Project Evaluation Report

Report title:	Baseline Evaluation of the GEC-T Inclusive Education Programme in Kenya by Leonard Cheshire
Evaluator:	One South, LLC
GEC Project:	Expanding Inclusive Education Strategies for Girls with Disabilities Kenya
Country	Kenya
GEC window	GEC-Transition
Evaluation point:	Baseline
Report date:	June 2018

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

UKaid from the British people

Girls' Education Challenge

Leonard Cheshire

Baseline Evaluation

of the GEC-T Inclusive Education Programme in Kenya by Leonard Cheshire

Baseline Study Report

June 2018

Prepared by Andrés O. Navarrete, Tariq Omarshah, and Inga Reichelt from One South, LLC

This publication was produced for review by the UK Department for International Development (DIFID) as part of the Girls' Education Challenge Transitions (GEC-T) Funding Window.

The GEC-T Baseline Evaluation was carried out by **Andres O. Navarrete, Tariq Omarshah** and **Inga Reichelt** from **One South, LLC** and **Ruth Wanja** and **James Gathogo** from **Health Poverty Action Kenya**. The evaluation will follow a cohort of girls and their households in five sub-counties of the lake region in Kenya. This baseline evaluation took place between April and May 2018.

The Evaluation was managed and facilitated by Rachel Gondwe and Mark Carew from Leonard Cheshire International, and by Collins Olang and Samuel Katembo from Leonard Cheshire Kenya.

For any questions related to the Evaluation, please contact:

One South, LLC.
Andres O. Navarrete (Team Leader)
Tariq Omarshah (Engagement Manager)
1521 Concord Pike #301
Wilmington, DE 19806
United States of America
Telephone: +1 703 584 4081
www.one-south.org

For questions related to the REAP Project, please contact:

Leonard Cheshire
Milimani Opposite Simba Nyalenda,
Milimani, Ring Rd
Kisumu, Kenya

www.leonardcheshire.org

Acknowledgements

The Evaluation Team would like to thank many people for their support in conducting the Baseline Study. Field work was coordinated by in-country consultants, Ruth Wanja and James Gathogo, from Health Poverty Action, an international NGO with a consulting arm and operational presence in Kenya. Leonard Cheshire provided feedback throughout the Baseline process and we would like to acknowledge the inputs of Rachel Gondwe, Mark Carew, Georgie Gaskell, Samuel Katembo, and Marcella Deluca.

The study could not have taken place without the commitment and drive of all enumerators who participated: Alice Odero, Brenda Akinyi, Benta Olela, Brenda Jane Gwada, Christine Mbai, Diana Akinyi, Dorine Akinyi, Dorothy Anyango, Edna Mboi, Elizabeth Otieno, Florence Obambo, Gift Obobo, Grace Ochola, Holiday Atieno Onyango, Lilian Oyugi, Lucy A. Ochieng, Lynnette Emali Ingutia, Magdalin Perpetua Agoya, Maureen Achieng, Billian Angira, Olga Akinyi Percy, Olivia Adhiambo Oywa, Pamela Pila, Prisca Ng'Wono Mito, Risper Manoti, Ruth Oluoch, Sharon Bolo, Steicy Adhiambo Onyango, Sylvia Sambu, Viola Lyan Achieng, Vivian Nyadimo, Wilkister Awino Oderah, and Sheryl Amondi. Thanks are also due to Lilian Abuoro and Joyce Ngonga for the moderation of qualitative sessions and their work on translating and transcribing all recordings. We would also like to acknowledge inputs from the wider One South team including Tony de Silva and Magali Ramos. Finally, we would like to thank all members of LC including project staff and officers in Kisumu, whose support helped us access remote communities and beneficiaries.

Acronyms

CSO	Civil Society Organization
CP	Child Protection
CPP	Child Protection Policy
DFID	Department for International Development (UK)
EARC	Education Assessment and Resource Centre
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
FGD	Focus Group Discussion
FM	Fund Manager of the GEC-T Fund
FD	With Functional Difficulty
GEC-T	DFID-UKAID Girls' Education Challenge Transitions Window
HH	Household
HHS	Household Survey
HIV/AIDS	Human Immunodeficiency Virus / Acquired Immune Deficiency Syndrome
IGA	Income Generating Activity
IS	In-School (Girls)
INGO	International Non-Governmental Organization
KII	Key Informant Interview
LC	Leonard Cheshire
MEL	Monitoring, Evaluation and Learning
NFD	Without functional difficulty
ORF	Oral Reading Fluency
SeMA	Secondary Grade Mathematics Assessment
SeGRA	Secondary Grade Reading Assessment
SMC	School Management Committee
SRH	Sexual and Reproductive Health
TVET	Technical Vocational Education and Training

Table of Contents

Acknowledgements 3
Acronyms 3
Executive Summary 6
Background 6
Evaluation Approach & Methodology 6
Understanding Disability 7
Learning Outcome Findings 7
Transition Outcome Findings 9
Sustainability Outcome findings 11
Marginalisation analysis and gender analysis 12
Intermediate Outcomes findings 12
Recommendations 14
1. Background to Project 16
1.1 Project Context 16
Overview 16
Education Policy and Governance 16
Education System 18
Inclusive Education Policy Environment 20
Educational Access and Barriers 22
1.2 Project Theory of Change and Assumptions 23
Intermediate Outcomes and Outcomes 24
1.3 Target beneficiary groups and beneficiary numbers 28
2. Baseline Evaluation Approach and Methodology 30
2.1 Key evaluation questions & role of the baseline 30
2.2 Outcomes and Intermediate Outcomes 32
2.3 Evaluation methodology 37
1.4 Data Collection 39
2.5 Challenges in baseline data collection and limitations of the evaluation design 40
3. Key Characteristics of Baseline samples 41
3.1 Project Beneficiaries 41
3.2 Representativeness of the Learning and Transition Samples in Sub-Groups 41
3.3 Educational Marginalisation 47
3.3.1 Characteristics 48
3.3.2 Barriers 50
3.4 Intersection between key characteristics and barriers 56
3.5 Appropriateness of project activities to the characteristics and barriers identified 61

4. Key Outcome Findings 63
4.1 Learning Outcomes 63
4.2 Subgroup analysis of the Learning Outcome 80
4.3 Transition Outcome 90
4.3.1 Transition Benchmarks Using a One-off Sample 93
4.3.2 Transition outcome of Target Girls 100
4.3.3 Sub-Group Analysis of the Transition Outcome 103
4.3.4 Transition Targets 113
4.4 Sustainability Outcome 113
4.5 Key Intermediate Outcome Findings 122
4.5.1 Selection of IO indicators, methodology for measuring them, and relevant project activities 122
4.5.2 Intermediate Outcome Findings 123
4.5.3 Intermediate Outcome 1: Attendance 123
4.5.4 Intermediate Outcome 2: Quality of teaching 134
4.5.5 Intermediate Outcome 3: Life skills and Self-Esteem 149
4.5.6 Intermediate Outcome 4: Community-based attitudes and behaviour change . 156
4.5.7 Intermediate Outcome 5: Improved policy environment to support inclusive education for children with disabilities 161
5. Conclusion & Recommendations 163
5.1 Conclusions 163
5.2 Recommendations 165
5.3 Project contribution: Response to conclusions and recommendations 167
Recommendations 173
6. Annexes 176
6.1 Annex 1: Logframe 176
6.2 Annex 2: Outcomes Spreadsheet 176
6.3 Annex 3: Key findings on Output Indicators 177
6.4 Annex 4: Beneficiary tables 181
6.5 Annex 5: MEL Framework 185
6.6 Annex 6: External Evaluator's Inception Report (where applicable) 185
6.7 Annex 7: Data collection tools used for Baseline 186
6.8 Annex 8: Datasets, codebooks and programs 186
6.9 Annex 9: Learning test pilot and calibration 186
6.10 Annex 10: Sampling Framework 186
6.11 Annex 11: Control group approach validation 186
6.12 Annex 12: External Evaluator declaration 186
6.13 Annex 13: Project Management Response 186
6.14 Annex 14: Additional Tables on Barriers and Characteristics 188

Executive Summary

Background

The **Expanding Inclusive Education Strategies for Girls with Disabilities** Project, implemented by Leonard Cheshire Disability in Kenya's lake region, aims to:

- Support girls with disabilities to transition to secondary education and vocational institutes, and support their progression within mainstream primary schools;
- Ensure that girls with disabilities are learning;
- Support the Government of Kenya, local authorities and structures to take forward inclusive education practices to ensure the sustainability of the intervention.

Project activities target barriers associated with disability that result in educational marginalization. The project aims to improve teacher adoption of inclusive education practices, the life skills of girls with disabilities, girls' access to school and their ability to transition, and the inclusive education policy environment.

The project will reach 3002 children with disabilities, including 2262 girls and 738 boys[1]. The project is running from 2017 – 2022 in 83 educational institutions including primary schools (50), secondary schools (25) and vocational institutions (8) across 5 sub-counties of Kenya's lake region: Kisumu East, Siaya, Homabay, Migori, and Kuria East.

Evaluation Approach & Methodology

The project will be evaluated at three points: baseline (April 2018), midline (April 2019) and endline (April 2021). The evaluation will assess the relevance, impact, effectiveness, and sustainability of the project.

The Baseline Study reviews assumptions underlying the project's theory of change, discusses the intersection of barriers and characteristics on girls with disabilities in intervention areas and benchmarks outcomes in transition and learning, for target setting purposes.

For the assessment of impact at later evaluation points, the study collected data for a cohort of girls not included in the intervention. Gathering data for a traditional control group of girls with disabilities was not feasible due to the inaccessibility of this population in the target area. The 'comparison' group will enable the evaluation to determine what impact the project has on *closing the gap* between girls with disabilities and girls without disabilities in transition and learning[2] outcomes.

Through a multi-stage sampling technique, the study sampled 329 target girls with disabilities and 261 girls in the comparison group. Girls in the 'target' group are girls with disabilities currently targeted by the project. Girls in the comparison group are not currently targeted by the project.

The study selected a random proportion of schools to match the intervention population based on the estimated regional distribution. Through the second stage we selected a random sample of girls in target grade levels. Target girls with disabilities were selected from the project's beneficiary list, composed of girls assessed by EARCs for a disability. Girls in the

[1] There are an additional 2 children for whom the project does not have sex recorded. This will be updated in the 2019 census of project beneficiaries.

[2] Additional details on the impact methodology are included in Section 2.3:

comparison group were selected through school registries, excluding girls targeted by the project. For each case, the study administered a literacy and numeracy assessment, a child survey, a household survey, and gathered historical attendance data from school registers.

Understanding Disability

It is important to note that the proposed beneficiary target group of 3002 girls and boys with disabilities have been assessed and recognised as having a disability against criteria determined by the Kenyan Institute of Special Education (KISE) under the Ministry of Education.

However, the beneficiary data collected in this report also assesses girls and boys with disabilities against the Washington Group of child functioning questions, as required by the GEC-T programme. As such, the report uses two sets of data to understand disability.

It's important to recognize these two approaches to understanding beneficiary composition have key differences. The child functioning set is not a tool to definitively identify the presence of disability. It has been predominantly used to estimate the composition of populations with regards to functional difficulty in various domains. For the purposes of the GEC these questions are used to understand disability prevalence and the types and severity of disability that are present in target populations.

The EARC assessment is conducted by special education needs specialists in intervention areas and is centred on the needs of each individual child in their context.

For this evaluation, both measures are used depending on the analytical objective in question. For the purposes of this report 'girls with a disability' are understood to be girls in the target group of the intervention and girls 'with functional difficulty' are understood be girls captured by the Washington Group questions.

Learning Outcome Findings

At the outcome level, the project aims to improve the literacy and numeracy of girls with disabilities in primary and secondary schools.

For evaluation purposes, literacy is assessed in primary grade levels through the Early Grade Reading Assessment (EGRA), and in secondary levels through the Secondary Grade Reading Assessment (SeGRA). Literacy is understood through an aggregate score composed of all subtasks weighted equally and is measured in a percentage, as per GEC-T guidance[3]. Literacy was measured in English, as it is the language of instruction (LOI) in all target grade levels.

Numeracy in primary levels is assessed through the Early Grade Mathematics Assessment (EGMA) and, in secondary levels, through the Secondary Grade Mathematics Assessment (SeGMA). Numeracy is understood through an aggregate score composed of all subtasks weighted equally and is expressed as a percentage.

Disability has a negative effect on girls' English literacy outcomes at statistically significant levels, validating a central project assumption.

There is a general progression in literacy scores as grade level increases. In all grade levels, the comparison group outperforms the target group in mean literacy scores. Being in the target

[3] Subtasks, with the exception of oral reading fluency, were therefore untimed and measured in a percentage calculated by dividing the total number of items (words / comprehension questions) the girl read or answered correctly by the total number of items. For oral reading fluency based on FM Guidance an arbitrary maximum of 100 words per minute was set as the maximum based on the expectation that all girls should read 100 words per minute by the end of primary school (see Abadzi 2001).

group predicts literacy at statistically significant levels and results in an average decrease of 5.9% on literacy score.

The intervention argues that girls with disabilities face significant barriers to educational access and achievement, resulting in reduced learning outcomes. The gap between the comparison group and girls with disabilities in literacy is visible at statistically significant levels at baseline. The target group additionally has a higher proportion of girls with functional difficulty, as measured by the child functioning set, further validating this assumption.

Girls with disabilities report reading between 1 and 4 hours a day and mention several strategies they find useful to practice reading.

Girls with disabilities report reading between 1 and 4 hours a day. In terms of what girls like to read, many girls state that they enjoy reading storybooks as well as comics included in national periodicals. Girls access books in libraries or by borrowing them from teachers or other students. There were strong linkages mentioned by girls with disabilities between reading, improving literacy skills, and transitioning to later employment.

Discussions with girls with disabilities highlighted that they find it useful to read with others to learn new vocabulary, to read out loud in front of others to practice reading, and to sit in a quiet space without distractions when they want to read.

Disability has a negative effect on girls' numeracy outcomes at statistically significant levels, validating a central project assumption.

There is a general progression in numeracy scores as girls increase in grade level. In all grade levels, the comparison group outperforms the target group in mean numeracy scores.

Evaluation group membership[4] predicts numeracy at statistically significant levels with being in the target group resulting in an average decrease of 5.7% on numeracy aggregate score. As with literacy, there is a clear gap in learning outcomes between girls with disabilities and girls in the comparison group, based on this finding.

Girls with disabilities reported experiencing math anxiety in qualitative sessions, preventing them from actively engaging in doing math. Math anxiety refers to "a feeling of tension, apprehension, or fear that interferes with math performance"[5]. Quantitative findings on math anxiety, however, did not find it to be a significant predictor of numeracy scores.

Several barriers and characteristics were found to influence learning outcomes.

Living in a household with three or more children per adult has a negative effect on numeracy scores, and this negative effect is heightened if child functioning status is added to the model.

A linear regression found that living in a household with three or more children per adult negatively predicts numeracy score at statistically significant levels ($p<0.05$). The model explains 2% of variance in the data and accounts for a decrease of 5% in numeracy score. This variable was also able to predict literacy scores, explaining 2% of the variance and accounting for a decrease of 7% in literacy score.

If child functioning status is added as a controlling variable to the model, living in a household with three more children per adult has a stronger negative effect on literacy scores and explains more variance. The second model explains 3% of variance with an 8% decrease in literacy score. This is likely due to the additional burden faced by parents and caregivers in supporting a child with functional difficulty.

[4] Being in either the target group (having been assessed with a disability and being targeted by the project) or being in the comparison group

[5] Ashcroft 2002

Economic hardship has a negative effect on numeracy outcomes at statistically significant levels.

A linear regression found that economic hardship, as measured through a 5-point scale, predicts learning outcomes in numeracy at statistically significant levels for the target group. Each increase in the scale, results in an average decrease of 3% on numeracy score. The model explains 1% of variance in the data.

Parents and caregivers of girls with disabilities interviewed by the study reported that having a child with a disability often incurs additional costs, associated with ensuring the child has the support he or she needs.

Qualitative evidence suggests girls with disabilities do not enjoy learning math or English when they face corporal punishment. However, quantitative analysis finds no statistically significant relationship between having been physically punished by a teacher in recent weeks and learning outcomes.

Despite many girls with disabilities reporting in FGDs that they did not enjoy learning math or English when their teacher caned them, there were no statistically significant relationships between having been punished physically by a teacher in recent weeks and learning scores. This suggests that corporal punishment has been normalized in schools for all girls, to the point where being physically punished recently does not directly influence learning outcomes.

Corporal punishment is illegal in Kenya and, as a result of baseline findings on the high prevalence of corporal punishment, the project has taken this up further with government partners through activities aimed at improving child protection in the region.

Girls with disabilities who do not feel safe traveling to and from school perform worse on literacy and numeracy assessments at statistically significant levels.

Findings relating to attendance highlight that girls with disabilities who feel unsafe attend school less. These girls often live further than a 45-minute walk away from school and are in households facing severe hardship. Given that attendance predicts literacy and numeracy scores at statistically significant levels, low attendance is likely why girls with disabilities who do not feel safe perform comparatively worse on literacy and numeracy assessments.

Experiencing functional difficulty in learning, communication and remembering results in reduced learning outcomes.

A comparison of means finds that there is a statistically significant difference in mean literacy and numeracy scores between girls with functional difficulties in learning, communication, and remembering and those without functional difficulties in those domains. In all cases girls with functional difficulties scored lower on average in literacy and numeracy assessments.

Transition Outcome Findings

LC will support girls to transition through all the key points in the education cycle. The project will support within-school transitions, transitions from primary to secondary school, transitions from the end of primary school to vocational training, and specialized transitions into vocational opportunities through accelerated and adaptive pathways.

To understand how girls with disabilities transition in relation to girls without disabilities, the study conducted an additional benchmark transition survey. This survey captured the historical transitions of 135 girls with disabilities and 554 girls without disabilities.

For each girl, her age, 2017 activity and 2018 activity were recorded. This included girls' grade-level in 2017 and 2018, when applicable. Caregivers were also asked the short set of Washington Group questions for disability for each girl listed. This enabled us to classify benchmarks for girls with functional difficulty and girls without functional difficulty separately.

For this group, on average, the rate for successful overall transition was 79% for girls with functional difficulties and 78% for girls without functional difficulties, living in the areas of the intervention.

Of those that were in school, 89% of girls with functional difficulties from these areas can successfully transition within school compared to 84% of girls without functional difficulties. 11% of girls with functional difficulties and 16% of girls without functional difficulties repeated grade levels or dropped-out from school. Chi-square tests show that these differences are significant ($p<.001$) suggesting that disability can be associated with success in transitioning in school.

When it comes to secondary school transitions, 88% of girls with functional difficulties from population regions succeeded transitioning from Grade 8 into Form 1 compared to 77% of girls without functional difficulties. The remaining 12% of girls with functional difficulties and 23% of girls without functional difficulties repeated Grade 8 or dropped-out from school. These differences are not significant according to chi-square tests.

33% of girls with functional difficulties were able to transition into vocational skill training and opportunities or TVET compared to 47% of girls without functional difficulties who were able to transition into TVET. The rest remained inactive, transitioned into unpaid work or into work paid below the minimum wage.

Of the girls with functional difficulties that were inactive, paid below minimum wage, or working unpaid in 2017, none transitioned into employment paid above the minimum wage. 11% of girls without functional difficulties who had these characteristics were able to transition into waged employment above minimum wage.

The study also reviewed transition in the main cohort of girls tracked for the evaluation.

On average 90% of the target group (n=317) and 92% of the comparison group (n=251) in the primary group were able to successfully transition into their next life step.

This means that a girl had progressed one grade level up since last year, transitioned from Grade 6 to Form 1 or re-enrolled back to school. The rest repeated their respective grade level.

0% of target girls with disabilities (n= 5) and 0% (n=1) of girls in the comparison group who were in Grade 8 in 2017 were able to transition into Form 1 of secondary school. The rest repeated Grade 8.

Overall, 9.5% of girls in the target group and 6.8% in the comparison group repeated grade-levels. These differences are not significant according to chi-square tests.

Within-school transitions drop below average when girls with disabilities turn 13 and when girls in the comparison group turn 14 and 15. Transitions into secondary school begin as early as when a girl is 13 years old, and 16-year olds are the most successful among those transitioning into secondary school (92%). From then on (16+), transitions into secondary school begins to decrease (to about 75%).

The review of transition, understood as all transition pathways combined, by barriers and characteristics found that:

12% of girls with functional difficulty were unsuccessful at transitioning from 2017 and 2018, compared to 6% of girls in the comparison group. According to chi-square tests, having a functional difficulty is positively associated with being unsuccessful at transitioning ($p<.05$).

19% of girls with remembering difficulties, 17% of girls with learning difficulties, 17% of girls with problems of anxiety and 15% of girls with hearing problems had not transitioned by baseline. Experiencing any of these disabilities makes it likely that a girl will not transition into the next phase, validating a central project assumption.

When girls with disabilities do not believe they are able to succeed in school, they are less likely to transition.

40% of girls with disabilities who were unsuccessful at transitioning had low academic self-efficacy. Only 9% of girls with disabilities who did not transition had a high academic self-efficacy.

In the comparison group, being affected by bullying affects the chances for girls to transition in school.

A linear regression found that being affected by bullying affects the chances of girls in the comparison group to transition. While this was not significant for girls in the target group, qualitative evidence from the target group suggests this may also be the case for girls with disabilities. Parents of girls in the target group indicated in FGDs that girls with disabilities dislike places "*where they feel disrespected*".

Whether a classroom is challenging and captivating to a in the target group affects her chances to transition.

Chi-square test shows that girls with disabilities in lessons which are not cognitively activating are less able to transition.

Several sexual and reproductive health barriers were raised in qualitative sessions which likely affect girls with disabilities ability to transition.

In FGDs, parents mentioned that menstruation is a problem for many girls with disabilities due to lack of medicines to mediate the pain, lack of sanitary pads (or knowing how to use them), and stigma associated with menstruating in school. This may also be explained by the lack of clean WASH facilities as raised in photovoice sessions.

Parents also mentioned that early pregnancies, while uncommon, where also a reason of drop-out because "the shame makes them not to want to go to schools".

Sustainability Outcome findings

By Baseline, sustainability at the community, school and system level was rated as latent to emergent, on the GEC Sustainability Scorecard.

At the school-level the baseline study rates the sustainability of the intervention as latent.

This is because while exceptions exist, changes in teachers' attitudes are present. However, teachers and schools need further support in key knowledge areas, sustainable access to learning and teaching materials, and accessible facilities to better support children with disabilities. Additionally, most lessons observed had not adopted inclusive education teaching practices despite improvements in attitudes.

At the community-level, the study rates the sustainability of the project as latent.

At the community level, there is clear evidence of changing attitudes with most parents and caregivers believing that children with disabilities have the right to go to school. However, most girls with disabilities report feeling excluded from community events and only 61% of them feel respected by members of their community. Although evidence suggests there is an increasing acceptance of girls with disabilities, this acceptance is not universal and not yet experienced in a significant way by girls themselves. Parents also employ physical punishment as a form of discipline, as revealed by FGDs with girls.

At the system-level the study rates the sustainability of the project as emergent.

At the system level, regional and county stakeholders' express awareness of the relevance of inclusive education and inclusive practices and an interest in expanding their policies and practices in this area. Some of this is likely due to the policy gains made by the project in its

first phase GEC1. However, by baseline for GEC-T, there is little evidence as to the adoption or implementation of new policies or initiatives to support inclusive education at the system level. There is also little evidence of budgetary commitments to ensure a sustainable supply of materials and resources for inclusive education.

Marginalisation analysis and gender analysis

To understand marginalization, the GEC reviews girls' inherent characteristics and barriers and the intersection of these factors on educational outcomes.

Corporal punishment is common in project schools and this likely influences the psycho-social well-being of girls' with disabilities.

A large proportion of the study sample, 21.8% of the comparison group and 17.2% of the target group, reported being physically punished by their teacher in the last few weeks. Although the project does provide child protection training to schools, teachers need additional support developing healthier ways to manage student behaviour. The project has taken up the issue of corporal punishment with government stakeholders and exploring further avenues to support schools to adopt improved discipline practices.

Several barriers were found to intersect with being a double orphan and having a disability.

Double orphans are more likely to believe that teachers treat boys and girls differently, were less likely to feel included in community events, and are more likely to have low academic self-efficacy. These findings will be explored further at later evaluation points, but qualitative evidence suggests that orphans often live in households which are poorer, with many children, and may not get the same attention as children who live with their parents or a single parent. The intervention should consider refining its marginalization criteria to monitor double orphans and other at-risk groups through on-going activities.

Across this report, girls with disabilities face more barriers than their peers to achieving educational outcomes.

Girls with disabilities on average had lower self-esteem, did not have access to needed books and learning materials, and report facilities in their schools as being inaccessible. Several of these barriers influence girls' ability to attend and learn in school. This validates a central project assumption, namely that girls who have a disability face more barriers to educational access and attainment.

Qualitative findings suggest that boys with disabilities face many of the same barriers as girls.

Qualitative evidence collected on boys with disabilities reports many of the same barriers faced by girls including a lack of clean WASH facilities in schools, a lack of accessible infrastructure, and a lack of teacher awareness of how to support children with disabilities. Intervention activities targeting these components are likely to result in improvements for both girls and boys with disabilities.

Intermediate Outcomes findings

Disability has a negative effect on school attendance.

While the average attendance rate of target girls is 93%, girls in the comparison group had a rate of 95%. According to regression analysis, being in the target group negatively predicts attendance at significant levels. Parents of girls with disabilities mentioned illness and no money for school fees as reasons for girl missing school with twice the frequency of that of comparison group caregivers.

Whilst teachers trained by the project, through the first phase, demonstrate positive attitudes towards inclusive practices, a minority of lessons have adopted inclusive teaching strategies.

33.3% of 16 classes observed incorporated inclusive practices. Lesson observations findings suggest that teachers do not provide opportunities for students to ask questions in class, rarely rely on group or paired work, and frequently do not have lesson plans with clear learning objectives. Attitudinal items suggest that the lack of inclusive practices may be due to a perceived lack of resources on the part of teachers.

By Baseline, 83.3% of girls with disabilities feel supported by their teacher.

Qualitative findings suggest that girls who did not feel supported were girls who felt teachers treated boys better than girls.

Perceived teaching quality, as measured through 3 sub-scales, predicts both literacy and numeracy scores at statistically significant levels. **This suggests that improvements in teaching quality will result in improvements in learning.**

This suggests that girls learn better when lessons enhance student engagement with curriculum content (cognitive activation), when teachers have caring interactions with students and provide constructive feedback (supportive climate), and when lessons are well-structured and group behaviour is managed (classroom management).

Of a set of life skills reviewed, results show that learning[6] and financial skills predict literacy outcomes.

More target girls have difficulties making long-term plans, describing their thoughts to others when they speak (over 12), organizing peers for an activity or working with a group of people towards a common goal. Given these differences, C2C clubs seem like an appropriate intervention component to enhance the life skills of target girls due to its emphasis on group work.

While parents generally have positive attitudes towards the education of girls with disabilities, community level barriers including perceived exclusion from community events and high chore burdens remain a challenge to girls with disabilities.

Most girls with disabilities do not feel included in community events (53%). Additionally, the study found that 20% of girls with disabilities (in the target group) spend more than half the day doing chores, compared to 13% of girls in the comparison group. Qualitative evidence suggests that many girls struggle to do house chores after school, and this influences their ability to do school work.

During the first phase of the intervention (GEC1), the project contributed to significant improvements in the local policy environment with several inclusive education and disability bills passed at the county level.

Interviews with regional and county stakeholders demonstrate an awareness of the relevance of inclusive education for supporting learning outcomes and transition of girls with disabilities. However, interviews with Boards of Management at the school level, highlight that the project needs to support them with additional training, particularly focused on how to raise money to fund school accessibility improvements.

[6] Learning Skills (6-items): *"I am able to do things as well as my friends, I want to do well in school, I get nervous when I have to read in front of others, I get nervous when I have to do maths in front of others, I feel confident answering questions in class, I can stay focused on a goal despite things getting in the way".*

Recommendations

The External Evaluation Team make the following recommendations to the project:

Monitoring, evaluation and learning of the project

1. **Refine beneficiary tracking process**es. The beneficiary list held by the project could be refined to account for the characteristics and barriers resulting in educational marginalization. Tracking at-risk groups such as double orphans or households facing severe hardship could allow the intervention to more closely monitor and respond to beneficiary needs and be aware of changes to beneficiary composition over time.

Design, including the calculation of beneficiary numbers –

1. **Investigate why the Child Functioning set did not map well onto the EARC assessments.** A large proportion of the beneficiary population were not picked up by the child functioning set as experiencing functional difficulty. However, these girls have been assessed for disability by EARC before being targeted by the project. Perceptions of functional difficulty may change depending on the enabling environment, which could explain these differences. It is also important to note that the child functioning set is not meant to definitively identify girls with disabilities. Although all girls supported through GEC-T will be re-assessed through EARCs, the EE would recommend that the project look further into why these differences in in measurement exist. The project should consider whether the child functioning set is relevant for this intervention context and seek to understand differences in the sensitivities of the two measurement approaches.

2. **Review teacher training manual and consider adding a module on bullying and on positive discipline**: Both qualitative and quantitative evidence from this study suggests that several girls in target schools experience bullying. Integrating sessions on managing challenging behaviours would equip teachers with the necessary skills to intervene. A large portion of girls in project schools report having been physically punished by their teacher in the weeks before the interview. Despite being illegal Corporal punishment is still common practice in Kenya and should be addressed by training teachers on healthier ways to manage student behaviour. The project has a duty of care to work with government to report cases of corporal punishment to the relevant authorities. Since this recommendation has been made the project has taken up the issue of corporal punishment with regional educational officials and is developing activities to support schools to reduce the prevalence of corporal punishment.

3. **Adopt additional activities aimed at reducing bullying due to disability**. Several girls mentioned that they are often teased by boys and other peers because of their disability. The project currently does not include any activities targeting wider bullying at the school. Teacher training interventions can prevent bullying when it happens, but a sustained approach would be for bullying to reduce prior to the need for teachers to intervene.

4. **Support beneficiaries who lack needed assistive devices and clarify expectations as to when these will be received**. A large proportion of project beneficiaries who have moderate or hard functional difficulty in hearing and seeing, do not have assistive devices. Field visits indicate that there may additionally be a need to clarify expectations as to when these will be delivered.

5. **Consider including mothers of girls with disabilities in activities that target Intermediate Outcome 3.** Currently, the male mentorship programme is based on the assumption that men are most often the heads of the households and important power holders. However, girls often cite mothers as their point of contact for advice. When mothers are prepared to deal with their concerns, an open channel of communication is created, which is key for inclusive environments to develop. Furthermore, a large

proportion of girls with disabilities live in female headed households, which suggests the male mentorship programme may not be universally relevant to all target girls.

6. **Identify clear adaptations parents can make to their homes and work with the parents of children with disabilities to make these adaptations.** These may include a conscious reduction in chores, acquisition of assistive devices such as reading glasses, and the use of discipline methods based on mutual respect. Sensitization in these domains can be delivered through Parent Support Groups.

7. **Consider strengthening the life skill curriculum around the skills of resilience and solidarity.** These skills are found to be particularly useful to girls with disabilities who have a predisposition to help one another. These skills were the best predictors of learning outcomes.

8. **Identify barriers preventing teachers' from adopting inclusive instructional practices, despite having attended teacher training.** Only one third of lessons observed demonstrated the adoption of inclusive education strategies. Although the baseline conducted a limited number of lesson observations, this finding is corroborated by research conducted by Leonard Cheshire Research Centre at UCL. The project should review the teacher training curriculum and better monitor implementation post training to identify the key barriers preventing adoption. If the project does not already conduct a pre- and post- training survey for teachers, it should consider doing so.

Scalability and sustainability –

1. **Support target schools to improve referral mechanisms to EARC for assessments.** The study found a large proportion of girls in the comparison group experiencing functional difficulties. To ensure sustainability of inclusive practices at schools, the project should work with schools to strengthen their ability to identify potential cases where assessment may be appropriate.

2. **Scale-up transport facilities for girls living in remote areas.** Living far away is associated with feeling unsafe, more house chores and missing school. The project currently provides a bus to girls with disabilities in Kisumu. However, girls in other counties report facing similar barriers. Advocacy activities with regional officials should raise transport improvements as a need for girls in other counties.

3. **Support Board of management to identify funding sources to finance accessible school improvements.** Boards of Management reported needing support to identify funding sources to finance accessibility improvements at the school level. The project should consider supporting BoMs to map existing sources to raise these funds. This will ensure that after the project ends BoMs are able to ensure schools remain accessible and adaptable to changing needs.

1. Background to Project

1.1 Project Context

Overview

Kenya had an estimated population of 51 million inhabitants by 2015[7] with more than 41% of its population under the age of 14 years old[8]. Of the total population, 74% live in rural areas[9]. Kenya ranks 146 in the Human Development Index. Between 1995 and 2015, Kenya experienced an increase of 3.4 years of life expectancy at birth, and a 2.6 year of schooling increase on average[10]. The Kenya Integrated Budget and Household Survey (KIHBS) (2005/6), estimates that 45.9% of the population is poor, with an inequality index (Gini coefficient) of 0.45. According to this survey, 49.1% of households are located in rural areas and 33.7% are located in urban areas[11].

Kenya has a decentralised administrative system based on the constitutional reform of 2010, where the country's administrative organisation shifted from a province to a county-based structure. There are 47 counties nation-wide, of which 6 belong to Nyanza province: Siaya, Kisumu, Homa Bay, Migori, Kisii, Nyamira. The Nyanza region is located in the southernmost part of the country and hosts 11.8% of the country´s population with 6 million inhabitants projected by 2018.

There are an estimated 4.4 million people with disabilities in Kenya. Of these, 26.2% experience mobility impairments, 19% experience visual impairments, 12.4% experience auditory impairments, 10.6% experience speech impairments, 8% experience cognitive impairments, and 23.6% experience other impairments. According to the National Special Needs Education Survey (2014) one in ten people under the age of 21 are disabled[12].

Several barriers facing girls with disabilities result in lower educational access and attainment. The 2014 National Special Needs Education Survey found that 16% of children with disabilities were out of school, and 18.4% of children with disabilities were either single or double orphans.

Educational barriers for girls with disabilities are discussed throughout this report and include lack of assistive devices, bullying, safety, inaccessible facilities, economic hardship, lack of inclusive teaching and learning practices and materials, and negative community and parental attitudes.

Education Policy and Governance

In Kenya, basic education is free and compulsory for every child as established in Article 53 of the Constitution. The Constitution states that one of the functions of the Kenyan national government is to coordinate education policy, standards, curricula, examinations and the granting of university charters. The central government is also responsible for universities, tertiary educational institutions and other institutions of research and higher learning, as well

---

[7] UNICEF, 2017 Census 2009 projections (retrieved from https://data.humdata.org/dataset/kenya-population-projection-by-county-2009-2018-and-subcounty-2015)

[8] Unis, UNESCO, 2016 retrieved from http://uis.unesco.org/country/KE

[9] UNESCO, 2016 http://uis.unesco.org/country/KE

[10] HDI by UN Report on Kenya 2015

[11] National Education Plan (2013-2018)

[12] National Special Needs Education Survey (2016): HYPERLINK "https://www.vsointernational.org/news/vso-publishes-landmark-survey-child-special-educational-needs-kenya" https://www.vsointernational.org/news/vso-publishes-landmark-survey-child-special-educational-needs-kenya

as primary schools, secondary schools and special education institutions[13]. County governments service pre-primary education, vocational and training institutes, village polytechnics, homecraft centres and childcare facilities[14].

Although education policy is designed and implemented by Ministry of Education, Science and Technology, through the Education Act of 1980, the ministry may entrust specific functions to local authorities[15]. In this sense, county governments comply with national education strategies and policies but have a joint role in implementation and policy making.

The National Education Act (revised in 2012) establishes that: (1) pre-primary education is included in basic education; (2) the National Education Board shall act as a consultative body on educational policy; (3) the County Education Board shall function at the county level; (4) schools and institutes shall be run by Boards of Management (BoM); (5) the Education Standards and Quality Assurance Council shall monitor quality in service delivery; (6) the Ministry shall begin and administer an education and training fund[16].

The role of the County Education Boards is to interpret national policies, monitor curriculum, implement basic education in the county, collaborate with the Teacher Service Commission, and coordinate relevant agencies to ensure that all barriers to quality education are removed[17].

Alongside these actors, the Kenya Institute of Special Education, established in 1986, has historically been the main source of inclusive teaching and learning materials and trainings. KISE is a semi-autonomous agency of the Ministry of Education whose mission is to provide high-quality training in Special Needs education and produce educational materials and assistive devices for persons with disability through “excellent services, professionalism, and integrity”[18].

An overview of the relevant stakeholders involved in education policy setting and implementation is shown in Figure 1.

Constitution, 2010/ page 175

Constitution, 2010/ page 177

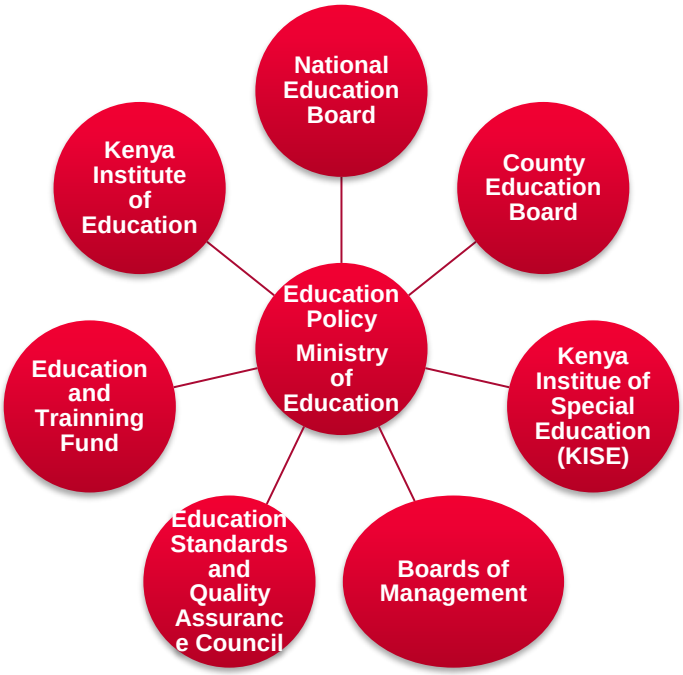
Education Act, page 7

BASIC EDUCATION SECTOR ANALYSIS REPORT; 2012 (JAPAN INTERNATIONAL COOPERATION AGENCY (JICA) INTERNATIONAL DEVELOPMENT CENTER OF JAPAN INC. (IDCJ

Basic Education Act 2013

KISE: HYPERLINK "https://www.kise.ac.ke/" \l "establishmentkise" https://www.kise.ac.ke/#establishmentkise

Figure 1. Kenya Education Sector Institutional Framework: Main Stakeholders



The National Education Sector Plan 2013-2018 (NESP), issued by the Ministry of Education, responds to the Constitution of Kenya (2010) and Kenya Vision 2030 by "addressing education wastage, inefficiency and improving accountability to make education in Kenya inclusive, affordable, relevant as well as regionally and internationally competitive".

To achieve this, the strategic objectives of the plan are: "to ensure equitable access, attendance, retention, attainment and achievement in education, science, research and technology by ensuring affordability of education services". The NESP seeks to mobilize resources for sustainable and efficient delivery of relevant education and training, educational research, technological and other educational services.

The plan tasks the Ministry with the coordination of the provision of education and training for efficient delivery of services between government, donors, NGOs and communities. The six priority investment areas identified in the plan are: (1) Education sector governance and accountability, (2) Access to free and compulsory Basic Education, (3) Education quality, (4) Equity and inclusion, (5) Relevance, (6) Social Competencies and Values. The NESP sets out four key policy pillars for the sector to focus on: pedagogy enhanced by technology, systemic solutions, collaboration in approach, and capacity building to strengthen quality assurance and accountability in the decentralised system.

The region of Nyanza implements the NESP 2013-2018 through its County Councils of Siaya, Kisumu, Homa Bay, Migori, Kisii and Nyamira.

Government budget for education is allocated through salary payments, capital and operational grants and the provision of teaching resources[19].

Education System

The Kenyan education system by 2012 had 39,758 pre-primary education centres, 29,161 primary schools and 8,179 secondary schools[20]. The government releases capitation funds to schools in three phases: 50 per cent in the first term, 30 per cent in the second term and 20

National Education Sector Plan (2013-2018)

National Education Sector Plan (2013-2018)

per cent in the third term[21]. In 2010, public investment in education represented 23.71% of government expenditure[22].

