transition Outcome Sample		
Intervention: Midline (baseline)		**Source: Household Survey**
Home – community		
Safety:		
Disagree it is safe for girls to travel to schools in this area*	1% (-4%)	PCG_9
Parental/caregiver support:		
High chore burden (quarter day or more, %)*	69% (-7%)	PCG_26g
Disagrees gets support she needs from family to stay in school and do well (%)	8% (+4%)	HHG_7
It is acceptable for a child to not attend school under following conditions: Education too costly	41% (-1%)	WG_AT2i
Agrees cannot choose whether to attend or stay in school. Just has to accept what happens	50% (-1%)	HHG_6
School level		
Attendance:		
Attends school more than half the time (%)*	95% (-3%)	PCG_6enr

[10] Baseline figure taken from HHS as question was not asked in baseline learning sample.

Attends school half the time or less than half time (%)	3% (+1%)[11]	PCG_6enr
School support:		
Does not ask an adult (teacher, guidance counsellor, etc.) if she does not understand something	5% (+4%)	LSCO_h10 (b) LSCO_h17 (m)

Table 16: Potential barriers to learning and transition – In-school Survey

Learning Outcome Sample		
	Intervention: Midline (baseline)	**Source: In-School survey**
Home – community		
Safety:		
Does not feel safe travelling to and from school (%)	5% (~)	CS_W13s
Parental/caregiver support:		
My family decides for me whether or not I will go to school	14% (+6%)	LSCO_s20
My family decides for me when/at what age I marry	11% (+1%)	LSCO_s22
School level		
Attendance:		
Doesn't feel safe at school (%)	1% (~)	CS_W14s
School facilities:		
No seats for all students (%)	15% (-4%)	CS_W5s
Difficult to move around school (%)	10% (-12%)	CS_W6s
Doesn't use drinking water facilities	1% (-6%)	CS_W7s
Doesn't use toilet at school	1% (-5%)	CS_W9s
Doesn't use areas where children play/ socialise	28% (+25%)	CS_W11s
Teachers:		
Disagrees teachers make them feel welcome	1% (-7%)	CS_WA
Teachers treat boys and girls differently	17% (-13%)	CS_1s
Agrees teachers often absent from class	4% (-14%)	CS_2s
Agrees in past week saw teacher use physical punishment on another student	35% (+15%)[12]	TQ_8sa
Agrees in past week saw teacher use physical punishment on herself	23% (+4%)	TQ_9sa

[11] Interpret with caution. Baseline N=16; Midline N=36.

[12] Interpret with caution. Baseline N=6.

Annex 5: Logframe

The latest version of the project logframe (supplied by the project) is provided in a separate file as an .xlsx, Excel document.

Annex 6: Outcomes Spreadsheet

The latest version of the project's Outcomes Spreadsheet (supplied by the project) is provided in a separate file as an .xlsx, Excel document.

There are now two versions of the Outcome Spreadsheet at Midline – one OSS incorporates both SEGMA 1 and 2 data (this is the original midline OSS submitted in December 2019) and another OSS was recalculated by GEC in February 2020 using only SEGMA 1 data, owing to perceived floor effects at midline with SEGMA 2.

Annex 7: Project design and intervention

Project completed this annex.

Table 17: Project design and intervention

Intervention types	What is the intervention?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
Teacher training	KEEP II will train teachers in basic pedagogical skills, gender-responsive pedagogy, and large classroom management. These teachers will deliver remedial classes to targeted girls as well as teaching in regular classrooms.	Intermediate Outcome 1 (Learning)	The GEC's Midline and End line Portfolio Evaluation highlight that investments in teacher quality have the highest impact on learning.
Infrastructure upgrading	KEEP II will provide a number of secondary schools with selected upgrades to enhance girl-friendliness and improve the capacity of secondary schools to absorb more students.	Intermediate Outcome 1 (Learning)	Improved learning environments and capacity at secondary school will ensure that girls can focus on their learning.
Scholarship provision	KEEP II will provide 250 scholarships to girls to attend 4 years of secondary school.	Intermediate Outcome 2 (Transition)	Poverty represents one of the largest barriers to girls' education in the project context. By reducing the financial barriers, more girls will be able to transition to secondary school.
Cash transfer provision	KEEP II will provide 2,500 girls and their families (annually) with regular cash transfers based on their attendance, with the intent of incentivising increased attendance in school.	Intermediate Outcome 2 (Transition)	
Teacher training (Guidance Teachers)	KEEP II will hire and train 14 Guidance Teachers at secondary school to deliver career counselling.	Intermediate Outcome 2 (Transition)	Although most girls aspire to receive post-secondary scholarships through WUSC or DAFI, only a limited number are able to do so. Guidance Teachers are essential in informing girls about other options (i.e., other programs, vocational training, etc.) and supporting them through successful transitions.
Life skills support	KEEP II will deliver residential, five-day life skills camps to approximately 400 girls annually, focused on core skills such as critical thinking, problem solving, team work, and more.	Intermediate Outcome 2 (Transition)	Strengthening life skills is a critical component of improving resilience and also of providing girls with an example of what other opportunities exist.

Intervention types	What is the intervention?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
Psycho-social support	KEEP II will hire, retain and train four psycho-social counsellors to support girls and boys in the targeted communities.	Intermediate Outcome 2 (Transition)	Given the project context and the extent of trauma, mental health challenges, and other barriers, providing marginalised girls with access to counselling is essential for helping them build life skills necessary for transition.
Community engagement	KEEP II will work with Community Mobilizers to collaborate with key community stakeholders (traditional and religious leaders, etc.) and organise community events in order to inform people about the work of the project and the importance of girls' education.	Intermediate Outcome 3 (Sustainability)	Continuous and sustained community engagement has already been shown in KEEP I to have positively impacted the attitudes of community members with regard to girls' education. Sustained investment in this area can ensure that attitudinal change also becomes behavioural change.
Capacity building	KEEP II will work with PAs, BOMs, and the Teacher Service Commission's Teacher Advisory Centre in order to build their capacity in gender-responsive, child-safe, and inclusive school management.	Intermediate Outcome 3 (Sustainability)	These stakeholders are critical to strengthening the performance of schools in the communities targeted by KEEP II and must be supported to build their capacity to deliver gender-responsive education.

Annex 8: Key findings on Output Indicators

Project completed this annex.

Table 18: Output indicators

Log frame Output Indicator	Means of verification/sources	Collection frequency
Number and Indicator wording	List all sources used.	E.g. monthly, quarterly, annually. NB: For indicators without data collection to date, please indicate when data collection will take place.
Output 1: Girls have increased access to high quality gender-sensitive learning opportunities		
Output Indicator 1.1: % of trained teachers demonstrating application of gender-responsive and basic teaching methodologies (class; host/refugee, Kakuma/Dadaab)	Classroom observations using a competency-based observation tool	Annually
Output Indicator 1.2: % girls selected for remedial programs attending at least 80% of remedial classes (class; host/refugee, Kakuma/Dadaab)	Remedial class attendance records collected using a specially designed remedial register	Attendance data recorded weekly (in remedial registers) and reported on annually
Output Indicator 1.3: % of girls showing improved performance in remedial class assessments (class; host/refugee, Kakuma/Dadaab)	Regular school performance data	Collected each academic term, reported on annually
Output 2: Targeted secondary schools are able to offer additional placements and quality learning facilities for girls		
Output Indicator 2.1: % of additional placements created in targeted secondary schools taken up by girls as direct beneficiaries and boys and indirect beneficiaries (host/refugee, Kakuma/Dadaab).	School enrolment data triangulated by an assessment of additional physical capacity based on construction records, e.g., estimation number of beds in the dormitory or sitting capacity in new classrooms	Annually
Output Indicator 2.2: # of upgraded facilities equipped with required resources based on the school commitments (type of facility, host/refugee, Kakuma/Dadaab)	Quarterly tracking of construction progress and school assessment conducted annually.	Quarterly/annually
Output Indicator 2.3: Interviewed girls and boys reporting the benefit and experience of using the equipped learning facilities as a result of school upgrades	FGDs with boys and girls in upgraded secondary schools	Annually

Log frame Output Indicator	Means of verification/sources	Collection frequency
(host/refugee, Kakuma/Dadaab)		
Output 3:Targeted families have additional resources to offset the costs of sending girls to school		
Output Indicator 3.1: % of girls receiving cash transfers with improved attendance in school (host/refugee, Kakuma/Dadaab)	Attendance data (spot check + school attendance records in the school registers)	digitally collected each academic term and reported quarterly/annually
Output Indicator 3.2: % of girls receiving scholarships with improved attendance in school(host/refugee, Kakuma/Dadaab)	School visits conducted each term quarterly (spot checks) and termly report cards	Collected each term and reported quarterly/annually
Output Indicator 3.3: Girls, parents/guardians receiving cash transfers reporting how they allocate the money to cater for the school-based costs/needs - specific to families receiving CT (host/refugee, Kakuma/Dadaab)	FGDs with girl CT beneficiaries and parent/guardian account holders	Annually
Output 4:Targeted girls are equipped with knowledge and skills to make informed life choices and decisions about careers		
Output Indicator 4.1: % of girls receiving life skills training with improved knowledge of career options and life skills (host/refugee, Kakuma/Dadaab)	Pre- and post-assessments administered at the life skills camps Training attendance forms	Beginning and end of each training Every training
Output Indicator 4.2: % of interviewed teachers showing increased knowledge of how to deliver career guidance and counselling (school based counsellors: host/refugee, Kakuma/Dadaab)	FGDs with trained teachers Pre- and post-training tests, counsellors, teachers de-briefing reports	After every training Beginning and end of each training
Output Indicator 4.3: Interviewed girls, parents and teachers reporting positive interaction and increased agency of girls in school and community as a result of guidance and counselling and life skills	FGDs with girls, PTA parents and KII with teachers	Annually
Output 5: Parents/guardians and school communities have increased awareness of barriers to girls' education and how to address them		
Output Indicator 5.1: % of trained school community members demonstrating improved knowledge and	Training attendance registers Pre and post knowledge tests	After every training Beginning and end of each training

Log frame Output Indicator	Means of verification/sources	Collection frequency
attitudes on methods to support girls' education		
Output Indicator 5.2: # and type of activities initiated by school communities in support of girls' education (host/refugee)	Reporting tool for trained individuals to capture post-training follow up activities	Quarterly/annually
Output Indicator 5.3: Level of awareness of barriers to girls education and how to address them among boys, parents/guardians and other community members reached by multimedia messaging	FGD with PTA parents and community members Multimedia partners pre and post assessment reports	Annually Data collection: at activity completion Aggregation and reporting: annually
Output 6: School support and governing bodies have increased capacity to manage targeted schools in a more gender-responsive, child-safe and inclusive manner		
Output Indicator 6.1: % of trained school management and governance members (BOM and PTA)showing increased knowledge of gender issues, child protection and inclusion (host/refugee; male/female)	Training attendance registers Pre and post knowledge tests Follow up reports	After every training Beginning and end of each training Quarterly post-training follow-ups
Output Indicator 6.2: % of trained Board of Management members showing increased knowledge of financial management	Training attendance registers Pre and post knowledge tests BOM assessment based on observation, administrative documents review, KII, FGDs. Follow up reports	After every training Beginning and end of each training Quarterly post-training follow-ups and assessments - reported annually?
Output Indicator 6.3: Perceptions of stakeholders (girls, boys, parents, teachers and community) on the improvements on gender-responsive, child-safe as a result of the BOM/PTA initiatives	FGDs with girls, boys, parents, community members; KII with teachers and community leaders	Annually

Table 19: Midline status of output indicators

Logframe Output Indicator	Midline status/midline values Relevance of the indicator for the project ToC	Midline status/midline values
Number and Indicator wording	What is the contribution of this indicator for the project ToC, IOs, and Outcomes? What does the midline value/status mean for your activities? Is the indicator measuring the right	What is the midline value/status of this indicator? Provide short narrative.