The Nyanza region has 6,099 education institutions from which 2.8% are higher education institutions, while the other 97.2% are primary and secondary[23]. Education institutions in the Nyanza region are shown in the table following.

Table 1. Educational Institutions in Nyanza Region

County	Primary schools	Secondary schools	Higher education institutions				Total
			Public universities	Private universities	College	TVET	
Siaya	628	146	2	0	1	0	777
Kisumu	675	172	4	6	8	5	870
Homa Bay	1025	236	1	0	0	0	1262
Migori	820	145	3	0	0	1	969
Kisii	1102	360	10	1	2	1	1476
Nyamira	576	168	0	0	0	1	745
TOTAL	**4826**	**1227**	**20**	**7**	**11**	**8**	**6099**

Kenya has an 8-4-4 education system with 8 years of primary school, with an entry age of six years old, 4 of secondary school and 4 of higher education.

Primary schooling is free and compulsory and results in the Kenya Certificate of Primary Education (KCPE). The curriculum consists of five subjects: Mathematics, English, Swahili, Social Studies, Science and Religious Studies. Students can score a maximum of 500 marks, 100 per subject on KCPE exams.

Secondary schooling is free but not compulsory, although some parents report being required to pay fees. Learners are required to take 3 mandatory subjects: English, Swahili and Mathematics. They are additionally required to choose at least two sciences, one humanity and one technical subject. The Kenya Certificate of Secondary Education (KCSE) requires students to sit a minimum of 7 exams, meeting the subject requirements described above.

The Kenyan National Education Council (KNEC) analyses all examinations[24].

As described in the Basic Education Act (2013) schools may be public or privates. Public schools are administrated though County Boards that respond to, consult with and implement the policies of the Ministry of Education and other relevant institutions such as the Education Standards and Quality Assurance Council and the Kenya Institute of Education.

Learners who do not progress to secondary school can enrol in Technical and Vocational Education and Training (TVET). TVET programmes offer vocational training and apprenticeships programmes and are designed to provide parallel opportunities for continued education or as supplementary afterschool training[25].

The section XI of the Basic Education Act of 2013 establishes that the funds of the Department of Education shall consist of monies from Parliament, bilateral or multilateral donors, gifts, grants, donations or endowments, monies that may be provided by the Department, fees of services as well as other sources. The funds shall be used to promote basic education in line with the government's financial year. The process defined poses that before the beginning of each financial year, "the Cabinet Secretary shall cause to be prepared estimates of revenue and expenditure of the Department for that year" (Cabinet Secretary for Education et al., 2013). In line with this, it is established that three months before the end of the financial year, the Department may establish mechanisms for school-based auditing which in the case of public schools shall advise and work with the respective headteachers, principals, school administrators and governing bodies to assure appropriate use of funds. By 2012, the government allocated 20.2% of the total government budget to the Ministry of Education however, by 2014 this percentage was 16.4% (Kenya National Bureau of Statistics, 2015)

World Development Indicators, 2014

(Republic of Kenya - Ministry of Education Science and Technology, 2018

Basic Education Report, 2012 (Japan International Cooperation agency)

Chen, Hamilton, Kamunge 2004

The TVET Sector in Kenya has experienced moderate growth over the last 40 years. Vision 2030 has placed special demands on TVET as the leading engine to produce adequate levels of middle level professionals needed to drive the economy towards set targets[26].

The Basic Education Act of 2013 determines that the Cabinet Secretary may make regulations with respect to the conduct and management of schools and training institutions. Such regulations can include prescribing standards with regards to the number and qualification of staff, setting the size of classes, and mandating expenditure on educational standards in accordance with best practices[27].

Inclusive Education Policy Environment

Article 54 of the Kenyan Constitution establishes that a person with disabilities is entitled "to access educational institutions and to facilities that are integrated into society to the extent compatible with the interests of the person".

Kenya, therefore, has several policy and legal instruments supporting the education rights of people who experience disabilities, including: the Education for All Initiative (Government of Kenya, 2010). The Children's Act (2001), the Persons with Disability Acts (2005), the National Special Education Policy Framework (2009), and the Disability Mainstreaming Policy (2012). Each of these recognize the need for inclusive policies and practices.

In 2018, the Sector Policy for Learners and Trainees with Disabilities (SPLTD) was issued and defines inclusive education as education which provides appropriate modification in curriculum delivery methods, educational resources, medium of communication or the learning environment to cater for individual differences in learning[28]. Leonard Cheshire provided technical guidance on the development of this policy at the national level during the first phase of the project (GEC 1).

The policy stresses the importance of early identification, assessment and placement as key components in providing quality education and training. The policy emphasizes the importance of revitalising Education Assessment and Resource Centres (EARCs)[29].

The main objectives of the sector policy are to:

1) Align education and training services for learners and trainees with disabilities with the relevant national policy frameworks;
2) Develop a clear policy framework for the provision of inclusive education and training;
3) Address the existing policy and implementation gaps in the provision of education and training for learners and trainees with disabilities; and

---

(Republic of Kenya - Ministry of Education Science and Technology, 2012

Regulations can include: (1) Prescribe standards with regards to the numbers and qualifications of staff, the size of classes and the expenditure on educational standards in accordance with international best practices; (2) Provide for the preparation or approval of curricula, syllabuses, books and other educational materials; (3) Prescribe minimum standards for the health and safety of pupils and for a satisfactory environment for education; (4) Provide for the keeping of registers and records and the submission of returns, including EMIS data; (5) Provide for incentives for submission of reports, returns and related EMIS data; (6) Provide for sanctions and penalties for non-submission and falsification of records, reports, returns, and related EMIS data; (7) Provide for admission, suspension, discipline, punishment and expulsion of pupils; (8) Provide for educational calendar; (9) Prescribe how schools shall be classified; (10) Make different provisions with respect to different classes or kinds of schools, impose conditions and make exemptions; (11) Provide for the promotion, development, management and governance of education through ICT Integration and Education, and EMIS, and statutory structural adjustment; (12) Provide for religious instruction and religious education in basic education having regard to the national values and principles under Article 10 and Chapter Six of the Constitution; (13) Provide for teacher education and development; provide for the implementation of international instruments on education and child rights to which Kenya is a party; and (14) Provide for or prescribe such other matters as the Cabinet Secretary considers necessary or desirable to provide for or prescribe.

4) Develop guidelines for the implementation of the policy.

To achieve these objectives, the policy identifies 16 thematic areas (policy provisions)**.** These are summarized in Table 2.

Table 2. Areas of intervention of the Sector Policy for Learners and Trainees with Disabilities[30]

Thematic area	Policy Provision
Inclusive education	Mainstream and provide for inclusive education and training at all levels of learning.
Assessment and early intervention	Develop and implement early identification, assessment and intervention standard procedures and guidelines for learners and trainees with disabilities.
Access to quality and relevant education and training	Enhance equal access, retention, progression and transition of all learners and trainees with disabilities at all levels of education and training.
Quality learning environment, health and safety	Establish barrier-free environments in all institutions of learning and training, and provide for the health, safety and physiological needs of learners and trainees with disabilities.
Specialized learning resources, assistive devices and technology	Provide and maintain quality specialized learning resources and assistive devices and adopt new technologies to improve learning and training in the targeted disability categories.
Capacity building and human resource development	a) Set minimum standards to be adhered to by all institutions providing pre-service and in-service programmes and capacity building for all staff who provide and support education and training to learners and trainees with disabilities; b) Support the recruitment and re-deployment of the human resource in schools and TVET institutions, to ensure that skills, qualifications, competencies and attitudes are well aligned to support learners and trainees with disabilities.
Public participation and engagement	Promote participation and involvement of learners and trainees with disabilities and their parents/guardians in decision making in all institutions of learning.
Advocacy and awareness creation	Promote education and training for learners and trainees through advocacy and awareness creation in line with other relevant policies, conventions and practices.
Equity and gender mainstreaming	Provide equal opportunities to learners and trainees with disabilities at all levels of education.
Curriculum	Implement and continually review the differentiated curricula at all levels and reform education assessments to effectively include learners and trainees with disabilities.
Financing and sustainability.	Continuously review and increase budgetary allocation to institutions and programmes that provide education and training for learners and trainees with disabilities
Partnership, collaboration and coordination	Establish, promote and coordinate partnerships and collaboration with other actors and stakeholders in provision of education, training and support services for learners and trainees with disabilities.
Research, data management and innovation	Establish a system and an enabling environment for research, innovation, data management relating to inclusive education for learners and trainees with disabilities.
Inclusive Disaster Risk Reduction	Promote inclusive disaster preparedness, response reduction and resilience in all institutions of learning.
Mentorship, moulding and nurturing of national values	Facilitate programmes, initiatives and activities that promote development of psychosocial competences, life skills, national values and principles for the holistic development of learners and trainees with disabilities.
Institutional implementation framework for the sector policy	Facilitate dissemination, resource mobilization, management, coordination, monitoring and evaluation of the policy implementation, in collaboration with partners and the relevant stakeholders

The policy's scope includes public and private educational service providers and covers Early Childhood Development and Education (ECDE), primary, secondary, adult and continuing

education, non-formal education, alternative provision of Basic Education and Training (APBET) and vocational education and training, teacher education and training institutions and tertiary education institutions, including universities.

Due to the decentralised structure of education provision, particularly at the primary and secondary levels, counties are expected to respond with aligned projects and legal instruments and develop their operational capacity to adopt inclusive education policies and practices.

In the Nyanza region, there are several instruments that support SPLTD objectives and provisions:

- The Disability Act in Kisumu County
- The Disability and Early Childhood Development Bill in Siaya County
- The Bursary Bill in Siaya County
- The Early Childhood Development Bill in Homa-bay County
- The Bursary Bill in Migori County
- The Early Childhood Education Policy in Migori County

These instruments were established through LC's advocacy activities in the first phase of the project (GEC 1). For additional details on these policies please refer to LC's GEC 1 Endline Report.

Educational Access and Barriers

Free primary education (FPE) was initially introduced in Kenya in the 1970s, and then re-introduced in 2003, with a stronger emphasis placed on it as a right of every Kenyan citizen. Officially, basic education has been compulsory in Kenya since 2003 and this was re-iterated in the Basic Education Act (2013). After introducing FPE, Kenya increased its enrolment rate from 8.99 million in 2009 to 10.18 million in 2013[31].

Kenya has made significant progress towards gender parity in enrolment, achieving a primary and secondary GPI of 0.955 by 2009[32]. However, closing gaps in the educational achievement of girls has progressed more slowly. Although an equal number of girls sat primary exams in 2017, a higher percentage of boys passed[33].

In the lake region girls face barriers to both accessing and learning in school. Between 2003 and 2009, for example, enrolment of primary school boys increased by 12.5%, compared to an increase of 1.3% for girls.

Although primary education is free in Kenya, parents and caregivers are expected to cover costs associated with schooling, including costs for textbooks and uniforms. Several community practices encourage girls to get married soon after school. This contributes to negative parental attitudes towards investing in a girls' education[34]. Additionally, girls face barriers relating to early pregnancy, a lack of gender-sensitive teaching practices, and the presence of relatively few female role models[35].

Despite a positive inclusive education policy environment, schools in Kenya face significant barriers to supporting learners with disabilities. These barriers include a lack of knowledge as to the meaning of inclusion, inadequate facilities and infrastructure, low capacity of teachers to support learners with special educational needs, and negative societal attitudes towards people who experience disabilities.

World Bank, 2015 (Project appraisal document in a global partnership for education fund grant)

EIMS Data 2003-2009

EIMS Data 2003-2009

Kasomo (2009) The factors militating against the education of girls: A case study in Kenya. International Journal of Sociology and Anthropology

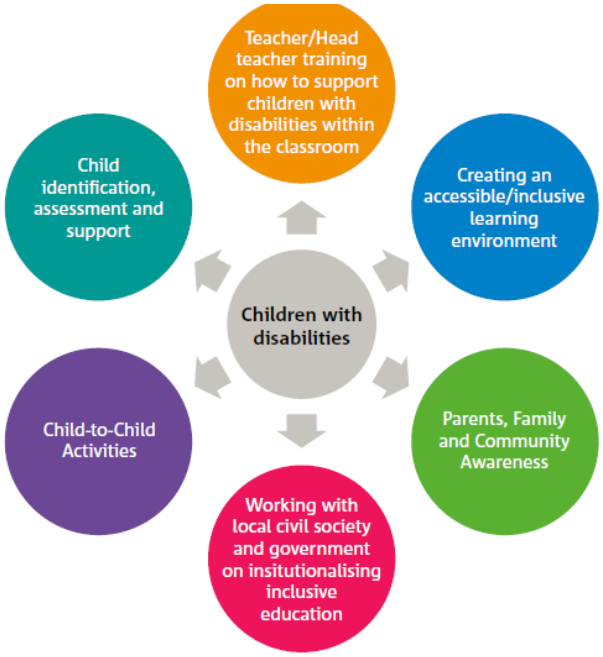
UNESCO 2012 Global Partnership for Girls Education

For girls with disabilities, gender related barriers interest with barriers associated with experiencing disability. These include a lack of access to assistive devices, poor teaching practices, low levels of life skills amongst, safety concerns in and traveling to school, distance to school, poor school facilities, and economic hardship. This report discusses these barriers and characteristics in further detail and aims to understand how they interact with gender and disability to result in educational marginalization.

1.2 Project Theory of Change and Assumptions

The project's theory of change (ToC) is designed around LC's Technical Information Resources and Guidance Manual (TIGR) for Inclusive Education. The manual highlights six key core elements of inclusive education, as shown in Figure 2.

Figure 2. Six Core Elements of Inclusive Education for Leonard Cheshire (TIGR 2).



This model was developed after years of programming experience in the area of inclusive education. Inclusive education programmes implemented by LC target some or all of these six core elements.

The 'Expanding inclusive education strategies for girls with disabilities in Kenya' project is running in four counties within the lake region of Kenya over five years (from 2017-2022). The project will reach 3002 children (2262 girls and 738 boys[36]) and work in 83 institutions (50 Primary, 25 Secondary Schools and 8 vocational institutes).

The project will focus on delivering five outputs, namely:

- Output 1: Girls with disabilities have the resources and tools they need to attend school
- Output 2: The environment and teaching and learning materials are more inclusive for girls with disabilities
- Output 3: Girls with disabilities have increased awareness and knowledge in life skills
- Output 4: Increased disability awareness and knowledge among families, community and peers

[36] There are an additional 2 children for whom the project does not have sex recorded. This will be updated in the 2019 census of project beneficiaries.

- Output 5: Stakeholders have increased knowledge to incorporate inclusive education approaches

Intermediate Outcomes and Outcomes

Through its outputs the project aims to achieve several higher order intermediate outcomes.

These include:

- Intermediate Outcome 1: Girls with disabilities have increased **attendance** in primary and secondary mainstream schools and vocational institutions.
- Intermediate Outcome 2: Improved **teaching quality** and access to mainstream schools and vocational institutes for girls with disabilities.
- Intermediate Outcome 3: Girls with disabilities demonstrate increased voice and agency to participate in mainstream education and future career opportunities (**Life Skills and Self-esteem**).
- Intermediate Outcome 4: Families communities and peers proactively support girls with disabilities to go to school (**Community-based Attitudes and Behaviour Change**).
- Intermediate Outcome 5: Improved policy environment to support inclusive education for children with disabilities (**School Governance and Policy**).

At the outcome level the project aims to result in:

- Improved learning outcomes of girls with disabilities (literacy & numeracy)
- Improved transition for girls with disabilities
- Sustainability of project achievements

Linkages between outputs, intermediate outcomes, and outcomes are discussed in further detail in the project's GEC-T Funding Proposal and MEL Framework. A summary of key linkages is shown in the table following.

Table 3. Linkages to Intermediate Outcomes & Outcomes

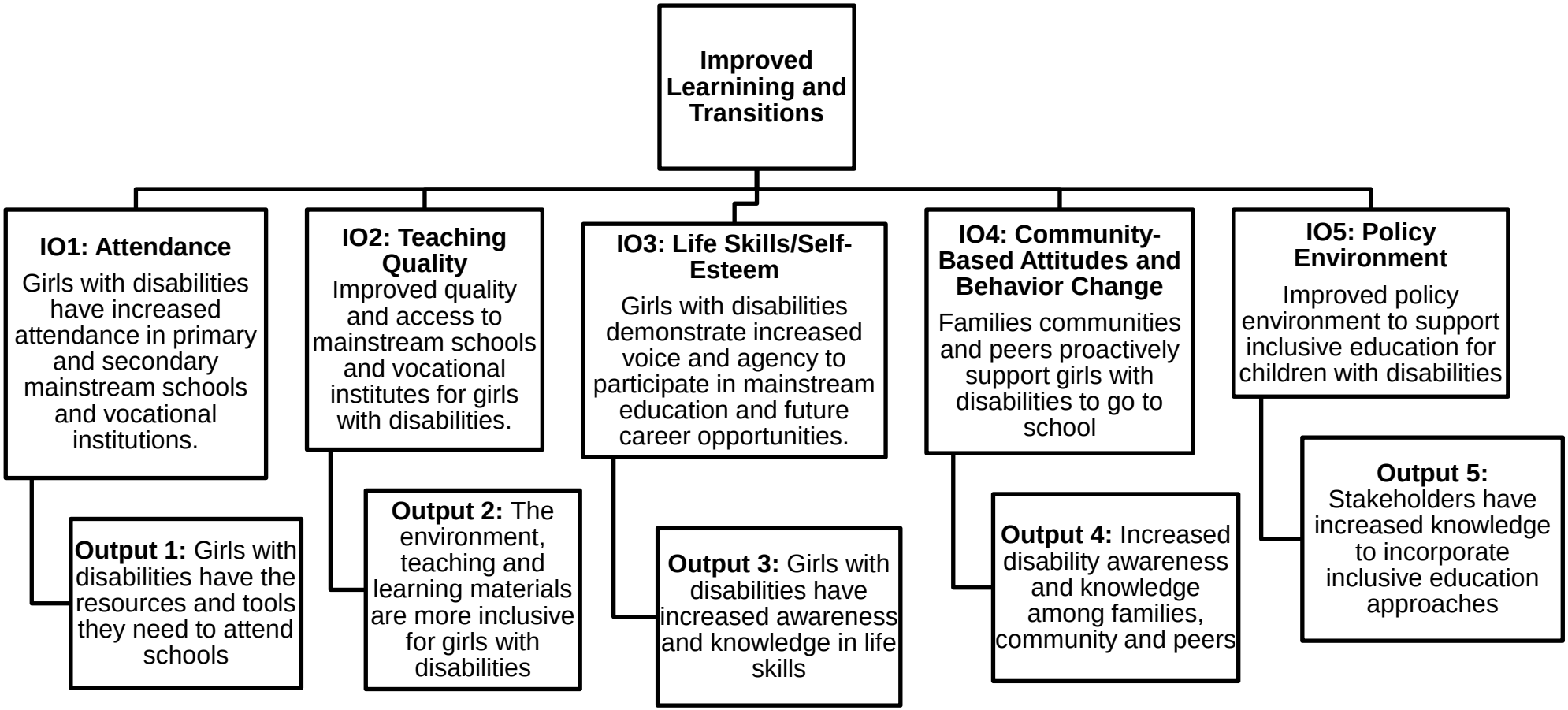
Intervention types	What is the intervention?	What Intermediate Outcome will the intervention will contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
Teacher Training	The project will train teachers across primary and secondary schools in inclusive education practices.	Teaching Quality: Adoption of IE practices will lead to improvements in teaching quality for all learners. Attendance: Improved teaching quality will lead to improved motivation to attend school.	Learning: Improvements in teaching practices will result in improved learning opportunities for girls with disabilities. Eventually translating to improved literacy and numeracy for the targeted boys and girls.
Teacher Mentorship	The teacher mentorship programme will support teachers to adopt inclusive education practices in the classroom.	Teaching Quality: Adoption of IE practices will lead to improvements in teaching quality for all learners. Attendance: Improved teaching quality will lead to improved motivation to attend school.	Learning: Improvements in teaching practices will result in improved learning opportunities for girls with disabilities. Sustainability: The mentorship programme will lead to sustained improvement in teaching practices after the project ends.
Teaching & Learning Materials	The project will provide schools with teaching and learning materials that are accessible to children with disabilities.	Teaching Quality: More accessible teaching and learning materials will improve the quality of	Learning: Improved accessibility of curriculum content will lead to improved learning in the

		teaching for girls with disabilities. Attendance: This will in turn lead to improved attendance and lessons become more accessible.	areas of literacy and numeracy. Sustainability: teaching and learning materials will continue to be used after the conclusion of the project. It is aimed that the target group will be equipped with more skills so as to improve their levels of engagement with society so as to eventually properly integrate them to be useful members of their communities.
Psycho-social Support	Psycho-social support will be provided education social workers who will conduct both home-based and school-based activities to support girls with disabilities on a one-to-one basis. The mentorship programme will be run in secondary schools to link girls with positive role models.	Life Skills & Self-esteem: Psycho-social support will provide girls with individualized support to manage how they experience disability on a social and emotional level. This will lead to improved self-esteem. Attendance: Individualized support will enable girls to access and attend school.	Transition: improved life skills and self-esteem amongst girls will led to their successfully transition through relevant pathways (in-school, VTI).
Financial Literacy	Financial literacy training aims to improve girls' practical skills with budgeting, savings, and setting financial goals. The project delivers this training through C2C Clubs.	Life Skills & Self-esteem: This component aims to improve the practical life skills of girls with disabilities and equip them with financial competencies.	Transition: it is expected that improved financial literacy will lead to improved chances of marginalized girls to transition to employment.
Livelihood Activities	The project conducts several livelihood support activities with Parent Support Groups. These aim to reduce the economic barriers preventing parents from supporting girl's education.	Attendance: The project expects that reduced economic barriers will lead to improved access and attendance of girls with disabilities in school.	Learning: The project expects that improvements in attendance will lead to improved learning outcomes due to increased time spent in the classroom. Transition: The project expects that girls who improve their attendance are more likely to transition to later years of school or to other opportunities.
Peer Education	The C2C Club and Mentorship programmes will aim to improve girl's self-esteem and competencies in communication, inter-personal relationships, sexual and reproductive health, amongst other areas. This will in turn improve the self-efficacy of girls. Peer education will also promote understanding amongst others in school as to the needs of girls who experience disabilities.	Life Skills & Self-esteem: Attendance: Improved self-esteem, understanding of disability, and other life skills will be targeted through peer education. Attendance: improved self-esteem and confidence will likely lead to improved attendance.	Learning: Improved attendance is expected to lead to improved learning outcomes due to increased time spent in the classroom. Transition: improved self-esteem, self-confidence, and life skills will lead to girls transitioning to later schooling or TVET or other opportunities.
Parent & Community Initiatives	Negative community and parental attitudes result in discrimination towards girls	Attitudes and Perceptions: Through the male mentorship programme	Learning: Improved attendance is expected to lead to improved learning

	who experience disabilities. The project will establish the Male Mentorship Programme as well as conduct several initiatives to increase awareness of the community and parents and caregivers of the needs of girls who experience disabilities.	and community sensitization activities the project aims to address these negative attitudes and perceptions. Attendance: Improved support for girls at the community and family level will lead to improved attendance.	outcomes due to increased time spent in the classroom. Transition: improved support for girls at the community and family level will encourage them to successfully transition to later years of schooling, TVET, or other opportunities.
Direct Support	The project will provide bursaries to support girls to attend secondary school and TVETs. The project will additionally provide scholastic kits and assistive devices to girls. In Kisumu, the project will provide a school bus to take girls to school.	Attendance: This will counter the economic and physical barriers associated with girls with disabilities attending school and promote improved attendance.	Learning: Improved attendance is expected to lead to improved learning outcomes due to increased time spent in the classroom.
Capacity Building	The project will conduct capacity building activities with several school stakeholders including EARC Officers and BoMs. The project will additionally conduct an accessibility audit in target schools. The project will also train TVET facilitators on inclusive education practices. The project is also working with Ministry of Education quality assurance teams in the region to build their capacity in monitoring and supporting of schools with various inclusive education interventions.	Attendance: This will result in improved capacities of schools to accommodate girls with disabilities, and in turn result in improved attendance. School Governance & Policy: This will result in improved school governance to promote inclusive policies and practices.	Learning: Improved attendance is expected to lead to improved learning outcomes due to increased time spent in the classroom. Transition: As schools and TVETs adopt more inclusive policies and practices, girls will be encouraged to successfully transition. Also, by building the capacity of MoE officials on monitoring and support of inclusive education, the project will be able to embed IE methods within the routine MoE work.
Influencing /Advocacy Activities	The project will continue to conduct advocacy activities at the county level with County Working Groups and at the national level with relevant stakeholders including MoEST to improve the implementation of existing policies and promote the adoption of new policies in support of inclusive education.	School Governance & Policy: These activities will promote the implementation of existing policies and the adoption of new policies.	Sustainability: This will in turn ensure that project achievements are sustainable, and implementation of existing and newly developed policies can be continued.
Publication & Dissemination	The project will publish several manuals and technical guidance to encourage replication of successful practices. The project will additional disseminate learning and research findings.	School Governance & Policy: These activities will encourage the replication of successful project components and support schools and other stakeholders to replicate best practices.	Sustainability: This will document best practices and encourage the replication of these components amongst wider stakeholders, thus supporting the project to ensure its achievements are sustained.

An overview of the project's design is shown overleaf. Impact pathways for each intermediate outcome were developed through consultation with project documents and project staff. Key assumptions were distilled at all levels of the theory of change.

Figure 3. The Expanding Inclusive Education Strategies for Girls with Disabilities in Kenya Project



1.3 Target beneficiary groups and beneficiary numbers

The project targets children aged 5 years to 22 years. These children usually fall within class/level 2 to 8 of primary school, Form 1 to Form 4 of secondary school and Year 1 to Year 2 of Vocational Training Institutes. The project is being implemented in 5 sub counties in Kenya's lake region of Nyanza.

The project currently targets 3002 children, comprising of 2262 girls and 738 boys[37]. The comprehensive list with the above data is attached. The numbers were reached through a physical count of all the children supported in each school by a team of LC project staff, Focal Teachers and Enumerators.

Estimated beneficiary numbers are shown in the tables below. This data is based on the project's beneficiary dataset collected in 2018.

Table 4. Beneficiaries by Sub-Counties (both sexes)

Sub-county	Number of Beneficiaries	% Total (All Grades)
Kisumu East	514	17.1%
Kuria East	775	25.8%
Mbita	502	16.7%
Migori	605	20.2%
Siaya	606	20.2%
Total	3002	100.0%

Table 5. Beneficiaries by Sex

		Sex					
		No Sex Recorded		F		M	
		Count	%	Count	%	Count	%
Sub-county	Kisumu East	0	0.00%	378	73.54%	136	26.46%
	Kuria East	0	0.00%	650	83.89%	125	16.11%
	Mbita	2	0.40%	315	62.75%	185	36.85%
	Migori	0	0.00%	480	79.34%	125	20.66%
	Siaya	0	0.00%	439	72.44%	167	27.56%

[37] There are an additional 2 children for whom the project does not have sex recorded. This will be updated in the 2019 census of project beneficiaries.

Table 6. Beneficiaries by Disability Group Grades 1 to 8 males and females (EARC Assessment)

Disability Type	Number of Beneficiaries	Percentage of Total
Emotional & Behavioural Disorder	2	0.07%
Epilepsy	75	2.50%
Health Problems	114	3.80%
Hearing Impairment	480	15.99%
Intellectual Disability	203	6.76%
Learning Difficulties	868	28.91%
Multiple Disabilities	129	4.30%
Physical Disability	203	6.76%
Speech & Language Disorder	68	2.27%
Visual Impairment	843	28.08%
Other (Cerebral Palsy, Sickle Cell Anaemia, Albinism)	17	0.57%
Grand Total		**100.00%**

Table 7. Beneficiaries by Grade Level (Girls Only)

	Sub-county									
	Kisumu East		Kuria East		Mbita		Migori		Siaya	
	n	%	n	%	n	%	n	%	n	%
Missing[38]	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.23%
ECDE	0	0.00%	0	0.00%	1	0.32%	0	0.00%	0	0.00%
Class 1	4	1.06%	38	5.85%	20	6.35%	12	2.51%	19	4.33%
Class 2	11	2.91%	60	9.23%	17	5.40%	29	6.05%	22	5.01%
Class 3	25	6.61%	77	11.85%	26	8.25%	37	7.72%	47	10.71%
Class 4	51	13.49%	85	13.08%	32	10.16%	57	11.90%	46	10.48%
Class 5	27	7.14%	103	15.85%	45	14.29%	60	12.53%	67	15.26%
Class 6	56	14.81%	108	16.62%	44	13.97%	74	15.45%	59	13.44%
Class 7	47	12.43%	89	13.69%	43	13.65%	70	14.61%	68	15.49%
Class 8	51	13.49%	36	5.54%	34	10.79%	42	8.77%	54	12.30%
Form 1	24	6.35%	34	5.23%	26	8.25%	37	7.72%	20	4.56%
Form 2	30	7.94%	2	0.31%	11	3.49%	15	3.13%	8	1.82%
Form 3	6	1.59%	0	0.00%	4	1.27%	18	3.76%	4	0.91%
Form 4	0	0.00%	0	0.00%	0	0.00%	2	0.42%	0	0.00%

[38] 1 girl does not have a grade level recorded in the 2018 CWD Dataset. This will be updated in the 2019 beneficiary census by the project.

	Sub-county									
	Kisumu East		Kuria East		Mbita		Migori		Siaya	
	n	%	n	%	n	%	n	%	n	%
Other Secondary[39]	4	1.06%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Home Based Care	11	2.91%	2	0.31%	3	0.95%	6	1.25%	5	1.14%
Special Unit	9	2.38%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
VTI	22	5.82%	16	2.46%	9	2.86%	20	4.18%	19	4.33%
TOTAL	**378**		**650**		**315**		**479**		**439**	

2. Baseline Evaluation Approach and Methodology

2.1 Key evaluation questions & role of the baseline

The baseline study aims to:

1. Validate the theory of change against the expectations of relevant stakeholders including school leadership, district and community leadership, employers, parents and girls with disabilities targeted by the project;
2. Understand the intersection of barriers and characteristics with disability and inform project targeting and design;
3. Compile data on both the target and comparison group and gather benchmark data to set learning and transition targets;
4. Develop and consolidate evaluation tools to measure gender equality and social inclusion;
5. Test the reliability and validity of chosen quantitative scales used to measure relevant research constructs.

The project will be evaluated at three points: baseline (April 2018), midline (April 2019), and Endline (April 2021).

The evaluation will conduct a mixed-method, gender-sensitive assessment of the delivery, effectiveness, efficiency, relevance, appropriateness, compliance, value for money and impact of the project, and report the findings and lessons learnt throughout the process.

Evaluation questions and sub-questions are shown in Table 8.

[39] Grade level not recorded in CWD 2018 Project Dataset

Table 8. Evaluation and Sub-Questions

Programme-Level Questions	Sub-questions
Process Was the GEC successfully designed and implemented? Was the GEC good Value for Money?	1. Who did the project Target? 2. How well were target groups reached? 3. Have the project's target groups changed since Baseline? 4. Were there challenges engaging or reaching any specific target group? 5. What part of intervention(s) were adapted to ensure inclusion of the group and sub-groups because of the challenges faced?
Impact and Relevance What impact did GEC funding have on the transition of children with disability through education stages and their learning?	6. How successful was the project in enabling girls (and boys) with disabilities to: a. **Transition** through formal education and vocational training programmes, b. Improve **learning outcomes** (for literacy and numeracy) and c. Increase **self-esteem** and agency to determine their own future **life choices?** 7. What is the impact of the project on girls (and boys) with disabilities, at the individual, household and community level and local and national systems? 8. How has the project: a. Increased independence of girls with disabilities to make their own **life choices?** b. Increased inclusion of girls with disabilities in school and society? c. Increased opportunities for **financial independence** of girls with disabilities and their families?
Effectiveness, Efficiency and VfM What works to facilitate the transition of children with disabilities through education stages and increase their learning?	9. Was the allocation of resources well aligned to the expected outcomes (value for money) or would re-allocation (or increase/reduction) of funding to different components produce better outcomes? 10. Were the project outcomes realised? Which components of the project worked well and what didn't? (Effectiveness) 11. How effective were…: a. The inclusive education teaching training programme and support (especially how does teacher mentorship add value to teacher training and support and how does this reflect in practice)? b. Specific teaching and learning assessment for girls with moderate to severe intellectual learning disabilities? c. The male mentorship programme? d. The life skills training and peer mentorship? e. The approach for monitoring the implementation of national and local inclusive policies? f. Mainstream vocational opportunities for girls with disabilities?
Sustainability How sustainable were the activities funded by the GEC and was the program successful	12. To what extent are the families of children with disabilities able to support them to go to school and vocational training? 13. To what extent are teachers and schools capable of delivering inclusive education on their own? 14. What is the likelihood that key activities will continue after the project's conclusion?

Programme-Level Questions	Sub-questions
in leveraging additional investment?	15. Has any national or local change occurred (policy and practice) because of the project that will support inclusive education beyond the project period?
Learning Was the project's approach to learning fit-for-purpose?	16. How effective were the project's learning and adaptation mechanisms, and were they used to inform evidence-based changes to the project? 17. How inclusive was the project's learning and adaptation process, and were participants able to engage with the project in a meaningful way? 18. Has the project ensured the integrity of a robust research process? 19. How has the project contributed to the GEC learning process and what value has it added to the sectoral evidence basis? 20. Has the project adequately captured and learnt from any unintended effects? 21. What are the key insights, challenges and learnings from the project and how can LC use this to inform future inclusive education, practice? (Learning)

2.2 Outcomes and Intermediate Outcomes

Outcomes and their proposed measurement strategies are shown in Table 9. These are described in more detail in the evaluation Inception Report and the project's MEL Plan (See Annex 5 & Annex 6).

Table 9. Outcomes for measurement

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection, *e.g. HH survey, school-based survey, focus group discussions etc.*	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*
Literacy	School / Disability Status	EGRA, SeGRA (English and Kiswahili)	Independent / consistent / validated tool – ORF and SEGRA Task 1 is administered to both primary and secondary school girls	Evaluation Points
Numeracy	School / Disability Status	EGMA, SeGMA	Independent / consistent / validated tool ORF and SEGRA Task 1 is administered to both primary and secondary school girls	Evaluation Points
Transition	Household / Disability Status	HHS	HH survey provides measure for impact model	Evaluation Points

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection, *e.g. HH survey, school-based survey, focus group discussions etc.*	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*
		Project –individual transition pathway file*/- project database/ household survey (project) Case studies	Robust paper trail for everyone to show enrolment process. (project) Can be verified by spot checks at school and child's school diary	
Intermediate outcome 1: Attendance **Girls with disabilities have increased attendance in primary and secondary mainstream schools and vocational institutions**	School / Household / Community / C2C Clubs	Historical Attendance Data gathered from school registries from Project Schools Attendance Chart results (project) Child attendance records from data management systems (project) Spot checks FGD with teachers, girls, and caregivers to verify barriers to attendance and measures taken	Data measurements at the individual level may be explored in the impact model LC worked with the Education Managers and through the Supportive Supervision to ensure that register monitoring occurs through visits as part of compliance.	Evaluation points
Intermediate outcome 2: Teaching Quality **Improved access to quality education in mainstream schools and vocational institutes for girls with disabilities.**	School / Household	Teacher observations – criteria are developed observations will be conducted by QASO and Project staff (Project) Review teacher mentorship appraisal documents School Survey for girls FGD with girls with disabilities	This has proven successful in the previous project and will be used to triangulate against mentorship appraisal documents To verify that the impact of the teacher training/ mentorship and development of learning materials benefits or is noticed by the girls we need to check with the girls. We will monitor this through the annual beneficiary questionnaire but will mainly be verified	Annual assessments Key evaluation points

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection, *e.g. HH survey, school-based survey, focus group discussions etc.*	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*
		HH survey	by the EE in the HH survey and FGD with the girls. Support will be seen through time spent with children in the classroom; one to one time; teachers discussing education with parents; teachers identifying children with disabilities for leadership positions; teachers giving children the time to express themselves.	
Intermediate outcome 3: Self-Esteem **Girls with disabilities demonstrate increased voice and agency to participate in mainstream education and future career opportunities**	School C2C clubs/ vocational institutions / Households	Visual maps of career pathways (project) FGD with girls with disabilities and C2C School Survey for Girls HH survey FGD with teachers KII with head teachers	Mixed-methods approaches to study self-esteem, autonomy, motivation, financial literacy, and aspirations will. To measure self-esteem, the Rosenberg 10-item scale is used.	Visual maps compared and reviewed annually by the Project Surveys at each evaluation point
Intermediate outcome 4: Community-based Attitudes and Behaviour Change **Families, communities and peers proactively support girls with disabilities to go to school**	PSG / male mentors / C2C /community	FGD with PSG, male mentors and C2C clubs FGD with project team Case studies KII with District Education Office and Children's department FGD with local leaders HH survey	This is a qualitative outcome and to get a good picture of the changes in attitude One South will ask a variety of sources and in different ways	At key evaluation points

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection, *e.g. HH survey, school-based survey, focus group discussions etc.*	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*
Intermediate outcome 5: School Governance and Policy **Improved policy environment at school, county and national level to support inclusive education for children with disabilities**	National / Local / School / Community	KII with MOE and special education department, KISE, teacher training institutes, universities KII with project Manager Disabled Child Africa network chair Review of minutes and project policy tracking tool Review of action plans KII with county working group chairs, County Working group facilitator, DPO's, KII children's department, District Education Office and QASO FGD with county working groups FGD with project team Review of minutes and project policy tracking tool Review of policies KII with head teachers and SMC chairs Project policy tracking tool	Appointment with Key government officials is the best way to access the source of the information	Tracked by project as and when attending meetings and update tracking tool quarterly/annually Key evaluation points

Sustainability will be measured at three levels (school, community, and system) against a Sustainability Scorecard[40].

The score card provides a rating 0 to 4 on how far changes introduced by the project have been institutionalized by people or institutions in each of these three levels. Ratings will be determined by One South at each evaluation point, based on progress against selected indicators and the qualitative, quantitative, and financial data provided to support such progress.

The table below considers LC's sustainability mechanisms in light with the chosen sustainability indicators:

Table 10. Sustainability outcome for measurement

Sustainability Level	Where will measurement take place?	What source of measurement/verification will you use?	Rationale – clarify how you will use your qualitative analysis to support your chosen indicators.	Frequency of data collection
School	*School* % of intervention schools that allocate resources to support the implementation of inclusive education and child protection policies	• KII with Head teachers and SMC chair • KII EARC • FGD with SMC/PTA • Review of annual financial reports	Allocation of resources is one tangible way of determining if the school is implementing the policies The qualitative interviews will determine how and why the school is resourcing funding for IE and CP	Project will monitor this annually Key evaluation points
Community	*Community* % of girls with disabilities who confirm their male parent/guardian is taking an active interest in their education/training	• FGD with girls with disabilities and C2C clubs • HH survey • Annual beneficiary questionnaire	Allocation of resources is one tangible way of determining if the school is implementing the policies The qualitative interviews will determine how and why the school is resourcing funding for IE and CP	Project will monitor this annually Key evaluation points
System	*Systems* % national education funding that is allocated towards implementing inclusive education practice within the special education policy	• KII with MOE, special education department, KISE and Teacher training colleges, EARC • Review of annual financial reports	Allocation of resources is a tangible way of assessing governments commitment to inclusive education	Key evaluation points

	and teacher training curriculum	and gaining an understanding of the priority it is given

2.3 Evaluation methodology

To measure the project's impact, the evaluation will assess the extent to which the project contributed to closing the gap in transition and learning outcomes between girls without disabilities and girls with disabilities. This is because the project's direct beneficiaries are in-school marginalized girls with disabilities and a counterfactual is difficult to recreate in non-intervention areas.

The evaluation approach is still under discussion with the Fund Manager, given that the LC intervention is relatively unique within the GEC-T window. The below descriptions reflects the original proposal made by the external evaluator and the project. This will be refined in consultation with the fund manager, prior to the midline.

Following Fund Manager (FM) guidance, a non-experimental method was therefore proposed by LC and the External Evaluator (EE).

LC expects that untreated girls with disabilities would significantly underperform against girls without disabilities on learning outcomes. Given that most girls with disabilities currently do not transition into secondary school[41], the project assumes this gap also exists for transition outcomes.

Should LC's GEC-T intervention be effective, we expect the gap between intervention girls with disabilities and girls without disabilities to be significantly reduced overtime (i.e. baseline-midline-endline).

As such, the project proposes measuring either *individual* or *aggregate-level* changes[42] across time for a group of girls with disabilities vs. a benchmark of girls without disabilities sampled from treatment schools set at baseline.

These changes may be observed at the individual-level by:

1. Studying mean differences between a group of girls with disabilities vs. a benchmark of girls without disabilities made at baseline and operationalizing this change into a comparable estimator (or dependent variable).
2. Measuring the statistical significance of these differences through standard OLS regression for learning outcomes and logistic regression for transition outcomes.

Impact Variable

To capture changes at the individual level, it was necessary to come up with an operationalization that captures the change in learning scores of girls with disabilities over time above a comparison benchmark of girls without disabilities set at baseline.

The objective will be to use this operationalization in the impact model as the dependent variable.

Carew, M. (2017) Proposal for MEL Approach

See Ibid, for proposal detailing measuring aggregate-level changes.

Mathematically, a dependent variable to capture this change (*y*) can be expressed in the following way:

$$y = (P_2 - B) - (P_1 - B)$$

To obtain this expression, the performance (P) of an LC girl against a comparison benchmark (B) at an evaluation point (T) is defined as:

$$P_T = Y_T - B$$

Where, Y is her learning or transition outcome minus the benchmark and T is the evaluation time at which the measure was taken.

It follows that changes (Δ) in performance over time may be expressed as:

$$\Delta P = P_2 - P_1$$

Where (1) is baseline and (2) is midline or alternative evaluation points.

As such, the change in performance (y) or impact estimator may be defined as:

$$\Delta P = y = (Y_2 - B) - (Y_1 - B)$$

Measuring the Significance of Impact Estimator

The significance of this difference is calculated through a standard (OLS) regression.

$$yi = \alpha + \beta * G_i + \gamma * G_i + ui$$

Where yi are the changes in the learning scores or transition difference scores for each cohort girl *i* between two evaluation periods, α is an intercept, β is the achievement, G is a dummy variable taking value (1) for girls experiencing disability and (0) for girls without disabilities, γ is a covariate denoting the WG disability classification and *u* is a residual term.

Impact is interpreted to occur when the gap existing between girls with disabilities and girls without disabilities is shortened across time. That is, when categorical forms of disability do not significantly influence a girls with disabilities' ability to "catch-up" or surpass the girls without disabilities group.

Results-wise, should the project be successful, we would expect a significant difference between girls with disabilities and girls without disabilities at baseline and this difference to become non-significant at later evaluation periods. We would also expect a negative significant relationship between performance and categorical forms of disability at baseline, and this relationship to become either non-significant or significant and positive at endline for all dummy-coded forms of disability.

To measure the significance of changes in transition outcomes, a logistic regression is used instead.

Should we be able to gather data for a group of girls without disabilities for midline and endline, we would also be able to add a comparison dummy variable taking value (1) for girls with disabilities and (2) for girls without disabilities. However, while this may be considered, this has not been planned for in the evaluation.

1.4 Data Collection

Quantitative data collection tools were developed by the evaluation team in consultation with project staff and the GEC Fund Manager. Quantitative tools developed included the:

- Household Survey
- Child Survey for Girls with Disabilities in the Target Group
- Child Survey for Comparison Girls
- Benchmark Survey on Transition
- Lesson Observation
- Teachers' Survey
- Historical Attendance Tool
- Early Grade Reading Assessment (EGRA)
- Secondary Grade Reading Assessment (SeGRA)
- Early Grade Mathematics Assessment (EGMA)
- Secondary Grade Mathematics Assessment (SeGMA)

Every case in the study completed a full package of quantitative assessments. All tools are included in Annex 7 of this report. Learning assessments were piloted and calibrated to ensure they were of the appropriate level of difficulty. The Pilot Report is included in Annex 9.

A 5-day enumerator training exercise was facilitated in Kisumu by the team from HPA and One South. Enumerator training familiarized enumerators with best practice data collection techniques, quantitative tool administration guidance, sampling guidance, and child protection and ethical research practices.

Enumerators were monitored throughout data collection to ensure the correct administration of tools and sampling protocols.

Several qualitative sessions were conducted as part of the study. These are summarized in the following table. Qualitative sessions were conducted by a team of 2 Qualitative Research Assistants who attended a 2-day qualitative training workshop.

Table 11. Qualitative Sessions Conducted

Research Population	# FGDs	# KIIs	# Free Listing	Total Sessions Conducted	# of Total Participants
Girls who Experience Disabilities on SRH	2	-	-	2	11
Mothers of girls who experience disabilities and Female Caregivers on SRH	2	-	-	2	12
County Director of Education	-	5	-	5	5
Girls who experience Disability in VTI	2	-	-	2	14
Master artisans	2	-	-	2	9
Members of County Working Groups	3	-	-	3	11
Girls who Experience Intellectual Impairments	2	-	-	2	12
Girls who Experience Disabilities on Life Skills	2	-	-	2	12
Teachers on Inclusive Education	2	-	-	2	23
Free-listing Exercise with Girls who Experience Disabilities	-	-	5	3	15

Research Population	# FGDs	# KIIs	# Free Listing	Total Sessions Conducted	# of Total Participants
TVET Instructors on Inclusive Approaches	2	-	-	2	14
Girls who Experience Disability on Teaching Quality	2	-	-	3	21
Head Teacher on Governance and Inclusive Education	-	4	-	4	4
Parents and Caregivers of Girls who Experience Disabilities on Barriers and Parental Engagement	2	-	-	2	19
School Board Members (on Governance & Accessibility)	2	-	-	2	12
Image-elicitation photovoice focus group with girls with disabilities	2	-	-	2	10
Braille-using girls	1	-		0	0
Wheelchair-users and girls facing barriers in transport and mobility	1	-	-	1	3
Girls with disabilities on toilet access	1	-	-	1	6
Girls facing barriers in relation to sensory environment (overstimulation)	1	-	-	1	8
Girls who use sign-language or nonverbal ways of communicating	1	-	-	1	2
Free-listing exercise with girls who face barriers in learning and comprehension	1	-	-	1	5
Girls who experience seizures, fits, diabetic shocks, or allergic reactions	1	-	-	0	0
Girls who use modified print	1	-	-	1	6
Girls who experience disabilities on Literacy & Numeracy	2	-	-	2	10
Boys who experience disability	2	-	-	2	10
Lesson Observations	18	-	-	16	16

2.5 Challenges in baseline data collection and limitations of the evaluation design

This study would like to acknowledge the following limitations:

1) Intervention schools from which the study sample was selected, are in the Nyanza region, Kenya and are spread across 5 sub-counties. Findings reported in this study are not representative of the entire population of girls with disabilities in rural Kenya but are representative of the project's beneficiary population.

2) The study did not sample a representative sample of boys targeted by the intervention due to resource constraints. Perspectives of boys with disabilities have been integrated through qualitative methods.

3. Key Characteristics of Baseline samples

3.1 Project Beneficiaries

Project beneficiaries were selected to participate in the first phase of the project (GEC 1). Girls with disabilities were identified by trained social workers, teachers, and local leaders. Girls were then assessed at Education Assessment and Resource Centres. Girls identified as experiencing a disability were supported by the project. As part of the project's second phase, all girls will be reassessed at EARCs.

Beneficiary groups and estimates are described in more detail by the project in Section 1.3.

3.2 Representativeness of the Learning and Transition Samples in Sub-Groups

The evaluation sampling framework targeted the same proportion of girls, per county and grade level, as the beneficiary estimates provided by the project (See Section 1.3).

The target group refers to girls who have been assessed and screened for a disability by EARC and are receiving the full intervention package. The 'comparison' group is composed of girls not targeted by the project who were randomly sampled from schools participating in the intervention.

For the purposes of the evaluation, a joint sampling approach was taken to assess the extent to which the intervention closes the gap between learning and transition.

Sampling was carried out to high fidelity and the composition of the sample on key characteristics closely aligns with beneficiary estimates.

Table 12 shows the composition of the sample by region and evaluation status. Sample proportions match beneficiary estimates in terms of region.

Table 12. Primary School Sample by County & Evaluation Status

County		Evaluation Status					
		Comparison		Target		Total	
		%	n	%	n	%	n
School County	Homabay	13.4%	35	11.9%	39	12.5%	74
	Kisumu	15.6%	41	19.1%	63	17.6%	104
	Migori	50.8%	133	46.8%	154	48.6%	287
	Siaya	20.2%	53	22.2%	73	21.3%	126
	Total	100.0%	262	100.0%	329	100.0%	591

Table 13 shows the composition of the benchmark cohort by region and evaluation status. The regional composition of the benchmark sample closely matches the regional composition of the primary school sample.

Table 13. Benchmark Sample by Region

		Evaluation Status					
		Comparison		Target		Total	
		%	n	%	n	%	n
School County	Homabay	4.4%	2	9.7%	3	6.6%	5
	Kisumu	13.3%	6	19.4%	6	15.8%	12
	Migori	55.6%	25	45.2%	14	51.3%	39
	Siaya	26.7%	12	25.8%	8	26.3%	20
	Total	100.0%	45	100.0%	31	100.0%	76

Table 14 displays the composition of the primary sample by age group and evaluation status.

There are no major differences between the target and comparison group with regards to age composition. Most girls are adolescents aged between 12 and 15 in both groups.

The target group tends to have a higher proportion of girls in higher age groups, despite similar grade level compositions. This suggests that girls in the target group are slightly older than their peers. Additionally, a small proportion of girls are over the age of 20 in the target group.

Table 14. Primary School Sample by Evaluation Status & Age

Age Group		Evaluation Status					
		Comparison		Target		Total	
		Column N %	Count	Column N %	Count	Column N %	Count
Age Groups	Aged 6-8	0.0%	0	0.0%	0	0.0%	0
	Aged 9-11	20.3%	49	17.4%	50	18.7%	99
	Aged 12-13	53.9%	130	47.2%	136	50.3%	266
	Aged 14-15	18.3%	44	22.2%	64	20.4%	108
	Aged 16-17	6.6%	16	10.1%	29	8.5%	45
	Aged 18-19	0.8%	2	1.7%	5	1.3%	7
	Aged 20+	0.0%	0	1.4%	4	0.8%	4
	Total	100.0%	241	100.0%	288	100.0%	529

Table 15 shows the composition of the benchmark group by age. For both groups, most benchmark girls are aged 16-17.

Table 15. Benchmark Sample by Evaluation Status & Age

Age Group		Evaluation Status					
		Comparison		Target		Total	
		%	n	%	n	%	n
Age Groups	Aged 6-8	0.0%	0	0.0%	0	0.0%	0
	Aged 9-11	0.0%	0	0.0%	0	0.0%	0
	Aged 12-13	0.0%	0	0.0%	0	0.0%	0
	Aged 14-15	7.9%	3	0.0%	0	4.5%	3
	Aged 16-17	73.7%	28	71.4%	20	72.7%	48
	Aged 18-19	15.8%	6	25.0%	7	19.7%	13
	Aged 20+	2.6%	1	3.6%	1	3.0%	2
	Total	100.0%	38	100.0%	28	100.0%	66

Table 16 shows the composition of the primary school sample across grade levels and groups. The composition of both groups in terms of grade level are largely comparable matching the expected sampling design.

Table 16. Primary School Sample by Evaluation Status & Grade Level

Grade		Evaluation Status					
		Comparison		Target		Total	
		%	n	%	n	%	n
	Class 5	25.6%	67	24.3%	80	24.9%	147
	Class 6	29.0%	76	27.1%	89	27.9%	165
	Class 7	25.6%	67	28.6%	94	27.2%	161
	Class 8	19.5%	51	17.0%	56	18.1%	107
	Special Unit	0.0%	0	0.0%	11	1.9%	11
	Total	100.0%	261	100.0%	329	100.0%	591

Table 17 displays the composition of the benchmark sample across grade levels. As with the main cohort, this matches the expected sampling criteria.

Table 17. Benchmark Sample Evaluation Status & Grade Level

Grade		Evaluation Status					
		Comparison		Target		Total	
		%	n	%	n	%	n
Grades of the Cohort (2018)	Form 1	20.0%	9	25.8%	8	22.4%	17
	Form 2	31.1%	14	29.0%	9	30.3%	23
	Form 3	26.7%	12	29.0%	9	27.6%	21
	Form 4	22.2%	10	16.1%	5	19.7%	15
	Total	100.0%	45	100.0%	31	100.0%	76

There are no significant differences between the target and comparison groups with regards to region or grade composition.

Chi-square tests for association between evaluation status and grade level membership, age group members, and regional membership, were all insignificant. This suggests that both the comparison and target groups are comparable with regards to these variables.

Table 18 shows the composition of the primary school sample by functional difficulty status across impairment types.

Functional difficulty was assessed using the long child functioning set (26 items). These questions were asked to caregivers through the household survey. This set of questions aims to identify children with functional difficulties which place them at risk of experiencing limited participation in unaccommodating learning environments. Impairment types assessed include seeing, hearing, walking, self-care, communication, learning, concentrating, accepting change, controlling behaviour, making friends, anxiety, and depression.

Table 18. Primary School Sample by Evaluation Status & Child Functioning

Impairment Category (Child Functioning Set)		Evaluation Status			
		Comparison		Target	
		%	n	%	n
Visual	No functional difficulty	97.1%	203	84.7%	210
	With functional difficulty	2.9%	6	15.3%	38
Hearing	No functional difficulty	99.2%	248	94.3%	300
	With functional difficulty	0.8%	2	5.7%	18
Walking	No functional difficulty	100.0%	262	96.6%	311
	With functional difficulty	0.0%	0	3.4%	11
Self-Caring	No functional difficulty	100.0%	262	97.8%	317
	With functional difficulty	0.0%	0	2.2%	7
Communication	No functional difficulty	98.9%	259	95.1%	308
	With functional difficulty	1.1%	3	4.9%	16
Learning	No functional difficulty	99.6%	261	92.2%	296
	With functional difficulty	0.4%	1	7.8%	25

Impairment Category (Child Functioning Set)		Evaluation Status			
		Comparison		Target	
		%	n	%	n
Remembering	No functional difficulty	98.1%	257	93.5%	300
	With functional difficulty	1.9%	5	6.5%	21
Concentrating	No functional difficulty	98.8%	257	98.1%	312
	With functional difficulty	1.2%	3	1.9%	6
Accepting Change	No functional difficulty	99.2%	259	97.8%	312
	With functional difficulty	0.8%	2	2.2%	7
Behaviour	No functional difficulty	99.6%	259	97.2%	308
	With functional difficulty	0.4%	1	2.8%	9
Making Friends	No functional difficulty	99.2%	259	97.2%	313
	With functional difficulty	0.8%	2	2.8%	9
Anxiety	No functional difficulty	95.0%	249	93.9%	308
	With functional difficulty	5.0%	13	6.1%	20
Depression	No functional difficulty	95.4%	250	94.5%	310
	With functional difficulty	4.6%	12	5.5%	18
Child Functioning Status (a lot of difficulty or can't do at all)[43]	No functional difficulty	88.4%	190	61.0%	158
	With functional difficulty	11.6%	25	39.0%	101
Child Functioning Status (some, a lot of difficulty or can't do at all)[44]	No functional difficulty	53.8%	119	9.4%	28
	With functional difficulty	46.2%	102	90.6%	269

Child functioning status was calculated using two cut-offs. Child Functioning (a lot of difficulty or can't do at all) includes girls with a lot of difficulty or who can't function at all in at least one domain. This is the standard cut-off used by the Washington Group & UNICEF. Child Functioning (some, a lot of difficulty or can't do at all) also included girls with some difficulty in at least one domain. Overall child functioning results for each impairment type are reported using the standard cut-off, including children with a 'a lot of difficulty' or who 'cannot do at all'.

A higher proportion of girls in the target group experience functional difficulty than girls in the comparison group. This is to be expected as girls in the target group are girls with disabilities.

Visual impairment was the most prevalent impairment type in both the comparison and target group. 15.3% of girls in the target group have a functional difficulty seeing.

A larger proportion of girls in the target group experience functional difficulty with learning, remembering and concentrating than in the comparison group.

Across impairment types more girls in the target group experienced functional difficulty. Using the highest cut-off, 11.9% of girls in the comparison group and 39.6% of girls in the target group have a functional difficulty in at least one domain. With the lower cut-off, 90.6% of target and 46.2% of girls in the comparison group experience a functional difficulty in at least one domain.

While the child functioning questions can be used to estimate the proportion of populations experiencing functional difficulty, they cannot be used to assess the presence of disability definitively.

For the benchmark sample, almost all girls with functional difficulty are in the target group. However, there is a higher proportion of girls who experience anxiety and depression in the

[43] This measure includes girls who report a lot of difficulty completing the associated task or reporting that that they could not do the task at all, in at least one functional domain.

[44] This measure includes girls who report having some, a lot of difficulty, or reporting that that they could not do the task at all, in at least one functional domain.

comparison group. The composition of the benchmark sample by evaluation status and child functioning results is shown in Table 19.

Table 19. Benchmark Sample by Evaluation Status & Child Functioning

Impairment Category (Child Functioning Set)		Evaluation Status			
		Comparison		Target	
		%	n	%	n
Visual	No functional difficulty	100.0%	31	69.6%	16
	With functional difficulty	0.0%	0	30.4%	7
Hearing	No functional difficulty	97.6%	41	96.7%	29
	With functional difficulty	2.4%	1	3.3%	1
Walking	No functional difficulty	100.0%	44	93.5%	29
	With functional difficulty	0.0%	0	6.5%	2
Self-Caring	No functional difficulty	97.7%	42	93.5%	29
	With functional difficulty	2.3%	1	6.5%	2
Communication	No functional difficulty	100.0%	44	93.5%	29
	With functional difficulty	0.0%	0	6.5%	2
Learning	No functional difficulty	100.0%	44	96.8%	30
	With functional difficulty	0.0%	0	3.2%	1
Remembering	No functional difficulty	97.7%	43	100.0%	29
	With functional difficulty	2.3%	1	0.0%	0
Concentrating	No functional difficulty	100.0%	44	100.0%	31
	With functional difficulty	0.0%	0	0.0%	0
Accepting Change	No functional difficulty	100.0%	44	96.8%	30
	With functional difficulty	0.0%	0	3.2%	1
Behaviour	No functional difficulty	100.0%	44	100.0%	31
	With functional difficulty	0.0%	0	0.0%	0
Making Friends	No functional difficulty	100.0%	44	100.0%	31
	With functional difficulty	0.0%	0	0.0%	0
Anxiety	No functional difficulty	88.6%	39	96.8%	30
	With functional difficulty	11.4%	5	3.2%	1
Depression	No functional difficulty	90.9%	40	96.8%	30
	With functional difficulty	9.1%	4	3.2%	1
Child Functioning Status (a lot of difficulty or can't do at all)	No functional difficulty	74.2%	23	57.7%	15
	With functional difficulty	25.8%	8	42.3%	11
Child Functioning Status (some, a lot of difficulty or can't do at all)	No functional difficulty	43.8%	14	7.4%	2
	With functional difficulty	56.3%	18	92.6%	25

Detailed results on child functioning status items for the main cohort are shown in the table following.

Table 20. Detailed Child Functioning Results for Main Cohort

		Evaluation Status	
		Comparison	Target
		Column N %	Column N %
When wearing his/her glasses or contact lenses, does [GIRL] have difficulty seeing?	No difficulty	92.0%	77.3%
	Some difficulty	7.1%	16.0%
	A lot of difficulty	0.9%	6.7%
	Cannot do at all	0.0%	0.0%
Does [GIRL] have difficulty seeing?	No difficulty	79.9%	41.7%
	Some difficulty	17.6%	42.1%
	A lot of difficulty	2.5%	16.2%
	Cannot do at all	0.0%	0.0%
Does [GIRL] use a hearing aid?	No	96.5%	93.8%
	Yes	3.5%	6.2%
	Refused	0.0%	0.0%
When using his/her hearing aid, does [GIRL] have difficulty hearing sounds like peoples' voices or music?	No difficulty	95.3%	81.3%
	Some difficulty	4.2%	14.5%
	A lot of difficulty	0.5%	3.4%
	Cannot do at all	0.0%	0.9%
Does [GIRL] have difficulty hearing sounds like peoples' voices or music?	No difficulty	90.3%	68.1%
	Some difficulty	9.2%	25.1%
	A lot of difficulty	0.5%	6.4%
	Cannot do at all	0.0%	0.4%
Does [GIRL] use any equipment or receive assistance for walking?	No	97.3%	97.5%
	Yes	2.7%	2.5%
	Refused	0.0%	0.0%
Without his/her equipment or assistance, does [GIRL] have difficulty walking 100 meters on level ground? That would be about the length of 1 football field. [Or insert country specific example].	No difficulty	97.0%	90.8%
	Some difficulty	3.0%	2.3%
	A lot of difficulty	0.0%	2.3%
	Cannot do at all	0.0%	4.6%
Without his/her equipment or assistance, does [GIRL] have difficulty walking 500 meters on level ground? That would be about the length of 5 football fields. [Or insert country specific example].	No difficulty	95.8%	91.1%
	Some difficulty	4.2%	2.4%
	A lot of difficulty	0.0%	2.4%
	Cannot do at all	0.0%	4.1%
With his/her equipment or assistance, does [GIRL] have difficulty walking 100 meters on level ground? That would be about the length of 1 football field.	No difficulty	96.9%	91.3%
	Some difficulty	2.1%	4.0%
	A lot of difficulty	1.0%	1.6%
	Cannot do at all	0.0%	3.2%
With his/her equipment or assistance, does [GIRL] have difficulty walking 500 meters on level ground? That would be about the length of 5 football fields.	No difficulty	96.9%	91.9%
	Some difficulty	3.1%	2.4%
	A lot of difficulty	0.0%	1.6%
	Cannot do at all	0.0%	4.0%
Compared with children of the same age, does [GIRL] have difficulty walking 100 meters on level ground? That would be about the length of 1 football field.	No difficulty	98.1%	91.3%
	Some difficulty	1.9%	5.3%
	A lot of difficulty	0.0%	1.9%
	Cannot do at all	0.0%	1.6%
Compared with children of the same age, does [GIRL] have difficulty walking 500 meters on level ground? That would be about the length of 5 football fields.	No difficulty	98.3%	88.4%
	Some difficulty	1.1%	5.8%
	A lot of difficulty	0.6%	3.3%
	Cannot do at all	0.0%	2.5%
Does [GIRL] have difficulty with self-care such as feeding or dressing herself?	No difficulty	97.7%	93.5%
	Some difficulty	2.3%	4.3%
	A lot of difficulty	0.0%	2.2%

		Evaluation Status	
		Comparison	Target
		Column N %	Column N %
	Cannot do at all	0.0%	0.0%
When [GIRL] speaks, does he/she have difficulty being understood by people inside of this household?	No difficulty	96.2%	86.7%
	Some difficulty	3.1%	9.6%
	A lot of difficulty	0.8%	3.4%
	Cannot do at all	0.0%	0.3%
When [GIRL] speaks, does he/she have difficulty being understood by people outside of this household?	No difficulty	95.8%	84.6%
	Some difficulty	3.5%	10.7%
	A lot of difficulty	0.4%	4.1%
	Cannot do at all	0.4%	0.6%
Compared with children of the same age, does [GIRL] have difficulty learning things?	No difficulty	92.7%	76.6%
	Some difficulty	6.9%	15.6%
	A lot of difficulty	0.4%	7.5%
	Cannot do at all	0.0%	0.3%
Compared with children of the same age, does [GIRL] have difficulty remembering things?	No difficulty	92.3%	76.0%
	Some difficulty	5.7%	17.4%
	A lot of difficulty	1.9%	6.5%
	Cannot do at all	0.0%	0.0%
Does [GIRL] have difficulty concentrating on an activity that he/she enjoys doing?	No difficulty	94.6%	85.2%
	Some difficulty	4.2%	12.9%
	A lot of difficulty	0.8%	1.6%
	Cannot do at all	0.4%	0.3%
Does [GIRL] have difficulty accepting changes in his/her routine?	No difficulty	95.4%	89.0%
	Some difficulty	3.8%	8.8%
	A lot of difficulty	0.8%	2.2%
	Cannot do at all	0.0%	0.0%
Compared with children of the same age, does [GIRL] have difficulty controlling his/her behaviour?	No difficulty	96.5%	91.2%
	Some difficulty	3.1%	6.0%
	A lot of difficulty	0.4%	2.5%
	Cannot do at all	0.0%	0.3%
Does [GIRL] have difficulty making friends?	No difficulty	96.5%	91.3%
	Some difficulty	2.7%	5.9%
	A lot of difficulty	0.4%	2.5%
	Cannot do at all	0.4%	0.3%
How often does [GIRL] seem very anxious, nervous or worried?	Daily	5.0%	6.1%
	Weekly	4.2%	7.0%
	Monthly	9.2%	12.5%
	A few times a year	52.1%	51.5%
	Never	29.5%	22.9%
How often does [GIRL] seem very sad or depressed?	Daily	4.6%	5.5%
	Weekly	5.0%	7.0%
	Monthly	6.1%	11.9%
	A few times a year	51.7%	50.0%
	Never	32.6%	25.6%

3.3 Educational Marginalisation

For the Girls Education Challenge (GEC), educational marginalization is understood as the result of characteristics, barriers, and the intersection between barriers and characteristics which result in reduced access and attainment.

Characteristics are understood as the fixed aspects and girls' identities and barriers are understood as the social and physical barriers preventing girls from accessing and learning in school.

3.3.1 Characteristics

Table 21 displays the proportion of girls in different sub-groups. Characteristics are displayed by evaluation status.

Girls with disabilities are more likely to be orphans than girls in the comparison group.

There are double the number of orphans in the target group as in the comparison group: 7% compared to 3.3%. Chi-Square tests determine that orphan-hood and target group membership is associated at statistically significant levels, suggesting target beneficiaries are more likely to be orphans than girls in the comparison group.

Qualitative sessions suggest that orphans sometimes live with distant relatives, and according to some reports from teachers, come from child-headed households. This will be explored further at later evaluation points, given the high prevalence of orphan-hood in the beneficiary group.

A minority of girls in both the target and comparison group are married or living with a man as if married. Similarly, very few girls are mothers in both groups.

For sexual and reproductive health related characteristics, 1 girl in the target group and 7 in the comparison group are married or living with a man as if married. 2 girls in the target group are mothers under the age of 18, compared to 1 girl in the comparison group. 1 girl in each group is a mother under the age of 16.

A smaller proportion of girls with disabilities have had someone speak to them about contraception than girls in the comparison group.

Parents and caregivers were asked whether their daughter has access to SRH information. Lack of sexual and reproductive health knowledge is well documented as a barrier to girls' access to school due to the risk of early pregnancy and early marriage in rural Kenya. Most girls in both groups have access to SRH information based on this item, although a lower proportion of girls in the target group have had someone speak to them about contraception, according to their parents and caregivers.

Girls with disabilities mention that if they had questions about sex, they would speak to either a teacher or an older girl, rather than their parents. Girls with disabilities often link seeking information about sex to risks of having sex.

In qualitative sessions girls with disabilities often mentioned that if they had questions about sex, they would speak to either their teacher or an older girl such as a sister or cousin for advice, rather than their parents. One girl described that she would rather ask an older girl "because if I talk to her, she will tell me and if I go to my parents they will not."[45], suggesting that other girls are the preferred and trusted source of SRH information. Another girl furthered this view by stating that she would go to an older girl "because she is older than me and she will tell me the truth"[46].

Qualitative finding suggest that girls often link seeking information about sex to risks of having sex. As one girl summarized: "I will tell my sister because she will answer me but tell me to stay away from it"[47]. This suggests that there may be a wider normative belief that information about sex may lead to promiscuity amongst girls.

FGD with girls who experience disabilities on SRH

ibid

ibid

In both groups, more than half of all girls live in female headed households. Most girls in both groups do not live with both parents, and most girls' households can be categorized as poor or extremely poor.

The comparison and target group are highly comparable with regards to the proportion of girls who live in female headed households, and the proportion of girls' who live in households facing economic hardship.

Almost a third of girls in both groups do not speak the language of instruction. In all schools and grade levels the language of instruction is English.

This likely influences their ability to access curriculum. 68% of the girls' sampled first language is Luo, 25.4% Kuria and 2.5% Luhya.

There are also similarities with regards to the distance to school for both the target and comparison group. A fifth of girls in both groups live a 45-minute or more walk away from the closest primary school. Secondary schools in both groups are more distant, with almost a third of girls in each group living a 45 minute or more walk away from the closest secondary school.

Table 21. Characteristics of Sample by Evaluation Status

Characteristic		Evaluation Status				
		Comparison		Target		Significance (Chi-Square)
		%	n	%	n	
Single Orphan	No	82.4%	252	82.2%	295	Non. sig.
	Yes	17.6%	54	17.8%	64	
Double Orphan	No	96.7%	296	93.0%	334	p < 0.05
	Yes	3.3%	10	7.0%	25	
Living without both Parents	No	85.4%	175	87.6%	205	Non. sig.
	Yes	14.6%	30	12.4%	29	
Household has three or more Children per Adult	No	80.2%	194	72.9%	188	Non. sig.
	Yes	19.8%	48	27.1%	70	
No Adults Listed as Living in the Household	No	99.3%	304	98.9%	355	Non. sig.
	Yes	0.7%	2	1.1%	4	
Lives in a Female Headed Household	No	47.1%	144	41.8%	150	Non. sig.
	Yes	52.9%	162	58.2%	209	
Married or Living with a Man as if Married	No	97.7%	295	99.7%	354	Non. sig.
	Yes	2.3%	7	0.3%	1	
Mother Under 18 years old	No	99.5%	189	99.1%	231	Non. sig.
	Yes	0.5%	1	0.9%	2	
Mother Under 16 years old	No	99.4%	174	99.5%	216	Non. sig.
	Yes	0.6%	1	0.5%	1	
The Head of Household works in Subsistence Farming or Fishing	No	81.4%	250	80.8%	291	Non. sig.
	Yes	18.6%	57	19.2%	69	
The Head of Household has no Occupation	No	92.5%	284	91.9%	331	Non. sig.
	Yes	7.5%	23	8.1%	29	
Poverty Status	Not Poor	26.7%	81	23.9%	85	Non. sig.
	Poor	54.1%	164	51.4%	183	
	Extremely Poor	19.1%	58	24.7%	88	
Access to Electricity	No	0.0%	0	0.6%	2	Non. sig.
	Yes	100.0%	306	99.4%	357	
Poor Roof Material	No	94.1%	288	93.6%	336	Non. sig.
	Yes	5.9%	18	6.4%	23	
Speaks or Understands Language of Instruction	No	28.1%	86	31.5%	113	Non. sig.
	Yes	71.9%	220	68.5%	246	
Mother Tongue is Different to Language of Instruction	No	95.8%	293	96.4%	346	Non. sig.
	Yes	4.2%	13	3.6%	13	

Characteristic		Evaluation Status				
		Comparison		Target		Significance (Chi-Square)
		%	n	%	n	
The Head of Household has No Formal Education	No	90.5%	277	88.3%	317	Non. sig.
	Yes	9.5%	29	11.7%	42	
The Head of Household can read and write in his/her language	Yes	76.7%	231	74.1%	261	Non. sig.
	No	23.3%	70	25.9%	91	
Primary school is further than a 45min walk	No	81.5%	225	80.6%	266	Non. sig.
	Yes	18.5%	51	19.4%	64	
Secondary school is further than a 45min walk	No	71.0%	208	71.8%	244	Non. sig.
	Yes	29.0%	85	28.2%	96	
Common to Send Children to School in this Village	No	11.0%	33	14.9%	53	Non. sig.
	Yes	89.0%	267	85.1%	303	
Girl Works	No	0.0%	0	0.0%	0	Non. sig.
	Yes	100.0%	8	100.0%	15	
Someone has spoken to the girl about contraception	No	59.4%	151	63.3%	195	Non. sig.
	Yes	40.6%	103	36.7%	113	
Girl has Access to SRH information	No	37.1%	91	38.8%	113	Non. sig.
	Yes	62.9%	154	61.2%	178	

3.3.2 Barriers

Barriers were categorized into groups based on domains identified as being relevant to the intervention's context. Categories were selected through a literature review, a review of the project's ToC and project documents and initial consultations with project staff around the intervention's influencing factors.

The following categories were identified as being relevant for girls who experience disabilities in the Nyanza region: safety, access and school facilities, school governance, teaching and learning, economic barriers, psycho-social barriers, parental attitudes, and access to assistive devices.

The composition of girls experiencing barriers associated with each of these domains is shown in

Table 22 for each evaluation group.

A higher proportion of parents of girls with disabilities report that girls' toilets are not accessible than in the comparison group.

Chi-square tests find an association between parents reporting girls' toilets as not being accessible and membership in the target group ($p<0.05$). As all girls in the target group have a disability, parents and caregivers in this group may be more aware of the needs of their children, particularly given the rights awareness focus of the first phase of the project. In qualitative sessions, several parents complained about the facilities at schools, with many agreeing, "they still use the old toilets which do not favour the disabled"[48].

Qualitative findings suggest these barriers also exist in polytechnic institutes: "they don't have good toilets"[49]; "Barrier number one is accessibility. This affects ones with physical disability. Some buildings have no ramps, so they find it very difficult to access toilets and dormitories"[50].

A high proportion of parents of girls with disabilities report that there is not enough support within school management for girls with disabilities.

25.3% of parents in in the target group report this compared to 2.0% of parents in the comparison group. This suggests that there is a significant demand from parents and caregivers of target girls for improvements to school governance. A Chi-Square test finds parents who believe this to be associated at statistically significant levels with membership to the target group ($p<0.05$).

A high proportion of girls with disabilities and comparison girls report being physically punished by their teacher in recent weeks.

A high proportion of girls in both groups report being physically punished by teachers in recent weeks: 21.8% and 17.2%. Several girls in qualitative sessions listed this as being a significant concern for them when they attend school.

More girls with disabilities report not having access to the books and learning materials they need than girls in the comparison group.

A higher proportion of girls in the target group report not having access to the books and learning materials they need than in the comparison group: 17.8% compared to 10.4%. Chi-square tests validate this association at statistically significant levels ($p<0.05$). This finding suggests the intervention is appropriately targeting improved access to inclusive educational materials.

A higher proportion of girls with disabilities live in households facing some degree of economic hardship.

There are a higher proportion of girls in the target group living in households which have gone hungry for days: 36% compared to 27.9%. Tests for association with group membership are significant ($p<0.05$). This suggests that girls in the target group are more likely to face certain types of hardship than in the comparison group.

46.4% of parents in the target group believe their girls' disability affects the household's ability to afford schooling and 65.1% of parents in the target group report that the household has gone

---

FGD with Parents and Caregivers (812)

FGD with Girls who experience disability VTI

FGD with VTI Instructors

without cash income for many days. These finding suggests that girls who experience disability are more likely to live in economically vulnerable households.

More girls with disabilities have low-self esteem than girls in the comparison group.

There are more girls in the target group with low-self-esteem. Girls in the target group are more likely to have low self-esteem at statistically significant levels, based on Chi-Square results. This suggests that there may be an underlying relationship between disability and self-esteem. This finding needs to be explored further during later evaluation points to properly explain and test for underlying relationships.

Most girls who need assistive devices in the target group, including girls with functional difficulty seeing and hearing, do not have access to them.

A large proportion of girls in the target group lack assistive devices but need them. 87.6% of girls in the target group who have functional difficulties seeing, do not have glasses and 95.6% of girls in the target group who have functional difficulty hearing do not have hearing aids. This finding suggests the project is appropriately aiming to improve access to needed assistive devices.

Table 22. Barriers of Sample by Evaluation Status

Barrier		Evaluation Status				
		Comparison		Target		Significance (Chi-Square)
		%	n	%	n	
Safety						
Girl does not feel safe traveling to and from school	Feels safe	92.8%	285	90.8%	327	Non. sig.
	Does Not	7.2%	22	9.2%	33	
Girl does not feel safe at school	Feels safe	98.0%	301	98.1%	353	Non. sig.
	Does Not	2.0%	6	1.9%	7	
Physically punished by teacher in last few weeks	Not Punished	78.2%	240	82.8%	298	Non. sig.
	Physically Punished	21.8%	67	17.2%	62	
Girl affected by bullying	Not Affected	88.6%	272	87.2%	314	Non. sig.
	Affected	11.4%	35	12.8%	46	
Parent thinks teachers at child's school do not do enough to address bullying	Do Enough	95.1%	292	95.6%	344	Non. sig.
	Don't do Enough	4.9%	15	4.4%	16	
Parents believe girls are not safe in schools these days	Girls Are Safe	98.7%	302	98.3%	353	Non. sig.
	Girls Are Not Safe	1.3%	4	1.7%	6	
Access & School Facilities						Non. sig.
Parent believes having a disability makes it more difficult for the girl to get to school compared to other	Is Equally Easy/Difficult	86.4%	19	67.7%	233	Non. sig.
	Makes More Difficult	13.6%	3	32.3%	111	
Girl reports not enough seats	Enough	82.7%	254	82.5%	297	Non. sig.
	Not Enough	17.3%	53	17.5%	63	
No access to drinking water facilities at school	Has Access	89.3%	274	89.2%	321	Non. sig.
	Has No Access	10.7%	33	10.8%	39	
Toilet and Washing Facilities not accessible	Accessible	99.7%	306	97.2%	350	$p < 0.05$
	Not Accessible	0.3%	1	2.8%	10	
Girl doesn't use play areas	Uses	99.3%	305	98.3%	354	Non. sig.
	Does Not Use	0.7%	2	1.7%	6	
School Governance						
Parent thinks performance of HT poor	Good HT Performance	98.0%	301	99.2%	357	Non. sig.
	Poor HT Performance	2.0%	6	0.8%	3	Non. sig.
Parent thinks school not managed well	Managed well	96.1%	295	96.4%	347	Non. sig.
	Not managed well	3.9%	12	3.6%	13	Non. sig.
Parent thinks there is not enough support within school management for girls with disabilities	Enough support in SM	98.0%	301	74.7%	269	$p < 0.05$
	Not enough support in SM	2.0%	6	25.3%	91	
Teaching & Learning						
Girl does not have access to learning materials she needs	Sufficient Access	89.6%	275	82.2%	296	$p < 0.05$
	Insufficient Access	10.4%	32	17.8%	64	
Girl agrees teacher often absent from class	Disagrees or Indifferent	87.6%	269	85.8%	309	Non. sig.
	Agrees	12.4%	38	14.2%	51	
Teacher treats boys and girls differently	Treats Fairly	96.7%	297	96.1%	346	Non. sig.
	Treats Differently	3.3%	10	3.9%	14	
Girls has low academic self-efficacy	Average or High Academic Self-Efficacy	98.0%	301	98.6%	355	Non. sig.
	Low Academic Self-Efficacy	2.0%	6	1.4%	5	
Teaching Quality: Lack Supportive Climate	Climate Supportive	97.1%	298	97.5%	351	Non. sig.