Logframe Output Indicator	Midline status/midline values Relevance of the indicator for the project ToC	Midline status/midline values
	things? Should a revision be considered? Provide short narrative.	
Output 1: Girls have increased access to high quality gender-sensitive learning opportunities		
Output Indicator 1.1: % of trained teachers demonstrating application of gender-responsive and basic teaching methodologies (class; host/refugee, Kakuma/Dadaab)	Indicator is appropriate to identify the number and extent to which teachers are applying GRP strategies, and to inform future training content and support focus.	Target: 40% Achievement: 71% This is data collected by the project from classroom observations using a competency-based observation tool.
Output Indicator 1.2: % girls selected for remedial programs attending at least 80% of remedial classes (class; host/refugee, Kakuma/Dadaab)	Indicator is appropriate to help keep track on the remedial attendance as well as aid in tracking and follow up of absenteeism.	Target: 70% Achievement: 32% Remedial classes have been ongoing for primary (Class 6,7 and 8, *[Kakuma 33.7% (n=326); Dadaab 28.8% (n=775*). We have noted reduced remedial attendance especially with grade 8 beneficiaries in both regions. In Dadaab, we have noted there are increasing private remedial centres (paid remedial) that the beneficiaries are attending.
Output Indicator 1.3: % of girls showing improved performance in remedial class assessments (class; host/refugee, Kakuma/Dadaab)	Indicator is appropriate to assess the performance and progress of girls in the remedial program.	Target: 60% Achievement: 80% The data has been recorded from the termly regular school performance data.
Output 2: Targeted secondary schools are able to offer additional placements and quality learning facilities for girls		
Output Indicator 2.1: % of additional placements created in targeted secondary schools taken up by girls as direct beneficiaries and boys as indirect beneficiaries (host/refugee, Kakuma/Dadaab).	Indicator is appropriate to monitor increased enrolment as a result of upgraded facilities.	Target: 5% Achievement: 0 There are no additional placements thus far, the constructions just being concluded
Output Indicator 2.2: # of upgraded facilities equipped with required resources based on the school commitments (type of facility, host/refugee, Kakuma/Dadaab)	To monitor if the schools allocate funds to fully equip and resource additional facilities (e.g. stock a library, equip a lab, etc.)	Target: N/A Achievement: N/A 8 schools identified for upgrades. The following upgrades completed: 1. Dadaab: 6 classrooms, 3 latrines. 2. Kakuma: 4 libraries & 2 dormitories

Logframe Output Indicator	Midline status/midline values Relevance of the indicator for the project ToC	Midline status/midline values
		This will be reported after midline in 2020.
Output Indicator 2.3: Interviewed girls and boys reporting the benefit and experience of using the equipped learning facilities as a result of school upgrades (host/refugee, Kakuma/Dadaab)	Indicator is appropriate to assess if teachers and girls are using the new facilities as intended.	Target: N/A measure quality Achievement: the schools upgrades are yet to be completed. Thus, we have not done any assessments to get the perception of the learners on the new upgrades.
Output 3:Targeted families have additional resources to offset the costs of sending girls to school		
Output Indicator 3.1: % of girls receiving cash transfers with improved attendance in school (host/refugee, Kakuma/Dadaab)	To monitor the attendance trends of cash transfer recipients on a quarterly basis.	Target: 20% Achievement: 37% This data represents the first cohort of girls who received cash transfer in 2018.
Output Indicator 3.2: % of girls receiving scholarships with improved attendance in school (host/refugee, Kakuma/Dadaab)	To monitor the attendance trends of scholarship recipients on a quarterly basis.	Target: 90% Achievement: 94% There has been consistency in improved attendance to the girls who have been receiving scholarships. This accounts for 188 girls who have been deployed to different schools in the regions. Data collected from school attendance registers.
Output Indicator 3.3: Girls, parents/guardians receiving cash transfers reporting how they allocate the money to cater for the school-based costs/needs - specific to families receiving CT (host/refugee, Kakuma/Dadaab)	To monitor if families of girls who receive cash transfers allocate funds to materials/needs that the girl requires in order to attend and perform well at school (e.g. uniform, sanitary pads, transport, etc.)	Target: to be reported qualitatively • Qualitative assessment done by the MEL team shows that majority of the parents/guardians from both host and refugee communities in the two regions unanimously indicated that once the money is received, they inform the girl. The same was echoed by the beneficiary girls. However, decision making on how the cash received is utilized varied in the two regions. In Kakuma, it was generally found that the girl was the key decision maker while in Dadaab the parent was the

Logframe Output Indicator	Midline status/midline values Relevance of the indicator for the project ToC	Midline status/midline values
		key decision maker on how the cash is utilized. *"It's the girl who decides, she decides on what she wants and whatever she doesn't get I get for her personally.. On that I tell the girl to do a budget and then I see how much I should add her and then I add her, and give her together with the cash transfer money to go and buy her things. It's the girl, as a parent you just ask her what it is that she lacks. [Beneficiary Parents Kakuma]* *"(….) It is me as the father who make the decision on expenditure but ask my daughter what she need… The decision is reached by the parent but I ask my daughter what she required... I make the decision and my daughter will not object…" [Beneficiary Parents, Dadaab]* • Parents from Dadaab and Kakuma interviewed said they prioritize buying the necessary items for the girl and her siblings to be in school such as sanitary wear, school stationery, uniforms and shoes. The balance is then used to cater for the household needs such as food, firewood or any other item lacking in the household.
Output 4:Targeted girls are equipped with knowledge and skills to make informed life choices and decisions about careers		

Logframe Output Indicator	Midline status/midline values Relevance of the indicator for the project ToC	Midline status/midline values
Output Indicator 4.1: % of girls receiving life skills training with improved knowledge of career options and life skills (host/refugee, Kakuma/Dadaab)	To assess the impact of the life skills camps in teaching girls about career options and building key life skills.	Target: 60% Achievement: 53% Data based on pre-post assessment.
Output Indicator 4.2: % of interviewed teachers showing increased knowledge of how to deliver career guidance and counselling (school based counsellors: host/refugee, Kakuma/Dadaab)	To assess if the teachers are receptive to adopt new teaching methodologies and content which increase their knowledge.	Target: 60% Achievement: Guidance and counselling training for school G&C HoDs not yet done but will be done in Q9
Output Indicator 4.3: Interviewed girls, parents and teachers reporting positive interaction and increased agency of girls in school and community as a result of guidance and counselling and life skills	To assess if the parents teachers are reporting any positive interaction and increased agency of girls in school and community as a result of guidance and counselling and life skills.	Target: to be reported qualitatively • Teachers and parents reported that they have observed positive change in behavior, attitude and academic performance from the girls who attended the life skills camps. *"Before the camp she never used to talk to people...but now she can even answer strangers".[Parent, Kakuma]* • The girls reported to be more aware of themselves, they have improved communication skills and can confidently speak up for themselves both at home and in school with some taking leadership positions in school. • The girls said that the camps helped boost their self-confidence and decision-making ability. They are more confident to ask for help both at home and in school. *"Before the camp I was shy, even if a teacher called me to talk to me I felt like they could even 'eat' me. When we went to the camp, we learnt there is no need of being shy. It is better to*

Logframe Output Indicator	Midline status/midline values Relevance of the indicator for the project ToC	Midline status/midline values
		be open and speak out so that people can help. Right now, I have no fear". [Beneficiary, Kakuma]
Output 5: Parents/guardians and school communities have increased awareness of barriers to girls' education and how to address them		
Output Indicator 5.1: % of trained school community members demonstrating improved knowledge and attitudes on methods to support girls' education	To assess the participation in the trainings and the knowledge increase.	Target: 50% Achievement: 33% We noted the levels of illiteracy among the participants was very high, hence maybe explaining why the pre-post results were low. However, we were able to triangulate most of this knowledge change through follow up and as indicated in indicator 5.2 below, the PA have demonstrated good practice based on the knowledge gained after the trainings.
Output Indicator 5.2: # and type of activities initiated by school communities in support of girls' education (host/refugee)	To assess whether the trained community members are active in the community as a result of the training and are able to marshal support for girls' education.	Target: 84 schools The PAs that were assessed showed progress on the following initiatives; • Coordination of community conversations on issues affecting the school. • Some schools had an existing active committee or others setting up a committee on school safety and protection. The committees were in line with the guidelines from the Ministry of Education. 57% of the schools have an existing school safety committee. • Most of the schools assessed indicated the PA members are monitoring/on the look out for the corporal punishment and other harmful practices to the learners. • In Dadaab, 13 of the schools visited the PA members have ensured the school is

Logframe Output Indicator	Midline status/midline values Relevance of the indicator for the project ToC	Midline status/midline values
		properly fenced and had metallic gate at the entrance. • 10 schools in Dadaab had toilets that were disability friendly. However, some school did not consider constructing ramps to ease mobility of SNE learners. • In Kakuma, few schools had some form of emergency preparedness plan, although they were not always clear and detailed. • 81% of schools followed-up in Kakuma had conformed to the rule that specifies that women should comprise at least one-third of the PA. • 21 (95%) of the 22 schools followed up in Kakuma hold at least 1 termly PA meeting to discuss several issues affecting the schools, among these being teen pregnancy, absenteeism, academic performance, school maintenance and expansion, school safety, etc.
Output Indicator 5.3: Level of awareness of barriers to girls education and how to address them among boys, parents/guardians and other community members reached by multimedia messaging	To assess the effectiveness of multimedia messaging in terms of changes in awareness levels of people exposed to them.	Target: to be reported qualitatively The Parents Associations in project supported schools have been conducting at least one parent meeting per term to engage the parents on issues that affect the education of the girls and boys in their respective schools. There has been notable change of parents' attitudes towards education which is manifested through improved attendance to these meetings convened to discuss education matters. There are also declining cases of girls dropping out as a result of early forced marriages as reported by parents. Some of the issues discussed in these meeting include but not limited to; Parental involvement in the education of the children, indiscipline, absenteeism, drop

Logframe Output Indicator	Midline status/midline values Relevance of the indicator for the project ToC	Midline status/midline values
		out cases, early marriages and child labour, school security, resource mobilization, staffing, etc. *"Implementation of resolutions of meeting was evident in most of the schools. The evidence noted included… Reduction in reported cases of early marriages and girls drop out.. Change of parents' attitudes towards education manifest through improved attendance of meetings convened to discuss education matter". (PA Follow-up Assessment, Dadaab)*
Output 6: School support and governing bodies have increased capacity to manage targeted schools in a more gender-responsive, child-safe and inclusive manner		
Output Indicator 6.1: % of trained school management and governance members (BOM and PTA) showing increased knowledge of gender issues, child protection and inclusion (host/refugee; male/female)	To assess the willingness to attend trainings and their openness to changing their attitudes and practices gender issues, child protection and inclusion.	Target: 40% Achievement: 46% BOM had an overall understanding of the themes on gender, child protection and Laws and policies. BOM understood these themes as there was evidence of application of previously taught content.
Output Indicator 6.2: % of trained Board of Management members showing increased knowledge of financial management	To assess the willingness of the BOM to attend the trainings and their knowledge on financial management.	Target: 40% Achievement: 37% BOMs struggled to understand and implement best practices on financial management. In some cases there was no availability of financial and inventory records as well as school improvement plan/strategic plan.
Output Indicator 6.3: Perceptions of stakeholders (girls, boys, parents, teachers and community) on the improvements on gender-responsive, child-safe as a result of the BOM/PTA initiatives	To assess safety measures taken up BOM/PTA	Target: to be reported qualitatively • There is evident progress on issues of gender mainstreaming and inclusion of special needs learners and gender mainstreaming. Across the 11 target schools BOMs scored between 36% to 56% of gender mainstreaming. On measures of inclusion, out of the 11 schools, 4 had the

Logframe Output Indicator	Midline status/midline values Relevance of the indicator for the project ToC	Midline status/midline values
		lowest score of 32% while the rest scored above 32% to 56%. This implies that the BOMs in these schools are progressively implementing activities with an approach of inclusion. (BOM Follow-up Assessment, Dadaab) • The schools have progressively streamlined the return to school policy for girls who get early pregnancies as outlined in the gender policy and the Ministry of Education's Safety and Standards manual. For example in Kakuma, there is a perception that majority of the girls who had dropped out due to early pregnancy enrolled back to schools after delivery. Some schools have set up a School Safety and Protection Committee within the Parents Association which is mandated to address issues and activities in relation to school safety and protection of children. The follow up data shows that schools maintained some form of documentation for reference on school safety such as the Children's Act and the Education Act.