Barrier		Evaluation Status				Significance (Chi-Square)
		Comparison		Target		
		%	n	%	n	
	Climate Non-supportive	2.9%	9	2.5%	9	
Teaching Quality: Lack of Cognitive Activation	Cognitively Activating	97.7%	300	96.9%	349	Non. sig.
	Not Cognitively Activating	2.3%	7	3.1%	11	
Teaching Quality: Poor Classroom Management	Good Classroom Management	93.5%	287	95.3%	343	Non. sig.
	Poor Classroom Management	6.5%	20	4.7%	17	
Parent views teaching quality as poor	Does not view it as poor	95.4%	293	97.8%	352	Non. sig.
	Views it as Poor	4.6%	14	2.2%	8	
Economic						
Difficult to Afford School	No	12.7%	39	10.0%	36	Non. sig.
	Yes	87.3%	267	90.0%	323	
Gone to sleep hungry for many days	No	72.1%	220	64.0%	229	p < 0.05
	Yes	27.9%	85	36.0%	129	
Gone without enough clean water for home use for many days	No	79.4%	243	76.3%	273	Non. sig.
	Yes	20.6%	63	23.7%	85	
Gone without medicines or medical treatment for many days	No	72.8%	222	63.2%	225	p < 0.05
	Yes	27.2%	83	36.8%	131	
Gone without cash income for many days	No	40.0%	122	34.9%	125	Non. sig.
	Yes	60.0%	183	65.1%	233	
Parental Attitudes						
Has negative parental attitude towards girls' education	Positive Attitude	97.7%	299	96.7%	347	Non. sig.
	Negative Attitude	2.3%	7	3.3%	12	
Parent thinks skills pupils learn in school not relevant and useful	Parent find skills relevant	98.4%	302	96.9%	349	Non. sig.
	Parents find skills non-relevant	1.6%	5	3.1%	11	
Girls 'condition' affects ability to afford schooling	Does not affect ability to afford	77.9%	239	53.6%	193	p < 0.005
	Affects ability to afford	22.1%	68	46.4%	167	
Has negative parental attitude towards educating children with disabilities	Positive Attitude	98.0%	300	99.4%	357	Non. sig.
	Negative Attitude	2.0%	6	0.6%	2	
Parent thinks child does not have enough self-confidence to participate mainstream schools	Has enough self-confidence	100.0%	307	95.3%	343	p < 0.005
	Does not have enough self-confidence	0.0%	0	4.7%	17	
Individual						
Witness of physical punishment (once or twice in recent weeks or almost every day)	Did not	44.0%	135	50.0%	180	Non. sig.
	Witnessed	56.0%	172	50.0%	180	
Girl spends half day or more doing chores	Spends less time	86.0%	196	82.4%	206	Non. sig.
	Spends half day or more	14.0%	32	17.6%	44	
Speaks the same language as her peers	No	0.0%	0	0.0%	0	Non. sig.
	Yes	94.8%	290	94.7%	340	Non. sig.
Girl feels lonely	Does Not Feel Lonely	83.4%	256	78.6%	283	Non. sig.
	Feels Lonely	16.6%	51	21.4%	77	

Barrier		Evaluation Status				
		Comparison		Target		Significance (Chi-Square)
		%	n	%	n	
Degree of Resilience	Average or High Resilience	76.2%	234	81.1%	292	Non. sig.
	Low Resilience	23.8%	73	18.9%	68	Non. sig.
Girl has low self-esteem	Average or High Self-Esteem	73.6%	226	66.4%	239	p < 0.05
	Low Self-Esteem	26.4%	81	33.6%	121	
Assistive Devices						
Girl needs but lacks glasses	Lacks needed assistive device	89.8%	44	87.6%	134	Non. sig.
	Has needed assistive device	10.2%	5	12.4%	19	
Girl needs but lacks hearing aid	Lacks needed assistive device	88.9%	24	95.6%	86	Non. sig.
	Has needed assistive device	11.1%	3	4.4%	4	
Girl needs but lacks assistive walking device	Lacks needed assistive device	100.0%	6	93.9%	31	Non. sig.
	Has needed assistive device	0.0%	0	6.1%	2	

Image elicitation methods conducted with girls who experience disabilities aimed to identify pertinent barriers and explain their influence on educational access and attainment.

Summary results from photovoice sessions on barriers are shown in Table 23. Girls were asked to take pictures of factors that influence their educational access and achievement, including both positive and negative factors.

Table 23. Photos Taken and Reasons Given by Girls with disabilities during Photovoice Sessions[51]

Photo	Voice
Positive Items	
"Me"	*"It reminds me of what I'm supposed to do when I'm young and I'm in school."* *"Rights of a child."*
"The flag."	*"You can feel comfortable even if you walk in the road that you are going to school, you can participate when people are going camp, something like go and raise the flag, to sing a Kenya national anthem".*
"My teacher"	*"he teaches so well until you perform well."* *"He is so responsible."* *"He is teaching with a lot of confidence."* *"I feel happy when she's singing with us"* *"Her clothes make her appear smart."*
"A Hall."	*"It makes me feel good when I see a room like that"* *"I feel like drawing it"* *"I will need to be a contractor to draw something so that a contractor can go and make it very well"*
Class Ranking (e.g. A number)	*"Because I'm always number 2."* *"Because I'm usually position 4 so it makes me happy"*
KIWASKO water project	*"Because it is a beautiful place."* *"Because during games or break I go there and relax."*

Sources of coded segments: image elicitation focus group discussions with girls (1, 2 & 3)

Photo	Voice
"The gate"	*"Because people pass through where there is no gate."*
Negative Items	
Kitchen	*"So that when I grow up, I build another one."* *"It can burn off easily."*
Toilet	*"Because it's supposed to be repaired well."* *"Because it's in a bad condition."* *"The door is damaged."* *"It can bring diseases like cholera."* *"Because it is always dirty."* *"somebody can enter inside"* *"somebody can get accident or can even sink him down there."* *"It doesn't have water, I may be thirsty but there is no where I will get water."* *"So that when I grow up, I could like it to be repaired."*
Road	*"Because there is mud on the road, but I don't have gumboots"* *"It makes me be sick and sometimes I be absent from school."* *"It can give me cholera."* *"I even lose hope of coming to school"*
Dirty water	*"Because some pupils don't have gumboots, but they step on the water and this gives them bilharzias or typhoid."*
Nursery	*"The floor is damaged"* *"baby class pupils are affected by dust"*

Girls with disabilities and their parents report that toilets are unclean and are inaccessible particularly to girls with mobility impairments.

Regarding toilet access, this issue was raised across qualitative sessions with many girls with disabilities citing that toilets at vocational institutes and schools are not clean or maintained and are often uncomfortable to use. As shown in the table above, girls mentioned that the toilets often did not have locks, which made them feel unsafe because someone could get inside. Lack of access to water in toilet facilities also reduced their ability to use them and the fact that they were not maintained.

Several other stakeholders interviewed as part of the study also mentioned toilet access as being a concern for children with disabilities. As some parents stated:

"Barrier one is accessibility, and this affects one with physical disability. Some buildings have no ramps, so they find it very difficult to access toilets"[52]

"So, when you are building their toilets, you must put a very good shutter at the door, so that that privacy is maintained"[53]

Other school stakeholders also highlighted this challenge, stating:

"We also need some toilets that are adaptable to these peoples with disabilities."[54]

"These others will move to the toilet with ease but some of them must be supported."[55]

FGD with Parents of Girls with Disabilities

ibid

In-depth Interview with Headteacher 2

In-depth Interview with Headteacher 1

The region recently experienced heavy rains and flooding. Several girls also highlighted problems accessing school when the roads were flooded for full of 'dirty water'. This was a concern for girls who didn't want to get diseases from contaminated water. While the project can do little in this regard, wider advocacy activities with relevant stakeholders on road access to public schools could be considered.

3.4 Intersection between key characteristics and barriers

Results for the intersection between barriers and characteristics are shown in Tables 96- 101 in Annex 4 in p. 188). Several findings from these cross-tabulations are discussed in this section.

Girls with disabilities who live in households with more than three children per adult are more likely to not feel safe in school.

With regards to safety, tests for association find that girls with disabilities living in households with more than three children per adult are more likely to not feel safe at school. Association tests also find that the further a school is from home, the more likely a girl does not feel safe traveling to and from school. This is to be expected as a long walk to and from school often means that girls must walk in the early hours of the morning or late at night.

Girls with disabilities who speak the language of instruction (English) are more likely to use play areas in the school.

Girls with disabilities who report using play areas at school are more likely to speak or understand the language of instruction ($p<0.05$). This finding suggests that speaking the language of instruction may improve access and use of school play and social areas. This may be because speaking the LOI allows girls to better socialize with their peers.

Girls with disabilities who are double orphans are more likely to believe that teachers treat boys and girls unfairly, to feel less included in their community, and to have low academic self-efficacy.

Several barriers were found to intersect with being a double orphan. Double orphans are more likely to believe that teachers treat boys and girls differently. This suggests that double orphans may be more sensitive to gender-sensitive teaching practices. Double orphans were less likely to feel included in community events based on Chi-Square test results. This suggests double orphans may be more excluded from communities than their peers. Double orphans are more likely to have low academic self-efficacy. Academic self-efficacy can be understood as girls' beliefs their personal abilities to complete schoolwork.

Having fewer chores is associated with access to SRH information, likely indicating that parents who have knowledge of the effect of a high chore burden are also knowledgeable about the importance of providing their children with basic SRH knowledge.

There were several associations identified between sexual and reproductive health knowledge access and barriers. Girls spending less time on chores was associated with girls having access to SRH information at statistically significant levels. This could be because parents and caregivers who are understanding about the burden of chores are more likely to be aware of other barriers to girls' education, such as sexual and reproductive health knowledge. Girls who had been spoken to about contraception are more likely to feel respected by members of their community. Qualitative evidence at future evaluation points will explore this further.

Girls whose head of household had no education were more likely to not feel included in community events.

This may be because uneducated head of households are less integrated into the community, but this would have to be verified by qualitative findings in future evaluative studies.

Girls with higher resilience are more likely to live in communities where it is common to send children to school.

This finding suggests that positive community attitudes towards girl's education, may play a role in bolstering girls' resilience.

There is also an association between head of households who work in subsistence farming and fishing and the household having gone without clean water.

Subsistence farming and fishing activities are common in the region amongst the very poor and this may explain this lack of access to clean water.

Interviews and focus group discussions aimed to further understand how barriers influence girls who experience disabilities and interact with other barriers and characteristics.

A thematic analysis was conducted on key barriers. A summary of key coded segments for main themes is shown in Table 24.

Table 24. Thematic Review of Barriers from Qualitative Sessions

Theme	Coded Segments
Lack of Parental Support	"The reason some girls drop out of school is that we as parents we are so busy, we ignore our children needs."[56]
	"I was a victim, I got pregnant while I was 16 years. I think when you have a parent who does not provide you with thing that you need you may end up pregnant."[57]
	"The barriers were there because most of our parents were looking at disability as a curse."[58]
Poor Facilities / Not inclusive Environments	"There are some disability children they have wheel chair so there is no way they can move with their wheel chair on the stairs so if ramps are put in place they can move easily."[59]
	"Barrier one is accessibility this affects one with physical disability, some buildings have no ramps, so they find it very difficult to access toilets, dormitories."[60]
	"Some classrooms have wooden windows that don't provide enough light especially when the windows are closed when the weather is not so good, or when it's raining the classes becomes dark."[61]

FGD with Mothers and Female Caregivers on SRH (298)

FGD with Mothers and Female Caregivers on SRH (300)

KII with Deputy Education Director (309)

FGD with Girls who Experience Intellectual Impairments (794)

FGD with Girls who Experience Disability in VTI (804)

KII with Headteacher on Inclusive Education and School Governance (967)

Theme	Coded Segments
Safety	"You know the girls are very vulnerable and being a sub-county within the proximity to the lake, there is fishing and those are the most dangerous people to the girls because they have quick money."[62] "Girls again they are not safe because the environment that we live in here is full of predators especially as they walk out there."[63]
Distance to school	"The reason why I say so, girls are more vulnerable than the rest; the girls with disability are more vulnerable than other girls. Like they have to trek to school and they have to adjust and learn with those who are not challenged in that manner so it's less safe for them"[64]
Bullying	"You will find when she is in class and she has a heavy flow the boys laugh at her."[65] "She would shy out of asking questions because of her sickness since the other kids would laugh at her because her ears would bleed."[66] "Other kids will laugh at her especially if she is in mixed school, the boys will laugh and that can affect her studies."[67]
Poverty	"If there was no fees issue then she would do well but when there is no fee then she has to stay home and that depresses her… what has been disturbing my granddaughter is that issue of fees."[68] "They don't have enough to support these children."[69]

Lack of parental support was a key barrier that came up in qualitative sessions.

Several parents interviewed reported that a lack of parental interest and engagement in their child's education was a common cause for drop out in the region.

Stigma from parents against people with disabilities was also raised as a concern by other caregivers. One caregiver elaborated that it was common in the community for disability to be viewed as a 'curse'.

Economic hardship was a barrier also mentioned by several girls with disabilities in qualitative sessions. In some cases, poorer girls faced additional stigma and a risk of being bullied.

In one discussion group girls reported that a lack of financial support from their parents prevented them from learning in school. Several girls with disabilities voiced that they couldn't afford important learning materials such as books and calculators or even pay the school fees. Several of these girls agreed that some of their peers whose parents struggled financially were sometimes sent home or forced to drop out.

KII with Deputy Director of Education (1301)

KII with Headteacher on Inclusive Education and Governance (1319)

ibid

FGD with Mothers and Female Caregivers on SRH (81)

FGD with Parents and Caregivers (135)

ibid

FGD with Parents and Caregivers (1595)

KII with Deputy Director of Education 1597)

The inability to buy new school uniforms owing to a lack of money was also reported to sometimes lead to bullying, as one girl explained: “I may find it too hard for my parents to buy a new pair of school uniforms. If one comes with attire to school your fellow students may laugh at you”[70].

12.8% of girls in the target group are affected by bullying, according to a question asked to parents and caregivers[71].

Girls who experience disabilities face increased risk of bullying at school according to several stakeholders. From the thematic evidence collated, most of this is due to teasing by boys.

One parent mentioned that menstruation was a common reason to tease a girl: “You will find when she is in class, she has a heavy flow and boys laugh at her”. The project should further consider additional intervention components targeting boys to ensure that these issues can be addressed.

Safety was also a concern raised in several sessions.

Stakeholders emphasized the proximity of their communities to the lake as resulting in the possible exploitation of girls by fisherman and a desire of girls to make money outside of school, presumably through commercial sex or the exchange of sexual favours for income. For other stakeholders, safety was linked directly to the distance to school, with girls who live further away having to travel to and from school at night or in the dark, where they were more at risk of harm.

Qualitative sessions also raised issues caused by the intersection between parental attitudes and community stigma towards disability.

Several project stakeholders mentioned they often faced difficulty getting parents to accept their child’s assessment due to lack of knowledge and discrimination associated with disability. A headteacher shared one such case: “the parents don't want to accept the reality. If you tell the parents that this one needs specks … you find the parents say specks with spoil the eyes… Those are some of the challenges the parents bring when they are not moving together with the assessment”[72]. A teacher faced a similar situation: “It took the parents some time to accept. So, [we had] denial and stigma for one year”.

Stigma faced by parents and caregivers due to the disability experienced by their child may explain some of their reluctance to accept the results of an assessment. As some mothers explained: “I have had discrimination. Some people have wondered, ‘what kind of a child has she given birth to?’”; “Even when your girl has a slow mind, they say, “She is as stupid as the mother”.

Qualitative evidence suggests that boys with disabilities face similar challenges to girls, specifically with access to school facilities.

There are only a few specific instances where the data gathered from focus group discussions highlight educational marginalization for boys who experience disabilities, but there nonetheless exists comparable individual experiences.

For instance, according to an interview with the County Director of Education in Siaya Sub County, the lack of disability friendly facilities in a school could hinder children with mobility impairments from attending classes. Improper lighting that would not allow those with vision impairment to be able to see clearly in classrooms and inappropriate toilet arrangements were mentioned as being a few of the many impediments that children with disabilities faced. The latter was especially

---

FGD with Girls who experience disability on barriers to education

It’s important to note that this statistic only includes girls affected by bullying whose parents are aware.

KII Headteacher (1560-1562)

emphasized as being one of the primary barriers to school attendance - “In fact the toilets are the biggest impediments to the really attracting these children to be in school”[73]. The main issue cited was the use of pit latrines and their inaccessibility to children experiencing mobility impairments.

This was further expressed in a discussion with girls who experience disability in Kisumu County. Several participants brought up the dilapidated state of the boys’ toilet and the risks of contracting an infectious disease such as cholera. One interviewee even voiced her concerns regarding safety, “I feel bad because somebody can enter inside so he can get accident or can even sink him down there”[74]. Additionally, a girl with a disability from Homabay County, mentioned that the boys’ dormitories and toilets in their school were in bad shape and in need of repair. They even argued that if they were in charge, they would solve this issue for boys as well. However, other participants agreed that boys cared less about their living conditions.

One boy mentioned that he felt as if teachers hate children with disabilities.

In response to a question regarding the treatment by teachers towards boys who experience disability and those who don’t, according to a group discussion with boys who experience disability in a school in Siaya County, one participant voiced his opinion saying, “We have teachers who hate people with disability”[75]. However, no justification was given, and the rest of the students answered the question with generally positive opinions regarding their teachers’ conduct.

Children report that punishments given to boys were more severe in school than punishments given to girls.

In terms of disciplinary action, it was stated several times that the punishment inflicted onto boys was more severe than that onto girls. A girl with a disability from a school in Migori County stated, “boys are not treated the same as girls because, boys are caned a lot more than girls”[76]. Her reasoning for this was because teachers knew that girls feared the cane more. Similarly, a girl participant from a school in Kisumu County said, “They are not treated the same. Simply because in boys, you can find that more boys are being caned than girls”[77]. This sentiment was echoed several times in other group discussions.

Two boys with disabilities from Siaya County, discussed how quite often their opinions weren’t taken seriously by their teachers, and sometimes if they did not have money to buy books necessary for class, they would be caned - “You are caned because of set books. You will be beaten to go home”[78]. This is likely to have an impact on boys’ emotional well-being and motivation in school.

Other barriers to attendance that boys who experience disability from Siaya Country discussed, included peer pressure, joining a ‘bad group’, getting a job, and lack of proper medication. From the discussion with boys experiencing disabilities in Homabay County, reasons for dropouts included making mistakes in school, ‘indulging in various vices’, getting a girl pregnant, working

---

County Director of Education Siaya

Image Elicitation Exercise 1

FGD with Boys who experience disability 1

FGD with Girls on Teaching Quality 1

FGD with Girls on Teaching Quality 2

FGD with Boys who experience disability 2

or looking for money, and even because “they can get a girl and put her in the house and after some days the girl can run away, and the boy commits suicide”[79].

Some parents raised the issue that boys are generally excluded by NGOs targeting education outcomes.

Several parents mentioned that boys are generally excluded by organizations in comparison to girls - “It can be very beneficial because male children see themselves as neglected. They see that girls have been given first priority i.e. each organization that comes is all about a girl child”[80]. Mentorship for boys was deemed to be beneficial in this case.

For additional information on the intersection between characteristics and barriers reviewed in this study please see Annex 14.

3.5 Appropriateness of project activities to the characteristics and barriers identified

The project’s activities appropriately target relevant barriers and characteristics influencing educational marginalization. However, there are several barriers and sub-groups identified through this review that the project should consider monitoring.

Several project activities are relevant to the barriers raised in this review.

Girls in the target group tended to have lower self-esteem, not have access to needed books and learning materials, and report facilities in their schools as being inaccessible. The project expects a gap in outcomes between girls in the target and comparison groups due to these differences.

Project activities are well suited to address these barriers. Child to Child Clubs aim to support children to build their life skills and self-esteem. School accessibility audits aim to support schools to identify how they can make their facilities more accessible. The provision of inclusive teaching and learning materials aims to provide girls who experience disabilities with accessible materials.

The study also found that girls with higher resilience are more likely to live in communities where it is common to send children to school. This finding suggests that positive community attitudes towards girls’ education, may play a role in bolstering girls’ resilience, supporting the relevance of project’s activities which target parents and community members. These activities include Parent Support Groups and other outreach and sensitization activities.

Poverty was a characteristic that intersected with several other variables including access to assistive devices. The intervention is appropriately supporting parents and caregivers with entrepreneurship and livelihood activities to reduce the effect of poverty on educational access and learning.

Qualitative evidence suggests that girls and parents and caregivers of girls who experience disabilities face high degrees of stigma and discrimination. This finding suggests Parent’s Support Groups, Child to Child Clubs and provision of psychosocial support to families and girls are highly relevant activities to support parents and caregivers to confront and deal with on-going discrimination.

---

ibid

FGD with Parents on Barriers to Education

Shame associated with menstruation is also a source of stigma for girls. In several FGDs, parents mention that girls lack sanitary pads. Girls feel ashamed and choose to stay at home during their period to avoid uncomfortable circumstances and teasing due to a lack of menstrual management materials. As well as activities which provide psycho-social support, the project provides sanitary pads to girls to support with their menstrual management.

Distance to school was mentioned as a common barrier to girls. The baseline found that distance to school often intersected with safety variables suggesting that girls who live further away from school are at increased risk. The project is providing a bus for girls in Kisumu but should consider additional activities to support girls who travel long distances to and from school in other target areas.

The project could consider adding modules on positive discipline, bullying, and on classroom management to existing teacher training content.

A large proportion of the study sample, 21.8% of the comparison group and 17.2% of the target group, reported being physically punished by their teacher in the last few weeks. Whilst the project does provide child protection training to schools, teachers need additional support developing healthier ways to manage student behaviour. The project could consider adding modules on positive discipline and on classroom management to existing teacher training content.

Bullying also came up as a barrier in both qualitative and quantitative findings with 12% of girls in the target group affected by bullying, according to their parents. The project currently does not target bullying through teacher training activities which could support teachers to address this barrier.

All cases of bullying mentioned in qualitative sessions were taking place in schools and many were perpetrated by boys. The project should consider adopting activities aimed at improving boys' behaviour towards girls. Much of the reported cases centred around teasing due to disability. By improving awareness on these issues amongst peers, bullying can be prevented before a teacher needs to intervene.

The project should consider how to better support female-headed households.

A large proportion of the target group (52.8%) live in female-headed households. The intervention currently implements a male mentorship programme. In light of this finding, the project should consider whether additional support should be provided to female caregivers.

The intervention should consider refining its marginalization criteria to monitor double orphans and other at-risk groups through on-going activities.

Several barriers were found to intersect with being a double orphan. Double orphans are more likely to believe that teachers treat boys and girls differently, were less likely to feel included in community events, and are more likely to have low academic self-efficacy.

A review of sub-group compositions within the sample revealed some differences between the project's estimated beneficiary composition and the composition present in the sample.

The baseline utilized functional difficulty as measured by the child functioning set, to estimate sub-groups in the beneficiary population by impairment type. This resulted in a different impairment composition than the composition in the project's beneficiary list.

However, these two approaches to understanding beneficiary composition have key differences. The child functioning set is not a tool to definitively identify the presence of disability. It has been predominantly used to estimate the composition of populations with regards to functional difficulty

in various domains. The EARC assessment is conducted by SEN specialists in intervention areas and is centred on the needs of each individual child in their context.

Project Response:

The project caters for the barriers mentioned above in the following way:

a) *For Children that are considered to have low self-esteem and for the double orphans who may have very specific psychosocial needs the project has Child to Child Clubs that mainly focus on inclusion and child to child support. The project also has targeted psychosocial support for children where qualified counsellors conduct both home-based and school-based activities to support girls with disabilities and their families on a one-to-one basis. There is also a mentorship programme run in secondary schools to link girls with positive role models who are also progressive people in society that are living with disabilities so as to encourage the girls.*

b) *On Menstruation as a source of stigma, the project currently supports all its girls with sanitary kits on a termly basis.*

c) *On physical punishment, the project is working with the ministry of education to enforce the government ban on corporal punishment in schools. In addition to sensitizing the teachers and head teachers the project regularly interacts with local education administrators to further this enforcement. The project also through its child protection component has officially written to the ministry on this and declared its position on corporal punishment on the children.*

d) *The project is also working through the CtC clubs and the focal teachers in the schools to roll out child safe guarding guidelines at school level where the children living with disabilities can protect themselves and sensitize all the children in the targeted schools on how to ensure that the school environment is a child friendly zone. The guidelines focus on the larger child protection component which also includes bullying. The project is also working with teachers that have been trained by the Teachers Service Commission on handling child protection issues in schools within the school's environment. Currently the program has not covered all the teachers in the schools we are targeting but the project is leveraging on the few to offer guidance to others on the same.*

The project will review the theory of change once the baseline report is concluded. It is expected that this will be a participatory process that may require the finalized report recommendations to guide the process.

4. Key Outcome Findings

4.1 Learning Outcomes

Literacy is assessed in primary grade levels through the English Early Grade Reading Assessment (EGRA), and in secondary levels through the English Secondary Grade Reading Assessment (SeGRA). Literacy was assessed in English, as it is the language of instruction in all target grade levels.

Numeracy in primary levels is assessed through the Early Grade Mathematics Assessment (EGMA) and, in secondary levels, through the Secondary Grade Mathematics Assessment (SeGMA).

Learning assessments were developed at baseline after a review of the national curriculum in Kenya to identify target grade level expected competencies. Three versions of each assessment type were designed and piloted to a sample of girls in project primary and secondary schools that had not been selected for the evaluation.

During the pilot, results on each subtask of the assessment were analysed to identify potential floor and ceiling effects, and to ensure test types were of similar levels of difficulty. After a calibration exercise conducted in collaboration with the Fund Manager and after consultation with GEC guidance, final tools were selected for each period. The full pilot report is included as an Annex to this report.

Prior to administering the learning assessments, the enumerator asked the girl the Washington Group Short-set of questions to identify whether girls needed reasonable accommodations. For additional details on the reasonable accommodations provided per impairment type please see the annexes.

As well as collecting learning data for all girls in the tracked cohort in both the target and comparison group, for the purposes of target setting, the study also collected data for a benchmark group of girls in Form 1 – Form 4.

Aggregate scores for each assessment type were calculated by taking averaging each subtask score, weighted equally. Subtasks and aggregate level scores were measured out of 100, with 100 representing either reaching the agreed target or answering 100% of items correctly.

Literacy Aggregate Score subtasks are described in Table 25 for primary and Table 26 for secondary.

Table 25. EGRA Framework

Subtask	Description
EGRA Framework	
Subtask 1: Familiar word	Assess ability of learners to identify familiar words. Familiar words are high-frequency words selected from first-, second-, and third-grade reading materials and storybooks in the language and context
Subtask 2: Invented word	Assesses ability of learners to make grapheme-phoneme correspondences (GPCs) through reading of simple nonsense words
Subtask 3: Short paragraph (ORF)	A short reading passage to assess children's ORF. Oral reading fluency (ORF) provides a well-documented measure of 'overall reading competence'[81].
Subtask 4: Comprehension	Comprehension is highly correlated with literacy and refers to a learner's ability to understand a text. It is measured through a series of comprehension questions.
Subtask 5: Advanced Reading Comprehension 1	A longer, more complicated comprehension paragraph, with more *analytical* questions.

The framework for the Secondary Grade Reading Assessment is shown in the table following.

[81] Hasbrouck & Tindal. Oral Reading Fluency: 90 Years of Measurement. 2006

Table 26. SeGRA Framework

Subtask	Description
SeGRA Framework	
Subtask 1: Short Passage (ORF)	This corresponds to the same passage used in EGRA, which measures Oral Reading Fluency (ORF)
Subtask 2: Advanced Reading Comprehension 1	A longer, more complicated comprehension paragraph, with more *analytical* questions.
Subtask 3: Advanced Reading Comprehension 2	A longer, more complicated comprehension paragraph, with more *inferential* questions.
Subtask 4: Short Essay Construction	Measure a girls' written ability in their strongest language.

Literacy aggregate scores for girls in the primary sample by grade level and evaluation status are shown in Table 27.

There is a general progression in literacy scores for both groups as girls increase in grade level. In all grade levels, girls in the comparison group outperform girls with disabilities in mean literacy scores.

For Class 6 and Class 7, mean differences between target and comparison groups are different at statistically significant levels ($p<0.05$). Evaluation status is a statistically significant ($p<0.05$) predictor of literacy at statistically significant levels with being in the target group resulting in an average decrease of 5.9% on literacy aggregate score ($r2 = 0.016$; $B=5.7$).

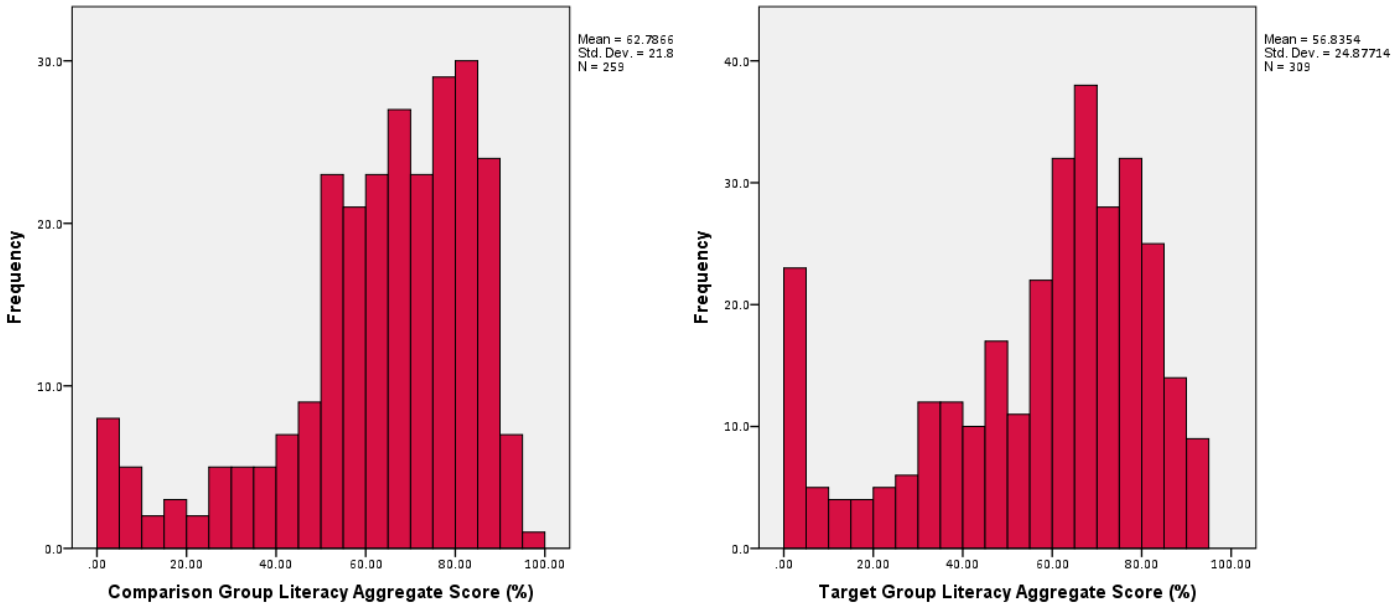
This is to be expected as all girls in the target group have a disability. Additionally, the target group has a higher proportion of girls with functional difficulty.

Table 27. Literacy Aggregate Score by Grade Level (Primary School)

Literacy Aggregate Score – Primary School		Evaluation Status			
		Comparison		Target	
		Literacy Aggregate Score (%)		Literacy Aggregate Score (%)	
		Mean	*Standard Deviation*	*Mean*	*Standard Deviation*
Grade Level	Class 5	48.20	21.27	44.83	25.98
	Class 6	62.91*	20.46	54.33*	23.14
	Class 7	69.16*	17.15	58.24*	24.74
	Class 8	73.80	19.70	72.54	16.43
	Special Unit			68.53	21.35

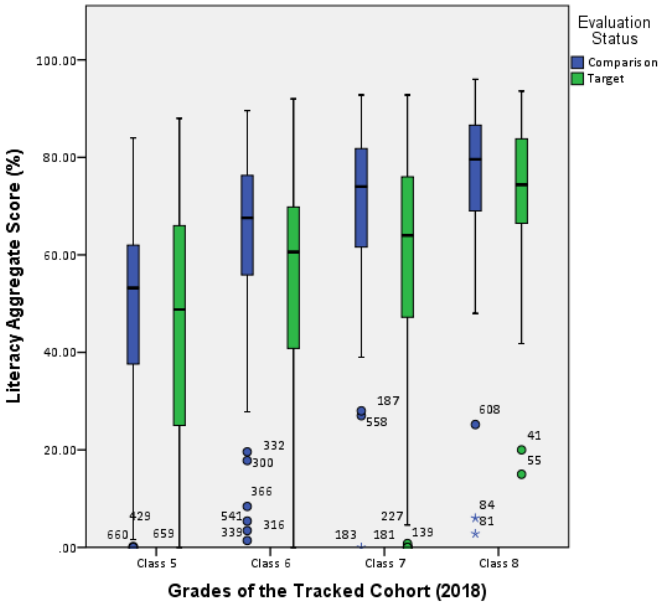
The distribution of literacy aggregate scores for the primary school sample is shown in Figure 4. Scores are unimodal with a rightward skew and centre around 80%. There are no visible floor or ceiling effects for both groups. However, the target group clearly has a higher proportion of girls who scored 0%.

Figure 4. Distribution of Literacy Aggregate Scores



The distribution of literacy aggregate scores between evaluation groups and grade levels is shown in Figure 5. In all grade levels, most girls in the comparison group outperformed most girls in the target group.

Figure 5. Distribution of Literacy Scores by Grade Level & Evaluation Status (Primary School)



Literacy aggregate scores for the benchmark group by grade level and evaluation status are shown in Table 28. For both groups there is a general progression in literacy scores as girls'

progress through school. However, in the target group girls in Form 3, on average, outperformed girls in Form 4.

Unlike with primary school, girls in the target group outperformed the comparison group in all grade levels except Form 4. Evaluation status is not a statistically significant predictor of literacy for the benchmark group.

This suggests that whether a girl has a disability or not is less important in higher grade levels as in lower grade levels, with regards to literacy aggregate score. In relation to transition findings discussed later in the report, this is not because girls who have disabilities are less likely to transition. Findings from the benchmark survey indicate the opposite with girls who experience disability being more likely to transition to secondary schools than their peers. Qualitative evidence also offers little explanation as to why this may be the case.

Table 28. Literacy Aggregate Score by Grade Level (Benchmark)

Literacy Aggregate Score – Benchmark Group		Evaluation Status			
		Comparison		Target	
		Literacy Aggregate Score (%)		Literacy Aggregate Score (%)	
		Mean	Standard Deviation	Mean	Standard Deviation
Grades of the Cohort (2018)	Form 1	50.56	14.73	58.93	20.48
	Form 2	52.36	17.98	65.31	18.30
	Form 3	66.21	16.01	67.11	13.49
	Form 4	70.28	24.48	64.50	22.87

To better explain girls' literacy achievements, we asked girls several questions about their reading habits. Results for these items are shown in the table following.

Most girls in the comparison group and girls with disabilities, report that they read at least once a day for between 1 and 4 hours.

A higher proportion of girls with disabilities refused to answer the question than girls in the comparison group: 10.6% of girls in the target group compared to 6.1% of girls in the comparison group.

Table 29. Reading Habits

		Evaluation Status	
		Comparison	Target
		Column N %	Column N %
How often do you read?	At least once a day.	63.0%	62.0%
	At least every days/ twice a week	24.0%	20.4%
	At least once a week	6.9%	7.6%
	At least once a month.	0.0%	0.3%
	Less than once a month.	0.4%	1.5%
	Refusal	5.7%	8.2%
How many hours a week do you spend reading on average?	Less than 1 hour	13.0%	18.2%
	Between 1 and 2 hours	37.0%	34.0%
	Between 2 and 4 hours	27.1%	19.8%
	Between 4 and 8 hours	12.6%	12.8%
	More than 8 hours	4.2%	4.6%
	Refusal	6.1%	10.6%

To understand the relationship between time spent reading each week and literacy achievements, we ran a regression using time spent as a predictor of literacy aggregate scores.

Time spent reading was able to predict literacy scores at statistically significant levels, suggesting that the more time a girl spends reading, the higher her literacy proficiency.

The model was able to explain 10% of the variance in the data with each additional 2 hours spent reading per week, resulting in an increase of 2% on aggregate literacy score. This suggests that the more time girls spend reading, the higher their literacy proficiency. Time spent reading was also a statistically significant predictor of oral reading fluency, the widely accepted measure of reading competence, and comprehension, suggesting that spending more times reading is also able to predict achievements in this domains independently.

In terms of what girls like to read several girls mentioned reading books in both Kiswahili and in English.

There are not many books in Luo, so these are likely the most accessible reading materials for girls. As girls stated: “The first language that I knew how to read was Kiswahili because each and every person around me was speaking [it] in school”[82]; “Kiswahili because Kiswahili is widely spoken by people and I like Kiswahili. That's why I can also read in Kiswahili”[83]; “I like reading because the more I read English the more I improve on my language and in my composition”[84].

In terms of what girls like to read, many commented that they prefer reading storybooks to textbooks: “I like reading storybooks”[85], “Because when someone has a storybook and you don't have, you can go and borrow it and start reading it”[86], “Those storybooks like Snow white, Cinderella and more”[87]. Several girls also mentioned that they enjoyed reading Taifo Leo, a national periodical in Kenya. As one girl explained: “I like reading Taifa Leo because they have cartoons that are funny and jokes”[88].

In terms of where girls access books, several explained that the most accessible source was the library.

They stated: “We borrow books from the library… The government helped us to build a library in school and also outside school”; “We go to the library to borrow books because this is where no money is charged”. Others also mentioned borrowing books from friends and teachers: “We borrow books from our friends, teachers and the library”. Generally, girls favoured sources for books which would not require any costs. Given the degree of poverty amongst target beneficiaries this is to be expected.

To understand the role of reading anxiety in predicting literacy achievements, girls were asked the extent to which they feel “nervous reading in front of others”.

Girls with disabilities who feel less anxious about reading, have higher literacy scores.

A linear regression for reading anxiety predicted literacy scores with girls with lower levels of anxiety performing better at statistically significant levels ($p<0.05$). The model explained 18% of the variance in the data. Math anxiety, however, was not a statistically significant predictor of

---

FGD with Girls on Literacy and Numeracy 1

ibid

FGD with Girls on Literacy and Numeracy 3

FGD with Girls on Literacy and Numeracy 1

ibid

ibid

ibid

numeracy achievements. This makes intuitive sense, as girls who are more nervous reading out loud are likely to have lower reading skills and girls who are less able to read are likely to feel more nervous reading in front of others.

Several FGDs with girls who experience disabilities aimed to further understand what motivates girls to read, how girls learned to read and how girls practice their reading skills.

When asked why they like reading several girls mentioned the relevance of reading to later employment or other aspirations.

Several girls stated: "I like reading because it can help me know English and I can go to countries that are outside"[89]; "I like reading English because when I grow up I would like to be a doctor"[90]; "I like speaking English because I want to be a journalist, that's why I like reading to be the best journalist in the world"[91]. Amongst girls who experience disabilities there was a lot of agreement that reading is as an important skill that is necessary to transition into later after school.

Many girls with disabilities cited the role of parental support in helping them to learn to read.

For some girls their mother or father taught them to read: "My father was the one who taught me to read more"[92]; "My mother was teaching me"[93]; "I knew how to read because father and mother like drawing for me vowels and chart so that I can read before going to bed"[94].

For other girls their parents and caregivers offered an environment in which they were encouraged to learn to read: "My parents always tell me to read because reading will take you somewhere."[95]; "My mother encouraged me to read because she wanted me to have a good future and help my other sisters"[96].

Parental attitudes towards girls' education is a statistically significant predictor of literacy proficiency, suggesting that parents have a role to play in supporting girls with disabilities to read.

Across sessions, girls with supportive parents mentioned that they also enjoy reading, suggesting a possible association between parental support and reading affinity. Quantitative evidence supports this finding, with parental attitudes towards girls' education predicting literacy scores at statistically significant levels (p=0.007, B = 4.4, R2 = 0.011).

One parent further explained this relationship: "When I tell her this [encourage her to read] … she feels good and every time she is in the house, she just wants to read her books so that she can get a good grade and one day can pursue what she wants". According to this parent, parental support leads to improvements in the way girls' feel which in turn leads to wanting to read.

FGD with Girls with Disabilities on Literacy and Numeracy 1

FGD with Girls with Disabilities on Literacy and Numeracy 2

ibid

ibid

ibid

FGD with Girls with Disabilities on Literacy and Numeracy 1

FGD with Girls with Disabilities on Literacy and Numeracy 3

ibid

This is supported by quantitative findings. When academic self-efficacy, i.e. a girl's belief about her capability to complete academic tasks, is added to the model mentioned above, parental attitudes become insignificant and academic self-efficacy is able to predict literacy scores and explain 9% of the variance in the data. Parental attitudes predict academic self-efficacy at statistically significant levels suggesting that supportive parental attitudes improve literacy skills through the medium of improved academic self-efficacy.

In terms of how girls like to practice reading skills, many girls mentioned reading in pairs or with other children as being very useful, particularly for learning new vocabulary.

Several girls stated: "I enjoy reading with others, you can find others that don't know to read any word. So, I can help him or her to understand that word"[97]; "I like reading with others because there are some words in the book you can find someone dies not know, your friend knows so that they can help you read that word".

Other girls mentioned that they enjoyed the reading out loud in front of others, without necessarily learning new vocabulary: "Mostly I like reading with small children where I read them and tell them the story because they love them and enjoy listening to stories"[98]; "I like to read out loud even if we are with friends to practice"[99].

Several girls emphasized that for them to practice reading they really need a quiet place: "We will sit under a tree where we can start reading"; "By going to the library it is silent and I won't be disturbed by my parents".

Although no data on literacy or numeracy was collected for boys, qualitative sessions did aim to understand the relationship between girls and boys and literacy and numeracy. According to a few girl participants who experience disabilities in a school in Kisumu County, there were some boys who didn't know how to write properly or didn't know how to write at all - "Sometimes there are boys who don't know how to write"[100]. Their reasons for this were attributed to the notion that boys preferred to play rather than write.

In another discussion with girls experiencing disabilities based in Migori County, the students echoed similar sentiments saying, "…because girls write better because they are patient unlike boys who hurry". However, when it came to doing Math, one participant said that she sought help from the boys in her class - "**I** can ask boys who are good in maths from my class"[101].

Others in the discussion pointed out that it was due to their substance abuse - "Boys do not read as well as girls because boys do not even have time to read because he can do very bad things, he can smoke bhang even the time he was to read"[102].

As well as improvements in literacy, the project aims to support girls to improve their numeracy skills.

The framework for the Early Grade Mathematics Assessment is shown in Table 30 and the framework for the Secondary Grade Mathematics Assessment is shown in Table 31.

FGD with Girls who experience Disabilities on Literacy and Numeracy 2

ibid

ibid

FGD with Girls on Literacy and Numeracy 3

FGD with Girls on Literacy and Numeracy 2

FGD with Girls on Literacy and Numeracy 2

Table 30. EGMA Framework

Subtask	Description
EGMA Framework	
Subtask 1: Missing Number / Pattern Recognition	For this subtask, learners are asked to fill in missing numbers in a series of numbers forming a pattern. The ability to detect is an important early skill that can support later mathematical skills such as multiplication (Geary, 1994) and algebraic thinking (Sarama & Clements, 2009)
Subtask 2: Word Problems	Basic mathematics problems with increasing difficulty.
Subtask 3: Addition and Subtraction	Addition problems aim to test the extent to which learners can combine numbers. Subtraction problems aim to assess the extent to which learners can subtract one number from another. Arithmetic (addition, subtraction, multiplication and division) serves as the foundation for the skills necessary in later mathematics and science education (Ashcraft, 1982).
Subtask 4: Multiplication and Division	In the multiplication and division subtask learners are required to answer a series of multiplication and division questions of varying difficulty.
Subtask 5 (SeGMA 1): Advanced Problems- Longer Multiplications of integer and fractions, divisions, and order of operations.	Mathematic skills expected for girls transitioning from primary to lower secondary school. Same task as SeGMA 1.

Table 31. SeGMA Framework

Subtask	Description
SeGMA Framework	
Subtask 1: Advanced Problems- **Longer Multiplications of integer and fractions, divisions, and order of operations.**	Mathematic skills expected for girls transitioning from primary to lower secondary school.
Subtask 2: Fraction addition, area and volume problems, equations with unknowns, simultaneous equations.	Mathematical proficiency expected for girls progressing from lower to upper secondary school.
Subtask 3: Sophisticated Word Problems	Multiple operations mathematics problems sourced also from the Kenyan Certificate for Secondary Education

Numeracy aggregate scores for girls in primary school by grade level and evaluation status are shown in Table 32.

There is a general progression in numeracy scores for both groups as grade level increases. In all grade levels, girls in the comparison group outperform girls with disabilities in mean numeracy scores.

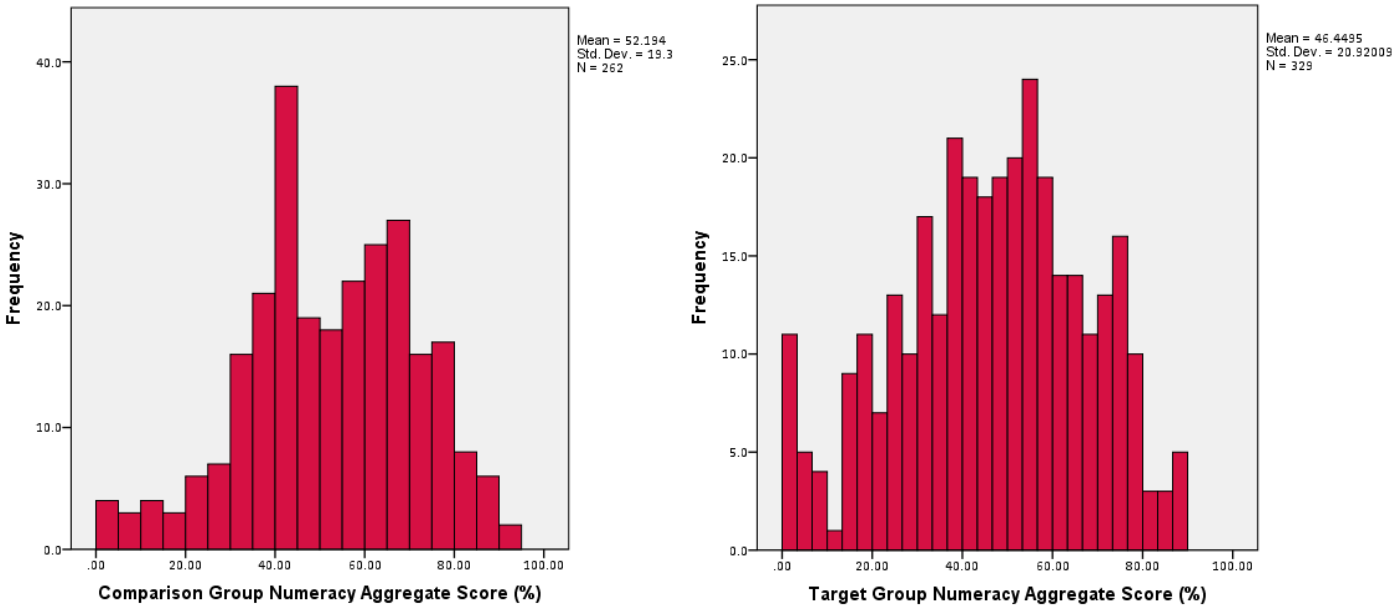
As with literacy scores, Class 6 and Class 7 mean scores for numeracy are different at statistically significant levels ($p<0.05$). Evaluation status is a statistically significant ($p<0.05$) predictor of numeracy, with being in the target group resulting in an average decrease of 5.7% on numeracy score ($r2 = 0.02$; $B=5.7$). As with literacy, this gap is to be expected as girls in the target group are girls with disabilities.

Table 32. Numeracy Aggregate Score by Grade Level (Primary School)

Numeracy Aggregate Score – Primary School		Evaluation Status			
		Comparison		*Target*	
		Numeracy Aggregate Score (%)		*Numeracy Aggregate Score (%)*	
		Mean	*Standard Deviation*	*Mean*	*Standard Deviation*
Grade Level	Class 5	41.24	15.03	37.41	17.10
	Class 6	51.24*	17.57	44.19*	17.37
	Class 7	55.66*	19.65	47.86*	23.12
	Class 8	63.90	18.97	62.10	16.87
	Special Unit	30.00	.	37.94	27.66

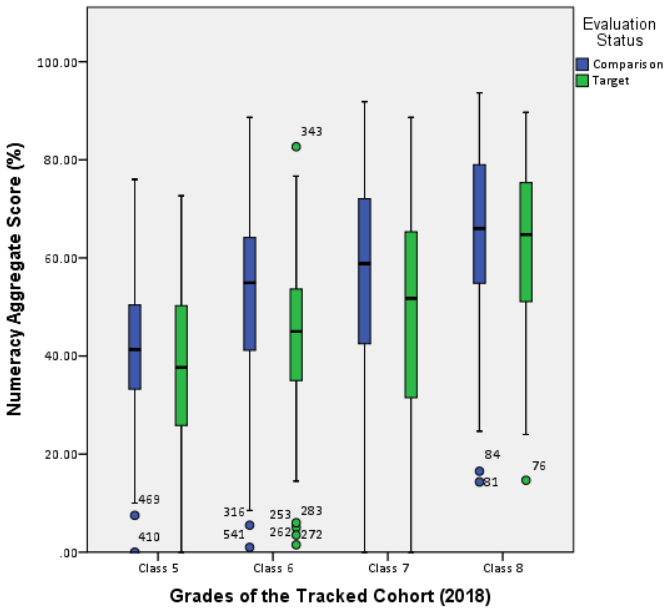
The distribution of numeracy aggregate scores is shown in Figure 6. Numeracy aggregate scores exhibits a close to normal distribution in both groups with means centring around 50%. There are no visible floor or ceiling effects. The target group has a higher proportion of girls who score 0% on numeracy.

Figure 6. Distribution of Numeracy Aggregate Score (Primary School)



The distribution of numeracy aggregate scores across grade levels is shown in Figure 7. For all grade levels the comparison group outperformed the target group.

Figure 7. Distribution of Numeracy Aggregate Scores by Grade Level & Evaluation Status (Primary School)



For benchmark, numeracy scores tend to increase with grade level for both target and comparison groups. Table 33 displays these results. In all cases except Form 2, the comparison group outperformed the target group.

Table 33. Numeracy Aggregate Score by Grade Level (Benchmark)

Numeracy Aggregate Score by Grade Level (Benchmark)		Evaluation Status			
		Comparison		Target	
		Numeracy Aggregate Score (%)		*Numeracy Aggregate Score (%)*	
		Mean	*Standard Deviation*	*Mean*	*Standard Deviation*
Grade Level	Form 1	30.49	18.06	18.65	11.19
	Form 2	24.74	17.89	35.97	28.74
	Form 3	40.71	20.89	31.22	14.47
	Form 4	52.06	15.67	45.23	21.73

Several qualitative sessions with girls who experience disabilities aimed to understand how they see math and doing math.

Girls with disabilities who like math tend to see the practical relevance of math skills.

Several girls commented: “I like mathematics because if you know you can go and sell in shop… you can know how much you return to that person”; “Yes, I like mathematics because in our world everything we do is all about maths How we walk. We just count the Kilometres per walk. The way we cook everything is just maths…That's why I like maths”.

Most girls with disabilities who participated in qualitative sessions however, did not like maths.

Many exhibited signs of experiencing math anxiety. Math anxiety refers to “a feeling of tension, apprehension, or fear that interferes with math performance” (Ashcroft 2002). Girls commented:

“I don't know how to understand maths”; “When that teacher entered the class, he started saying good morning class I have a headache”; “He says the methods but if you just forget it and get even one wrong, he scares you”. Several studies have explored the role of math anxiety on student’s learning in numeracy.

To understand the relationship between math anxiety and numeracy scores, we conducted a regression using the results for the item “I feel nervous doing math in front of others” to predict numeracy scores. Despite qualitative findings that this could play a role in explaining numeracy results, the regression was not significant at statistically significant levels.

To understand and identify specific skill gaps across subtasks, girls were categorized into score bands. These bands were established by the Fund Manager and are applied across all GEC-T projects. Foundational numeracy skill achievements by subtask for primary school are shown in Table 34.

Table 34. Foundational Numeracy Skill Gaps EGMA Subtasks Results by Score-band

EGMA Subtasks Results by Score-band		Evaluation Status	
		Comparison	Target
		%	%
EGMA 1 - Missing Number	Non-learner 0%	3.8%	7.6%
	Emergent learner 1%-40%	17.6%	25.9%
	Established learner 41%-80%	53.1%	48.8%
	Proficient learner 81%-100%	25.6%	17.7%
EGMA 2 - Word Problem	Non-learner 0%	30.9%	39.9%
	Emergent learner 1%-40%	44.3%	38.4%
	Established learner 41%-80%	19.8%	18.3%
	Proficient learner 81%-100%	5.0%	3.4%
EGMA 3 - Addition & Subtraction	Non-learner 0%	1.5%	3.4%
	Emergent learner 1%-40%	4.2%	6.7%
	Established learner 41%-80%	32.4%	36.9%
	Proficient learner 81%-100%	61.8%	53.0%
EGMA 4 – Multiplication & Division	Non-learner 0%	3.1%	4.9%
	Emergent learner 1%-40%	19.1%	27.7%
	Established learner 41%-80%	55.3%	47.6%
	Proficient learner 81%-100%	22.5%	19.8%
EGMA 5 - SeGMA 1 (Advanced Problems)	Non-learner 0%	34.0%	47.0%
	Emergent learner 1%-40%	44.3%	36.0%
	Established learner 41%-80%	19.5%	16.2%
	Proficient learner 81%-100%	2.3%	0.9%
Numeracy Aggregate Score	Non-learner 0%	1.2%	2.5%
	Emergent learner 1%-40%	24.7%	35.6%
	Established learner 41%-80%	69.3%	58.8%
	Proficient learner 81%-100%	4.8%	3.1%

In primary grade levels, 21.4% of girls in the comparison group and 33.5% of girls in the target group are non-learners or emerging learners in the most basic numeracy subtask, pattern recognition .

Of these girls, in the target group, 62.5% have a functional difficulty in at least one domain, as measured through the child functioning set. Of those 62.5% with functional difficulty, 40% have learning impairments, 28% have remembering impairments, 16% have communication impairments, 8% have visual impairments, 8% have mobility impairments, and 8% have self-care impairments[103].

Most girls tend to perform better on earlier subtasks than on later subtasks in both groups. On EGMA 3 Addition and Subtraction, for example, 94.2% girls in the comparison group and 89.9% of girls in the treatment group are established or proficient learners, whilst only 21.8% of girls in the comparison group and 17.1% of girls in the target group are in these categories on the most difficult subtask, EGMA 5 Advanced Problems.

Generally, across score bands, the comparison group outperforms the target group in primary grades, with a larger proportion of the sample falling in higher score bands.

Foundational skill gaps for secondary levels are shown in Table 35.

For secondary grade levels, comparison and target girls performed more similarly, with less visible differences in score band compositions.

As with primary grade levels, most girls tended to do well in earlier subtasks. This is to be expected as subtasks increase in difficulty sequentially.

Aggregate numeracy scores for both groups at the secondary level were mid-range with, most girls in both groups being categorized as emergent learners (scoring 1% to 40%).

Table 35. Foundational Numeracy Skill Gaps: SeGMA Subtasks Results by Score-band

SeGMA Subtasks Results by Score-band		Evaluation Status	
		Comparison	Target
		%	%
SeGMA 1 (Advanced Problems)	Non-learner 0%	2.3%	6.7%
	Emergent learner 1%-40%	11.4%	13.3%
	Established learner 41%-80%	56.8%	53.3%
	Proficient learner 81%-100%	29.5%	26.7%
SeGMA 2 - Algebra	Non-learner 0%	29.5%	36.7%
	Emergent learner 1%-40%	47.7%	40.0%
	Established learner 41%-80%	11.4%	20.0%
	Proficient learner 81%-100%	11.4%	3.3%
SeGMA 3 - Sophisticated Word Problems	Non-learner 0%	54.5%	53.3%
	Emergent learner 1%-40%	27.3%	26.7%
	Established learner 41%-80%	18.2%	16.7%
	Proficient learner 81%-100%	0.0%	3.3%
Numeracy Aggregate Score	Non-learner 0%	2.3%	6.7%
	Emergent learner 1%-40%	65.1%	70.0%
	Established learner 41%-80%	32.6%	16.7%
	Proficient learner 81%-100%	0.0%	6.7%

[103] With 8% of these girls exhibiting functional difficulty in multiple domains

For English Literacy, the comparison group tended to outperform the target group across subtasks.

In the most basic subtask administered, EGRA 1 Familiar Word, 6.7% of girls in the target group were categorized as non-learners compared to only 1.5% in the comparison group.

Of these girls in the target group, 61.9% had a functional difficulty in at least one domain. Of those 61.9% with a functional difficulty, 78.9% have a learning impairment, 61.5% a communication impairment, 15.4% a visual impairment, 15.4% a mobility impairment, and 7.7% a hearing impairment[104].

In the most difficult task, the advanced reading passage, only 14.6% of girls in the target group were categorized as established or proficient learners compared to 21.4% in the comparison group.

Table 36. Foundational Literacy Skill Gaps: EGRA Subtasks Results by Score-band

EGRA Subtasks Results by Score-band		Evaluation Status	
		Comparison	Target
		%	%
EGRA 1 - Familiar Word	Non-learner 0%	1.5%	6.7%
	Emergent learner 1%-40%	7.3%	11.6%
	Established learner 41%-80%	14.1%	11.9%
	Proficient learner 81%-100%	77.1%	69.8%
EGRA 2 - Invented Word	Non-learner 0%	9.5%	17.7%
	Emergent learner 1%-40%	11.8%	12.2%
	Established learner 41%-80%	22.1%	20.4%
	Proficient learner 81%-100%	56.5%	49.7%
EGRA 4 - Reading Comprehension 1	Non-learner 0%	14.1%	26.5%
	Emergent learner 1%-40%	35.5%	33.5%
	Established learner 41%-80%	42.0%	32.3%
	Proficient learner 81%-100%	8.4%	7.6%
EGRA 5 - SeGRA 1 (Advanced Reading Comprehension)	Non-learner 0%	20.6%	29.3%
	Emergent learner 1%-40%	58.0%	56.1%
	Established learner 41%-80%	20.6%	14.0%
	Proficient learner 81%-100%	0.8%	0.6%
Literacy Aggregate Score	Non-learner 0%	1.2%	3.3%
	Emergent learner 1%-40%	12.5%	19.2%
	Established learner 41%-80%	64.2%	63.2%
	Proficient learner 81%-100%	22.2%	14.2%

For literacy aggregate score at the secondary level, there is less of a visible difference between comparison and target groups as seen in primary grade levels.

Similar proportions of girls are categorized into each of the score bands.

[104] With some girls exhibiting functional difficulty in multiple domains.

The target group performed better than the comparison group in both comprehension tasks. For SeGRA 3, the second comprehension task, 63.4% of girls in the target group were categorized in the two highest categories compared to 50% in the comparison group.

However, the comparison group outperformed the target group in the writing task with 54.5% of girls being categorized in the two highest categories compared to 46.7% in target.

Table 37. Foundational Literacy Skill Gaps: SeGRA Subtasks Results by Score-band

SeGRA Subtasks Results by Score-band		Evaluation Status	
		Comparison	Target
		%	%
SeGRA 2 - Advanced RC1	Non-learner 0%	11.4%	3.3%
	Emergent learner 1%-40%	38.6%	33.3%
	Established learner 41%-80%	36.4%	46.7%
	Proficient learner 81%-100%	13.6%	16.7%
SeGRA 3 - Advanced RC2	Non-learner 0%	11.4%	3.3%
	Emergent learner 1%-40%	38.6%	33.3%
	Established learner 41%-80%	36.4%	46.7%
	Proficient learner 81%-100%	13.6%	16.7%
SeGRA 4 - Writing	Non-learner 0%	4.5%	6.7%
	Emergent learner 1%-40%	40.9%	46.7%
	Established learner 41%-80%	52.3%	40.0%
	Proficient learner 81%-100%	2.3%	6.7%
Literacy Aggregate Score	Non-learner 0%	0.0%	0.0%
	Emergent learner 1%-40%	18.2%	10.3%
	Established learner 41%-80%	65.9%	72.4%
	Proficient learner 81%-100%	15.9%	17.2%

Oral Reading Fluency (ORF), measured in words per minute (wpm) is a widely-used measure of 'overall reading competence' and is understood as 'the ability to translate letters into sounds, unify sounds into words, process connections, relate text to meaning, and make inferences to fill in missing information'[105]. Oral reading fluency is understood through a passage reading exercise and is measured in correct words per minute.

Table 38 displays ORF results for each of the evaluation groups.

There are almost double the proportion of non-readers in the target group as in the comparison group; 10.7% compared to 5.4% respectively.

Of these girls 39.4% in the target group experience a functional difficulty in at least 1 domain. Of those with a functional difficulty, 46.2% have a learning impairment, 23.1% have a hearing impairment, 7.7% have a mobility impairment, and 7.7% have a self-care impairment.

Most girls in both groups, however, are proficient readers, scoring higher than 80 words per minute on the reading passage.

[105] Hansbrook and Tindall (2001)

Table 38. Foundational Literacy Skill Gaps: Score-bands for EGRA ORF

EGRA ORF Score-band		Evaluation Status	
		Comparison	Target
		%	%
EGRA ORF Score-band (wpm)	Non-reader: 0-5 WPM	5.4%	10.7%
	Emergent reader: 6- 44 WPM	12.0%	14.0%
	Established reader: 45-80 WPM	18.9%	22.8%
	Proficient Reader: 80+ WPM	63.7%	52.4%

However, despite this high degree of fluency, only 39.9% of girls in the target group and 50.4% of girls in the comparison group were categorized in the highest score bands for the comprehension task which follows the passage, suggesting that although some girls have high degrees of fluency, they may not understand all of what they are reading.

Oral reading fluency score bands for secondary grade levels are shown in the table following.

At the secondary level there are very few differences in ORF scores between comparison and target, with almost all girls being categorized as proficient readers.

To enter secondary school girls are required to complete their primary exams. The difference in proficiency levels between primary and secondary suggests that a large proportion of girls with disabilities, with low levels of English literacy proficiency do not progress to secondary school.

Table 39. Foundational Literacy Skill Gaps: Score-bands for SeGRA ORF

SeGRA ORF Score-band		Evaluation Status	
		Comparison	Target
		%	%
SeGRA ORF Score-band (wpm)	Non-reader: 0-5 WPM	2.3%	0.0%
	Established reader: 45-80 WPM	4.5%	3.4%
	Proficient Reader: 80+ WPM	93.2%	96.6%

EGRA/SeGRA and EGMA/SeGMA were designed to include the relevant foundational skills and difficulty levels for students in target grade levels. Results across grades can therefore be separated into grade appropriate tasks based on the expected literacy and numeracy competencies set out in the national curriculum.

Results for literacy expected competencies per grade level are shown in the table following.

For Grades 5 – 8, a higher proportion of girls in the comparison group consistently met expected curriculum competencies than in the target group.

In Grade 6, for example, 50% of girls in the comparison group were categorized as established or proficient learners in the comprehension passage compared to 33.7% of girls in the target group.

For secondary grade levels, a higher proportion of girls in the target group achieved curriculum level competencies across Form 1 – Form 4, with the exception of writing task competencies in Form 3, where both groups were comparable.

For English literacy, the grade level which performed the worst against expected curriculum competencies in both groups, was grade 7, where only 22.4% of girls in the comparison group and 16% of girls in the target group met the expected competency. There is little qualitative evidence available which could explain this finding.

Table 40. Achievement by Expected Literacy Competency by Grade Level

Grade	Relevant Subtask	Comparison			Target		
		Established	Proficient	Total	Established	Proficient	Total
5	EGRA 3 Oral Reading Fluency	32.3%	33.8%	66.1%	13.7%	41.1%	54.8%
	EGRA 4 Reading Comprehension	3.0%	42.1%	45.1%	6.3%	30.3%	36.6%
6	EGRA 4 Reading Comprehension	42.1%	7.9%	50.0%	30.3%	3.4%	33.7%
7	EGRA 5 Advanced Reading Comprehension	20.9%	1.5%	22.4%	16.0%	0.0%	16.0%
8	EGRA 5 Advanced Reading Comprehension	49.0%	0.0%	49.0%	32.1%	1.8%	33.9%
F1	SeGRA 2 Advanced Reading Comprehension	33.3%	0.0%	33.3%	42.9%	14.3%	57.2%
F2	SeGRA 3 Advanced Reading Comprehension 2	21.4%	7.1%	28.5%	55.6%	11.1%	66.7%
F3	SeGRA 3 Advanced Reading Comprehension 2	50.0%	16.7%	66.7%	44.4%	22.2%	66.6%
	SeGRA 4 Writing Task	50.0%	0.0%	50.0%	55.6%	0.0%	55.6%
F4	SeGRA 3 Advanced Reading Comprehension 2	44.4%	33.3%	77.7%	40.0%	20.0%	60.0%
	SeGRA 4 Writing Task	66.7%	11.1%	77.8%	40.0%	20.0%	60.0%

For numeracy, in primary grades, the comparison group outperformed the target group in all grade levels with a higher proportion of girls meeting expected competencies.

Only 66.3% of girls in the target group met the expected competency in Grade 6 for example compared to 78.9% in the comparison group.

The grade level which performed worst in both groups against curriculum expectations was grade 5. Although most girls met the expected competency for multiplication in division for both groups, 39.8% of girls in the comparison group and 41.2% of girls in the target group did not.

For secondary grade levels, for both groups, in no case did most girls meet curriculum expectations. The secondary numeracy assessment was challenging for most girls in both groups.

Differences between comparison and target were most pronounced in Form 4 for SeGMA 3, where only 20% of girls in the target group met the expected competency compared to 44.4% in the comparison group.

Table 41. Achievement by Expected Numeracy Competency by Grade Level

Grade	Relevant Subtask	Comparison			Target		
		Established	Proficient	Total	Established	Proficient	Total
5	EGMA 4 – Multiplication & Division	53.7%	7.5%	61.2%	56.3%	2.5%	58.8%
6	EGMA 4 – Multiplication & Division	17.1%	61.8%	78.9%	14.6%	51.7%	66.3%
7	EGMA 4 – Multiplication & Division	55.6%	19.5%	75.1%	43.9%	23.3%	67.2%
	EGMA 5 (Advanced Problems)	28.4%	49.0%	77.4%	18.1%	50.0%	68.1%
8	EGMA 5 (Advanced Problems)	49.0%	9.8%	58.8%	50.0%	1.8%	51.8%
F1	SeGMA 1 (Advanced Problems)	44.4%	33.3%	77.7%	42.9%	14.3%	57.2%
F2	SeGMA 2 (Algebra)	7.1%	0.0%	7.1%	22.2%	0.0%	22.2%
F3	SeGMA 2 (Algebra)	16.7%	16.7%	33.4%	22.2%	0.0%	22.2%
	SeGMA 3 (Sophisticated Word Problems)	16.7%	0.0%	16.7%	22.2%	0.0%	22.2%
F4	SeGMA 2 (Algebra)	22.2%	22.2%	44.4%	40.0%	20.0%	60.0%
	SeGMA 3 (Sophisticated Word Problems)	44.4%	0.0%	44.4%	20.0%	0.0%	20.0%

4.2 Subgroup analysis of the Learning Outcome

Table 42 summarizes the relationship between functional difficulty, as measured through the child functioning long set, and learning outcomes.

A comparison of means finds that there is a statistically significant difference in mean literacy and numeracy scores between girls with functional difficulties in learning, communication, and remembering and those without functional difficulties in these domains.

In all cases, across both the target and comparison groups, girls with functional difficulties scored lower on average in literacy and numeracy assessments.

A linear regression using the standard child functioning cut-off was able to predict literacy and numeracy scores at statistically significant levels ($p<0.005$). The model explained 3% of variance in the data and accounted for an average decrease of 7.7% in numeracy score and 8.1% in literacy score.

These findings validate a key assumption of the project's theory of change, namely that functional difficulties negatively predict learning outcomes.

Having a functional difficulty in learning, concentrating, and remembering has a negative effect on literacy scores at statistically significant levels.

A linear regression found that having a functional difficulty in learning was a statistically significant predictor of literacy aggregate score ($p<0.005$). The model was able to explain 12.6% of the

variance, with having a functional difficulty in learning accounting for a decrease of 24% on literacy score (B=-24.01) Similar results were found for remembering ($p<0.005$; $r2 = 0.104$), which accounted for a decrease of 21% (B = -21.15), and concentrating ($p<0.005$;$r2=0.04$), which accounted for a decrease of 17% (B=-17.01). Similar results are found using numeracy as the outcome variable.

These findings suggest that functional difficulties in cognitive domains such as remembering or concentrating negatively predict learning outcomes.

Within the target group, there are statistically significant differences in means between girls with functional difficulties in accepting change, making friends, and behaviour. Girls with functional difficulties in these areas perform on average lower in literacy and numeracy assessments. Additionally, girls who may experience depression and anxiety performed on average lower than their peers at statistically significant levels.

Linear regressions using functional difficulty in accepting change, making friends, and behaviour are all statistically significant and predictors of literacy and numeracy scores ($p<0.005$). In all cases functional difficulty resulted in decreased numeracy and literacy scores.

The model using ability to make friends to predict numeracy was able to explain the highest degree of variance, 4%, and accounted for a decrease of 17% on numeracy score. These findings suggest that girls who experience functional difficulty in psycho-social domains such as making friends, face significant barriers to achievement in both literacy and numeracy.

Mean numeracy scores by child functioning status using the standard cut-off were different at statistically significant levels in the target group. Mean literacy and numeracy scores using the lower cut-off for child functioning status were different at statistically significant levels in the comparison group.

Girls with mobility impairments slightly outperformed girls without in literacy aggregate score. However, the difference is minor (2%) and not at statistically significant levels.

Table 42. Impairment Category & Learning Outcomes

Child Functioning Status & Learning Outcomes		Evaluation Status			
		Comparison		Target	
		Literacy Aggregate Score (%)	*Numeracy Aggregate Score (%)*	*Literacy Aggregate Score (%)*	*Numeracy Aggregate Score (%)*
		Mean	*Mean*	*Mean*	*Mean*
Seeing	No functional difficulty	63.27	51.36	55.44	43.70
	With functional difficulty	63.76	46.71	61.12	45.75
Hearing	No functional difficulty	62.25	49.73	57.21	44.11
	With functional difficulty	64.44	49.37	57.78	46.40
Walking	No functional difficulty	62.37	50.19	57.40	45.46
	With functional difficulty	54.82	34.62	59.41	42.97
Self-Caring	No functional difficulty	62.26	49.81	57.85	46.05
	With functional difficulty	60.53	49.92	52.24	34.01

Child Functioning Status & Learning Outcomes		Evaluation Status			
		Comparison		Target	
		Literacy Aggregate Score (%)	*Numeracy Aggregate Score (%)*	*Literacy Aggregate Score (%)*	*Numeracy Aggregate Score (%)*
		Mean	*Mean*	*Mean*	*Mean*
Communication	No functional difficulty	63.10*	50.47*	60.40*	47.60*
	With functional difficulty	43.04*	36.67*	40.43*	33.10*
Learning	No functional difficulty	63.28*	50.56*	63.13*	49.64*
	With functional difficulty	47.62*	40.74*	36.64*	30.22*
Remembering	No functional difficulty	63.81*	50.92*	61.87*	48.85*
	With functional difficulty	43.18*	37.17*	41.24*	33.40*
Concentrating	No functional difficulty	62.65	50.25	60.34*	47.92*
	With functional difficulty	55.81	43.76	40.34*	29.64*
Accepting Change	No functional difficulty	62.75	50.10	58.74*	46.70*
	With functional difficulty	56.61	48.40	44.42*	32.97*
Behaviour	No functional difficulty	62.57	49.98	58.58*	46.83*
	With functional difficulty	59.51	51.73	47.59*	30.40*
Making Friends	No functional difficulty	62.86	50.45*	58.82*	46.67*
	With functional difficulty	48.99	37.19*	40.27*	29.01*
Anxiety	No functional difficulty	62.79	50.50	57.46	46.46*
	With functional difficulty	57.09	44.20	57.23	37.54*
Depression	No functional difficulty	62.32	50.17	57.43	46.06
	With functional difficulty	61.54	47.29	57.53	39.91
Child Functioning Status (a lot of difficulty or can't do at all)	No functional difficulty	63.26	50.77	59.37	46.97*
	With functional difficulty	59.91	44.57	57.85	40.38*
Child Functioning Status (some, a lot of difficulty or can't do at all)	No functional difficulty	65.31*	53.33*	59.17	50.39
	With functional difficulty	59.17*	46.03*	56.91	43.79

Mean literacy and numeracy aggregate scores per grade level are shown for both the target and comparison group across counties in Table 43. In both groups, the lowest performing grade in literacy score were girls in Class 5 in Siaya. For numeracy the lowest numeracy scores were achieved by girls in Class 5 in Kisumu in the target group and girls in Class 5 in Homabay.

In all grades and counties except Class 8 in Kisumu for numeracy and Class 8 in Migori for literacy, the comparison group outperformed the target group. This is to be expected as all girls in the target group are girls with disabilities.

Table 43. Mean Learning Outcomes by County, Grade Level & Evaluation Status

County		Evaluation Status			
		Comparison		Target	
		Literacy Aggregate Score (%)	*Numeracy Aggregate Score (%)*	*Literacy Aggregate Score (%)*	*Numeracy Aggregate Score (%)*
		Mean	*Mean*	*Mean*	*Mean*
Homabay	Class 5	57.60	38.57	56.61	44.06
	Class 6	71.68	56.25	50.52	46.63
	Class 7	75.01	57.28	59.82	45.88
	Class 8	80.51	73.45	69.74	62.17
Kisumu	Class 5	61.68	54.50	49.66	32.83
	Class 6	75.35	58.56	58.35	47.72
	Class 7	69.76	62.46	58.20	46.78
	Class 8	79.47	67.17	81.93	68.86
Migori	Class 5	48.44	41.48	41.56	36.30
	Class 6	58.09	47.09	57.33	44.24
	Class 7	66.05	53.31	58.91	47.89
	Class 8	65.92	56.34	69.29	55.35
Siaya	Class 5	38.09	37.79	44.32	39.07
	Class 6	60.05	54.26	47.13	39.97
	Class 7	72.59	56.12	55.71	50.18
	Class 8	75.07	65.85	71.22	64.90

Table 44 displays mean learning outcome scores per sub-group.

In the comparison group, mean scores for girls who live in households with three or more children per adult are lower at statistically significant levels compared to girls who live in houses with a lower ratio. This is likely because households with more children per adult face higher degrees of economic burden, resulting in an increased risk of barriers associated with hardship.

Living in a household with three or more children per adult has a negative effect on literacy and numeracy, indicating that households where parents face a higher burden of care have lower learning outcomes.

A linear regression found that living in a household with three or more children per adult negatively predicts numeracy scores at statistically significant levels ($P<0.05$). The model explains 2% of variance in the data and accounts for a decrease of 5% in numeracy score. The dummy variable was also able to predict literacy scores, explaining 2% of the variance and accounting for a decrease of 7% in literacy score.

If child functioning status is added as a controlling variable to the model, living in a household with three more children per adult has a stronger negative effect on literacy scores and explains more variance. The second model explains 3% of variance with an 8% decrease in literacy score.

Economic hardship results in reduced numeracy outcomes.

A similar result is found for economic hardship. A linear regression found that poverty, as measured through a hardship scale, predicts learning outcomes in numeracy at statistically

significant levels. Each increase in the 5-point scale, results in an average decrease of 3% on numeracy score. The model explains 1% of variance in the data.

These findings suggest that economic hardship has a negative effect on learning outcomes and this negative effect is heightened when a child experiences functional difficulty.

Mean numeracy scores for girls who have access to electricity in the household and girls who don't are statistically significantly different for the target group.

Speaking the language of instruction supports literacy learning.

Mean literacy scores for girls who speak the language of instruction and girls who don't are different at statistically significant levels for the comparison group.

Speaking the language of instruction positively predicts literacy scores at statistically significant levels ($p<0.05$). The model explains 2% of variance, with speaking the LOI accounting for an increase of 6.5% on literacy aggregate score. This is to be expected as speaking the LOI increases access to curriculum.

Access to SRH information supports learning.

Mean literacy scores for girls who had been spoken to by someone about contraceptives are different at statistically significant levels compared to girls who no one had spoken to about contraceptives.

A linear regression finds this relationship to be statistically significant with girls who have had someone speak to them about contraceptive performing better in the literacy assessment. The model was able to explain 2% of variance. Having someone having spoken to the girl about contraceptive results in an increase of 6% on literacy aggregate score.

Early marriage and teenage pregnancy were barriers to girls' education that came up in qualitative sessions. Having had someone speak to the girl about contraceptive can be understood as an indicator that the girl has access to wider SRH information and health messaging.

Table 44. Key Sub-groups & Learning Outcomes

Sub-groups & Learning Outcomes		Evaluation Status			
		Comparison		Target	
		Literacy Aggregate Score (%)	*Numeracy Aggregate Score (%)*	*Literacy Aggregate Score (%)*	*Numeracy Aggregate Score (%)*
		Mean	*Mean*	*Mean*	*Mean*
Single Orphan	No	62.30	50.46	58.42	45.66
	Yes	61.94	47.11	52.82	43.56
Double Orphan	No	62.14	49.66	57.01	45.62
	Yes	65.05	56.50	63.22	40.82
Living without both Parents	No	60.05	49.37	56.56	44.95
	Yes	67.64	50.55	55.39	47.94
Household has three or more Children per Adult	No	64.33*	51.32*	58.63	47.04
	Yes	53.28*	43.15*	54.63	43.53
No Adults Listed as Living in the Household	No	62.17	49.79	57.52	45.27
	Yes	72.90	63.21	50.30	46.71
Lives in a Female Headed Household	No	62.69	49.65	59.90	45.97
	Yes	61.84	50.09	55.69	44.80
Married or Living with a Man as if Married	No	62.37	50.03	57.41	45.24
	Yes	59.99	48.23	80.00	47.42
	No	64.89	51.25	58.45	47.26

Sub-groups & Learning Outcomes		Evaluation Status			
		Comparison		Target	
		Literacy Aggregate Score (%)	*Numeracy Aggregate Score (%)*	*Literacy Aggregate Score (%)*	*Numeracy Aggregate Score (%)*
		Mean	*Mean*	*Mean*	*Mean*
Mother Under 18 years old	Yes	39.00	47.83	30.00	21.25
Mother Under 16 years old	No	64.98	52.38	57.89	47.68
	Yes	39.00	47.83	59.20	19.00
The Head of Household works in Subsistence Farming or Fishing	No	63.26	50.79	58.14	44.71
	Yes	58.16	45.74	54.79	47.48
The Head of Household has no Occupation	No	61.92	49.27	57.79	45.67
	Yes	66.95	56.89	53.53	40.46
Poverty Status	Not Poor	62.25	51.63	54.14	44.89
	Poor	62.17	50.90	59.17	46.86
	Extremely Poor	62.00	45.12	56.63	41.96
Access to Electricity	No	.	.	.	12.44*
	Yes	62.24	49.88	57.44	45.47*
Poor Roof Material	No	62.84	50.33	58.08	44.88
	Yes	52.75	42.77	48.60	51.26
Speaks or Understands Language of Instruction	No	56.85*	47.69	53.51	43.21
	Yes	64.32*	50.74	59.12	46.24
Mother Tongue is Different to Language of Instruction (Calculation)	No	62.62	50.03	57.38	45.50
	Yes	53.87	46.47	59.01	39.51
The Head of Household has No Formal Education	No	62.74	50.05	58.21	45.51
	Yes	57.52	48.30	51.35	43.59
The Head of Household can read and write in his/her language	Yes	63.76	51.19	59.08	46.27
	No	58.61	45.83	52.32	42.77
Primary school is further than a 45min walk	No	62.94	51.39	57.23	46.01
	Yes	60.69	45.84	61.06	43.08
Secondary school is further than a 45min walk	No	62.36	50.56	57.37	46.08
	Yes	62.29	47.63	57.57	44.23
Common to Send Children to School in this Village	No	68.66	56.02	54.68	43.26
	Yes	61.41	49.21	57.70	45.52
Girl Works	No	.	.	.	.
	Yes	55.08	55.82	62.63	38.69
Someone has spoken to the girl about contraception	No	61.00	49.69	54.73*	43.75
	Yes	64.74	50.36	62.61*	46.68
Girl has Access to SRH information	No	59.79	49.59	54.70	45.55
	Yes	63.72	49.91	60.23	45.40

Table 45 displays learning outcome mean results across key barriers.

Feeling safe traveling to and from school supports learning.

With regards to safety related barriers, mean numeracy scores for girls who do not feel safe traveling to and from school and those who do were different at statistically significant levels for girls in the comparison group.

In the target group, both literacy and numeracy scores were different at statistically significant levels for girls affected by bullying, as reported by parents and caregivers.

In both cases, safer environments on average were associated with higher scores.

Linear regressions using a dummy variable for girls who do not feel safe traveling to and from school successfully predict literacy and numeracy scores at statistically significant levels ($p<0.05$). Girls who do not feel safe traveling perform worse on both assessments.

This finding suggests that girls perform better when they feel safer traveling to and from school.

Qualitative findings suggest that corporal punishment has a negative effect on learning.

Although there are no statistically significant mean differences between learning scores of girls who have been physically punished in the last few weeks by the teacher and those who haven't, qualitative evidence suggests that girls are afraid to participate in lessons or activities where they may be caned.