Table 20: Output indicator issues

Log frame Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
Number and Indicator wording	E.g. inappropriate wording, irrelevant sources, or wrong assumptions etc. Was data collection too frequent or too far between? Or no issues?	E.g. change wording, add or remove sources, increase/decrease frequency of data collection; or leave as is.
Output 1: Girls have increased access to high quality gender-sensitive learning opportunities		
Output Indicator 1.1: % of trained teachers demonstrating application of gender-responsive and basic teaching methodologies (class; host/refugee, Kakuma/Dadaab)	Indicator is okay, no revisions to be made.	
Output Indicator 1.2: % girls selected for remedial programs attending at least 80% of remedial classes (class; host/refugee, Kakuma/Dadaab)	Indicator is okay, no revisions to be made.	
Output Indicator 1.3: % of girls showing improved performance in remedial class assessments (class; host/refugee, Kakuma/Dadaab)	Indicator is okay, no revisions to be made.	
Output 2: Targeted secondary schools are able to offer additional placements and quality learning facilities for girls		
Output Indicator 2.1: % of additional placements created in targeted secondary schools taken up by girls as direct beneficiaries and boys and indirect beneficiaries (host/refugee, Kakuma/Dadaab).	Indicator is okay, no revisions to be made.	
Output Indicator 2.2: # of upgraded facilities equipped with required resources based on the school commitments (type of facility, host/refugee, Kakuma/Dadaab)	Indicator is okay, no revisions to be made.	

Log frame Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
Output Indicator 2.3: Interviewed girls and boys reporting the benefit and experience of using the equipped learning facilities as a result of school upgrades (host/refugee, Kakuma/Dadaab)	Indicator is okay, no revisions to be made.	
Output 3:Targeted families have additional resources to offset the costs of sending girls to school		
Output Indicator 3.1: % of girls receiving cash transfers with improved attendance in school (host/refugee, Kakuma/Dadaab)	Indicator is okay, no revisions to be made.	
Output Indicator 3.2: % of girls receiving scholarships with improved attendance in school(host/refugee, Kakuma/Dadaab)	Indicator is okay, no revisions to be made.	
Output Indicator 3.3: Girls, parents/guardians receiving cash transfers reporting how they allocate the money to cater for the school-based costs/needs - specific to families receiving CT (host/refugee, Kakuma/Dadaab)	Indicator is okay, no revisions to be made.	
Output 4:Targeted girls are equipped with knowledge and skills to make informed life choices and decisions about careers		
Output Indicator 4.1: % of girls receiving life skills training with improved knowledge of career options and life skills (host/refugee, Kakuma/Dadaab)	Indicator is okay, no revisions to be made.	
Output Indicator 4.2: % of interviewed teachers showing increased knowledge of how to deliver career guidance	Indicator is okay, no revisions to be made.	

Log frame Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
and counselling (school based counsellors: host/refugee, Kakuma/Dadaab)		
Output Indicator 4.3: Interviewed girls, parents and teachers reporting positive interaction and increased agency of girls in school and community as a result of guidance and counselling and life skills	Indicator is okay, no revisions to be made.	
Output 5: Parents/guardians and school communities have increased awareness of barriers to girls' education and how to address them		
Output Indicator 5.1: % of trained school community members demonstrating improved knowledge and attitudes on methods to support girls' education	Indicator is okay, no revisions to be made.	
Output Indicator 5.2: # and type of activities initiated by school communities in support of girls' education (host/refugee)	Indicator is okay, no revisions to be made.	
Output Indicator 5.3: Level of awareness of barriers to girls education and how to address them among boys, parents/guardians and other community members reached by multimedia messaging	Indicator is okay, no revisions to be made.	
Output 6: School support and governing bodies have increased capacity to manage targeted schools in a more gender-responsive, child-safe and inclusive manner		
Output Indicator 6.1: % of trained school management and governance members (BOM and PTA)showing increased knowledge of gender issues, child protection and inclusion	Indicator is okay, no revisions to be made.	

Log frame Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
(host/refugee; male/female)		
Output Indicator 6.2: % of trained Board of Management members showing increased knowledge of financial management	Indicator is okay, no revisions to be made.	
Output Indicator 6.3: Perceptions of stakeholders (girls, boys, parents, teachers and community) on the improvements on gender-responsive, child-safe as a result of the BOM/PTA initiatives	Indicator is okay, no revisions to be made.	

Annex 9: Beneficiaries tables

This annex was completed by the project.

Table 21: Direct beneficiaries

Beneficiary type	Total project number	Total number of girls targeted for learning outcomes that the project has reached by Endline	Comments
Direct learning beneficiaries (girls) – girls in the intervention group who are specifically expected to achieve learning outcomes in line with targets. If relevant, please disaggregate girls with disabilities in this overall number.	20,673 girls	20,673 girls.	The numbers are based on enrolment figures for girls from grades S5-F4 in 2017. The source of the data is school data in KEEP II intervention schools.

Table 22: Other beneficiaries

Beneficiary type	Number	Comments
Learning beneficiaries (boys) – as above, but specifically counting boys who will get the same exposure and therefore be expected to also achieve learning gains, if applicable.	34,229 boys in S5 – F4	These are boys in the KEEP supported schools same grade as the girls who are the learning beneficiaries.
Broader student beneficiaries (boys) – boys who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	33,710 boys (in S1-4; F3-F4 in 2017)	These are boys in the project schools who are outside the target cohorts for the project but largely expected to benefit from sustainable interventions made by the project
Broader student beneficiaries (girls) – girls who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	25,633 girls (in S1-4; F3-F4 in 2017)	Girls in the KEEP project schools who are expected to benefit in the long run from sustainable KEEP interventions.
Teacher beneficiaries – number of teachers who benefit from training or related interventions. If possible /applicable, please disaggregate by gender and type of training, with the comments box used to describe the type of training provided.	total teaches trained: 327 (62 female; 265 male) By training: Basic pedagogy: 75 (12 female; 63 male) GRP: 129 (19 female; 110 male)	teacher trained so far in KEEP II

Beneficiary type	Number	Comments
	Primary remedial teachers: 71 (11 female; 60 male) Secondary remedial teachers:52 (20 female; 32 male)	
Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	24,318 community members (10,625 host and 13,693 refugee)	Indicate film aid data, CT parents reached, PAs and BOMs trained so far.

- Tables 23-26 provide different ways of defining and identifying the project's target groups. They each refer to the same total number of girls, but use different definitions and categories. These are girls who can be counted and have regular involvement with project activities.
- The total number of girls in the last row of Tables 23-26 should be the same – these are just different ways of identifying and describing the girls included in the sample.

Table 23: Target groups - by school

School Age	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Lower primary	N/A		
Upper primary	√		
Lower secondary	√	16,569	
Upper secondary	√	4,104	
Total:		20,673	[This number should be the same across Tables 32-35]

Table 24: Target groups - by age

Age Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Aged 6-8 (% aged 6-8)	N/A	N/A	
Aged 9-11 (% aged 9-11)	<12	112	

Age Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Aged 12-13 (% aged 12-13)	12-13	884	
Aged 14-15 (% aged 14-15)	14-15	3,091	
Aged 16-17 (%aged 16-17)	16-17	3,916	
Aged 18-19 (%aged 18-19)	18-19	3,414	
Aged 20+ (% aged 20 and over)	>20	3,740	
Total:		**15,157**	[This number should be the same across Tables 32-35]

NB: We do not have all the age disaggregation. This is what we have been able to get thus far.

WUSC did a verification exercise of the beneficiaries through the community mobilizers, who talked to the girls directly to record their ages. The data recorded in the school enrolment registers was not sufficient to help the project understand the beneficiary characteristics, which include the ages of our cohorts. The Project has been working to update this data, and this quarter (Q1 2020) the Project is collecting more data on the ages of beneficiaries. Given the timing of ML report signoff, this data can only be useful for endline.

Some of the challenges faced in getting coorect and comprehensive data on the ages of beneficiaries include:

- most of the KEEP supported school do not capture complete or reliable age data, particularly in refugee populations;
- many beneficiariesdo not know their age so the Project must rely on UNHCR manifests which are challenging to access.

Table 25: Target groups - by sub group

Social Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Disabled girls (please disaggregate by domain of difficulty)	Girls identified with disability in primary and secondary schools	155	
Orphaned girls	N/A	N/A	

Social Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Pastoralist girls (*the host girls come from pastoralist communities)*	Girls from the host schools	4,296	
Child labourers	N/A	N/A	
Poor girls	N/A	N/A	
Other (please describe)	Displaced girls: girls from the refugee camps	16,122	
Total:		**20,673**	[This number should be the same across Tables 32-35]

Table 26: Target groups - by school status

Educational sub-groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Out-of-school girls: have never attended school	**N/A**	**N/A**	
Out-of-school girls: have attended school, but dropped out	**N/A**	**N/A**	
Girls in-school	**Std 5-8; F1-F4**	**20,673**	
Total:		**20,673**	[This number should be the same across Tables 32-35]

Table 27: Beneficiaries matrix

Outcomes	Direct beneficiaries			Indirect beneficiaries				
	In-school girls (6-10 grade)	OSG (6-9 years)	OSG (18-25)	In-school boys	HT/Teachers	Parents	SMC/PTA	Local government
Learning	✔			✔	✔	✔		
Transition	✔			✔	✔	✔		
Sustainability	✔				✔	✔	✔	
IO 1: Attendance					✔	✔		
IO 2: Self-esteem and empowerment	✔							

Outcomes	Direct beneficiaries			Indirect beneficiaries				
	In-school girls (6-10 grade)	OSG (6-9 years)	OSG (18-25)	In-school boys	HT/Teachers	Parents	SMC/PTA	Local government
IO3: Parental engagement	✔					✔		
IO4: Quality of teaching	✔				✔	✔	✔	✔
IO5: School management and governance	✔				✔	✔	✔	✔

Annex 10: MEL Framework

Latest FM-approved version of the MEL Framework is provided in a separate document.