Learning to read for many girls was also associated with physical punishment by their teachers. Several girls mentioned that they learned to read by being caned by their teachers: "It was the cane and the teacher who made me read now"; "My teacher always used a cane so that I can read very well". These practices are harmful and likely impact girls' motivation and engagement with school. As one girl stated, "I liked it better to read when my mother taught me. She did not cane me".

Girls reported similar reactions to canings in math lessons: "I did not understand the topic because when he came in with a cane and I was scared. My heart was beating too fast"; "it's hard because when you sometimes see a cane when you have too much work to do you can even forget the method"; "When I saw that cane, I just stopped by myself".

With regards to facilities, girls who report not having enough seats had on average lower numeracy scores than girls who had enough seats at statistically significant levels in the target group.

With regards to school governance, girls whose parents thought poorly of the headteacher's performance in the comparison group on average scored lower than their peers at statistically significant levels. Girls whose parents thought their school wasn't managed well in the target group, also had mean score differences when compared to their peers, at statistically significant levels.

Academic self-efficacy supports girls with disabilities to improve literacy and numeracy outcomes.

Low academic self-efficacy was a visible barrier to girls literary scores in both the target and comparison group. Mean differences when compared to girls with higher levels of academic self-efficacy are significant.

Academic self-efficacy, as measured through a 2-item scale, predicts both literacy and numeracy results at highly significant levels ($p<0.005$). For numeracy the model explains 3% of variance in the data, with each increase in the academic self-efficacy scale accounting for a 5% increase in numeracy score. For literacy the model explains 6% of the variance in the data, with each increase in academic self-efficacy resulting in an increase of 20% on literacy aggregate score.

This finding suggests that increased confidence in girls to engage in and successfully complete academic tasks results in increases in literacy and numeracy proficiency.

Self-esteem supports literacy and numeracy outcomes.

Girls with low self-esteem in both the target and comparison group on average performed worse on learning assessments when compared with girls with higher levels of self-esteem. Mean differences are statistically significant.

Self-esteem, as measured through Rosenberg's 10 Item Self-Esteem Scale, successfully predicts literacy and numeracy scores at highly significant levels ($p<0.005$). The models explain relatively little variance in the data; 2% and 0.8% respectively. However, in both cases increases in self-esteem lead to increases in learning scores.

Girls with disabilities who rated their learning climate as being non-supportive scored lower than their peers on learning scores.

With regards to teaching quality, girls in the target group who rated their learning climate as being non-supportive through the Supportive Climate Scale, scored on average lower than girls who had a positive view of their learning climate, at statistically significant levels. In the comparison group, girls whose parents had a poor view of teaching quality in their girls' schools performed on average worse than their peers, at statistically significant levels.

Teaching quality is addressed more fully in the Section 4.5.2. Mean teaching quality scales in all three domains: classroom management, supportive climate, and cognitive activation, successfully predict improvements in learning outcomes to some degree (see 4.6.3 for additional information).

Mean differences suggest that both economic hardship and a high chore burden are barriers to learning for girls with disabilities.

Economic hardship is a visible barrier for both groups with differences in mean numeracy scores at statistically significant levels for girls who live in households that have gone to bed hungry for many days.

Chores are a barrier to girls learning based on mean differences. Girls who spend half-a day or more doing chores perform on average worse in literacy and numeracy in the comparison group when compared to their peers at statistically significant levels.

Access to assistive devices for girls with disabilities who need them, supports learning.

Girls who need hearing aids and glasses and lack them in the target group, on average score lower in literacy than their peers who have needed assistive devices. Mean differences are statistically significant.

Lacking glasses when they are needed based on functional difficulty scores, negatively predicts literacy scores at statistically significant levels ($p<0.05$). Lacking glasses results in a decrease of 9% on literacy aggregate score. The model explains 3% of the variance in data.

These findings support a key assumption of the project's theory of change namely, that providing assistive devices to girls who need them will drive improvements in learning outcomes.

Table 45. Barriers & Learning Outcomes

Barriers & Learning Outcomes		Evaluation Status			
		Comparison		Target	
		Literacy Aggregate Score (%)	*Numeracy Aggregate Score (%)*	*Literacy Aggregate Score (%)*	*Numeracy Aggregate Score (%)*
		Mean	*Mean*	*Mean*	*Mean*
Girl does not feel safe traveling to and from school	Does	62.80	51.06*	58.05	45.71
	Does Not	55.56	34.15*	51.69	40.61
Girl does not feel safe at school	Does	62.49	49.96	57.50	45.20
	Does Not	52.79	44.32	55.08	47.45
Physically punished by teacher in last few weeks	Not Punished	61.53	49.07	58.19	44.41
	Physically Punished	65.05	52.68	54.03	49.26
Girl affected by bullying	Not Affected	62.34	49.19	58.59*	46.35*
	Affected	62.01	54.89	49.58*	37.75*
Parent thinks teachers at child's school do not do enough to address bullying	Do Enough	62.81	50.08	57.79	45.59
	Don't do Enough	52.42	45.32	50.04	37.94
Parents believe girls are not safe in schools these days	Girls Are Safe	62.48	49.99	57.40	45.10
	Girls Are Not Safe	44.20	41.42	59.70	56.04
Parent believes having a disability makes it more difficult for the girl to get to school compared to other	Is Equally Easy/Difficult	59.67	41.17	56.65	45.60
	Makes More Difficult	69.50	37.94	58.58	44.56
Girl reports not enough seats	Enough	61.99	49.06	58.56	46.33*
	Not Enough	63.78	53.60	52.09	40.16*
No access to drinking water facilities at school	Has Access	62.71	50.22	57.35	44.95
	Has No Access	58.81	46.75	58.41	47.64
Toilet and Washing Facilities not accessible	Accessible	62.32	49.91	57.24	45.21
	Not Accessible	57.40	30.50	65.01	46.47
Doesn't use play areas	Uses	62.39	49.92	57.16	45.13
	Does Not Use	48.10	38.67	74.18	52.23
Parent thinks performance of HT poor	Good HT Performance	62.65*	50.13	57.52	45.23
	Poor HT Performance	45.17*	35.72	51.60	46.83
Parent thinks school not managed well	Managed well	62.22	49.68	58.01*	45.44
	Not managed well	64.12	53.91	42.78*	40.08
Parent thinks there is not enough support within SM for girls with disabilities	Enough support in SM	62.44	50.09	56.93	44.84
	Not enough support in SM	55.53	37.57	58.99	46.44
Girl does not have access learning materials she needs	Sufficient Access	62.49	49.88	58.33	45.63
	Insufficient Access	60.67	49.55	53.60	43.47
Agree teacher often absent from class	Disagrees or Indifferent	62.74	49.91	57.17	44.11*
	Agrees	59.25	49.41	59.18	52.11*
Teacher treats boys and girls differently	Treats Fairly	62.32	49.59	57.42	45.17
	Treats Differently	61.70	57.42	58.78	47.19
Girls with low academic self-efficacy	Average or High Academic Self-Efficacy	62.74*	50.03	57.85*	45.48

Barriers & Learning Outcomes		Evaluation Status			
		Comparison		Target	
		Literacy Aggregate Score (%)	*Numeracy Aggregate Score (%)*	*Literacy Aggregate Score (%)*	*Numeracy Aggregate Score (%)*
		Mean	*Mean*	*Mean*	*Mean*
	Low Academic Self-Efficacy	40.65*	40.66	25.05*	28.83
Lack Supportive Climate	Climate Supportive	62.36	49.98	58.16*	45.88*
	Climate Non-supportive	60.17	45.48	28.75*	20.54*
Lack of Cognitive Activation	Cognitively Activating	62.17	49.60	57.77	45.59
	Not Cognitively Activating	67.71	60.52	44.98	34.44
Poor Classroom Management	Good Classroom Management	62.77	50.23	57.78	45.64
	Poor Classroom Management	55.67	44.38	50.80	37.35
Parent views Teaching quality as poor	Does not view it as poor	63.00*	50.50*	57.85	45.29
	Views it as Poor	47.89*	36.25*	41.53	43.42
Difficult to Afford School	No	61.12	49.28	56.77	49.89
	Yes	62.40	49.97	57.51	44.77
Gone to sleep hungry for many days	No	62.80	51.48*	58.13	46.95*
	Yes	60.71	45.97*	56.20	42.21*
Gone without enough clean water for home use for many days	No	61.22	49.28	58.00	46.69*
	Yes	66.19	52.18	55.59	40.51*
Gone without medicines or medical treatment for many days	No	62.46	51.20	58.39	46.38
	Yes	61.75	46.68	55.50	43.11
Gone without cash income for many days	No	62.17	52.27	56.75	47.14
	Yes	62.13	48.20	57.84	44.21
Has negative parental attitude towards girl's education	Positive Attitude	62.16	49.63	57.78	45.48
	Negative Attitude	65.57	60.43	47.11	39.79
Parent thinks skills pupils learn in school not relevant and useful	Parent find skills relevant	62.30	50.07	57.62	45.00
	Parents find skills non-relevant	62.05	36.34	52.76	52.91
Girls 'condition' affects ability to afford schooling	Does not affect ability to afford	63.38	50.72	58.32	45.47
	Affects ability to afford	58.43	46.78	56.46	44.99
Has negative parental attitude towards educating children with disabilities	Positive Attitude	62.37	49.96	57.32	45.23
	Negative Attitude	55.87	46.00	76.10	56.00
Parent thinks child does not have enough self-confidence to participate mainstream schools	Has enough self-confidence	62.30	49.85	58.31*	46.00*
	Does not have enough self-confidence	.	.	38.01*	30.07*
Witness of physical punishment (once or twice in recent weeks or almost every day)	Did not	61.95	49.22	57.33	42.08
	Witnessed	62.58	50.34	57.60	48.39
Girl spends half day or more doing chores	Spends less time	64.23*	51.84*	59.22	46.84
	Spends half day or more	55.76*	43.72*	58.80	47.71
	No	.	.	.	.

Barriers & Learning Outcomes		Evaluation Status			
		Comparison		Target	
		Literacy Aggregate Score (%)	*Numeracy Aggregate Score (%)*	*Literacy Aggregate Score (%)*	*Numeracy Aggregate Score (%)*
		Mean	*Mean*	*Mean*	*Mean*
Speaks the same language as her peers	Yes	61.88	49.80	57.32	45.90
Girl feels lonely	Does Not Feel Lonely	61.87	48.88	57.22	45.24
	Feels Lonely	64.41	54.69	58.35	45.25
Degree of Resilience	Average or High Resilience	62.68	49.50	58.17	45.67
	Low Resilience	61.09	50.95	54.40	43.44
Girl has low self-esteem	Average or High Self-Esteem	65.20*	51.52*	59.65*	46.24
	Low Self-Esteem	54.21*	45.20*	53.17*	43.28
Girl needs but lacks glasses	Has needed assistive device	64.84	40.19	71.42*	51.35
	Lacks needed assistive device	63.63	47.45	59.57*	44.95
Girl needs but lacks hearing aid	Has needed assistive device	62.87	50.78	86.68*	54.14
	Lacks needed assistive device	64.65	49.19	56.34*	46.04
Girl needs but lacks assistive walking device	Has needed assistive device	.	.	76.25	28.06
	Lacks needed assistive device	54.82	34.62	58.16	43.94

4.3 Transition Outcome

LC will support girls to transition through all the key points in the education cycle. The project will track four main transition pathways:

1. **Standard transition (Within-School Transitions and Secondary School Transitions):** pathways from *end of primary school* to *secondary school* and transitioning to the next grade between years.
2. **Standard transition** pathway from end of *primary school* to *vocational opportunities* (formal and informal).
3. **Accelerated transition pathway** for girls with disabilities that are unable to complete primary school because the girls are over age and it is determined by a multi-disciplinary team that in the interest of the child it is better to proceed to *vocational opportunities.*
4. **Adaptive transition pathway** identified for girls with moderate to severe intellectual learning disabilities. These children require an Individual Education Plan with additional teaching input. Based on a multi-disciplinary approach, the plan is based on the child's abilities and key milestones that the teacher/parent/ health expert and the child think they can or want to achieve. The pathway would be based on learning but also on self-care, and independence.

These pathways are summarized in the table below:

Table 46. Expected Transition Pathways 2018-2021

Baseline Grade (January 2018)	Midline Grade (January 2019)	Endline Grade (2021)
Standard Transitions		
Grade 6	Grade 7	Form 1
Grade 7	Grade 8	Form 2
Grade 8	Form 1	Form 3
Grade 8	TVET/Craft Training	Work Paid Above Min. Wage
Accelerated Transition		
Any Grade Level	One Grade Level Above /TVET/Craft Training	Two Grade Level Above /TVET/Craft Training / Work Paid Above Min. Wage
Adaptive Transition		
Any Grade Level	As determined by IEPs	As determined by IEPs

We will determine the transition rate of girls with disabilities from primary education into either secondary education or into Vocational training and whether this is into formal institutions or non-formal master artisan apprenticeships.

Data will be disaggregated by disability type and severity, age, school grade and location.

The following table outlines the main transition pathways for the girls in the benchmark groups (both children with disabilities and children without disabilities). These are the pathways that were taken into consideration to calculate the transition benchmark.

Table 47. Transition pathways

	Baseline point	Successful Transition	Unsuccessful Transition
Upper primary School	Enrolled in Grades 5, 6, 7, 8	✓ In-school progression ✓ Moves into secondary school ✓ Completes primary school and enrols into or continues technical & vocational education & training (TVET), Master-Artisan Programme, Age 15+[106] ✓ Continues with IEP	× Drops out of school × Moves into work, but is below legal age of 15 × If above 15, moves into any kind of work without completing primary school × Repeats the same grade level × Discontinues IEPs
Lower Secondary School	Enrolled in Forms 1 and 2	✓ In-school progression ✓ Enrols into or continues technical & vocational education & training (TVET), Master-Artisan Programme, Age 15+[107] ✓ Work, internship, or employment paid above min. wage Age 15+ ✓ Continues with IEP Note: Moving from lower to upper secondary school will <u>not</u> be counted as an in-school progression for benchmark purposes.	× Drops out of school × Moves into work, but is below legal age of 15 or is paid below minimum wage[108] × Is inactive (neither employed or unemployed) × Discontinues IEPs

Ibid, 11.

Ibid, 11.

Baseline benchmarks do not distinguish between paid or unpaid work as internship schemes will be in most part be unpaid as they are focused on skills acquisition. Future studies will consider different types of "work" pathways.

	Baseline point	Successful Transition	Unsuccessful Transition
Upper Secondary school	Enrolled in Forms 3 and 4	✓ In-school progression ✓ Enrols into or continues technical & vocational education & training (TVET), Master-Artisan Programme, Age 15+[109] ✓ Work, internship, or employment paid above min. wage Age 15+ ✓ Enrols into University or Further Education Programmes ✓ Continues with IEP	× Drops out of school × Moves into employment, but is paid below minimum wage × Is inactive (neither employed or unemployed) × Discontinues IEPs
Out of school (age 9-18)	Inactive but of school age	✓ Re-enrol in appropriate grade level in basic education Age 9-19 ✓ Enrols into or continues technical & vocational education & training (TVET), above min. wage Age 15+[110] ✓ Work, internship, or employment paid above min. wage Age 15+ ✓	× Remains out of school × Turns to work paid below min. wage × Turns to unpaid work × Turns to work paid above min. wage but is younger than 15. × Is inactive (neither employed or unemployed)
Work Transitions	Work, internship, or employment (paid above min. Wage)	✓ Enrols into or continues technical & vocational education & training (TVET), Age 14+[111] to further professional development ✓ Continues Work, internship, or employment paid above min. wage Age 15+	× Stays inactive or unemployed × Turns to unpaid work × Turns to work paid below min. wage
	Work, internship, or employment (paid below min. Wage)	✓ Enrols into or continues technical & vocational education & training (TVET), Age 15+[112] to further professional development ✓ Continues Work, internship, or employment, Age 15+ and she is paid above min. wage	× Becomes inactive or unemployed × Turns to unpaid work × Stays in work paid below min. wage
	Work, internship, or employment (unpaid)	✓ Enrols into or continues technical & vocational education & training (TVET), Age 14+[113] to further professional development ✓ Continues Work, internship, or employment, Age 15+ and she is paid above min. wage	× Becomes inactive or unemployed × Stays in unpaid work × Turns to work paid below min. wage

Ibid, 11.

Ibid, 11.

Op cit., 11.

Op cit., 11.

Op cit., 11.

Baseline point	Successful Transition	Unsuccessful Transition
TVET or Other Professional Training	✓ Work, internship, or employment, Age 15+ and she is paid above min. wage	× Stays or Becomes inactive × Turns to unpaid work × Turns to work paid below min. wage × Drops-out TVET training before completion
University	✓ Continues University ✓ Enrols into or continues technical & vocational education & training (TVET), Age 15+[114] ✓ Work, internship, or employment, Age 15+	× Drops-out from University × Becomes unemployed or inactive × Turns to unpaid work × Turns to work paid below min. wage
Inactive (out-of-school)	✓ Returns to school ✓ Enrols into or continues technical & vocational education & training (TVET), Age 14+[115] ✓ Work, internship, or employment, Age 15+	× Drops-out from school × Becomes inactive or unemployed × Drops-out TVET training before completion

4.3.1 Transition Benchmarks Using a One-off Sample

When sampling in schools, it is difficult to know how many girls were successful at transitioning into employment or TVET. Additionally, benchmarks for enrolment or retention will tend to be very high, given that only girls that were in school were sampled.

To create a benchmark for transitions and get an idea of how many girls usually transition into work, TVET or university, we took a “one off” sample girls in intervention areas who are not targeted by the project. To accomplish this, we administered a second survey in all households visited called the Benchmark Survey.

Through this additional survey, caregivers were asked to list all girls aged 9-25 in the household *other* than the tracked girl in the comparison or target group. This age-range corresponds to the expected age-range of children enrolled in Grade 5 to Form 4 and three years after. LC does not target a specific age range as part of the intervention and incorporates a few girls who are older than 20 in the beneficiary group.

For each girl, her age, 2017 activity and 2018 activity were recorded. This included girls’ grade-level in 2017 and 2018, when applicable. Caregivers were also asked the short set of Washington Group questions for disability for each girl listed. This enabled us to classify benchmarks for girls with disabilities and girls without disabilities groups separately.

Every case was then classified according to successful and unsuccessful transition types as described in Table 47 above.

Ibid, 11.

Ibid, 11.

Through this method, 135 children with functional difficulty were identified (19.6% of the benchmark sample)[116]. The following sample size for benchmarking was achieved.

Table 48. Sample of the Benchmark Group

Age	No Functional Difficulty		Girl with Funcitonal Difficulty		Total	
	n	%	n	%	n	%
9	75	13.5%	12	8.9%	87	12.6%
10	76	13.7%	15	11.1%	91	13.2%
11	33	6.0%	5	3.7%	38	5.5%
12	46	8.3%	17	12.6%	63	9.1%
13	46	8.3%	17	12.6%	63	9.1%
14	52	9.4%	13	9.6%	65	9.4%
15	40	7.2%	8	5.9%	48	7.0%
16	42	7.6%	11	8.1%	53	7.7%
17	46	8.3%	13	9.6%	59	8.6%
18	43	7.8%	11	8.1%	54	7.8%
19	21	3.8%	2	1.5%	23	3.3%
20	20	3.6%	5	3.7%	25	3.6%
21	13	2.3%	6	4.4%	19	2.8%
24	1	0.2%	0	0.0%	1	0.1%
Total	**554**	**100.0%**	**135**	**100.0%**	**689**	**100.0%**

Benchmark in Tables 49 and 50 results highlight several key findings.

The average rate for successful transitions is 79% for girls with functional difficulty (n=135) and 78% for girls without functional difficulty (n=554). 21% of girls with functional difficulty and 22% of girls without functional difficulty repeated grade levels or dropped out from school.

While average transition rates are similar for both groups, differences exist when specific transition pathways are compared.

On average, 89% of girls with functional difficulty can successfully transition within school compared to 84% of girls without a functional difficulty. In terms of secondary school transitions, 88% of girls with a functional difficulty transitioned to secondary school compared to 77% of girls without a functional difficulty. The rest repeated grade levels or dropped out from school.

The table below presents the rate of success for each transition pathways by age for the benchmark sample. Table 51 summarises the comparison of transition rates for girls with disabilities and girls without disabilities.

We used a cut-off of 2 for disability, namely those that reported some, moderate, and hard difficulties across the six main categorical disability groups in the short set of Washington Group questions. This follows the logic that disability is stigmatized in the regions of the intervention and respondents tend to diminish the effect of difficulty due to social desirability. The group “some” also includes persons with disability that are able to manage their condition with only “some” difficulty.

Table 49. Successful Transition Rates for Girls with Functional Difficulty (Transitions Benchmark Group)

Ages	Girls in a Within-school Transition pathway who were Successful			Girls in a Primary to Secondary School Transition pathway who were Successful			Out-of-school girls who Re-Enrolled in School			Girls Transitioning into TVET who were successful			Girls Transitioning into Employment (Paid Above Min Wage)			Girl Transition to- or Within University			Total Successful Transitions[117]		
	Successful	Total	% Successful	Successful	Total	% Successful	Successful	Total	% Successful	Successful	Total	% Successful	Successful	Total	% Successful	Successful	Total	% Successful	Total Successful	Total	Successful
	n	n	%	n	n	%	n	n	%	n	n	%	n	n	%	n	n	%	n	n	%
9	9	11	**82**				1	1	**100**										10	12	**83.3**
10	14	15	**93**																14	15	**93.3**
11	5	5	**100**																5	5	**100.0**
12	14	16	**88**				0	1	**0**										14	17	**82.4**
13	13	17	**76**																13	17	**76.5**
14	11	12	**92**				0	1	**0**										11	13	**84.6**
15	4	5	**80**	3	3	**100**													7	8	**87.5**
16	10	10	**100**	1	1	**100**													11	11	**100.0**
17	8	9	**89**	2	2	**100**				0	1	**0**				0	1	**0**	10	13	**76.9**
18	6	6	**100**	1	1	**100**	0	1	**0**	1	1	**100**	0	1	**0**	0	1	**0**	8	11	**72.7**
19				0	1	**0**							0	1	**0**				0	2	**0.0**
20	2	2	**100**										0	2	**0**	1	1	**100**	3	5	**60.0**
21										1	4	**25**	0	1	**0**	0	1	**0**	1	6	**16.7**
All	96	108	**89**	7	8	**88**	1	4	**25**	2	6	**33**	0	5	**0**	1	4	**25**	107	135	**79.3**

Following FM guidance, adjusted totals are used in the final calculation of the transition rate.

Table 50. Successful Transition Rates for Girls without Functional Difficulty (Transitions Benchmark Group)

Ages	Girls in a Within-school Transition pathway who were Successful			Girls in a Primary to Secondary School Transition pathway who were Successful			Out-of-school girls who Re-Enrolled in School			Girls Transitioning into TVET who were successful			Girls Transitioning into Employment (Paid Above Min Wage)			Girl Transition to- or Within University			Total Successful Transitions [118]		
	Successful	Total	% Successful	Successful	Total	% Successful	Successful	Total	% Successful	Successful	Total	% Successful	Successful	Total	% Successful	Successful	Total	% Successful	Successful	Total	Successful
	n	n	%	n	n	%	n	n	%	n	n	%	n	n	%	n	n	%	n	n	%
9	59	72	**81.9**				3	3	**100**										62	75	**82.7**
10	62	76	**81.6**																62	76	**81.6**
11	29	33	**87.9**																29	33	**87.9**
12	38	45	**84.4**	0	1	**0**													38	46	**82.6**
13	39	42	**92.9**	2	4	**50**													41	46	**89.1**
14	38	47	**80.9**	3	5	**60**													41	52	**78.8**
15	19	24	**79.2**	13	16	**81.3**													32	40	**80.0**
16	25	29	**86.2**	11	12	**91.7**							0	1	**0.0**				36	42	**85.7**
17	30	35	**85.7**	3	4	**75**	0	2	**0.0**	1	3	**33.3**	0	2	**0.0**				34	46	**73.9**
18	22	27	**81.5**	3	4	**75**	0	1	**0.0**	2	3	**66.7**	0	7	**0.0**	0	1	**0.0**	27	43	**62.8**
19	8	9	**88.9**	1	1	**100**				0	3	**0.0**	1	5	**20.0**	1	3	**33.3**	11	21	**52.4**
20	8	8	**100**							4	5	**80.0**	1	5	**20.0**	2	2	**100**	15	20	**75.0**
21	1	1	**100**							1	3	**33.3**	1	7	**14.3**	2	2	**100**	5	13	**38.5**
24																1	1	**100**	1	1	**100**
All	378	448	**84.4**	36	47	**76.6**	3	6	**50**	8	17	**47.1**	3	27	**11.1**	6	9	**66.7**	434	554	**78.3**

From this table, it is possible to see that within-school transitions drop below average when girls with functional difficulty turn 13 and when girls without functional difficulty girls turn 14 and 15.

Transitions into secondary school begin as early as when a girl is 13 years old, and 16-year olds are the most successful among those transitioning into secondary school (92%). From then on (16+), transitions into secondary school begin to decrease (to about 75%).

Totals may not add to the total girls survey as a girl can be tabulated for as many times as there are pathways suitable to her. For example, girls who were inactive and are still inactive after a year are coded as unsuccessful transitions for enrolment, transition into TVET, or paid work above the min. wage.

Several sexual and reproductive health related barriers which influence girls' transitions were raised in qualitative sessions.

In FGDs, parents mentioned that menstruation is a problem for many girls due to lack of medicines to mediate the pain[119], lack of sanitary pads[120] (or knowing how to use them[121]), and stigma associated with menstruating in school[122].

Parents also mentioned that early pregnancies, while uncommon, where also a reason of drop-out because girls "*the shame makes them not to want to go to schools*"[123]. This shame does not seem to discourage boys from attending school and disproportionally affects girls more than boys: "*if you have a boyfriend in Form Two… when he impregnates you, he will continue with school, yet you will drop to raise the child*"[124].

School stakeholders make efforts to follow up on drop-outs.

During interviews head teachers mentioned their schools follow up cases of drop out. A head teacher mentioned "*right now, I'm pursuing a situation of our girl who through rumours has been married off."*[125] When asked what kind of cases drop out from school, head teachers mentioned girls who were pregnant, marry early and those from families who cannot pay school levies find it challenging to come back. "*For the majority of girls, it's pregnancy, or those who get married off and then a bigger cause is also because of lack of school fees*"[126].

Norms around the importance of a girls' education versus a boys' education still affect girls' abilities to transition in the region.

Headteachers also mentioned that *"[parents] put more effort on the boy child as compared to the girl child so at times you find the girl does not come to school, you try to track the girl, you call the parent to make it to school so that you find the whereabouts of the girl and you see how it can be solved but you find this parent fails to come and they insist.*" [127]

Once a girl leaves school, re-enrolment is not common.

According to benchmark results, only 25% of out-of-school girls with functional difficulty of school-age returned to school (n=4) compared to 50% of girls without functional difficulty (n=6). The rest remained inactive, in work (paid below minimum wage), or unpaid.

Parental engagement can support transitions.

Parental engagement with their child's education is also an important influencing factor on transitions. According to a head teacher in Kisumu drop-outs are the result of *"poor parental*

FGD with mother of girls who experience disability and female caregivers on SRH.

FGD with mother of girls who experience disability and female caregivers on SRH.

KII with headteacher on inclusive education and governance

FGD with mother of girls who experience disability and female caregivers on SRH.

FGD with mother of girls who experience disability and female caregivers on SRH.

FGD with girls who experience disability in a VTI

KII with headteacher on governance and inclusive education in Kisumu.

Ibid.

KII with headteacher on governance and inclusive education in.

guidance… with us we do our part we guide them, but you know this thing can only be achieved if all parties are involved. The parent, the teachers and different stakeholders. If the parent is the one who does not understand this then you find the child getting a loophole to dropping out and you know this is a school in a slum. It has a number of challenges and especially these challenges are geared towards girls, so this has been a problem".

Most girls with a disability that left school remained inactive, in work (below the minimum wage) or unpaid.

Only 33% of girls with functional difficulty were able to transition into vocational skill training and opportunities or TVET. The rest remained inactive, in work (paid below minimum wage), or unpaid. This stands in contrast with girls without a functional difficulty, of which 47% were able to transition into TVET. Girls expect TVET to bring them opportunities and an easier time at finding a job: "*I'm also aware that I would find help here, finding work will be easier for me after this course*.".

Employment aspirations often drive girls with disabilities to enrol in TVETs.

Girls with functional difficulty aspire to make their own living. TVET is attractive to girls with disabilities because it emphasises practical skills that can help girls generate an income on their own: "*After my course, I would love to be self-employed.".*

For these reasons, many girls prefer vocations like hairdressing and sewing for other people: "*I was told I could easily get a hair dressing course that would help me in future.".* Teachers at VTI also mentioned electric and mechanical work as other vocations available to girls. The project is also working to encourage girls with disabilities to look beyond traditional gendered vocations.

These aspirations provide a positive outlook for girls who, due to economic reasons, find the need to transition into employment soon after they are legally able at the age of 15. Currently 87% of girls with disabilities agreed that "*even when a girl experiences disability, it is easy for her to find a job with proper training*".

Other girls also aspire to get a job "*so you can get married*"[128], stating that they would make a better marriage prospect if they were working and earning an income.

Of those girls that were inactive, in work (paid below minimum wage), or unpaid in 2017, none of the girls with a functional difficulty and of working age were able to transition into employment paid above the minimum wage in 2018.

11% of girls with functional difficulty that were in the same circumstances in 2017 were able to do so. This suggests there is are significant differences between the transition of inactive girls with functional difficulty versus girls without functional difficulty.

A TVET qualification is for many a stepping stone out of poverty and taking charge of their own lives.

A girl mentioned that "*I joined Kababu training centre because I reached class seven and since my parents could no longer afford any of my basic needs, I decided to come look for assistance so that in future I would find employment*."

LC is expanding their work in terms of income generation for parent groups as the costs of transitioning to secondary or TVET is higher than transition within primary school. Benchmark

---

[128] FGD with girls who experience disability on Literacy and numeracy

results show that, on average, girls with functional difficulty transition less successfully than girls without functional difficulty.

25% of girls with a functional difficulty (n=4) and 66% of girls without functional difficulty (n=9) were able to transition to university.

Most transitions are successful until a girl turns 17. From then on, the rate of successful transitions decreases with age for both girls with functional difficulty and girls without.

Overall, 79% of girls with functional difficulty and 78% of girls without are able to successfully transition according to the benchmark one-off sample done of the populations of the intervention. See table 51.

On average, girls with functional difficulty perform better than girls without in a transition pathway within school (89% and 84% respectively). When age is considered, girls with functional difficulty perform worse than girls without in within-school transition pathways when they are 13 years old.

Girls with functional difficulty in a secondary transition pathway (n=8) also had higher transition rates than girls without (88% and 77% respectively).

Fewer girls with functional difficulty return to school when they drop-out when compared to girls without functional difficulty (25% and 50% respectively).

In terms of work transitions, 33% of girls with functional difficulty were successful transitioning into TVET when compared to 47% of girls without functional difficulty. As said above, only 11% of girls without functional difficulty transitioned into paid employment at minimum or above minimum wage compared to 0% of girls with functional difficulty.

67% of girls without functional difficulty transitioned into University compared 25% of girls with functional difficulty.

Table 51. Transition Rates for Girls with Functional Difficulty (FD) and Girls without Functional Difficulty (NFD) (Transitions Benchmark Group)

	Girls in a Within-school Transition pathway who were Successful		Girls in a Primary to Secondary School Transition pathway who were Successful		Out-of-school girls who Re-Enrolled in School		Girls Transitioning into TVET who were successful		Girls Transitioning into Employment (Paid Above Min Wage)		Girl Transition to- or Within University		Total Successful Transitions[129]	
	% Successful FD	% Successful NFD	% Successful FD	% Successful NFD	% Successful FD	% Successful NFD	% Successful FD	% Successful NFD	% Successful FD	% Successful NFD	% Successful FD	% Successful NFD	% Successful FD	% Successful NFD
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
9	82	81.9			100	100							83.3	82.7
10	93	81.6											93.3	81.6
11	100	87.9											100.0	87.9
12	88	84.4		0	0								82.4	82.6
13	76	92.9		50									76.5	89.1
14	92	80.9		60	0								84.6	78.8
15	80	79.2	100	81.3									87.5	80.0
16	100	86.2	100	91.7						0.0			100.0	85.7
17	89	85.7	100	75		0.0	0	33.3		0.0	0		76.9	73.9
18	100	81.5	100	75	0	0.0	100	66.7	0	0.0	0	0.0	72.7	62.8
19		88.9	0	100				0.0	0	20.0		33.3	0.0	52.4
20	100	100						80.0	0	20.0	100	100	60.0	75.0
21		100					25	33.3	0	14.3	0	100	16.7	38.5
24												100		100
All	**89**	**84.4**	**88**	**76.6**	**25**	**50**	**33**	**47.1**	**0.0**	**11.1**	**25.0**	**66.7**	**79.3**	**78.3**

4.3.2 Transition outcome of Target Girls

While the previous section explored the findings pertaining to the one-off sample of girls in the regions of the intervention (but not part of the programme), this section presents the findings on transitions for the cohort of target girls and girls in the comparison group.

On average 90% of the target group (n=317) and 92% of the comparison group (n=251) in the study sample were able to successfully transition into the next school phase.

10% of the target group and 8% of the comparison group repeated the grade they were in, therefore failing to transition.

Totals may not add to the total girls survey as a girl can be tabulated for as many times as there are pathways suitable to her. For example, girls who were inactive and are still inactive after a year are coded as unsuccessful transitions for enrolment, transition into TVET, or paid work above the min. wage.

This is 1% higher than the one-off sample of girls with disabilities in the region, when only school-transitions are considered (the 89% of this one-off sample of target girls in the region was successful transitioning within school).

This means that a girl had progressed one grade level up since last year, transitioned from Grade 6 to Form 1 or re-enrolled back to school. It also means that the transition rates for the benchmark and tracked samples are similar in success rates.

90% of girls in the target group and 93% of girls in the comparison group transitioned onto the next grade level.

For the target group, the transition rate is lower than average when a girl is 10 or 16, signalling the presence of obstacles at these ages. No girls sampled transitioned successfully into secondary school. Of those sampled, the majority had remained in S8.

100% of the target and comparison sample re-enrolled back to school. Though this may be an effect of the school-level sampling.

9.5% (n=20) of girls in the target group and 6.8% (n=33) in the comparison group repeated grade-levels.

These findings are presented in Tables 52-53.

Table 52. Success Rate by Transition Pathway (Target Group)

Ages	Girls in a Within-school Transition pathway who were Successful			Girls in a Primary to Secondary School Transition pathway who were Successful			Out-of-school girls who Re-Enrolled in School			Total Successful Transitions[130]		
	Successful	Total	% Successful	Successful	Total	% Successful	Successful	Total	% Successful	Successful	Total	Successful
	n	n	%	n	n	%	n	n	%	n	n	%
9	4	4	100.0							4	4	100.0
10	7	8	87.5							7	8	87.5
11	34	35	97.1				3	3	100.0	37	38	97.4
12	48	53	90.6				3	3	100.0	51	56	91.1
13	65	71	91.5	0	1	0.0	2	2	100.0	67	74	90.5
14	57	63	90.5	0	1	0.0				57	64	89.1
15	34	36	94.4	0	2	0.0				34	38	89.5
16	15	19	78.9	0	1	0.0				15	20	75.0
17	6	7	85.7							6	7	85.7
18	4	4	100.0							4	4	100.0
19										0	0	
20	2	2	100.0							2	2	100.0

Totals may not add to the total girls survey as a girl can be tabulated for as many times as there are pathways suitable to her. For example, girls who were inactive and are still inactive after a year are coded as unsuccessful transitions for enrolment, transition into TVET, or paid work above the min. wage.

Ages	Girls in a Within-school Transition pathway who were Successful			Girls in a Primary to Secondary School Transition pathway who were Successful			Out-of-school girls who Re-Enrolled in School			Total Successful Transitions[130]		
	Successful	Total	% Successful	Successful	Total	% Successful	Successful	Total	% Successful	Successful	Total	Successful
	n	n	%	n	n	%	n	n	%	n	n	%
22	0	1	0.0							0	1	0.0
28	0	1	0.0							0	1	
All	276	304	90.8	0	5	0.0	8	8	300	284	317	**89.6**

Table 53. Success Rate by Transition Pathway (Comparison Group)

Ages	Girls in a Within-school Transition pathway who were Successful			Girls in a Primary to Secondary School Transition pathway who were Successful			Out-of-school girls who Re-Enrolled in School			Total Successful Transitions[131]		
	Successful	Total	% Successful	Successful	Total	% Successful	Successful	Total	% Successful	Successful	Total	Successful
	n	n	%	n	n	%	n	n	%	n	n	%
9	3	3	100							3	3	100.0
10	13	14	92.9							13	14	92.9
11	29	30	96.7							29	30	96.7
12	50	54	72.2	0	1	0	5	5	100	55	60	91.7
13	60	66	90.9							60	66	90.9
14	37	42	88.1							37	42	88.1
15	14	14	100				5	5	100	19	19	100.0
16	14	15	93.3							14	15	93.3
17	0	0								0	0	
18	1	1	100							1	1	100.0
19	1	1	100							1	1	100.0
20	0	0								0	0	
All	222	240	92.5	0	1	0.0	10	10	100.0	232	251	**92.4**

Totals may not add to the total girls survey as a girl can be tabulated for as many times as there are pathways suitable to her. For example, girls who were inactive and are still inactive after a year are coded as unsuccessful transitions for enrolment, transition into TVET, or paid work above the min. wage.

4.3.3 Sub-Group Analysis of the Transition Outcome

In this section, we present data on successful and unsuccessful transition by characteristics and barriers. This analysis highlights which factors are most linked to a girl's ability to transition.

Having functional difficulty has a negative effect on transition.

When only 'a lot of difficulty' and 'can't do at all' are coded as having a functional difficulty, 12% of girls with a functional difficulty were unsuccessful at transitioning from 2017 and 2018, compared to 6% of girls without a functional difficulty.

According to a binary logistic regression, having a lot of difficulty or not being able to perform a function as per the child functioning set predicted overall transition status in the target group [b= -1.008. p <0.05] and the model was significant [$\chi 2(1) = 5.243$, $p<0.05$]. In the comparison group, these differences were not significant.

This supports the project's assumption that fewer target girls than in the comparison group can transition into the next grade level and that a gap is existent between both groups.

19% of girls with remembering difficulties, 17% of girls with learning difficulties, 17% of girls with problems of anxiety and 15% of girls with hearing problems had not transitioned by baseline. These are by far the highest proportions of unsuccessful transitions among girls without disabilities.

Having any of these disabilities makes it likely that a girl will not transition into the next phase.

Table 54. Rate of Transition Success by Disability Group

Child Functioning Status		Comparison				Target				All				Chi-Square Dif.
		Unsuccessful Transition		Successful Transition		Unsuccessful Transition		Successful Transition		Unsuccessful Transition		Successful Transition		
		n	%	n	%	n	%	n	%	n	%	n	%	p-value
Level of Difficulty (Moderate and Hard)	*No functional difficulty*	13	6.2	196	93.8	9	5.3	162	94.7	22	5.8	358	94.2	p<.05
	With functional difficulty	2	6.9	27	93.1	14	13.2	92	86.8	16	11.9	119	88.1	
Level of Difficulty (Some, Moderate and Hard)	*No functional difficulty*	5	3.8	128	96.2	1	3.4	28	96.6	6	3.7	156	96.3	p<.05
	With functional difficulty	10	8.9	102	91.1	29	10.1	258	89.9	39	9.8	360	90.2	
Seeing	*No functional difficulty*	9	4.7	181	95.3	10	8.7	105	91.3	19	6.2	286	93.8	Non-Sig.
	With functional difficulty	5	11.1	40	88.9	10	6.7	139	93.3	15	7.7	179	92.3	
Hearing	*No functional difficulty*	17	6.6	242	93.4	18	7.3	230	92.7	35	6.9	472	93.1	p<.05
	With functional difficulty	2	8.7	21	91.3	13	14.6	76	85.4	15	13.4	97	86.6	
Walking	*No functional difficulty*	19	6.6	271	93.4	29	9.4	280	90.6	48	8.0	551	92.0	Non-Sig.