Annex 11: Learning Outcomes by Region and Community

Table 28: Midline positive transition pathways by age group (Weighted[13] Average Percentages Learning Sample and HHS)

Age Group	Progress to Grade Ahead (Primary)	Progress to Grade Ahead (Secondary)	Transition from Primary to Secondary	Remain in School if Married or Mother[14]	Transition from Training to School	Transition from Work to School	Repeating a Grade
11-13	81.75%	No obs.	2%	3%	1%	No obs.	15%
14-15	70.35%	3.3%	15.25%	3%	1%	1%	10%
16-17	49.05%	18.6%	20.25%	8%	1%	1%	11%
18+	18.5%	50.5%	13.55%	3.8%	1%	No obs.	12%

Learning

Age Group (N)	Progress to Grade Ahead (Primary) [15]	Progress to Grade Ahead (Secondary)	Transition from Primary to Secondary	Remain in School if Married or Mother	Transition from Training to School	Transition from Work to School	Repeating a Grade
11-13 (46)	80% (37)	2% (1)	2% (1)	No obs.	No obs.	No obs.	17% (8)
14-15 (219)	70% (153)	4% (9)	17% (37)	No obs.	1% (3)	1% (3)	9% (20)
16-17 (454)	48% (216)	20% (92)	22% (100)	No obs.	<1% (2)	<1% (1)	10% (46)
18+ (754)	15% (114)	54% (409)	16% (124)	<1% (1)	1% (8)	No obs.	14% (107)

[13] Calculated as a weighted average of in school learning survey (65%) and household survey (35%).

[14] Married or other is calculated as proportion of girls from that age group who are married but remained in school. For example, in the ISS table, 1 girl, aged 18+ reported being married out of a total of 754 girls in that age group. Therefore, proportion was calculated as 1/754=<1%.

[15] % is percentage of eligible grades (e.g. S6 and S7 for primary) in that age group.

HHS

Age Group (N)	Progress to Grade Ahead (Primary)	Progress to Grade Ahead (Secondary)	Transition from Primary to Secondary	Remain in School if Married or Mother	Transition from Training to School	Transition from Work to School	Repeating a Grade
11-13 (185)	85% (157)	No obs.	2% (4)	3% (5)	<1% (1)	No obs.	11% (21)
14-15 (203)	71% (144)	2% (5)	12% (24)	3% (6)	No obs.	No obs.	12% (24)
16-17 (173)	51% (88)	16% (28)	17% (30)	8% (14)	No obs.	No obs.	14% (24)
18+ (239)	25% (59)	44% (105)	9% (32)	9% (21)	No obs.	No obs.	8% (19)

Table 29: Midline positive transition pathways by region (Weighted Average Percentages Learning Sample and HHS)

Region	Progress to Grade Ahead (Primary)	Progress to Grade Ahead (Secondary)	Transition from Primary to Secondary	Remain in School if Married or Mother	Transition from Training to School	Transition from Work to School	Repeating a Grade
Garissa	33.35%	31.25%	14.55%	4%	1.65%	1%	14%
Turkana	44.05%	24.7%	14.85%	2.4%	1%	No obs.	9%

Learning

Region (N)	Progress to Grade Ahead (Primary)	Progress to Grade Ahead (Secondary)	Transition from Primary to Secondary	Remain in School if Married or Mother	Transition from Training to School	Transition from Work to School	Repeating a Grade
Garissa (650)	26% (166)	40% (256)	17% (113)	No obs.	2% (10)	<1% (4)	18% (115)
Turkana (823)	43% (354)	31% (255)	18% (148)	<1% (1)	<1% (3)	No obs.	8% (66)

HHS

Region (N)	Progress to Grade Ahead (Primary)	Progress to Grade Ahead (Secondary)	Transition from Primary to Secondary	Remain in School if Married or Mother	Transition from Training to School	Transition from Work to School	Repeating a Grade
Garissa (450)	47% (212)	15% (69)	10% (46)	4% (18)	<1% (1)	No obs.	7% (30)
Turkana (512)	46% (236)	13% (69)	9% (44)	5% (28)	No obs.	No obs.	11% (58)

Table 30: Midline positive transition pathways by community type (Weighted Averages Learning Sample and HHS)

Community Type	Progress to Grade Ahead (Primary)	Progress to Grade Ahead (Secondary)	Transition from Primary to Secondary	Remain in School if Married or Mother*	Transition from Training to School	Transition from Work to School	Repeating a Grade
Host	37.45%	27.1%	15.15%	2.05%	1%	10%	13%
Refugee	39.75%	28.1%	14.55%	2.4%	1%	3%	11%

Learning

Community Type (N)	Progress to Grade Ahead (Primary)	Progress to Grade Ahead (Secondary)	Transition from Primary to Secondary	Remain in School if Married or Mother*	Transition from Training to School	Transition from Work to School	Repeating a Grade
Host (358)	28% (99)	39% (138)	19% (69)	<1% (1)	1% (4)	1% (1)	15% (52)
Refugee (1115)	38% (421)	33% (373)	17% (192)	<1% (1)	<1% (9)	<1% (3)	12% (129)

HHS

Community Type (N)	Progress to Grade Ahead (Primary)	Progress to Grade Ahead (Secondary)	Transition from Primary to Secondary	Remain in School if Married or Mother*	Transition from Training to School	Transition from Work to School	Repeating a Grade
Host (313)	55% (171)	5% (16)	8% (26)	4% (11)	No obs.	No obs.	9% (30)
Refugee (649)	43% (277)	19% (122)	10% (64)	5% (35)	<1% (1)	No obs.	9% (58)

Annex 12: Data collection tools used for Midline

Data collection tools and English language transcripts of qualitative sessions are provided in a separate document – KEEP II Midline – Volume II Annex 12. These include:

Final Girls School Survey – midline

Final Benchmark Transition Survey

Final HH Survey

EGMA - midline

SeGMA - midline

SeGRA – midline

Qualitative Protocols – Midline

Transcripts of qualitative sessions

Annex 13: Datasets, codebooks and programs

Provided in a separate document.

Annex 14: Learning test pilot and calibration

The tests used at the midline were designed at the Baseline. Four question samples of equal difficulty were developed and tested before the baseline. The guidelines for developing these tests were provided by the Fund Manager. Of these four samples, tests whose scores were within acceptable ranges were admitted. Three tests were refined based on this analysis, and one was selected for use at the midline.

EGRA-EGMA tests were developed using the GEC standard MEL guidance and the test selection/ development practices used on KEEP I.[16] SEGRA/SEGMA tests were developed based on GEC Guidance provided for the development of SEGRA/SEGMA tests provided November 7, 2017.[17]

A team of test developers was set up in Nairobi that included practicing teachers, national examiners, and national examination officers (Kenya National Examination Council). There were two developments teams – one for EGRA/EGMA and one for SEGRA/SEGMA. Teams interpreted GEC guidance and aligned it with the Kenya national curriculum, thereby generating a test development framework, which specified the number of items in each sub-task, the scoring guidelines and the time each sub-task would take. Each team developed four versions of each test, aiming for levels of equal difficulty within each test. EGRA and EGMA tests retained the original design framework. SEGRA and SEGMA test versions were submitted to GEC-T for peer review and were revised accordingly.

The frameworks for the test development are presented in the tables below:

Table 31: SEGRA Framework

TASK	Level	Competencies	The questions
Task 1 Factual text (200-300 words); 260-270words	Grade (4-5) Class 5	Comprehension Processes: Retrieval Straightforward Inference Overview	Questions 1-2 Retrieval: 1 mark each Question 3: Meaning of a Word: 1 mark Questions 4-5: Inference: 2 marks each Questions 6 to 7: Integration of Information and Summary: 3 marks
TASK 2 Fiction literary (300-400 words); 350-360 words	Grade (6-7) Class 7	Complex Inferences on Content and Textual Elements	Questions 1 & 2: Inferences on events in the story: 2 marks each Question 3: Inferences on character, trait:1 mark each Question 4: Meaning of Expression: 1 mark Question 5: Inference on Character motivation: 2 marks Question 6 Inference on the Plot: 2 marks Question 7: Title of passage: 1 mark

[16] GEC-T MEL Guidance Parts 1 & 2, May 2017.

[17] SeGRA and SeGMA: blueprint for designing tests and process for piloting and sign-off, GEC-T, November 13, 2017.

Table 32: SEGMA Framework

Subtask	Domain	Test Items	No. of Questions	Marks
Multiplication, division, fractions, geometry and measurement	1. Advanced multiplication and division	1. Multiplication of a 2-digit number by a multiple of 10	1	1
		2. Division of a 3-digit by a 2-digit number with and without a remainder	2	2
	2. Fractions	1. Identifying and writing fractions	1	1
		2. Comparing fractions up to one-twelfths	1	1
		3. Operations on fractions i) Subtraction of two mixed fractions	1	2
		ii) Multiplication of a simple fraction by a 1-digit number	1	1
	3. Geometry and Measurement	1. Calculating the third angle in a triangle with two angles given	1	1
		2. Perimeter of a rectangle with two dimensions, not greater than 20cm, given	1	1
		3. Area of a triangle with dimensions not greater than 15cm	1	2
		4. Volume of a cuboid with dimensions not greater than 20cm	1	1
		5. Capacity: Addition in litres and millilitres with the millilitres adding up to more than 1000	1	1
		6. Division of masses (kgs and grams) where the kg is not divisible by the divisor	1	1
		Total	**13**	**15**
Algebra	1. Formation of algebraic expressions	Forming an algebraic expression i) In one unknown	1	1
		ii) In two unknown	1	3
	2. Simplification of algebraic expressions	Simplifying algebraic expression; i) In one unknown with opening brackets	1	2
		ii) In two unknowns with opening brackets	1	3

Subtask	Domain	Test Items	No. of Questions	Marks
	3. Substitution of algebraic expressions	Substituting an algebraic expression i) Given three unknowns whose values are less than 10	1	2
		ii) Given three unknowns whose values are less than 10 with one unknown in the denominator	1	4
	4. Solving algebraic equations	Solving i) An algebraic equation in one unknown	1	2
		ii) Forming and solving an algebraic equation in one unknown	1	3
		Total	**8**	**20**

Table 33: EGRA Framework

No	Section	Guidelines
1	Oral Passage Reading Text	• Text on themes familiar to the children • Texts with one theme only • Number of words in a text ranges between 60-70 words with preference to 63-65 words • Use of simple sentences of not more than 12 words in the text. • Administration and Scoring • *As per the standard EGRA administration and scoring guidelines*
2	Comprehension	• Five items • All five are direct (fact) questions • Questions focus on what, when, who and where; no question on why • Administration and Scoring • *As per the standard EGRA administration and scoring guidelines*

Table 34: EGMA Framework

No	Section	Guidelines
1	Addition	• Five items • First two2 items involve adding a single digit to a double-digit number (first item is adding without carrying over, second item involving carrying over) • Third to fifth items involving double digits for both carrying and without carrying. The third and fourth items don't involve carrying, while the fifth involves carrying • Administration and Scoring • *As per the standard EGRA administration and scoring guidelines*
2	Subtraction	• Five items

No	Section	Guidelines
		• First two items involve subtracting a single digit from a double-digit number; first item is subtracting without borrowing, second item involving borrowing • Third to fifth items involving double digits for both borrowing and without borrowing. The third and fourth item don't involve borrowing while the fifth involves borrowing • Administration and Scoring • *As per the standard EGRA administration and scoring guidelines*
3	Word Problems	• Five items • First item involves addition involving 2 characters • Second item involves subtraction where sum total is given, and the resultant number is given. • The third and fourth items involves addition from two scenarios that requires the second scenario to match scenario 1 • The fifth item is division without a reminder. Uses the term shared equally • Administration and Scoring • *As per the standard EGRA administration and scoring guidelines*

1) Calibration (e.g. how many versions successfully calibrated to same difficulty)

Four versions were developed at the baseline. One version was used at the baseline and two kept in the bank while one version was discarded. During the midline, only one version was tried at the pilot.