Child Functioning Status		Comparison				Target				All				Chi-Square Dif.
		Unsuccessful Transition		Successful Transition		Unsuccessful Transition		Successful Transition		Unsuccessful Transition		Successful Transition		
		n	%	n	%	n	%	n	%	n	%	n	%	p-value
	With functional difficulty	0	0.0	6	100.0	3	9.1	30	90.9	3	7.7	36	92.3	
Self-Caring	*No functional difficulty*	19	6.6	269	93.4	29	9.1	289	90.9	48	7.9	558	92.1	Non-Sig.
	With functional difficulty	0	0.0	7	100.0	3	11.5	23	88.5	3	9.1	30	90.9	
Communication	*No functional difficulty*	18	6.3	267	93.7	25	8.6	265	91.4	43	7.5	532	92.5	Non-Sig.
	With functional difficulty	1	9.1	10	90.9	7	12.7	48	87.3	8	12.1	58	87.9	
Learning	*No functional difficulty*	17	6.1	260	93.9	18	6.8	248	93.2	35	6.4	508	93.6	p<.001
	With functional difficulty	2	10.5	17	89.5	14	18.7	61	81.3	16	17.0	78	83.0	
Remembering	*No functional difficulty*	18	6.5	258	93.5	15	5.7	248	94.3	33	6.1	506	93.9	p<.001
	With functional difficulty	1	5.0	19	95.0	17	22.4	59	77.6	18	18.8	78	81.3	
Concentrating	*No functional difficulty*	19	6.8	262	93.2	23	7.9	269	92.1	42	7.3	531	92.7	Non-Sig.
	With functional difficulty	0	0.0	13	100.0	8	17.4	38	82.6	8	13.6	51	86.4	
Accepting Change	*No functional difficulty*	18	6.4	263	93.6	26	8.6	278	91.4	44	7.5	541	92.5	Non-Sig.
	With functional difficulty	1	6.7	14	93.3	4	11.1	32	88.9	5	9.8	46	90.2	
Behaviour	*No functional difficulty*	19	6.7	266	93.3	26	8.4	282	91.6	45	7.6	548	92.4	Non-Sig.
	With functional difficulty	0	0.0	10	100.0	5	16.1	26	83.9	5	12.2	36	87.8	
Making Friends	*No functional difficulty*	18	6.3	268	93.7	26	8.3	288	91.7	44	7.3	556	92.7	Non-Sig.
	With functional difficulty	1	10.0	9	90.0	5	17.9	23	82.1	6	15.8	32	84.2	
Anxiety	*No functional difficulty*	15	5.6	252	94.4	24	7.9	280	92.1	39	6.8	532	93.2	p<.001
	With functional difficulty	4	13.8	25	86.2	9	20.5	35	79.5	13	17.8	60	82.2	
Depression	*No functional difficulty*	16	6.0	250	94.0	26	8.5	280	91.5	42	7.3	530	92.7	Non-Sig.
	With functional difficulty	3	10.0	27	90.0	7	16.7	35	83.3	10	13.9	62	86.1	

The table following displays what percentage of girls had a successful transition pathway by disability type and pathway type. Severity by disability type was coded as per Washington Group guidance, including 'a lot of difficulty' and 'cannot do at all' as indications of functional difficulty in a given domain.

When this cut-off is considered, girls having hearing impairments (within-school transitions only), self-care impairments, communication, learning, remembering and concentrating (within-school transitions only) as well as behaviour, anxiety and depression (both within and secondary school transitions) have lower transition outcomes than other girls.

These findings support those exposed by Table 54, when these comparisons are made across target and comparison groups for overall transition targets.

Table 54B. Proportion of girls with a successful or unsuccessful Transition pathway by disability type (Target Group Sample Only)

Disability Type		Transition Status 2018				Girl transitioned into Secondary School				Girl transitioned within school				Girl transitioned into Secondary School			
		Unsucc.		Success.		Unsucc.		Success.		Unsucc.		Success.		Unsucc.		Success.	
		%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
Child Functioning Status (a lot of difficulty or cannot perform task)	No functional difficulty	5.3	9	94.7	162	40.0	2	60.0	3	4.2	7	95.8	159	0.0	0	100	2
	With functional difficulty	13.2	14	86.8	92	16.7	1	83.3	5	13.0	13	87.0	87	0.0	0	100	5
Child Functioning Status (some or a lot of difficulty or cannot perform task)	No functional difficulty	3.4	1	96.6	28	100	1	0.0	0	0.0	0	100	28	0.0	0	0.0	0
	With functional difficulty	10.1	29	89.9	258	20.0	2	80.0	8	9.7	27	90.3	250	0.0	0	100	9
Visual Impairment [a]	No functional difficulty	7.2	16	92.8	206	50.0	3	50.0	3	6.0	13	94.0	203	0.0	0	100	4
	With functional difficulty	9.5	4	90.5	38	0.0	0	100	3	10.3	4	89.7	35	0.0	0	0.0	0
Hearing Impairment [a]	No functional difficulty	8.8	28	91.2	291	33.3	4	66.7	8	7.8	24	92.2	283	0.0	0	100	6
	With functional difficulty	16.7	3	83.3	15	0.0	0	0.0	0	16.7	3	83.3	15	0.0	0	100	2
Walking Impairment [a]	No functional difficulty	9.4	31	90.6	298	38.5	5	61.5	8	8.2	26	91.8	290	0.0	0	100	8
	With functional difficulty	7.7	1	92.3	12	0.0	0	0.0	0	7.7	1	92.3	12	0.0	0	100	1
Self-Care Impairment [a]	No functional difficulty	9.0	30	91.0	305	41.7	5	58.3	7	7.7	25	92.3	298	0.0	0	100	8
	With functional difficulty	22.2	2	77.8	7	0.0	0	100	1	25.0	2	75.0	6	0.0	0	100	1
Communication Impairment [a]	No functional difficulty	9.1	30	90.9	298	41.7	5	58.3	7	7.9	25	92.1	291	0.0	0	100	6

Disability Type		Transition Status 2018				Girl transitioned into Secondary School				Girl transitioned within school				Girl transitioned into Secondary School			
		Unsucc.		Success.		Unsucc.		Success.		Unsucc.		Success.		Unsucc.		Success.	
		%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
	With functional difficulty	11.8	2	88.2	15	0.0	0	100	1	12.5	2	87.5	14	0.0	0	100	3
Learning Impairment, [a]	No functional difficulty	8.5	27	91.5	290	41.7	5	58.3	7	7.2	22	92.8	283	0.0	0	100	8
	With functional difficulty	20.8	5	79.2	19	0.0	0	100	1	21.7	5	78.3	18	0.0	0	100	1
Remembering Impairment, [a]	No functional difficulty	8.5	27	91.5	291	41.7	5	58.3	7	7.2	22	92.8	284	0.0	0	100	8
	With functional difficulty	23.8	5	76.2	16	0.0	0	0.0	0	23.8	5	76.2	16	0.0	0	100	1
Concentrating Impairment, [a]	No functional difficulty	8.7	29	91.3	303	38.5	5	61.5	8	7.5	24	92.5	295	0.0	0	100	9
	With functional difficulty	33.3	2	66.7	4	0.0	0	0.0	0	33.3	2	66.7	4	0.0	0	0.0	0
Accepting Change Impairment, [a]	No functional difficulty	8.7	29	91.3	303	38.5	5	61.5	8	7.5	24	92.5	295	0.0	0	100	9
	With functional difficulty	12.5	1	87.5	7	0.0	0	0.0	0	12.5	1	87.5	7	0.0	0	0.0	0
Behaviour Impairment [a]	No functional difficulty	8.5	28	91.5	302	33.3	4	66.7	8	7.5	24	92.5	294	0.0	0	100	9
	With functional difficulty	33.3	3	66.7	6	100	1	0.0	0	25.0	2	75.0	6	0.0	0	0.0	0
Difficulties Making Friends [a]	No functional difficulty	9.0	30	91.0	303	38.5	5	61.5	8	7.8	25	92.2	295	0.0	0	100	9
	With functional difficulty	11.1	1	88.9	8	0.0	0	0.0	0	11.1	1	88.9	8	0.0	0	0.0	0
Anxiety [a]	No functional difficulty	8.8	29	91.2	300	36.4	4	63.6	7	7.9	25	92.1	293	0.0	0	100	7
	With functional difficulty	21.1	4	78.9	15	50.0	1	50.0	1	17.6	3	82.4	14	0.0	0	100	2
Depression [a]	No functional difficulty	8.8	29	91.2	302	36.4	4	63.6	7	7.8	25	92.2	295	0.0	0	100	7
	With functional difficulty	23.5	4	76.5	13	50.0	1	50.0	1	20.0	3	80.0	12	0.0	0	100	2

According to chi-square tests, whether a girl is successful or unsuccessful at transitions does not depend on her characteristics or that of her household.

None of the chi-square tests were significant. These tests were carried out on both comparison and target groups independently.

However, FGDs revealed that lack of money to pay for school levies is an important reason of why girls miss school and that poverty carries an additional burden on girls with disabilities due to the need for additional medical treatment and transport.

Table 55. Transitions According to Participant Characteristics

Characteristic		Comparison				Target				Chi-Square Dif.
		Unsuccessful Transition		Successful Transition		Unsuccessful Transition		Successful Transition		
		n	%	p-value	%	n	%	n	%	p-value
Single Orphan	*No*	18	7.4%	226	92.6%	28	9.8%	258	90.2%	Non. Sig
	Yes	1	1.9%	51	98.1%	5	8.1%	57	91.9%	
Double Orphan	*No*	17	5.9%	270	94.1%	30	9.2%	295	90.8%	Non. Sig
	Yes	2	22.2%	7	77.8%	3	13.0%	20	87.0%	
Living without both Parents	*No*	11	6.5%	158	93.5%	21	10.6%	177	89.4%	Non. Sig
	Yes	3	10.7%	25	89.3%	5	18.5%	22	81.5%	
Household has three or more Children per Adult	*No*	10	5.4%	176	94.6%	16	8.8%	166	91.2%	Non. Sig
	Yes	5	10.6%	42	89.4%	8	11.9%	59	88.1%	
No Adults Listed as Living in the Household	*No*	19	6.5%	275	93.5%	33	9.6%	311	90.4%	Non. Sig
	Yes	0	0.0%	2	100.0%	0	0.0%	4	100.0%	
Lives in a Female Headed Household	*No*	10	7.2%	129	92.8%	14	9.5%	133	90.5%	Non. Sig
	Yes	9	5.7%	148	94.3%	19	9.5%	182	90.5%	
Married or Living with a Man as if Married	*No*	19	6.6%	267	93.4%	32	9.3%	311	90.7%	Non. Sig
	Yes	0	0.0%	7	100.0%	0	0.0%	1	100.0%	
Mother Under 18 years old	*No*	14	7.4%	174	92.6%	23	10.2%	203	89.8%	Non. Sig
	Yes	0	0.0%	1	100.0%	1	50.0%	1	50.0%	
Mother Under 16 years old	*No*	14	8.1%	159	91.9%	23	10.9%	188	89.1%	Non. Sig
	Yes	0	0.0%	1	100.0%	0	0.0%	1	100.0%	
The Head of Household works in Subsistence Farming or Fishing	*No*	18	7.5%	223	92.5%	25	9.0%	254	91.0%	Non. Sig
	Yes	1	1.8%	54	98.2%	8	11.6%	61	88.4%	
The Head of Household has no Occupation	*No*	19	6.9%	256	93.1%	31	9.7%	289	90.3%	Non. Sig
	Yes	0	0.0%	21	100.0%	2	7.1%	26	92.9%	
Poverty Status	*Not Poor*	5	6.2%	76	93.8%	8	9.5%	76	90.5%	Non. Sig
	Poor	8	5.1%	149	94.9%	18	10.2%	158	89.8%	
	Extremely Poor	6	10.9%	49	89.1%	7	8.2%	78	91.8%	
Access to Electricity	*No*	0	0.0%	0	0.0%	0	0.0%	2	100.0%	Non. Sig
	Yes	19	6.4%	277	93.6%	33	9.5%	313	90.5%	
Poor Roof Material	*No*	16	5.7%	263	94.3%	32	9.8%	293	90.2%	Non. Sig
	Yes	3	17.6%	14	82.4%	1	4.3%	22	95.7%	
Speaks or Understands Language of Instruction	*No*	6	7.2%	77	92.8%	13	12.0%	95	88.0%	Non. Sig
	Yes	13	6.1%	200	93.9%	20	8.3%	220	91.7%	
Mother Tongue is Different to Language of Instruction (Calculation)	*No*	16	5.7%	267	94.3%	33	9.9%	302	90.1%	Non. Sig
	Yes	3	23.1%	10	76.9%	0	0.0%	13	100.0%	
The Head of Household has No Formal Education	*No*	18	6.7%	250	93.3%	28	9.1%	281	90.9%	Non. Sig
	Yes	1	3.6%	27	96.4%	5	12.8%	34	87.2%	

Characteristic		Comparison				Target				Chi-Square Dif.
		Unsuccessful Transition		Successful Transition		Unsuccessful Transition		Successful Transition		
		n	%	p-value	%	n	%	n	%	p-value
The Head of Household can read and write in his/her language	*Yes*	11	4.9%	212	95.1%	24	9.4%	230	90.6%	Non. Sig
	No	8	11.8%	60	88.2%	9	10.3%	78	89.7%	
Primary school is further than a 45min walk	*No*	12	5.4%	209	94.6%	26	10.1%	232	89.9%	Non. Sig
	Yes	6	12.0%	44	88.0%	5	8.1%	57	91.9%	
Secondary school is further than a 45min walk	*No*	14	6.9%	189	93.1%	21	8.9%	216	91.1%	Non. Sig
	Yes	5	6.1%	77	93.9%	12	12.8%	82	87.2%	
Common to Send Children to School in this Village	*No*	1	3.0%	32	97.0%	2	3.8%	50	96.2%	Non. Sig
	Yes	18	7.0%	240	93.0%	31	10.6%	262	89.4%	
Girl Works	*No*	0	0.0%	0	0.0%	0	0.0%	0	0.0%	Non. Sig
	Yes	0	0.0%	7	100.0%	2	13.3%	13	86.7%	
Someone has spoken to the girl about contraception	*No*	9	6.2%	137	93.8%	21	11.2%	166	88.8%	Non. Sig
	Yes	8	7.8%	95	92.2%	7	6.3%	105	93.8%	
Girl has Access to SRH information	*No*	5	5.7%	83	94.3%	16	14.7%	93	85.3%	Non. Sig
	Yes	12	7.8%	141	92.2%	14	8.0%	160	92.0%	

In the comparison group, being affected by bullying affects the chances for girls to transition in school (p<.05).

Parents indicated in FGDs that girls dislike places “where they feel disrespected”. Currently 9% of parents think that the teacher at her daughter’s school does not do enough to address bullying in their classroom.

Whether a classroom is challenging and captivating to a girl affects her chances of transition.

Chi-square test shows that students of classrooms where low cognitive activation occurs are less able to transition. 33% of girls with low cognitive activation teaching repeated a grade level compared to 8% of those that were in a more stimulating environment. This might be especially true for students with cognitive difficulties, such as remembering things and learning difficulties.

Poor classroom management is a barrier to transition.

24% of girls who were in classrooms that were poorly managed could not transition, compared to 8% of girls without disabilities who could not transition in well-managed classrooms. This corresponds with qualitative findings which identify negative discipline methods as a major cause for students missing school. Parents mentioned their children refuse to go to school “when they are caned so many times they fear where they are being caned”.

Disability imposes an additional economic burden on caregivers and this affects the chances that girls with disabilities have to transition into the next phase.

Currently, 13% of parents who believe that their girl’s condition affects their ability to afford her schooling, had daughters with unsuccessful transitions. Only 6% of parents of girls with disabilities who were unsuccessful in transitioning thought their girls’ condition does not affect their ability to afford school.

When girls with disabilities lack the self-confidence to participate in mainstream schools, they are less likely to transition.

24% of caregivers reporting that their girl lacked the self-confidence to participate in mainstream school also had girls failing to transition (compared to 9% of the parents who said their girl had enough confidence, but their girl failed to transition).

When girls do not believe they are able to succeed in school, they are less likely to transition.

40% of girls who were unsuccessful at transitioning had low academic self-efficacy. Only 9% of girls who did not transition had a high academic self-efficacy.

Table 56. Safety-related barriers to Transition

Barrier		Comparison				Target				Chi-square Sig.
		Unsuccessful Transition		Successful Transition		Unsuccessful Transition		Successful Transition		
		n	%	n	%	n	%	n	%	p-value
Safety Barriers										
Girl does not feel safe at school	Does	19	6.6%	271	93.4%	32	9.4%	310	90.6%	Non-Sig.
	Does Not	0	0.0%	6	100.0%	1	16.7%	5	83.3%	
Physically punished by teacher in last few weeks	Not Punished	13	5.6%	218	94.4%	28	9.8%	259	90.2%	Non-Sig.
	Physically Punished	6	9.2%	59	90.8%	5	8.2%	56	91.8%	
Girl affected by bullying	Not Affected	13	5.0%	248	95.0%	30	9.8%	275	90.2%	Non-Sig.
	Affected	6	17.1%	29	82.9%	3	7.0%	40	93.0%	
Parent thinks teachers at child's school do not do enough to address bullying	Do Enough	19	6.7%	263	93.3%	32	9.6%	300	90.4%	Non-Sig.
	Don't do Enough	0	0.0%	14	100.0%	1	6.3%	15	93.8%	
Parents believe girls are not safe in schools these days	Girls Are Safe	19	6.5%	273	93.5%	33	9.6%	309	90.4%	Non-Sig.
	Girls Are Not Safe	0	0.0%	4	100.0%	0	0.0%	6	100.0%	
Infrastructure Barriers										
Parent believes having a disability makes it more difficult for the girl to get to school compared to other	Is Equally Easy/Difficult	1	5.3%	18	94.7%	18	7.8%	212	92.2%	Non-Sig.
	Makes More Difficult	0	0.0%	3	100.0%	13	12.5%	91	87.5%	
Girl reports not enough seats	Enough	15	6.1%	229	93.9%	26	9.1%	259	90.9%	Non-Sig.
	Not Enough	4	7.7%	48	92.3%	7	11.1%	56	88.9%	
No access to drinking water facilities at school	Has Access	18	6.8%	246	93.2%	31	10.0%	278	90.0%	Non-Sig.
	Has No Access	1	3.1%	31	96.9%	2	5.1%	37	94.9%	
Toilet and Washing Facilities not accessible	Accessible	18	6.1%	277	93.9%	33	9.8%	305	90.2%	Non-Sig.
	Not Accessible	1	100.0%	0	0.0%	0	0.0%	10	100.0%	
Doesnt use play areas	Uses	19	6.5%	275	93.5%	32	9.4%	310	90.6%	Non-Sig.
	Does Not Use	0	0.0%	2	100.0%	1	16.7%	5	83.3%	
School Management Barriers										

Barrier		Comparison				Target				Chi-square Sig.
		Unsuccessful Transition		Successful Transition		Unsuccessful Transition		Successful Transition		
		n	%	n	%	n	%	n	%	p-value
Parent thinks performance of HT poor	Good HT Performance	19	6.5%	273	93.5%	33	9.6%	312	90.4%	Non-Sig.
	Poor HT Performance	0	0.0%	4	100.0%	0	0.0%	3	100.0%	
Parent thinks school not managed well	Managed well	19	6.7%	265	93.3%	33	9.9%	302	90.1%	Non-Sig.
	Not managed well	0	0.0%	12	100.0%	0	0.0%	13	100.0%	
Parent thinks there is not enough support within SM for girls with disabilities	Enough support in SM	19	6.6%	271	93.4%	24	9.3%	235	90.7%	Non-Sig.
	Not enough support in SM	0	0.0%	6	100.0%	9	10.1%	80	89.9%	
Teaching and Learning Barriers										
Girl does not have access learning materials she needs	Sufficient Access	18	6.8%	248	93.2%	27	9.4%	261	90.6%	Non-Sig.
	Insufficient Access	1	3.3%	29	96.7%	6	10.0%	54	90.0%	
Agree teacher often absent from class	Disagrees or Indifferent	18	6.9%	242	93.1%	30	10.1%	268	89.9%	Non-Sig.
	Agrees	1	2.8%	35	97.2%	3	6.0%	47	94.0%	
Teacher treats boys and girls differently	Treats Fairly	16	5.6%	271	94.4%	31	9.3%	304	90.7%	Non-Sig.
	Treats Differently	3	33.3%	6	66.7%	2	15.4%	11	84.6%	
Lack Supportive Climate	Climate Supportive	18	6.3%	269	93.7%	31	9.1%	309	90.9%	Non-Sig.
	Climate Non-supportive	1	11.1%	8	88.9%	2	25.0%	6	75.0%	
Lack of Cognitive Activation	Cognitively Activating	19	6.6%	270	93.4%	30	8.8%	309	91.2%	p<.05
	Not Cognitively Activating	0	0.0%	7	100.0%	3	33.3%	6	66.7%	
Poor Classroom Management	Good Classroom Management	19	6.8%	259	93.2%	29	8.8%	302	91.2%	p<.05
	Poor Classroom Management	0	0.0%	18	100.0%	4	23.5%	13	76.5%	
Parent views Teaching quality as poor	Does not view it as poor	19	6.7%	264	93.3%	33	9.7%	307	90.3%	Non-Sig.
	Views it as Poor	0	0.0%	13	100.0%	0	0.0%	8	100.0%	
Economic										
Difficult to Afford School	No	2	5.1%	37	94.9%	3	8.6%	32	91.4%	Non-Sig.
	Yes	17	6.6%	240	93.4%	30	9.6%	283	90.4%	
Gone to sleep hungry for many days	No	9	4.2%	206	95.8%	20	8.9%	204	91.1%	Non-Sig.
	Yes	10	12.5%	70	87.5%	13	10.6%	110	89.4%	
Gone without enough clean water for home use for many days	No	12	5.1%	224	94.9%	27	10.2%	238	89.8%	Non-Sig.
	Yes	7	11.7%	53	88.3%	6	7.3%	76	92.7%	
Gone without medicines or medical treatment for many days	No	12	5.5%	206	94.5%	18	8.2%	201	91.8%	Non-Sig.
	Yes	7	9.1%	70	90.9%	15	11.9%	111	88.1%	
	No	7	5.8%	114	94.2%	12	9.7%	112	90.3%	

Barrier		Comparison				Target				Chi-square Sig.
		Unsuccessful Transition		Successful Transition		Unsuccessful Transition		Successful Transition		
		n	%	n	%	n	%	n	%	p-value
Gone without cash income for many days	Yes	12	6.9%	162	93.1%	21	9.4%	202	90.6%	Non-Sig.
Girls 'condition' affects ability to afford schooling	Does not affect ability to afford	14	6.0%	220	94.0%	12	6.5%	174	93.5%	p<.05
	Affects ability to afford	5	8.1%	57	91.9%	21	13.0%	141	87.0%	
Parental Attitudes										
Has negative parental attitude towards girl's education	Positive Attitude	18	6.2%	271	93.8%	33	9.8%	303	90.2%	Non-Sig.
	Negative Attitude	1	14.3%	6	85.7%	0	0.0%	12	100.0%	
Parent thinks skills pupils learn in school not relevant and useful	Parent find skills relevant	19	6.5%	272	93.5%	33	9.8%	304	90.2%	Non-Sig.
	Parents find skills non-relevant	0	0.0%	5	100.0%	0	0.0%	11	100.0%	
Has negative parental attitude towards educating children with disabilities	Positive Attitude	17	5.9%	273	94.1%	33	9.5%	313	90.5%	Non-Sig.
	Negative Attitude	2	33.3%	4	66.7%	0	0.0%	2	100.0%	
Parent thinks child does not have enough self-confidence to participate mainstream schools	Has enough self-confidence	19	6.4%	277	93.6%	29	8.8%	302	91.2%	p<.05
	Does not have enough self-confidence	0	0.0%	0	0.0%	4	23.5%	13	76.5%	
Girl spends half day or more doing chores	Spends less time	11	5.7%	181	94.3%	17	8.4%	185	91.6%	Non-Sig.
	Spends half day or more	3	10.0%	27	90.0%	5	11.6%	38	88.4%	
Speaks the same language as her peers	Yes	17	6.0%	264	94.0%	33	10.0%	296	90.0%	Non-Sig.
	No	1	7.7%	12	92.3%	0	0.0%	16	100.0%	
Individual Barriers										
Girls with low academic self-efficacy	Average or High Academic Self-Efficacy	19	6.5%	272	93.5%	31	9.0%	312	91.0%	p<.05
	Low Academic Self-Efficacy	0	0.0%	5	100.0%	2	40.0%	3	60.0%	
Girl feels lonely	Does Not Feel Lonely	17	6.9%	229	93.1%	30	10.9%	246	89.1%	Non-Sig.
	Feels Lonely	2	4.0%	48	96.0%	3	4.2%	69	95.8%	
Degree of Resilience	Average or High Resilience	14	6.2%	211	93.8%	26	9.2%	258	90.8%	Non-Sig.
	Low Resilience	5	7.0%	66	93.0%	7	10.9%	57	89.1%	
Girl has low self-esteem	Average or High Self-Esteem	14	6.4%	206	93.6%	21	9.1%	209	90.9%	Non-Sig.
	Low Self-Esteem	5	6.6%	71	93.4%	12	10.2%	106	89.8%	

Barrier		Comparison				Target				Chi-square Sig.
		Unsuccessful Transition		Successful Transition		Unsuccessful Transition		Successful Transition		
		n	%	n	%	n	%	n	%	p-value
Girl needs but lacks glasses	Has needed assistive device	0	0.0%	3	100.0%	1	5.3%	18	94.7%	Non-Sig.
	Lacks needed assistive device	5	11.9%	37	88.1%	9	6.9%	121	93.1%	
Girl needs but lacks hearing aid	Has needed assistive device	1	50.0%	1	50.0%	0	0.0%	4	100.0%	Non-Sig.
	Lacks needed assistive device	1	4.8%	20	95.2%	13	15.3%	72	84.7%	
Girl needs but lacks assistive walking device	Has needed assistive device	0	0.0%	0	0.0%	0	0.0%	2	100.0%	Non-Sig.
	Lacks needed assistive device	0	0.0%	6	100.0%	3	9.7%	28	90.3%	

Transition outcomes in a Kenyan Context

In Kenya, the enrolment rate for females was 76% and 77% for males[132]. In primary education the net enrolment was 85% and 80% for males. In secondary education, enrolment rates drop to 47% for females and 50% for males. In tertiary education it its 3% for females and 4% for males.

In Kenya 3% of girls and 3% of boys repeat grade levels (which is much lower than the 9% of the target group repeat rate). Furthermore, 98% of males and 100% of girls can transition into secondary schools. This is much higher than the transition rate presently calculated for girls with disabilities[133].

Project Groups and Transition

Findings show that disability is manageable when girls are provided with the necessary resources to thrive.

100% of the girls that received transport assistance were able to transition in the past year.

This is supported by findings of the photovoice sessions, where girls experiencing disability mentioned muddy streets and inability to access their school as the most 'pictured' barrier discussed during these sessions. The transport provided, was perceived as a driver.

When a girl has access to an assistive device, she is also twice as likely as being able to transition.

Girls without assistive devices have consistently performed worse across many important outcomes of the project.

UNESCO (2016) Country Statistics: Education Kenya: HYPERLINK "http://uis.unesco.org/country/KE" http://uis.unesco.org/country/KE

Ibid.

Table 57. Transition by Project Activity Groups

Project Feature		Unsuccessful Transition		Successful Transition	
		%	Count	%	Count
HH member is part of the Male Mentorship Programme	No	9.4%	29	90.6%	278
	Yes	12.1%	4	87.9%	29
Girl is a member of C2C clubs	No	13.2%	9	86.8%	59
	Yes	8.9%	23	91.1%	235
Girl is a member of Study Clubs	No	10.5%	18	89.5%	154
	Yes	10.3%	12	89.7%	105
Family Received Financial Support towards the education of the girl	No	0.0%	0	0.0%	0
	Yes	2.5%	1	97.5%	39
Girl received a School Kit	No	9.0%	24	91.0%	242
	Yes	11.9%	8	88.1%	59
Girl received an Assistive Device	No	10.0%	30	90.0%	270
	Yes	5.3%	2	94.7%	36
Girl received Transport Assistance	No	9.8%	32	90.2%	293
	Yes	0.0%	0	100.0%	13
Girl received Psycho-social Support	No	10.6%	17	89.4%	144
	Yes	7.8%	12	92.2%	141
Girl received Rehabilitative Support	No	9.7%	25	90.3%	232
	Yes	6.3%	4	93.7%	59

4.3.4 Transition Targets

Transition targets are calculated by the Fund Manager through the outcome spreadsheet. Through this method, the following targets were calculated:

Table 58. Transition Targets

Evaluation point 2	Evaluation point 3
5%	7%

4.4 Sustainability Outcome

This section discusses the results and findings from LC's Sustainability Scorecard. It provides details about current levels of sustainability at each level (community, school, system) and discusses what is being done to achieve sustainable outcomes. We also include the barriers or enabling factors for sustainability and accompanying strategies that are to be put in place to manage them.

At the school-level the baseline study rates the sustainability of the intervention as latent.

This is because while exceptions exist, changes in attitudes are present. However, teachers and schools need further support in key knowledge areas, sustainable access to learning and teaching materials, and accessible facilities. Results for these indicators are displayed in Table 59.

Teachers highlight several challenges to adopting inclusive teaching practices in their schools.

Through the teacher survey, we interviewed 77 LC-trained teachers and 37 untrained teachers for a total of 116 teachers interviewed.

According to the open-responses of the teacher survey and FGDs with teachers, the following areas were identified by LC-trained teachers where they need additional support:

- Better understanding on how to handle a different pacing in the lecture to accommodate for children with learning or cognitive difficulties without losing time from their planned curriculum.
- Insufficient teaching and learning resources (e.g. manila paper or reading materials for children with hard or no vision).
- Lack of assistive devices for all learners who need them.
- Better understanding on how to provide individual attention or contact-time to students with disability in big student classroom populations.
- Gaining the buy-in from parents in the education plans of the learners. Teachers need support on how to manage parents when their expectations about the learner and their own expectations differ.
- Better knowledge of teaching approaches for different disability types.
- How to prevent bullying from happening inside the classroom and outside.
- How to manage negative attitudes from fellow teachers and school authorities.
- Lack of medical supplies for pupils with disability (e.g. first aid kits).

The project has begun to make changes to teachers' attitudes towards inclusive education through training activities supported through the its first phase (GEC 1).

Currently 83% of LC teachers believe IEPs are needed for children with disabilities in contrast to 76% of non-LC-trained teachers. During photovoice discussions[134] with girls with disabilities, many brought pictures of their teachers, stating among the reasons that "*he teaches so well until you perform well*" and "*he is so responsible*".

In terms of attitudes towards inclusive education[135], 12% of LC teachers (n=12) and 8% of Non-LC teachers (n=9) have negative attitudes towards inclusive education. Mixed or unclear attitudes were shown by 13% of LC-trained teachers and 27% of non-LC teachers. 25% of LC-trained teachers and 35% of non-LC teachers have negative attitudes towards inclusive education. In their open responses, some LC-trained teachers wrote "*negative attitudes of fellow teachers and parents*", and "*ignorance from some administrators (head teachers and directors)*".

Photovoice also known as picturevoice is a qualitative method used for community-based participatory research to document and reflect reality. Girls were asked to express their points of view or represent their communities by photographing scenes that highlight research themes. Research themes included barriers and drivers to attendance and learning. Photos are used as tools of discussion during image-elicitation FGDs with the girls.

Groups are classified according to a mean attitudinal score computed from 3-items: "*The needs of students with disabilities can be best served in special, separate settings", "Inclusion of students with disabilities in general education classrooms takes away from students without disabilities and lessens the quality of education provided" and "Inclusion sounds good in theory but does not work well in practice*." This scale is found to be somewhat reliable according to reliability analysis (Cronbach alpha = 0.6) though it should be improved at midline by including a set of positive attitudinal measures. Cut-off for a lack of negative attitudes is 2 or lower in the scale, for unclear attitudes is between 3 and 3.99 and negative attitudes is higher than 4.

Inclusion of students with disabilities in general education classrooms takes away from students without disabilities and lessens the quality of education provided.

There is also limited support in schools for teachers to implement necessary changes to their teaching practice.

While 69% of teachers mentioned that their school provides them with the resources and incentives to enhance their ability to adopt inclusive practices, head teachers mentioned that not all teachers have benefited and there are still gaps in capacity.

Resources for teaching and learning, such as manila and bond paper are cited as lacking by many teachers.

Currently, many schools also lack access for persons of all kinds of disability. Children in FGDs mentioned that "*there are some children with disabilities that have wheelchairs… there is no way they can move with their wheelchair on the stairs so if ramp[s] are put in place they can move easily*".

During image elicitation discussions, many girls with disabilities took pictures of their toilets "because it's supposed to be repaired well", "*because it's in a bad condition… the door is damaged*", "*Because it is always dirty*.". Girls also mentioned not having access to water in their toilets or school: "*the way it has no water, I may be thirsty but there is no where I will get water".*

Presently, the extent to which school have allocated resources in their budgets towards investing in inclusive education varies by school or training institute. According to teachers in VTIs, their institutions face "*financial constraints*"[136] and "*planning exists but there is no implementation*"[137]. In the event where they have built accessible infrastructure such as ramps, many still rely in external sponsorship.

School associated costs are likely to hinder the achievement of attendance outcomes.

Parents mentioned in FGDs that paying school levies is also an issue when income is irregular. They mentioned that when payments are delayed, girls are sent home and forced to miss school. While schools use this as mechanism to manage their costs, girls with disabilities are forced to go home and are excluded from learning in the event that their parents are unable to afford costs associated with schooling. As part of GEC-T, the project provides financial support and start-up kits to families with these needs, but unless these families can obtain a regular source of income, it is difficult to say whether attendance outcomes can be sustained over time.

Table 59. School-Level Sustainability Indicators

Level in the Scorecard	Sustainability Indicator	Baseline Result
School-Level		
Changes in Attitudes (1)	% of LC-trained teachers who believe IEPs should be developed for children with disability	83%
	% of LC-trained teachers have unclear or negative attitudes towards inclusive education	25%
Changes in Behaviours (2)	% of teachers implementing inclusive strategies in their teaching according to lesson observations	33%

FGD with TVET instructors on Inclusive Education.

Ibid.

Level in the Scorecard	Sustainability Indicator	Baseline Result
Critical Mass of Stakeholders Change their Behaviours (3)	% of teachers who feel supported by their school to work with persons with disabilities	69%
	% Non-LC trained teachers with negative or unclear attitudes towards inclusive education	35%
	% Non-LC trained teachers who believe IEPs should be developed for children with disability	76%
	% of girls with disabilities feeling respected by other students	77%
Established (4)	% parents of girls with disabilities who believe the schools are able to accommodate the needs of boys and girls with disabilities and offer a supportive environment for children with disabilities .	63%
	% of girls with mobility difficulties who can move unaided in schools	46%
	% of girls with disabilities reporting bullying occurs in their schools decreased	16%
	% of girls with disabilities who confirm their guardian is taking an active interest in their education/training	77%
	% of teachers saying that they have enough resources to work with people with disabilities	9%
Baseline Sustainability Score (0-4)	**1 Latent**. While exceptions exist, changes in attitudes are present. However, teachers and schools need further support in key knowledge areas, sustainable access to learning and teaching materials, and accessible facilities.	

At the community-level, the study rates the sustainability of the project as latent.

This is because there is evidence of changing attitudes in communities. While there are still 19% of parents with negative attitudes about sending children with disabilities to school, the majority believe that children with disabilities have a right to go school. Girls report some support offered by communities, but many still feel excluded from community events and are "kept away". Parents still use discipline methods that employ physical punishment, denoting that gaps in respectful practices exist. Results for these indicators are presented in Table 60.

A large proportion of children with disabilities still feel excluded from community events.

While, 81% of parents have positive attitudes towards sending children with disabilities to school[138], 61% of girls with disabilities feel respected in their communities and only 45% of them feel included in community events. This is usually the case when caregivers feel social pressures to "*keep away*" their children with disabilities: "*where a child with disability is supposed to be kept away from the rest of the community, because they don't want to be seen as people who are cursed".*

See Op. cit. p.

Most girls who need assistive devices do not have them (currently only 9% do).

Teachers identified that this was a common problem for girls in their classes. Girls mentioned this prevents them from learning: "*What I dislike most is when I don't have spectacles. That makes reading very difficult.".*

Sustainability could be enhanced by linking livelihood training with other livelihood interventions.

Therefore, initiatives such as the entrepreneurship training to Parent Groups could provide a short-term solution. However, whether the business ventures of parents will be successful or not will also depend on their own financial literacy, capacity to save, or gather critical investment to transform savings into a stream of income. Through LC activities, Parent Groups learn how to organize and develop relationships with existing financial service providers. However, the project could further define how business knowledge can translate into sustainable livelihoods. Given that this would be outside the scope of the intervention, linking parent groups with other livelihood interventions could be a way to enhance the sustainability of the LC project.

A critical change in behaviour is yet to be seen amongst parents and caregivers.

Male mentorship and PSGs provides a viable means for reducing stigma in communities. However, there are still many instances reported about caregivers lacking knowledge about assistive devices (e.g. 'specs cause blurry vision') and parents still making use of physical punishment to discipline their children. Therefore, a critical change in behaviours is yet to be seen across the population of caregivers.

Table 60. Community-level sustainability Scores

Level in the Scorecard	Sustainability Indicator	Baseline Result
School-Level		
Changes in Attitudes	% of parents of girls with disabilities with positive attitudes[139] about sending children with disabilities to school	81%
Changes in Behaviours	% of parents of girls with disabilities making adaptations to the homes of girls with disabilities	61%
	% of girls with access to assistive devices if they need them	9%
Critical Mass of Stakeholders Change their Behaviours	% of girls who feel respected by members of their community	61%
	% of girls who get support they need from their family to stay in school and perform well	77%
Established	% of girls who feel included in community events	48%

Groups are classified according to a mean attitudinal score computed from 3-items: "Girls who experience disability should go to school, regardless of their condition", "Girls with disabilities can do equally well as other girls in school" and "Children with disabilities should not play sports." This is a reliable scale according to reliability analysis (Cronbach alpha = 0.32). Cut off decided at 4 or higher in mean score.

Level in the Scorecard	Sustainability Indicator	Baseline Result
Baseline Sustainability Score (0-4)	**1 – Latent.** There is enough evidence of changing attitudes in communities. While there are still 19% of parents with negative attitudes about sending children with disabilities to school, the majority believe that children with disabilities have a right to go school. Girls report some support offered by communities, but many still feel excluded from community events and are "kept away". Parents still use discipline methods that employ physical punishment, denoting that gaps in respectful practices exist.	

At the system-level the study rates the sustainability of the project as emergent.

While there is evidence of an attitude change with several government stakeholders citing the importance of adopting inclusive education policies, there is little evidence that acritical mass of stakeholders has changed their behaviours. Results for these indicators are presented in Table 61.

Some deputy directors report increased use of infrastructure development grants to promote access of children with disabilities.

According to the Deputy Director of Education in Mbita, local governments channel support towards inclusive education through "T.I.G (infrastructure development grants), which we have in quite a number of schools now, the books that are coming, the sanitary towels, the increased capitation for the SNE schools. So, we have them in mind. I told you involvement in sports, even in the budget for sports they are always there".

Teacher strikes will likely continue to influence the ability of the project to achieve its objectives.

Schools across all sub-counties also close when teachers are on strike, which was the fourth most frequently mentioned reason by parents of why their children miss school. When teachers are on strike, more structural problems exist in educational delivery systems. Teacher dissatisfaction stems from a poor incentive structure for teachers, who are already operating under resource and capacity constraints. In these types of environments, when teachers are dissatisfied, it will be more difficult for the project to gather a critical mass of teachers to demand or independently build professional development in inclusive education.

This suggests that the most effective mechanism for sustainability may be the adoption of inclusive education in school policy and teacher training curriculums (of both in-service and pre-service).

Table 61. System-level Sustainability Scores

Level in the Scorecard	Sustainability Indicator	Baseline Result
School-Level		
Changes in Attitudes	Government officials understand and find project components relevant	Interviews with county officials and regional coordinators highlight that government officials widely understand the relevance of IE components.