2) Pilot and Pilot Results

The pilot data was obtained from have data for 240 girls (40 from each class: Std 7, Std 8, Form 1, Form 2, Form 3 and Form 4). The selection also ensured variability in the schools (4 primary and 4 secondary schools) from each area of Kakuma and Daadab taking into consideration host and refugee camp schools. The guidelines had recommended a slightly lower sample of 75 without prescription of the breakdown of class sample sizes. The project opted for slightly higher numbers to reduce the sampling error. This is bearing in mind the advise to the projects that gave them discretion to sample enough girls at the appropriate grade levels to do enough analysis to ensure tests are validated and calibrated.

3) Implications from pilot and final test (e.g. next steps for endline including design of subsequent tests, adjustments to tests required, piloting and calibration timeline etc.)

The pilot findings suggest the following implications on assembling the final tests:

a) The findings revealed that there were no ceiling effects on these tests.
b) However, the floor effects were detected on SEGMA task 3. Furthermore, as expected, older students were performing better than younger students on harder subtasks and SEGMA 3 that had lower scores than SEGMA 2 and 1.
c) Inter-rater reliability was achieved by strictly complying with timing of allowing a maximum of 45 minutes for either SEGMA or SEGRA.

Given pilot testing where potential ceiling effect was detected on EGRA/EGMA (average score 16 out of 20):

a) Higher tasks for EGRA/EGMA would only be administrated to grade 7 only
b) Task 3 for both SEGRA/SEGMA was dropped for all girls
c) Tasks 1 and 2 for both SEGRA/SEGMA were administered to all the girls

4) **Methodology for marking the test, creating subtasks scores such as Words Per Minute, aggregating subtasks scores, trimming/truncating/winsorizing scores, etc. (<u>only if these details cannot be provided in full in Section 2 and 4</u>).**

Marking of EGRA/EGMA followed the standard marking and scoring for timed and untimed tasks. For SEGRA/SEGMA, the development had developed the scoring guidelines for the rubrics. Subsequent to test administration, scorers practiced scoring and grading to increase reliability based on pilot results. For task 8 in SEGRA, only two scorers were involved to ensure reliability. These were the same scorers involved since the pilot. The scoring was based on a criterion approved by GEC.

5) **Provide a summary of the learning tests and the scoring methods. List out all subtasks administered and the details of each subtask used (e.g. number of questions, timing instructions/limits for the entire test or individual subtasks)**

Table 35: Literacy Sub Tasks

Literacy Sub Tasks Developed							
Relevant subtasks	**Literacy**	**Grade Focus**	**Classes that undertook the test**	**No of Items**	**Type of Test**	**Timed/Not Timed**	**Scoring**
Subtask 4 a (EGMA)	Additions	Class 2	Class 7	25	Oral	Timed (60 seconds)	Correct per minute
Subtask 4 b (EGMA)	Additions	Class 2	Class 7	5	Oral	Not timed	Correct response
Subtask 5 a (EGMA)	Subtractions	Class 2 & 3	Class 7	25	Oral	Timed (60 seconds)	Correct per minute
Subtask 5 b (EGMA)	Subtractions	Class 2 & 3	Class 7	5	Oral	Not timed	Correct response
Subtask 6 (EGMA)	Words Problem	Class 2 & 3	Class 7	6	Oral	Not timed	Correct response
Subtask 7 (SeGMA 1)	Advanced multi and division etc.	Class 4 & 5	Class 7, 8, Form 1, 2, 3 & 4	13	Written	Timed (15 minutes)	Working out/Final Answer
Subtask 8 (SeGMA 2)	Algebra	Class 6 & 7	Class 7, 8, Form 1, 2, 3 & 4	7	Written	Timed (15 minutes)	Working out/Final Answer

Table 36: Numeracy Sub Tasks

Numeracy Sub Tasks Developed							
Relevant subtasks	**Literacy**	**Grade Focus**	**Classes that undertook the test**	**No of Items**	**Type of Test**	**Timed/Not Timed**	**Scoring**
Subtask 4 (EGRA)	Oral Reading Fluency	Class 2	Class 7	64 word continuous text	Oral	Timed (60 seconds)	wpm correctly read
Subtask 5 (EGRA)	Comprehension	Class 3	Class 7	5 questions	Oral	Not timed	Correct response

Numeracy Sub Tasks Developed							
Relevant subtasks	**Literacy**	**Grade Focus**	**Classes that undertook the test**	**No of Items**	**Type of Test**	**Timed/Not Timed**	**Scoring**
Subtask 6 (SeGRA 1)	Comprehension using simple inferences	Class 4 & 5	Class 7, 8, Form 1, 2, 3 & 4	7 Questions	Written	Timed (15 minutes)	Correct answer
Subtask 7 (SeGRA 2)	Comprehension using complex inferences	Class 6 & 7	Class 7, 8, Form 1, 2, 3 & 4	7 Questions	Written	Timed (15 minutes)	Correct answer

6) Any differences in the design of the midline test made from the baseline learning test administered (e.g. dropped or added subtasks and/or questions agreed with the FM)

The framework for the baseline and midline tests is the same. However, comments for the tasks vary at the baseline and midline. Table below summarizes the assessments as administered.

Table 37: Literacy and Numeracy Assessments

LITERACY ASSESSMENT		
Relevant subtasks	**Baseline Grades**	**Midline Grades**
Subtask 5 (EGRA)	Standard 6	Standard 7
Subtask 6 (SeGRA 1)	Standard 7,8, F1, F2, F3 & F4	Standard 7, 8, F1, F2, F3 & F4
Subtask 7 (SeGRA 2)	Standard 8, F1, F2, F3 & F4	Standard 7, 8, F1, F2, F3 & F4
Subtask 7 (SeGRA 2)	Standard 8, F1, F2, F3 & F4	Standard 7, 8, F1, F2, F3 & F4
Subtask 8 (SeGRA 3)	Standard 8, F1, F2, F3 & F4	None
NUMERACY ASSESSMENT		
Relevant subtasks	**Baseline Grades**	**Midline Grades**
Subtask 3 and 4 (EGMA)	Sub- Task 4 Done by Standard 6	Standard 7
Subtask 5 and 6 (EGMA)	Standard 6	Standard 7
Subtask 7 (SeGMA 1)	Standard 7, 8, F1, F2, F3 & F4	Standard 7, 8, F1, F2, F3 & F4
Subtask 7 (SeGMA 1)	Standard 7, 8, F1, F2, F3 & F4	Standard 7, 8, F1, F2, F3 & F4
Subtask 8 (SeGMA 2)	Standard 8, F1, F2, F3 & F4	Standard 7, 8, F1, F2, F3 & F4
Subtask 9 (SeGMA 3)	Standard 8, F1, F2, F3 & F4	None

7) Methods and calculations to determine targets for the endline evaluations (evaluators should refer to the Outcomes Spreadsheet for methodology on target setting).

Once scores are aggregated by grade, targets are measured using the proportion of the standard deviation of the literacy and numeracy scores as set out in the Outcomes Spreadsheet by the fund manager. Scores are weighted by cohort.

8) Any challenges with enumeration, data collection and/or data uploading and cleaning.

The administration for the EGRA/EGMA suggests more one-on-one time for training. Differentiated training for the administration guidelines is required for the different groups especially for grade 7. The assessment was longer than previous, considering that the questionnaire was longer than it was at the baseline.

Annex 15: Sampling Framework

The sampling framework is provided in a separate Excel file – Annex 15.

Annex 16: Gender Equality and Social Inclusion (GESI)

The project updated its GESI Self-Assessment in May 2019, which was reviewed and approved by GEC. The evaluator makes the following observations with regard to gender equality and social inclusion in rating the overall KEEP II project at midline.

Gender Equality: At baseline, the KEEP II GESI Self-Assessment rated the project as gender transformative for all but one output. At midline, all outputs were rated by the project more realistically as gender accommodating with the exceptions of outputs 4, 5 and 6. Output 4 was rated as gender transformational given life skills camps for girls which focus on empowerment. Output 5 was rated as gender transformational given the development and dissemination of the Chore Burden film at the community level. Output 6 was rated as transformational given the focus on identifying girls' and boys' needs in BoM training. Generally, the EE agrees with the project's most recent assessment of its gender equality ratings, with the exception of Output 6 and BoM training, where the midline evaluation collected very limited data to support the claim that BoM training focuses on gender-responsiveness and the revision of SIPs to that effect. It also must be noted that the number of individuals directly reached by KEEP II inputs relative to the size of the total population is very small, so gender transformation should be understood in that context.

In more general terms, and as explained at baseline, while the evaluator notes the potential for gender transformative results on KEEP II given its design, the evaluator also underscores important risks linked to the validity of the project's underlying assumptions in its theory of change that could render KEEP II results less than gender transformative (i.e. either gender accommodating or even gender non-responsive for some outputs if risks are not properly addressed). Key risks relate to the project's capacity building strategy which focuses largely on training individuals rather than ongoing accompaniment and coaching of institutions (i.e. individuals gain new skills but are challenged to apply them in their work). At the same time, the evaluator emphasizes the need to ensure synergy between outputs 4, 5 and 6 within the project delivery strategy in order to maximize gender equality results.

Social Inclusion: At baseline, the KEEP II GESI Self-Assessment rated the project as accommodating for all outputs, except for output 3 which was rated as transformative given attention to disability access in school infrastructure provision. At midline (May 2019), project ratings remain unchanged. From the evaluator's perspective, the initial design of KEEP II included a very limited focus on social inclusion or girls with disabilities (GWDs). This design was reviewed and approved by GEC. With subsequent guidance from GEC since July 2017, KEEP II was being encouraged to increase and make much more explicit its focus on social inclusion and specifically on disability. Given this background, the evaluator feels that KEEP II's rating on social inclusion at midline is more realistically pegged as non-responsive than either accommodating or transformative, if it is understood as including a focus on disability and GWDs. The project does indeed focus on marginalisation and targets the most marginalized girls but that should not be equated with social inclusion (as it appears to be in the project's discussion around its GESI ratings). It is unclear that GEC's encouragement of KEEP II to focus on GWDs as part of its social inclusion, remains a priority. If it remains a priority for GEC, it does not appear that the project has made significant progress in its focus on and support to issues of social inclusion.

Annex 17: External Evaluator declaration

Name of Project: Kenya Equity in Education Project Phase II

Name of External Evaluator: C.A.C. International

Contact Information for External Evaluator: Margot Rothman

Names of all members of the evaluation team: Margot Rothman, Harley Johnson, Marie-Claude Rioux, Andrea Lawlor (Large-N), LCPI Kenya, FOVET Kenya

I, Margot Rothman, certify that the independent evaluation has been conducted in line with the Terms of Reference and other requirements received.

Specifically:

- All of the quantitative data was collected independently ((Initials: MK)
- All data analysis was conducted independently and provides a fair and consistent representation of progress (Initials: MR)
- Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed (Initials: MR)
- The recipient has not fundamentally altered or misrepresented the nature of the analysis originally provided by Large-N and C.A.C International (Initials: MR)
- All child protection protocols and guidance have been followed ((initials: MR)
- Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols (Initials: MR)

Margot Rothman

C.A.C International

October 28, 2019

Annex 18: Project Management Response

This annex was completed by the project.

Management response to EE findings and conclusions:

The KEEP project management team deeply appreciates the hard work done by the external evaluator in the creation of this report. We would like to recognize the exceptional effort that an evaluation of this scale and scope represents, and we are grateful for what we feel is a nuanced, thoughtful, highly readable piece of analysis. There is very little if anything in the findings, conclusions or recommendations of the report with which we outright disagree. However, there are a few areas that we felt needed clarification or additional context. We have recorded the responses of the team below, following the outline of the report.

Note: All project responses to Alicia's comments are listed in a table at the end of this annex.

Report Findings

We agree with the EE that the TOC is relevant and the activities are of good quality and relevant. With regard to recommendations to increase synergies and focusing on use of head teachers and not over relying on the CMs, we have pointed out in our management response that we have deliberately not involved the headteachers in community mobilization activities due to other activities that they are involved in at the school. However, we have observed they usually have periodic parents and other stakeholder meetings at the school level, and we have noted they discuss issues affecting girls education generally. We have continuously engaged with different stakeholders periodically (head teachers, community mobilizers and the BOMs). Thus far the engagements have been working very well but we will engage with the stakeholders to see how best the collaboration can be improved. In addition to the ongoing community engagement activities, through the white-ribbon activities, KEEP is working to create community champions through the community drives and activities that have been used to carry the discussions on girls education.

The chore burden has been a stubborn barrier despite the roll out of CT which showed no effect on chore burden. In as much as we are continuously engaging with the community through community dialogues, multi-media and white-ribbon activities, we recognize changes in those attitudes will take time. Similarly, there are contextual factors that are out of the project control e.g. camp consolidation and closure. We have instituted strong monitoring systems to track beneficiaries once such directives are executed.

Outcome 1: Learning

- We are surprised to see the correlation between remedial classes and numeracy improvements (p. 21), given that the focus of our secondary remedial program is almost entirely focused on literacy.
- During 2017 and 2018, WUSC conducted an impact evaluation of the remedial model that was conducted by a research organization and funded via the /Humanitarian Education Accelerator (HEA). That study found that remedial classes had minimal impact on learning except in the case of girls who came from food secure households (a small minority), which was surprising. This is somewhat contradictory to the results we see here, so we are trying to reconcile these two studies, while also using all of the evidence at our disposal to continue to strengthen the remedial program. We see this as an area for further discussion with both the EE and the FM.
- Most of the low numeracy scores came from girls in F2 and F3: this should help us target our interventions in the next phase. We will explore the possibility of adding numeracy classes to secondary remedial curriculum.
- In Table 7 ("Foundational numeracy skills gaps") we see a huge fall in proficiency from Subtask 5 (50% proficient) to Subtask 6 (3% proficient). We feel it might be worth looking into the jump between these two tests to see what accounts for this dramatic drop in proficiency. This would

then help us structure the numeracy components of the additional remedial offerings mentioned above.

Outcome 2: Transition

- Overall this is a disappointing outcome, partially because it seems that we don't have the data to measure this accurately.
- One bright point: secondary enrollment is up substantially. It's not clear how much we can attribute that to KEEP though.
- Clearly we need to have further discussions with the EE and the FM about what can be done in order to find a better way to measure or track transition between now and the endline.

Outcome 3: Sustainability

- As always, there are questions about the degree to which KEEP can hope to have a sustainable impact, especially at the system level. In host schools, we represent too small of a sample to demonstrate national or even county-level impact. For our work in the camps, there's very little we can do within the constraints of the refugee context to make anything truly sustainable. However, we will continue to work with the Ministry of Education, donors and other education actors demonstrate positive impact of specific initiatives within KEEP and work towards broader uptake of these proven initiatives.
- We are making significant efforts on this front, and are beginning to see some results. For example:
    - Education Evidence for Action[18] (EE4A) – as organizing members of EE4A, we are working with the Ministry of Education to ensure they have access to the research needed to make evidence-based policy. We are also presenting research (on the impact of cash transfers) from KEEP at the upcoming EE4A conference.
    - The Humanitarian Education Accelerator[19] (HEA) – the (DFID-funded) HEA project has allowed us to influence the global development discussion on remedial education by providing funding for rigorous evaluation of the approach and then disseminate that evidence through a variety of local and international events. To date, we have two pieces of evidence that this has been successful: a) Oxfam has asked us to train their staff to replicate the approach. b) Ministry is now openly saying they support remedial in schools as long as it's free. We have seen the County MOE officials taking active steps to monitor the remedial learning in the camps.

Intermediate Outcomes

<u>IO #1 - Teaching and Learning</u>

- It is unfortunate to see KCSE scores drop within our cohort (and also see no improvement in KCPE). However, this falls in line with national trends – there has been a decrease in average scores across the country in recent years, as the MoE has made a large and highly politically visible effort to stamp out cheating. We feel that at endline KCPE and KCSE score movements should probably be compared to the national average over the same period.

[18] https://www.poverty-action.org/event/education-evidence-action-ee4a-conference

[19] https://hea.globalinnovationexchange.org/

- There was a huge amount of disruption in schools in Dadaab camp in mid-2018. Six out of 34 schools closed and students were re-assigned - this probably also impacted KCPE / KCSE scores
- We're encouraged to see that there are large improvements in indicators for "Girls say teachers make them feel welcome" and a large drop in "Teachers punish students who get the answer wrong".

IO #2 - Attendance

- Attendance data collected by schools is clearly quite poor, as can be seen by the consistent difference between attendance and spot check data. We are currently working build out a new function within the digital attendance monitoring tool that compares spot checks data to attendance data in real time and will hopefully give us a more accurate assessment of the degree to which teachers are inflating attendance.

IO #3- Life skills

- The EE has flagged that many aspects along the life skills indicator structure have improved, with the exception of Agency, which might require more long-term support and is grounded in contextual influencing factors. We believe that scaling up of other interventions under IO #4 will have a positive influence on the Agency indicator over the midline-endline period.
- The qualitative indicator for this IO may be largely out of our control. While we can ensure that girls are "more informed", that will not necessarily lead to them being able to make decisions about their futures, since information is only one part of that equation. We would like to request that this IO indicator be further refined in consultation with the EE and the FM.
- We'd like to echo the EE's point about resources and focus being shifted from life skills to child protection and safeguarding. Safeguarding is important, but the raft of new requirements have meant that the counsellors have shifted their focus somewhat from their original programmatic intent. This may not be a bad thing – but it's something that we'd like the FM to keep in mind as we think about the impact of our life skills and counseling activities.

IO #4- Community attitudes

- Our targets were clearly ambitious and might need to be revised in light of performance so far. We would like to request further discussion about this with the EE and FM.
- The idea of moving from "awareness raising" to "empowering (girls) to become agents of change" ("High Level Findings from IO4", pg 62) is a good one, and something we have discussed internally to some extent. However, it's not clear how doing this would substantially differ substantially from what we're already doing through other components of the project (cash transfers, life skills camps, etc).

IO #5- School governance/system level engagement

- The evaluation has revealed that there is a disconnect between the BoMs and parents/community members that they are supposed to represent. We feel it would be worth exploring opportunities to better connect BOMs to the parents/community in new ways (community meetings/WhatsApp groups/community information boards?) and will begin to explore how to do this in a cost-effective way.
- The BOM training manual was recently revised to be more gender-responsive. However, it is likely that this change was not reflected by the time midline data was collected. We hope the impact of this update will be more evident by midline.

Recommendations

Monitoring, evaluation and learning

We wholeheartedly agree that we could do a better job of tracking the way in which interventions lead to changed behavior. However, this is extremely difficult to do in our context, given that within each intervention (teacher training, life skills camps, BOM training) we are working with a subset of the population which then must be monitored individually in order to measure the impact of that intervention. It's not impossible, but it is extremely expensive and time-consuming. We are working to find ways to do this economically and would welcome further discussions with the EE and FM about how we might pilot some of these ideas with a sample of beneficiaries.

Project Design

Capacity Building: The goal of ensuring that "trained individuals not only acquire new skills but are supported to put those skills into practice" is a good one, but it is quite difficult to implement economically at scale. The teacher communities of practice facilitated by WhatsApp groups has not been picked up with as much vigor as we had hoped, largely due to the fact that teachers have very little incentive to coach each other if we don't pay them to do so. However, we recognize that without community ownership of interventions at a local level, we are not going to see those interventions sustained. As such, we'll continue to tweak the design to try and find the right balance of ownership and incentive across our various capacity building project components.

Greater Synergy between project initiatives: This is a sound recommendation. We would welcome further discussions about specific modifications we could pilot to test a more integrated model.

Increased support to community champions: Another good recommendation. We will continue to look for ways to put local champions and leaders at the center of our efforts to sustain community mobilization activities. The engaging men and boys (EMB) component of the project does this quite explicitly. The issue that we consistently come across is one of resources and incentives. We are able to identify local champions who are willing to lead activities on a voluntary basis if given some level of non-financial motivation (training, public recognition, etc). However, we have found this tends have a relatively short-term impact, and although the motivating factors are non-financial in the sense that the volunteer doesn't receive money, they do cost the project something, so in that sense the incentive structure still is not sustainable.

Scalability and Sustainability: We are pleased with the EE's recognition that we are gradually building a body of information around what works, and are excited about continuing to find ways to put that evidence to use. The documentation, learning, dissemination and policy influence components of this project will be a top priority for the remainder our time on KEEP2. (Please see our response to Outcome 3 – Sustainability, (above) for specific actions we are already taking in this regard).

WUSC RESPONSES

Alicia comments	WUSC response
Can you also respond to EE findings on relevance of TOC and also barriers and characteristics?	Done, see the 1st comment above on page 1.
Learning: Agree with all the below but think you could also add a point that links these findings to some of the other EE findings around: - Lack of scale in teacher training (ie only a few teachers trained/school) - Lack of depth (lack of in-classroom support) And how this links to planned adaptation for further investment in instructional leadership/senior teachers. Will for example your senior teacher model deliberately and intentionally be targeting on numeracy?	We do not feel that either of these two offer a very good explanation as to why we have low performance on numeracy specifically. If a lack of teacher training or a lack of depth of classroom support were a major factor here you would expect to see a negative impact on both numeracy and literacy. But on literacy we more than doubled our target. That said, we do agree that we should look into building an additional numeracy component into remedial and possibly our teacher training approach as well.
Sustainability: I agree, however, I feel that the EE is also suggesting that the intensity of inputs in each school is quite limited which may be compromising sustainability at an individual school-level. What do you think?	The project is building the coaching mentorship support for the senior teachers, but this may take time to have an impact. Considering the resources at the disposal of the project, we cannot manage to train all the teachers. At the BOM and PA level, once they are trained we have frequent follow ups that helps them build their capacity further.
<u>IO #1 - Teaching and Learning</u> See comment on annex 4 girls' survey data – do you have any reflections on this – maybe worth having your reflections on corporal punishment as a point in itself?	This has been addressed in the other comments (see project comment on the reporting section). However, we are aware there are other issues that could be affecting this e.g. safe guarding etc.
<u>IO #2 - Attendance</u> Any reflections on findings around household chores and other reasons for non-attendance? Also, any reflections on the girls for whom attendance has NOT improved? Is the project adequately reaching them?	Our biggest problem at the moment is the size of the gap between spot check and attendance data. Until we resolve that it's very hard to draw inferences between attendance and chores, etc. That said, one of the findings from the CT study is that CTs do not appear to impact allocation of household chores. We do have data on a sub-set of girls with low attendance (thanks to additional data we collect for CTs) but we are not able to attribute this to any particular factor right now. We could do some additional analysis on this in future though.
<u>IO #3- Life skills</u> As per comment above I agree that it is about gatekeepers as much (if not more) than girls – but I would say it IS in your control and currently sits under Io4, so that's the output where adaptations needed to better engage with these specific individuals.	It is not easy to change community perceptions and attitudes. We are hoping to make gradual improvements but not sure how much change of community attitudes can influence the girls agency.
To clarify, do you mean GEC safeguarding requirements? These safeguards standards relate to organisational safeguarding and not to preventing or reducing violence in school (although if there is violence in school then we would expect your TOC to address this). My understanding is that when the EE reports that counsellors are spending time on safeguarding, they are mostly responding to and referring cases of abuse where children report abuse by their family or	Apologies – that statement in the management response was not very clear. There has been an increase in the workload for both the pscyho-social counsellors and guidance counsellors but for different reasons. The psychosocial counsellors were heavily involved in the internal WUSC safeguarding trainings for all staff, which came about because of additional GEC safeguarding requirements. The school-based guidance counsellors are more focused on reporting

Alicia comments	WUSC response
community NOT Keep staff. Is that correct? If they are doing that, it is presumably because you have identified that SRGBV is a barrier to learning/transition/IOs and are addressing it via counsellors (rather than because of GEC organisational safeguarding standards)? I think that the EE is saying here that it is proving tough for your counsellors to manage casework relating to abuse cases AND to build life skills of all girls in school, which makes sense. Solutions would presumably either involve recruiting more counsellors or being clearer on what their priorities should be and giving them the training/guidance/tools/reasonable workloads to do this.	issues of abuse that happen within the school. As part of our child protection review we have increased the reporting and documentation requirements for this part of their role. The cumulative effect is that (as the EE pointed out) all of the counsellors have reduced time for case work.
IO #4- Community attitudes The way I read this section was not necessarily that girls themselves become agents of change (IO3 confirms that no matter how much a girls' self-perceived agency increases, she is constrained by gatekeepers). Instead, I thought the EE's focus was on a move from external influences to internal influencers, and a move from 'awareness raising' to 'community mobilisation'. This might look like, for example, mapping of all the women's rights small CBOs or groups in the camp, and figuring out if they can be mobilised to have door-to-door convos with HHs. Or, another example might be bringing religious leaders together and supporting them to spark conversations about eg chore burdens.	This is already explicitly being done through our community and engaging men and boys activities. Eg we explicitly target chiefs and religious leaders in our quarterly stakeholder sessions and our EMB mobilization activities which happen every 6 months. However, we will continue to map new actors e.g. women rights CBOs.
IO #5- School governance/system level engagement Great. I also thought that a very critical finding here related to the limited depth and scale of the intervention. Could you, for example, train every member of a BOM, or come up with a way of ensuring training is cascaded (and thinking of the right incentives to make sure this actually happens)?	This is a good idea but difficult to implement due to limited resources. However, what we are doing currently are follow ups with the BOMs after every trainings. This follow ups have been instrumental to ensure the training has been cascaded and review some of the actions plans that were agreed upon during the trainings. In most cases we have observed that the BOM members have taken advantage of this session to seek clarification or guidance on topical issues e.g. safety in school, infrastructure etc.
Can you also respond to the EE's comment on your GESI self-assessment?	It seems the EE has different take and interpretation of the GESI ranking (accommodating, transformative etc). the EE seems to focus more on the level of investment but we focus more on how the project activity is targeted. We will need to discuss with the EE how we come up to the GESI ratings.
Project Design **Capacity Building**: This is fine for now, but this is a strong and sensible recommendation from the EE and does warrant some serious attention and thinking, so will be good to see how this is reflected in budget reprofile. I think the EE is thinking about this at all levels – remedial teachers, formal school teachers, headteachers, BOMs, community leaders etc.	Agree, we look forward to have a discuss on this.
Greater Synergy between project initiatives: Maybe we should all ask the EE to make more specific recommendations in this area within the report	Agreed.

Alicia comments	WUSC response
Increased support to community champions: Ah ok, see my comment above. This does need some attention – and also ensuring that it does not end up reinforcing power structures by only reinforcing those who would traditionally be in leadership roles.	Agreed, we will need to ensure we are targeting the right people, i.e. those who are not reinforcing power structures.
Scalability and Sustainability: Fair enough and thanks for identifying this as a reason why it is not so simple as it sounds! Would you consider moving money out of the 'awareness training' activities and into this instead (but with the same ultimate aim)?	Yes, we can consider this but given the contracts are already in place for this components of the project, moving the money around could be complicated. However we are open for further discussions.

Annex 19: Data Analysis on Girls with Disability (GWD) in the KEEP II Cohort

This data was requested by GEC in their comments on the KEEP II Midline Evaluation Draft Report. Revisions in Volume I of the KEEP II MIdlne Evaluation Report reference data presented in this annex.

1. GEC Comment: The 5% disability prevalence is not disaggregated in the midline (main report). Can this level of detail be added; disaggregation by the type of impairment and level of severity. Barriers faced at different points (e.g. secondary vis primary) would also be helpful.

a) Learning Cohort – Girls in School Survey Sample

Learning Sample (N=1473)	Mild Impairment	Severe Impairment*
Girls with disability (% overall)	30% (438)	5% (68)
Vision impairment	14% (209)	2% (27)
Hearing impairment	3.9% (57)	0.4% (6)
Mobility impairment	5.4% (79)	1% (14)
Cognitive impairment	12.5% (184)	1.2% (17)
Self-care impairment	3.9% (58)	0.6% (9)
Communication impairment	4.8% (70)	0.4% (6)

*Severe Disability/Impairment reported according to Washington Group Standard – reporting “lots of difficulty” or “cannot do at all”. Mild Impairment is those who reported “some difficulty”.

**Note: Numbers will not sum to total as girl may have reported multiple disabilities

Learning Sample- Characteristics & Barriers	N Girls with Disability (Severe Impairment)
Living in Female HoH	59% (40)
Language at home different from school	94% (64)
Chores prevent school attendance	37% (25)
Doesn’t Feel Supported by Family	9% (6)
Family Makes Decisions for Girl	13% (9)
Teachers Treat Boys and Girls Differently	13% (9)
Teachers Do Not Make Girl Feel Welcome	1% (1)

Learning Sample- Characteristics & Barriers	N Girls with Disability (Severe Impairment)
Girl Does Not Feel Safe at School	1% (1)
Teachers Use Physical Punishment on Others	41% (28)
Teachers Have Used Physical Punishment on Girl	15% (10)
Refugee	79% (54)

*% represent proportion of girls with severe impairment/disability (N=68) who report barrier/characteristic. We are only reporting key characteristics and barriers where we have valid data.

b) Transition Cohort – Girls in Household Survey Sample

Transition Outcome- HH Survey Sample (N=800)	Mild Impairment	Severe Impairment
Girls with disability (% overall)	10% (94)	4% (34)
Vision impairment	5.6% (45)	2.5% (20)
Hearing impairment	1.6% (13)	1.8% (14)
Mobility impairment	2.4% (19)	1.9% (15)
Cognitive impairment	3.3% (26)	1.8% (14)
Self-care impairment	1.4% (11)	1.5% (12)
Communication impairment	1.8% (14)	1.6% (13)

*Severe Disability/Impairment reported according to Washington Group Standard – reporting “lots of difficulty” or “cannot do at all”. Mild Impairment is those who reported “some difficulty”.

Transition Outcome – HH Survey: Characteristics & Barriers	N Girls with Disability (Severe Impairment)
Living in Female HoH	65% (22)
Language at home different from school	65% (22)
HH has No Education	50% (17)
PCG has No Education	26% (9)
Difficult to Afford Basic Needs	21% (7)
Chores prevent school attendance	33% (11)

Transition Outcome – HH Survey: Characteristics & Barriers	N Girls with Disability (Severe Impairment)
Doesn't Feel Supported by Family	6% (2)
Family Makes Decisions for Girl	12% (4)
Does Not Attend School Regularly	0.5% (2)
Married	0.3% (1)
Mother	0.3% (1)
Girl Does Not Feel Safe at School	0.3% (1)
Girl Says She Has to Accept Decisions	38% (13)
Refugee	79% (27)

*% represent proportion of girls with severe impairment/disability (N=34) who report barrier/characteristic

2. GEC Comments: Can add more emphasis on diff learning of diff subgroups (inc by disability and by type of disability) would strengthen it.

Mean Learning Scores by Disability (N)

Task	EGRA	EGMA	SEGRA	SEGMA
Difficulty Seeing	92.1 (4)	74.7 (4)	52.8 (27)	24.8 (27)
Difficulty Hearing	100 (2)	84.4 (2)	50.8 (6)	39.2 (6)
Difficulty Walking	89.8 (4)	78.6 (4)	48.2 (14)	26.4 (14)
Difficulty Concentrating	22.4 (3)	42.6 (3)	44.7 (17)	26.2 (17)
Difficulty Self Care	64.4 (2)	53.9 (2)	50 (9)	29.9 (9)
Difficulty Communicating	100 (1)	87.8 (1)	49.1 (6)	22.8 (6)

*Disability reported according to Washington Group Standard – reporting "lots of difficulty" or "cannot do at all".

Notes to the reader:

This data analysis on disability and learning outcomes presented in the table above was requested by GEC in their comments on the Draft Midline Report. This data analysis did not figure as part of the original GEC midline evaluation report template. In the opinion of the EE, this data analysis does not provide a good comparison with the other learning outcome data in Chapter 3 (i.e. against learning outcomes for girls with no reported disability) because there are so few individuals who identify as having a severe disability in the learning cohort that some of the tests only have one or two girls, which does not present a useable average. Nevertheless, the table above presents the descriptive representations of the girls in the sample, but this analysis is not generalizable beyond what we have here.

4. GEC Comment: Can this IO (and life skills too) be disaggregated so we can see what diff subgroups situation is inc GWD?

By Household Survey Sample[20]

High Chore Burden	Mild Impairment*	Severe Impairment**
Difficulty Seeing	23% (22)	21% (7)
Difficulty Hearing	6% (6)	15% (5)
Difficulty Walking	14% (13)	21% (7)
Difficulty Concentrating	12% (11)	21% (7)
Difficulty Self Care	5% (5)	15% (5)
Difficulty Communicating	9% (8)	15% (5)

*% represent proportion of girls with mild impairment/disability (N=94) who report barrier/characteristic

**% represent proportion of girls with severe impairment/disability (N=34) who report barrier/characteristic

Notes to the reader:

While GEC requested that all life skills questions be disaggregated according to GWD in their comment above on the draft Midline Evaluation Report, this was not undertaken because there are so few individuals who identify as having a severe disability in the transition cohort that some life skills responses only include one or two girls, which does not present a useable average and cannot be used for generalization.

[20] Valid data is only available from girls in transition outcome or HH survey sample.

Annex 20: KEEP II – External Evaluation Protocol and Code of Conduct for Working with Girls and Boys

Definitions[21]

Child: C.A.C. International uses the United Nations Convention on the Rights of the Child (UNCRC) definition of a child, which is any person under the age of 18.

Child protection: The term used to describe the responsibilities and activities undertaken to prevent or stop girls and boys from being abused or neglected.

Staff: This includes all C.A.C. International evaluator team members.

Partners: Organizations that have signed memoranda of understanding or contracts with C.A.C. International and who are directly involved in the External Evaluation process with C.A.C. International.

Participation: Participation is a fundamental right recognized in the Universal Declaration of Human Rights. The concept of participation is implicit in Article 3 (Right to life, freedom, personal security), Article 18 (Right of belief and religion), Article 20 (Right to peaceful assembly and association), Article 21 (Right to participate in public affairs and elections), and article 27 (Right to participate in a community's cultural life). The right to participation is guaranteed in the International Covenant on Civil and Political Rights (Article 25). It is also implicit in the International Covenant on Economic, Social and Cultural Rights; Articles 8 (on freedom of association), 13 (on education), and 15 (on cultural life). In the Convention on the Rights of the Child the right to participate is expressed in Article 12 (the right to express themselves and to be heard).

Child abuse: Child abuse includes physical, sexual and emotional abuse and neglect, bullying, child labour, domestic violence and exploitation including commercial sexual exploitation. Both boys and girls can be the victims of child abuse. Child abuse can be inflicted on a child by men or women, or by children themselves, and, in some cases, by professionals and other adults working with girls and boys in positions of trust abuse children.

Working with children: Being in a position that involves regular contact with girls and boys, either as part of the person's position description or due to the context of the work that brings the person into regular contact with girls and boys.

[21] Adapted from 's Child Protection Policy. (2010). Retrieved Online:

http://www.savethechildren.org.au/__data/assets/pdf_file/0019/5761/Child-Protection_Policy-and-Code_JAN2011-2.pdf

1. Introduction

1.1 Context of the evaluation

In terms of child protection, C.A.C. International promotes understanding of and compliance with the CPWG Minimum Standards for Child Protection in Humanitarian Action among all of its local partners and within all evaluation processes with. Data collection protocols and enumerator/researcher training will integrate these standards.

C.A.C. associates exclusively with experienced partners in promoting Do no Harm (DNH) principles in their work, principles that comply with the requirements of the GEC DNH policy. In the context of KEEP II, data collection will be dependent on informed consent; the consent of the child is sought before school-based testing and surveying while the consent and presence of the parent/guardian is sought before interviewing the child at the household level. The confidentiality of stakeholder responses and the anonymity of respondents will be assured through secure administrative and technical safeguards with regard to data collection, entry and data base management.

1.2 C.A.C. International's values

The well-being of researchers, informants and respondents, especially girls and boys, will underlie the entire evaluation process. To this end, several standard ethical principles will underpin the evaluation protocol including.

Respect for persons - commitment to protect people from exploitation of their vulnerability.

Dignity - ensure that people will not be used simply as a means to achieve evaluation objectives.

Beneficence - commitment to minimizing the risks associated with data collection, including psychological and social risks, and maximizing the benefits to informants.

Justice - commitment to ensuring a fair and equitable treatment.

Respect for communities - commitment to respect the values and interests of the community in research.

In addition to the application of these principles that are relevant and important from a child protection perspective, specific safeguards are established as part of the evaluation protocol to ensure the respect of the best interest of the child, including but not limited to:

Safe recruitment practices (team members, enumerators, interpreters, etc.) is systematically applied and comprehensive code of conduct outlining how to protect girls and boys from inappropriate behavior is provided.

Training on ethics and child protection: Team members and partner staff associated with data collection activities (who will have direct contact with participants and girls and boys) will undergo ethics and child protection training.

Reporting and response mechanism: a detailed process - to deal with girls and boys in need of protection or with team members who breach the code of conduct- is provided to team members and partner organizations that have direct contact with participant girls and boys.

1.3 C.A.C. International's commitment to protect girls and boys

C.A.C. International is committed to protecting the rights of girls and boys, regardless of sex, social status, language, religion, political beliefs, civil status, disability, sexual orientation, ethic or nation origin.

C.A.C. International work with girls and boys is underpinned by the United Nations Convention on the Rights of the Child (CRC), which states:

- Girls and boys should be protected from all forms of physical and mental violence, injury, abuse, neglect, maltreatment and exploitation, including sexual abuse (Article 19).
- Girls and boys have the right to participate and be heard in matters that concern them (Article 12).

1.4 The purpose of the protocol and code of conduct for working with girls and boys

The purpose of this document is to provide External Evaluation team members and staff of partner organizations with clear guidance on what is expected, in terms of attitudes and behaviour, as well as providing examples of acceptable and unacceptable conduct when interacting with girls and boys. It is the responsibility of External Evaluation team members and partners to reflect the values and principles of C.A.C. and the expectations set out in the protocol and code of conduct for working with girls and boys, throughout the External Evaluation process.

2. Human rights framework for working with girls and boys

C.A.C. International's commitment to child protection is based on the four "General Principles," identified by the United Nations Committee on the Rights of the Child. The guiding principles of the Convention, which include non- discrimination; adherence to the best interests of the child; the right to life, survival and development; and the right to be heard and participate. They represent the underlying requirements for any and all rights to be realized. These principles underpin the protocol and code of conduct for working with girls and boys.[22]

- **Article 2--Non-discrimination**, requires the application of all the rights in the CRC to all children at all times and identification of children who may require special measures for the full implementation of their rights
- **Article 3.1 --The best interests of the child,** states that the best interests of the child must be a primary consideration in all actions concerning children
- **Article 6—Right to life, survival and development,** requires that children receive the care necessary to ensure their physical, mental and emotional health as well as their intellectual, social and cultural development
- **Article 12--The right to be heard**, states that children's opinions must be sought in matters that affect them, and that their views must be given due weight.

3. Code of conduct for working with girls and boys

External Evaluators team members and partners staff recognize there is a critical responsibility to "do no harm" in our interactions with girls and boys.

When interacting with girls and boys, especially during the course of the evaluation, we remain committed to implementing the following practices, which are based on the four guiding principles of the CRC.

All External Evaluation (EE) team members and partner staff who will have direct contact with participants and girls and boys must abide by these protocol and code of conduct when working with girls and boys.

We will:

- Treat all girls and boys with respect regardless of sex, social status, language, religion, political beliefs, civil status, disability, sexual orientation, ethic or nation origin
- Protect and promote the rights of girls and boys during data collection processes through informed consent, ensuring confidentiality of all responses, and respectful treatment
- Ensure that girls and boys get fair, appropriate and equitable treatment by researchers/enumerators
- Avoid the use of or any reinforcement of gender bias and gender-based stereotypes in our words or actions

[22] UNICEF. 2015. Rights under the Convention on the Rights of the Child. Retrieved Online: http://www.unicef.org/crc/index_30177.html

- Provide a welcoming, inclusive and safe environment for all girls and boys
- Encourage girls and boys to speak up about issues that affect them
- Always ensure that an adult is present and/or in proximity when working with girls and boys
- Comply with local, national and international child protection laws
- Advise the EE manager and KEEP II child protection focal point of any child protection issue that arises during data collection
- Advise the EE manager and KEEP II child protection focal point of involvement in any situation where actions could be misinterpreted with regard to child protection
- Advise the EE manager and KEEP II child protection focal point if involved in any situation which would be likely to bring the organization into disrepute with regard to child protection
- Advise the EE manager and KEEP II child protection focal point if investigated for any crime or charged with any criminal offence
- Treat any information disclosed by a child as confidential unless the safety or security of the child is at risk, in which case, the EE manager and the KEEP II child protection focal point must be informed.

We will not:

- Use inappropriate language – whether of an offensive, discriminatory, demeaning, abusive or sexual nature – when speaking with or whilst in the presence of a child
- Engage in behaviour to shame, humiliate, belittle, punish or degrade a child, or otherwise emotionally or physically abuse a child
- Act in a sexually provocative manner or engage girls and boys in any form of sexual activity, including paying for sexual services
- Hold, kiss, cuddle or touch a child in an inappropriate, unnecessary or culturally insensitive way
- Condone or participate in, behaviour with girls and boys which is illegal, unsafe or abusive
- Discriminate against or in favour of particular girls and boys to the exclusion of others
- Hire girls and boys for domestic or any other labour which is inappropriate for their age or development, interferes with their education or play, or places them at risk of injury
- Access or create sexually abusive images of girls and boys
- Use computers, mobile phones, video or digital cameras or any other technology for the purpose of exploiting or harassing girls and boys.

3.1 Use of girls' and boys' images

Before taking a picture or filming a child for work related purposes, we will:

- Assess and comply with local traditions or restrictions on reproducing personal images
- At a minimum, obtain and document verbal consent from girls and boys and/or their parent or guardian and explain how the picture or film will be used. Written consent should be obtained, where possible
- Ensure pictures, films, videos and DVDs present girls and boys in a dignified and respectful manner and not in a vulnerable or submissive manner
- Girls and boys should be adequately clothed and not in poses that could be perceived as sexually suggestive
- Ensure images are honest representations of the situations and the facts
- Ensure the identities of girls and boys in pictures and electronic images are not disclosed
- Ensure these files are stored securely and access is limited on a needs basis to relevant staff only

4. Operating procedures for the safeguarding of girls and boys

Personnel obligation to report child protection violations

Any External Evaluation team member (whether part of CAC or a Kenya partner organization) who is involved in data collection activities with girl and boy children, who either witnesses or receives a formal complaint of an alleged case of child protection violation, has an obligation to report it by speaking to their direct supervisor. The External Evaluation team, and CAC international explicitly, has the obligation of informing the KEEP II child protection focal point immediately. As part of their accountability, all EE team members also have an obligation to report all violations of this Protocol and code of conduct by colleagues.

5. Declaration of adherence

The provisions of this Protocol and code of conduct apply to persons affiliated with C.A.C. International and its partners in the context of the External Evaluation of KEEP II. Under this Protocol and code of conduct, affiliated persons include all External evaluation team members and staff of partner organizations who will have direct contact with participating girls and boys. The Protocol and code of conduct will be distributed and signed by all persons affiliated with C.A.C International and its partners as part of the external evaluation of the KEEP II project. In signing below, individuals agree to abide by the provisions of this Protocol and code of conduct during the external evaluation process.

I, _____, have read, understand and agree to abide by the C.A.C. Protocol and code of conduct for working with girls and boys. I understand that such adherence is a condition of my assignment with regard to the KEEP II external evaluation process. I undertake to respect C.A.C values and adheres to standards of behaviour as outlined in the Protocol and code of conduct above. I understand that a violation of the Protocol and code of conduct may be grounds for disciplinary action including contract suspension and potential criminal proceedings.

_____ _____

Signature Name Date

_____

Position

Annex 21: Transition Data – Recontacted versus Total Sample

The transition data in the OSS has been revised for the recontacted sample by GEC during the second round of revisions on this midline report. Whereas the midline evaluation report (Volume I) reflects on the total transition outcome sample at midline, GEC has drawn up a table (see below) similar to the one in the report to analyse if the trend for the transition outcome cohort is different at midline in the recontacted sample vs. the entire transition outcome sample. The trends calculated reflect no difference in the tables below.

Transition Outcome Cohort	In-school progression in primary	In-school progression Secondary[3]	Transition from Primary to Secondary[4]	Repeating Grade Primary[5]	Repeating Grade Secondary	Transition from Work to School	Transition from Training to School
Midline	87%	91%	92%	15%	9%		
(HH survey Recontacted)	337	114	70	58 [7]	11	No obs.	No obs.
(N=620)							

Transition Outcome Cohort	OOS: Got married	OOS: Stays home/ domestic chores	OOS: working	OOS: TVET	OOS: other training
Midline					
(HH Survey)	7.14% (2)	32.14% (9)	3.57% (1)	21.43% (6)	25% (7)
(N=620) [1]					