Level in the Scorecard	Sustainability Indicator	Baseline Result
Changes in Behaviours	Government officials work towards strengthening inclusive education policy at the local level	There is some evidence that government stakeholders have begun to adapt their behaviour towards IE policies with several stakeholders citing recent initiatives.
Critical Mass of Stakeholders Change their Behaviours	School's groups work towards making school policies inclusive	No evidence
	Local funding increased for inclusive education initiatives	No evidence
Established	Officials at the local and/or national level use project approaches in the national teacher training curriculum and in their delivery approaches	No evidence
	% national education funding that is allocated towards implementing inclusive education practice within the special education policy and teacher training curriculum	Evidence at the local level.
Baseline Sustainability Score (0-4)	**2 –Emergent**: While there is evidence of an attitude change with several government stakeholders citing the importance of adopting inclusive education policies, there is little evidence that acritical mass of stakeholders has changed their behaviours.	

Project Response to Sustainability Analysis

The following table describes the changes needing to take place to ensure that attitudes, behaviours or approaches are established.

Table 62. Changes needed for sustainability

Change Type	Community	School	System
Change: what change should happen by the end of the implementation period	**-**Parents & community commitment to prioritising attendance of girls with disabilities - Parents have the capacity to support their child (paying school fees and meeting the health and rehabilitative	-IE pedagogy processes, Teacher Training Policy and curriculum review formulated and embedded within the school's	-IE systems & processes formulated and embedded

Change Type	Community	School	System
	needs of the girls) through providing livelihood support through start up kits, training and mentoring. This is through formation of parent support groups & providing links to micro-credit institutes self-supported. -Change of community attitude towards children with disabilities through capacity building.	teacher training & practices.	within the school's teacher training & practices -EARCs assessments maintained & embedded in systems - inclusive education is adequately supported by the government beyond the life cycle of the project
Activities: What activities are aimed at this change?	-Identification of New livelihood opportunities support parents to cover fees & sanitary costs - identification, assessment and rehabilitation of children with disabilities -Community sensitization on attitude change toward children with disabilities.	-School strategies to ensure peer mentoring continues - teachers will need to be trained in inclusive education and placed in mainstream schools beyond the teachers trained in the GEC-T programme -Training BoM on resource mobilization. -Sensitization of BOM and teachers to welcome children with disabilities in a mainstream environment -Formation of C to C clubs to empower children with Life skills- career guidance, life skills training, mentorship and child to child activities	-Ensure government buy in to sustain IE - working with a number of key government departments and networks to ensure that key policies (inclusive education policies, teacher training policies and an inclusive curriculum) are put in place and operationalised. - Advocating for government to guarantee that school fees for secondary schools will be abolished by 2020 -Government delivery of national cash transfer programme to vulnerable households - capacity building to ensure that providers have the requisite skills and knowledge to continue these activities
Stakeholders: Who are the relevant stakeholders?	-Parents, Community members, Children with disability, Male mentors.	-Teachers, School going children, School Board of Management (BOM)	-Key government departments: -Ministry of Education, Science and Technology (MoEST) -Kenya Institute of Special Education (KISE)

Change Type	Community	School	System
			-Kenya Institute of Curriculum Development (KICD) -Children's Department -Education and Resource Centres (EARC) -Department of Social Services -Kenyan Parliamentarians with disabilities (KeDIPA) -Area Advisory Councils (AAC) -National Special Needs Education Technical Review Committee -National Council of Children's Services -County Working Groups (CWG)
Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms etc.	-The future costs required to parents to ensure accessibility & transition -Lack of capacity within community for future event	-The future costs required to schools and to ensure accessibility & transition -Future time and costs to ensure capacity for supporting life skills activities, financial literacy training and career guidance	-Ongoing costs required to maintain levels of attainment -Future time/costs to ensure GoK buy in. -Future costs of materials and adaptations -Changes in government support for IE policies & legislation/ training

Project Narrative Response:

In order to achieve sustainability for the LC programme, the project's Theory of Change is predicated on accomplishing key policy changes within government. Examples of these changes include a comprehensive inclusive education (IE) policy, a Teacher Training Policy (including a reference to IE) and an inclusive curriculum. The project will lobby with other NGOs to make sure that fees for secondary schools are abolished as promised by the current government, as this is currently a major barrier for low income families. The project's Theory of Change also contains activities designed to address systemic weakness in child protection, assessment and identification and school-based support. Additionally, the project also recognises that in order to achieve long term change, negative attitudes at all levels (household, community, school and government) will need to change. Underpinning our approach is the realisation that one of main barriers to inclusive education is poverty entrenched at all levels (from household to government). The project will continue to engage with key change makers within government through capacity building workshops, special events and developing MoEST capacities in monitoring the effectiveness of inclusive education. At the same time, the project will be building capacity at

school level (Board of Management and Teacher Training) to ensure that systems are in place to implement an IE policy at the local level. As a result, children with disabilities will be able to learn in an environment which responds to their needs. The project has designed activities to strengthen child protection structures and develop a more nuanced understanding of child protection issues through research activities. The project will continue to work with (Education and Assessment Research Centres) EARCs to embed assessment procedures for children with disabilities as part of their work plan.

The project has planned for further sensitisation events and celebrations of inclusive education to embed disability positive attitudes within the wider community In order to address attitudinal barriers at all levels through working with parents, teachers, officials and community members. We expect that this will result in families and communities actively supporting girls with disabilities to go school, leading to more inclusive communities and better access to education. The project has planned for livelihood interventions for families of girls in our cohort and planned for girls to transition to vocational training institutions to help gain skills for work. It is envisioned that our life skills, financial literacy training and career guidance will increase life chances and better prepare girls for their transition onwards into adulthood. Furthermore, by creating the required policies to implement inclusive education it will ensure that financial support for IE is a priority for the government.

The project will enhance learning outcomes (literacy and numeracy) through inclusive study club as part of our child to child approach. The study clubs will be made up of both girls with disabilities and girls without disabilities and boys with disabilities. Project will provide accessible literacy and numeracy learning materials and books. The peer to peer tutoring is expected to boost academic performance as well as social skills of the girls with disabilities. Furthermore, learning from GEC-1, teacher mentorship will be vital in instilling crucial pedagogical skills necessary to enhance numeracy skills among girls with disabilities and boys. It will also contribute to skills and knowledge retention as teacher transfer sometimes is beyond project control. Teachers will be mentored on how to make learning mathematics more practical through the use of teaching and learning materials and real-life examples.

4.5 Key Intermediate Outcome Findings

4.5.1 Selection of IO indicators, methodology for measuring them, and relevant project activities

A summary of indicators for each of the projects Intermediate Outcomes is shown in Table 63.

Table 63. Intermediate Outcome Indicators

Intermediate Outcome	Indicator
IO1: Attendance Girls with disabilities have increased attendance in primary and secondary mainstream schools and vocational institutions.	# of girls with disabilities attending at least 80% of available school (primary, secondary and VTI) days
	The extent to which Girls with disabilities report a reduction in the 5 main resource barriers that inhibit attendance: 1. School fees 2. Scholastic materials, 3. Sanitary wear 4. Transport 5. Assistive devices

IO2: Teaching Quality Improved access to quality education in mainstream schools and vocational institutes for girls with disabilities.	The extent to which girls with disabilities feel their learning needs are supported by their teachers
IO3: Self-Esteem Girls with disabilities demonstrate increased voice and agency to participate in mainstream education and future career opportunities.	% of primary and secondary school girls with disabilities report an increase in self-esteem
	% of girls with disabilities have increased financial literacy skills
	The extent to which girls with disabilities can describe an education/ career pathway to achieve their aspirations.
	The extent to which teachers report an improvement in girls with disabilities active participation in the classroom
IO4: Attitudes and Perceptions Families, communities and peers proactively support girls with disabilities to go to school	The extent to which families, community and peers demonstrate positive actions that support girls with disabilities to go or stay in school
	% of girls with disabilities who feel included/accepted by the community
	% of male parents/guardians report an improved attitude towards education of girls with disabilities going to school.
IO5: Additional Improved policy environment at school, county and national level to support inclusive education for children with disabilities	# of action plans in place towards implementing inclusive education practice within the special education policy and teacher training curriculum
	# of policies/strategies introduced by county government and other stakeholders as influenced by the project
	# of new policies developed to support IE practice and child protection in intervention schools

4.5.2 Intermediate Outcome Findings

4.5.3 Intermediate Outcome 1: Attendance

Girls with disabilities have increased attendance in primary and secondary mainstream schools and vocational institutions.

✓ 94% of girls with disabilities attending at least 80% of available school days.

Gains in attendance were measured for target and girls in the comparison group through an individual-level average attendance rate. This rate is defined as the percentage proportion of days present in a school calendar month for each girl participating in the study. See expression below:

$$Attendance\ Level = \frac{DaysPresentperSchoolCalendarMonth(s)}{TotalDaysperSchoolCalendarMonth(s)} x100$$

February 2018 was the period chosen, as this was month outside agricultural seasons, rainy seasons or school holidays. We also triangulated attendance records with HHS and found a high degree of correspondence between both sources.

Under the first outcome, LC aims to achieve 80% attendance at primary, secondary and TVET education. The related activities should result in families being more able and more willing to

support their children with disabilities to attend school. This result has largely been achieved with the majority of target girls reaching over 90% attendance.

Attendance rates are presumably high due to the sampling method, which happens in school. If a girl attends school regularly, she has a higher chance of being selected for the study and therefore attendance rates are likely to be high. Given that the study aims to measure individual-level *gains* rather than the aggregate attendance *level*, we expect to study whether this trend will be sustained at midline. Household-level sampling would provide for a more reliable measure of the level of attendance.

However, findings also show a significant attendance gap between target and comparison girls. While the average attendance rate of target girls is 93%, girls in the comparison group had a rate of 95%. This suggests that girls with disabilities face additional barriers to attending school regularly.

According to regression analysis, being in the target group negatively predicts a girl's attendance rate at significant levels ($b = -2.07$, $t(660) = 136.8$, $p < .05$).

Table 64. Attendance Rate (Average % Days Attended in February 2018) by Grade Level

Grade	Comparison		Target	
	Mean (%)	n	Mean (%)	n
Primary School				
Grade 5	95.2	67	92.4	80
Grade 6	94.9	76	92.1	89
Grade 7	96.7	67	95.7	94
Grade 8	96.0	51	91.0	56
Special Unit	-	-	92.0	10
Benchmark Cohort				
Form 1	87.6	9	98.2	8
Form 2	91.4	14	94.0	9
Form 3	97.3	12	96.9	9
Form 4	98.5	10	100.0	5
Total	95.4	307	93.3	360

Presently, disability predicts a girls' attendance to school. overall, girls with some, a lot, and "cannot do at all" functional difficulties have lower attendance (93%) when compared to girls in the comparison group (97%) ($p<.05$). As the intervention turns schools and communities into more inclusive places, we expect the attendance gap between girls with disabilities and girls without disabilities in the comparison group to be reduced.

One of the key reasons for girls dropping out of school, indicated by LC's midline report in GEC-1, was due to health concerns related to disability, and the inability of parents to manage and pay for disability related health interventions.

Table 65. Reasons for Missing School Days According to Parents (Target Group Only)

Reasons Mentioned	No Functional Difficulty		Functional Difficulty		Chi-square sig diff.
	n	% Frequency	n	% Frequency	p-value
Illness	28	26.20%	33	43.40%	p<.05
No Money for School Levies	12	11.20%	18	23.70%	p<.05
School Closed	7	6.50%	9	11.80%	Non-Sig.
Teachers on Strike	13	12.10%	4	5.30%	p<.05
Pregnancy	1	0.90%	2	2.60%	Non-sig.
No Transport	0	0.00%	2	2.60%	p<.05
Child Did Not Want to Go	0	0.00%	1	1.30%	Non-sig.
Teachers Absent	1	0.90%	1	1.30%	Non-sig.
Death of Family Member	2	1.90%	1	1.30%	Non-sig.
Menstruation	2	1.90%	0	0.00%	Non-sig.
School Unsafe	1	0.90%	0	0.00%	Non-sig.
Work / More Income Needed	1	0.90%	0	0.00%	Non-sig.

Some parents mentioned that undergoing treatment, associated with disability, can lead to reduced attendance outcomes.

In FGDs, parents of girls with disabilities mentioned "*that girls with disability might miss school when they undergo treatment or medical check-up because they often get sick and need to recover at home*."[140]

When poverty intersects with disability, parents of girls with disabilities find it a greater challenge to support them going to school.

When caregivers were asked why their child missed school for longer than 2-weeks, they mentioned girls miss school most often due to illness, no money for school levies and lack of transport. Parents of girls with disabilities mentioned illness and no money for school fees as reasons for girls missing school with twice the frequency of that of caregivers in the comparison group (chi-square p<.05).

Poverty is frequently referenced through 'irregularity of incomes' as a reason for girls missing school. Parents are often unable to pay school fees on time and children are forced to return home and therefore miss school: "*we try hard as parents to prevent the children from staying at home due to lack of fees since sometimes we might be unable to get money on time because we have different ways of earning income*"[141]. Parents cite a lack of income regularity as the reason of why their payments are interrupted: "*Sometimes finding the fees can be late or sometimes you might not find it at all*"[142]. This causes distress among girls: "*what has been disturbing my granddaughter is that issue of fees*"[143].

Presently, project activities are designed with inclusion of initiatives geared towards supporting households to lift themselves out of poverty, equipping Education Assessment Resource Centres (EARCs), providing transport provision, supporting referrals for further health support and supporting girls and boys with disabilities to attend to TVETs to develop skills for work. Our

FGD with parents and caregivers of girls who experience disability in Migori.

Ibid.

Ibid.

Ibid.

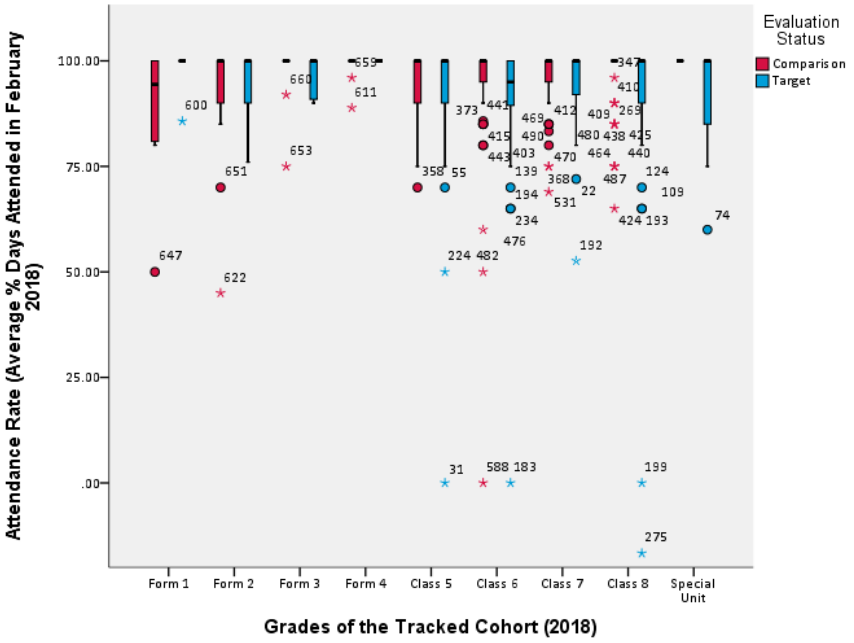
findings suggest that these initiatives are relevant to the needs of beneficiaries and are likely to result in attendance increases.

Girls with learning impairments attend school less than persons without a learning difficulty (88% of days). The same can be said for girls with difficulties remembering things (86%), accepting change (81%), behaviour impairments (84%) and difficulties making friends (76%).

Table 66. Attendance Rate (Average % Days Attended in February 2018) by Disability Status

Disability Status		Comparison		Target	
		Mean (%)	n	Mean (%)	n
Child Functioning Status (Moderate and Hard)	*No functional difficulty*	95.50	213	93.71	1733
	With functional difficulty	95.93	33	91.81	112
Child Functioning Status (Some, Moderate and Hard)	*No functional difficulty*	96.55	133	97.83	30
	With functional difficulty	94.27	120	92.60	294
Visual Impairment	*No functional difficulty*	95.32	234	92.46	226
	With functional difficulty	96.67	6	94.36	45
Hearing Impairment	*No functional difficulty*	95.41	289	93.05	329
	With functional difficulty	96.30	3	97.58	19
Walking Impairment	*No functional difficulty*	95.38	306	93.37	340
	With functional difficulty	.	0	90.08	13
Self-Care Impairment	*No functional difficulty*	95.35	304	93.40	346
	With functional difficulty	100.00	1	88.62	9
Communication Impairment	*No functional difficulty*	95.33	303	93.57	337
	With functional difficulty	100.00	3	88.10	18
Learning Impairment	*No functional difficulty*	95.36	305	93.72	326
	With functional difficulty	100.00	1	87.53	26
Remembering Impairment	*No functional difficulty*	95.37	300	93.90	329
	With functional difficulty	95.83	6	82.89	21
Concentrating Impairment	*No functional difficulty*	95.30	301	93.29	343
	With functional difficulty	100.00	3	90.00	6
Accepting Change Impairment	*No functional difficulty*	95.33	303	93.64	342
	With functional difficulty	100.00	2	78.13	8
Behaviour Impairment	*No functional difficulty*	95.35	303	93.63	339
	With functional difficulty	100.00	1	81.67	9
Difficulties Making Friends	*No functional difficulty*	95.37	303	93.88	344
	With functional difficulty	95.00	2	72.22	9
Anxiety	*No functional difficulty*	95.33	288	93.48	338
	With functional difficulty	96.24	18	91.52	21
Depression	*No functional difficulty*	95.35	290	93.41	340
	With functional difficulty	96.00	16	92.63	19

Attendance drops to 87% in Form 1 for the comparison group. There is also more variation of attendance in Form 1 (82%-100%) than in other grade levels, where attendance is concentrated around the median (usually above 95%). A special set of interventions may be designed to cater specifically to the needs of girls in secondary school transitions.



Parents mentioned that during these ages, girls tend to be more self-reliant and therefore may decide to cope with challenges on their own. These challenges are often related to peer pressure and social acceptance: "*peer pressure comes into effect at adolescence when the girl keeps a distance from her family members and tries to solve her problem by herself*." [144]

Girls with disabilities whose caregivers mentioned they do not have confidence to participate in mainstream schools, attended school less than their peers who have greater confidence (83% compared to 94%). Girls that learn less or do less school work as a result of their impairment also attend school less than their peers ($p<0.05$).

Qualitative evidence suggests that bullying has a negative effect on attendance.

FGDs revealed that bullying and mockery is a significant problem for girls attending school. Mothers of children with disabilities mentioned that "mockery" is a common phenomenon and it discourages children: "*there are some children with disabilities who don't want to be mocked*"[145]. Girls mentioned these types of environment demotivates them "what makes learning difficult sometimes where we are in class, the teacher gets in and he says you give an answer and sometimes someone gives a wrong answer, so the class members will laugh at you … shame will make you not raise your hand to say an answer".

Ibid.

FGD with mother of girls who experience disability and female caregivers on SRH

A child's inner motivation to go to school is an important driver of attendance according to parents.

This highlights the reinforcing role of other outcomes such as Outcome 3 on attendance. Alternatively, when girls lack motivation or "spend too much time on their phones", they will drop out of school.

Pregnancy likely influences school attendance.

If a girl has been pregnant or if she is a mother, she will attend school less. Girls who have been pregnant attend 81% of the time compared to 95% of the time. And girls who are mothers attend 74% of the time if she is under 16 and 49% of the time if she is over 18.

Parents confirmed this finding in FGDs reporting that having been pregnant is also reason for shame for many girls: "where we stay, so many girls are dropping out of school due to early pregnancies and the shame that makes them not to want to go to schools." Therefore, social norms put greater pressure on girls who have given birth to return to school.

These social norms disproportionally affect girls when compared to boys, pressuring girls to prioritize child rearing over their own education. In FGDs, parents mentioned that "you will have to drop from school yet the guy who got you pregnant will go on with his studies."[146]

Menstruation management likely influences school attendance.

Further challenges are faced by girls when it comes to menstruation management. This is either due to lack of medicines to mediate the pain of menstruation: "*when she has cramps she cannot understand what is being taught she will be forced to go back at home*."[147] or lack of washing facilities and sanitary pads: "*they don't have sanitary towels and they are forced to use a piece of cloth and the piece of cloth cannot stop her from stain her uniform this may make her miss her exam and she cannot perform very well*."[148] Schools should study how to better accommodate the individual needs of girls and their development.

Menstruation has also a component of shame associated to it and schools may not be places where this stigma is fought openly. Caregivers mentioned in FGDs that "*So the girls can sometimes be shy and not open up about their periods and they might lie that they have malaria but in truth they lack sanitary towels*."[149]. Boys are often the perpetrators of this stigma. According to a girl in an FGD: *"You will find when she is in class, she has a heavy flow and boys laugh at her"*[150].

Raising awareness in schools and providing resources towards menstruation management could therefore positively affect attendance. This a point that LC may emphasize in school audits.

In terms of other marginalized groups, girls who are double orphans or living in child-headed households have significantly lower attendance than girls who have either or two parents alive. Additionally, if a girl speaks or understand the language of instruction at school, she is more likely to attend school.

Ibid.

Ibid.

Ibid.

FGD with parents and caregivers of girls who experience disability in Migori.

Op cit.

Table 67. Attendance Rate (Average % Days Attended in February 2018) by Multiple Characteristics

Characteristic		Evaluation Status			
		Comparison		Target	
		(%)	n	(%)	n
Girl Passed or Repeated the Grade	*Repeated the Grade*	97.25	20	90.65	33
	Passed the Grade	95.28	276	93.50	315
Single Orphan	*No*	95.26	252	93.16	295
	Yes	95.94	54	94.34	64
Double Orphan	*No*	95.42	296	93.86	334
	Yes	94.07	10	86.91	25
Living without both Parents	*No*	95.44	175	94.51	205
	Yes	96.72	30	87.54	29
Household has three or more Children per Adult	*No*	96.15	194	92.64	188
	Yes	93.92	48	95.31	70
No Adults Listed as Living in the Household	*No*	95.56	304	93.38	355
	Yes	67.50	2	91.94	4
Lives in a Female Headed Household	*No*	94.03	144	93.34	150
	Yes	96.56	162	93.38	209
Married or Living with a Man as if Married	*No*	95.38	295	93.29	354
	Yes	97.14	7	95.00	1
Mother Under 18 years old	*No*	94.52	189	93.20	231
	Yes	95.00	1	26.32	2
Mother Under 16 years old	*No*	94.56	174	93.02	216
	Yes	95.00	1	52.63	1
Girl has been pregnant	*No*	95.34	302	93.71	349
	Yes	98.75	4	69.11	6
The Head of Household works in Subsistence Farming or Fishing	*No*	96.38	250	93.48	291
	Yes	91.12	57	92.71	69
The Head of Household has no Occupation	*No*	95.36	284	93.28	331
	Yes	95.87	23	93.88	29
Poverty Status	*Not Poor*	97.38	81	92.69	85
	Poor	94.92	164	93.32	183
	Extremely Poor	94.49	58	93.99	88
Access to Electricity	*No*	.	0	50.00	2
	Yes	95.38	306	93.61	357
Poor Roof Material	*No*	95.51	288	93.55	336
	Yes	93.37	18	90.54	23
Speaks or Understands Language of Instruction	*No*	94.72	86	90.97	113
	Yes	95.63	220	94.45	246
Mother Tongue is Different to Language of Instruction (Calculation)	*No*	95.40	293	93.34	346
	Yes	94.96	13	94.00	13
The Head of Household has No Formal Education	*No*	95.48	277	93.69	317
	Yes	94.39	29	90.98	42
The Head of Household can read and write in his/her language	*Yes*	95.69	231	93.38	261
	No	94.25	70	93.04	91
Primary school is further than a 45min walk	*No*	95.79	225	93.75	266
	Yes	93.37	51	90.43	64
Secondary school is further than a 45min walk	*No*	95.25	208	93.93	244
	Yes	95.49	85	91.23	96
Common to Send Children to School in this Village	*No*	93.06	33	91.53	53
	Yes	95.87	267	93.62	303
Girl Works	*No*	.	0	.	0
	Yes	91.50	8	95.36	15
Someone has spoken to the girl about contraception	*No*	95.41	151	92.93	195
	Yes	95.90	103	94.76	113

Characteristic		Evaluation Status			
		Comparison		Target	
		(%)	n	(%)	n
Girl has Access to SRH information	*No*	96.91	91	92.06	113
	Yes	95.63	154	93.94	178

In terms of barriers to attendance, lack of safety on the way to and from school is a problem for attendance and girls who live far from school are the most affected.

According to t-tests, girls who do not feel safe travelling to school had less attendance than other girls (90%) (t (659) =-2.733, p<0.05). Girls who most often feel unsafe are girls who live further than a 45min walk from school and the very poor. This suggests that negative perceptions of safety exist in project areas, particularly in communities that are far away from school. In these areas, attendance will likely be lower unless additional actions are taken. On the whole, girls who live far from school attend school significantly less than those that live close-by.

A high chore burden likely influences school attendance.

Girls who spent more than half of their days doing chores had less attendance than other girls (90%) (t (472) =-2.667, p<0.001). Girls who are mothers, are particularly prone to spend more time with their children. Daughters of subsistence farmers or fishermen also spend a lot of their time doing chores as well as those with poor roof materials and those who live far away from schools.

The transport provided for girls with disabilities in Kisumu is likely to support girls to attend school.

The project provides transport for girls with disabilities in Kisumu. This is a good initiative that goes in hand with the fulfilment of this outcome. Given that distance from school is cross-cutting theme affecting attendance, the project may choose to investigate whether additional measures should be taken to target girls living far from school. For example, by considering the scalability of the transport programme or the reach of programme officers or education social workers to remote areas of the intervention.

Qualitative evidence suggests that corporal punishment has a negative effect on school attendance.

According to FGDs with mothers of girls who experience disability and female caregivers, girls who fear physical punishment in schools are discouraged from attending schools: “when they are caned so many times they fear going [to school]”. Parents also fear that teachers use stigmatization as a form of punishment “maybe a teacher may tell her [he] will get rid of the leg that was left.”

Table 68. Barriers to Attendance

Barrier		Comparison		Target	
		Mean (%)	n	Mean (%)	n
Safety Barriers					
Girl does not feel safe traveling to and from school	*Does*	95.73	285	93.72	327
	Does Not	90.82	22	89.31	33
Girl does not feel safe at school	*Does*	95.34	301	93.56	353
	Does Not	98.00	6	82.00	7
Physically punished by teacher in last few weeks	*Not Punished*	95.39	240	93.66	298
	Physically Punished	95.41	67	91.71	62
Girl affected by bullying	*Not Affected*	95.43	272	93.16	314
	Affected	95.12	35	94.47	46

Barrier		Comparison		Target	
		Mean (%)	n	Mean (%)	n
Parent thinks teachers at child's school do not do enough to address bullying	*Do Enough*	95.41	292	93.32	344
	Don't do Enough	95.07	15	93.56	16
Parents believe girls are not safe in schools these days	*Girls Are Safe*	95.35	302	93.31	353
	Girls Are Not Safe	97.50	4	96.67	6
Parent believes having a disability makes it more difficult for the girl to get to school compared to other	*Is Equally Easy/Difficult*	94.37	19	93.56	233
	Makes More Difficult	97.33	3	92.65	111
Infrastructure Barriers					
Girl reports not enough seats	*Enough*	95.70	254	93.68	297
	Not Enough	93.91	53	91.68	63
No access to drinking water facilities at school	*Has Access*	95.67	274	93.22	321
	Has No Access	93.11	33	94.20	39
Toilet and Washing Facilities not accessible	*Accessible*	95.38	306	93.31	350
	Not Accessible	100.00	1	93.80	10
Doesn't use play areas	*Uses*	95.44	305	93.21	354
	Does Not Use	89.00	2	100.00	6
Parent thinks performance of HT poor	*Good HT Performance*	95.39	301	93.37	357
	Poor HT Performance	95.50	6	88.33	3
Parent thinks school not managed well	*Managed well*	95.47	295	93.40	347
	Not managed well	93.50	12	91.38	13
Parent thinks there is not enough support within School Management for girls with disabilities	*Enough support in SM*	95.57	301	93.53	269
	Not enough support in SM	86.67	6	92.74	91
Teaching and Learning Barriers					
Girl does not have access learning materials she needs	*Sufficient Access*	95.26	275	93.62	296
	Insufficient Access	96.56	32	91.98	64
Agree teacher often absent from class	*Disagrees or Indifferent*	95.83	269	93.38	309
	Agrees	92.34	38	93.01	51
Teacher treats boys and girls differently	*Treats Fairly*	95.39	297	93.21	346
	Treats Differently	95.67	10	96.14	14
Lacks Supportive Climate	*Climate Supportive*	95.40	298	93.32	351
	Climate Non-supportive	95.22	9	93.56	9
Lacks Cognitive Activation	*Cognitively Activating*	95.34	300	93.45	349
	Not Cognitively Activating	98.33	7	89.45	11
Poor Classroom Management	*Good Classroom Management*	95.41	287	93.37	343
	Poor Classroom Management	95.25	20	92.41	17
Parent views Teaching quality as poor	*Does not view it as poor*	95.59	293	93.28	352
	Views it as Poor	91.43	14	95.63	8
Economic					
Difficult to Afford School	*No*	96.72	39	95.25	36
	Yes	95.18	267	93.15	323
Gone to sleep hungry for many days	*No*	95.58	220	93.94	229
	Yes	94.81	85	92.30	129
Gone without enough clean water for home use for many days	*No*	95.42	243	93.23	273
	Yes	95.23	63	93.72	85
Gone without medicines or medical treatment for many days	*No*	96.07	222	93.49	225
	Yes	93.65	83	93.08	131
Gone without cash income for many days	*No*	96.75	122	93.90	125
	Yes	94.63	183	93.05	233
Parental Attitudinal Barriers					

Barrier		Comparison		Target	
		Mean (%)	n	Mean (%)	n
Has negative parental attitude towards girls' education	*Positive Attitude*	95.30	299	93.38	347
	Negative Attitude	98.57	7	92.98	12
Parent thinks skills pupils learn in school not relevant and useful	*Parent find skills relevant*	95.45	302	93.39	349
	Parents find skills non-relevant	92.40	5	91.10	11
Girls 'condition' affects ability to afford schooling	*Does not affect ability to afford*	95.39	239	94.32	193
	Affects ability to afford	95.41	68	92.18	167
Has negative parental attitude towards educating children with disabilities	*Positive Attitude*	95.39	300	93.37	357
	Negative Attitude	95.00	6	92.00	2
Parent thinks child does not have enough self-confidence to participate mainstream schools	*Has enough self-confidence*	95.40	307	93.84	343
	Does not have enough self-confidence	.	0	83.06	17
Witness of physical punishment (once or twice in recent weeks or almost every day)	*Did not*	95.83	135	94.52	180
	Witnessed	95.05	172	92.15	180
Girl spends half day or more doing chores	*Spends less time*	95.28	196	93.92	206
	Spends half day or more	92.23	32	89.02	44
Individual Barriers					
Girls with low academic self-efficacy	*Average or High Academic Self-Efficacy*	95.45	301	93.39	355
	Low Academic Self-Efficacy	92.83	6	89.20	5
Speaks the same language as her peers	*Yes*	95.26	290	93.11	340
	No	97.14	14	97.56	16
Girl feels lonely	*Does Not Feel Lonely*	95.22	256	93.64	283
	Feels Lonely	96.31	51	92.16	77
Degree of Resilience	*Average or High Resilience*	95.81	234	94.35	292
	Low Resilience	94.07	73	88.93	68
Girl has low self-esteem	*Average or High Self-Esteem*	95.78	226	93.81	239
	Low Self-Esteem	94.31	81	92.37	121
Girl needs but lacks glasses	*Has needed assistive device*	96.03	5	95.44	19
	Lacks needed assistive device	94.54	44	92.99	134
Additional Disability-related Barriers					
Girl needs but lacks hearing aid	*Has needed assistive device*	96.67	3	100.00	4
	Lacks needed assistive device	92.76	24	92.58	86
Girl needs but lacks assistive walking device	*Has needed assistive device*	.	0	100.00	2
	Lacks needed assistive device	93.98	6	87.29	31
Girl needs but lacks assistive device	*Has needed assistive device*	97.35	7	95.68	20
	Lacks needed assistive device	93.45	64	92.23	218
Girl learns less as a result of difficulties	No, Learns more or the same	96.19	173	94.46	158
	Yes, Learns Less	93.27	62	92.05	131

Barrier		Comparison		Target	
		Mean (%)	n	Mean (%)	n
Girl does less school work as a result of difficulties	No, does the same or more	96.1	173	94.65	167
	Yes, does less work	93.83	62	92.36	130

4.5.3.1 Attendance and other outcomes

The project's theory of change expects children to gain literacy and numeracy skills through improvements in teaching quality. If children with disabilities can attend school, their gains in learning would be greater. These assumptions are largely confirmed by regression analyses:

Attending school leads to improved learning outcomes.

Attendance significantly predicted literacy scores ($b = .243$, $t(635) = 3.01$, $p < .05$), explaining a small proportion of variance in literacy scores ($r^2 = .015$, $F(1, 634) = 9.532$, $p < .05$). Attendance also predicted numeracy at significant levels ($b = .067$, $t(658) = 2.778$, $p < .05$) and a small portion of the variance of numeracy ($r^2 = .012$, $F(1, 657) = 7.719$, $p < .05$).

However, attendance is not a predictor of transitions according to logistic regression models.

ANOVA tests further suggest no significant differences in the attendance rate between successful and unsuccessful transition groups. This suggests that improvements in transitions are linked to other factors.

When studying which life skills girls use to attend school, there is strong evidence to suggest that a girls' resilience, rather than her self-esteem, more directly predicts her attendance to school.

Girls who can recover faster from failures and have an optimistic outlook attend school more. Resilience predicted school attendance at significant levels.

Additionally, when girls with disabilities feel less solidarity toward other children with disabilities, they are more likely to go to school. This finding is counter to project expectations and provides an interesting cause for further research.

Table 69. Life Skills as Predictors of Attendance

Model[a]	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	66.219	8.579		7.718	.000
Points in the Rosenberg Self-Esteem Scale (10 items)	.022	.129	.012	.171	.864
Mean Academic Self-Efficacy Scale (4 items)	1.548	1.690	.067	.916	.360
CD-RISC Resilience Scale (6 items)	5.116*	1.391	.216	3.679	.000
Mean Agency Scale (9+2 Items)	.542	1.693	.018	.320	.749
Mean Turner's Cross Group Friendship Scale in school (2 items)	1.822	1.178	.118	1.547	.123
Mean Turner's Cross Group Friendship Scale out of school (2 items)	-1.361	1.124	-.092	-1.211	.227
Van Zomeren's In-Group Solidarity Scale (3-items)	-2.941*	1.140	-.170	-2.580	.010
Van Zomeren's In-Group Centrality Scale (3-items)	1.400	.752	.108	1.863	.063
Mean Learning Skills (5 items)	.025	1.695	.001	.015	.988
Mean Transition Skills (13 items)	1.246	2.418	.042	.515	.607
Mean Financial Skills (4 items)	.723	1.095	.039	.660	.510
R^2	0.08				
F (11, 340)	2.592				
Sig.	p<.004				

4.5.4 Intermediate Outcome 2: Teaching Quality

- ✓ 88.3% of girls who experience functional difficulty feel supported by their teacher. (Child Survey)
- ✓ 33.3% of classrooms observed had adopted inclusive teaching practices. (Lesson Observation)

Due to existing gaps in the capacities of teachers to support girls who experience disabilities, the project will train 220 teachers across both secondary and primary schools in inclusive education practices. Training will include modules on approaches to disabilities, inclusive education, identifying children with disabilities, barriers to education, developing individual education plans (IEPs), supporting children in the classroom, developing inclusive materials, and child protection in the context of disability.

The project will also establish a Teacher Mentorship Programme where 30 mentors (with special education backgrounds) will provide regular monthly support to teachers. They will Support teachers to implement inclusive education practices and problem solve around individual learners' needs. The project will also train TVET instructors on inclusive education, following a similar approach to that adopted for teacher training.

To support learning in classrooms, the project will work with schools and provide accessible teaching and learning materials. These will include materials accessible to girls with visual auditory impairments, including embossed visuals and accessible reading materials.

As part of GEC 1 the project trained teachers in target schools in inclusive education. The GEC-T phase of the project seeks to build on this training; training teachers in secondary schools and VTIs and building in more time for problem solving, developing IEP's and providing on-going mentoring.

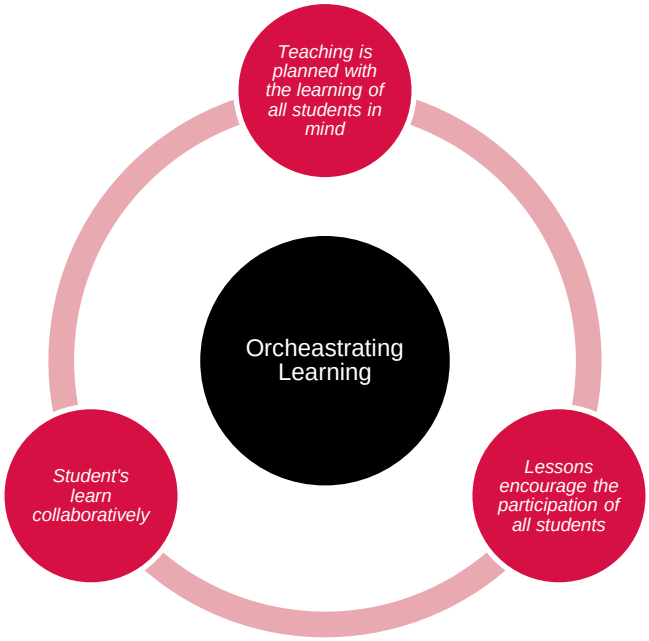
The project believes that improved teaching quality through the adoption of inclusive education practices will lead to improvements in learning outcomes for girls with disabilities. Additionally, in line with the principle of universal design, the project argues that inclusive practices improve access to and engagement with curriculum for all students regardless of functional difficulty.

Table 70. Lesson Observation Summary Results (n=16)

Item & Response		%
Inclusion Dimension: Teaching is planned with the learning of all students in mind.		
Is there a lesson plan with clear learning objectives from teacher?	Lesson plan available with learning objectives	66.7%
	Lesson plan available but no learning objectives	22.2%
	No lesson plan available	11.1%
Does the lesson plan include any interactive group exercises (e.g. group work, pair learning, role plays?	Yes, two or more are included	33.3%
	Yes, one is included	44.4%
	No, none are included	22.2%
	No lesson plan is provided	0.0%
Are the learning objectives for the lesson made clear to the pupils at start of lesson?	Yes, written on chalkboard	22.2%
	Yes, explained by teacher	66.7%
	Yes, explained by teacher and written on board	11.1%
	Yes, other means	0.0%
	No	0.0%
Inclusion Dimension: Lessons encourage the participation of all students.		
Does teacher speak to pupils in a friendly tone?	Frequently	100.0%
	Sometimes, but not regularly	0.0%
	Only boys	0.0%
	Only girls	0.0%
	Not at all	0.0%
Did the teacher allow students to ask questions?	Frequently	11.1%
	Sometimes, but not regularly	11.1%
	Only boys	0.0%
	Only girls	0.0%
	Not at all	77.8%
Does the teacher ask questions to challenge students of all levels?	Yes, questions were varied	100.0%
	No, questions were targeted at higher levels	0.0%
	No, questions were targeted at lower levels	0.0%
Does teacher encourage both boys and girls to answer questions?	Frequently	77.8%
	Sometimes, but not regularly	11.1%
	Only boys	0.0%
	Only girls	0.0%
	Not at all	11.1%
Inclusion Dimension: Students learn collaboratively.		
Does the lesson include opportunities for learners to form small groups to undertake tasks?	Frequently	44.4%
	Sometimes, but not regularly	22.2%
	Not at all	33.3%
Does the lesson include opportunities for learners to share their own work with each other?	Frequently	55.6%
	Sometimes, but not regularly	0.0%
	Not at all	44.4%

To understand the extent to which classroom practices are inclusive, several inclusive practices were combined into an aggregate inclusivity score per class. These items were based on selected domains of relevance described in Booth's Index of Inclusion (2002). Three dimensions of Booth's "Orchestrating Learning" criteria were selected to understand inclusivity in this context and are shown in Figure 8.

Figure 8. Selected Dimensions of Index of Inclusion: Orchestrating Learning used in Lesson Observation (Booth 2002)



To calculate the number of lessons adopting inclusive practices the study assigned 1 point to each positive practice observed per item. For most items this only included cases where a practice was observed frequently. All points were then totalled. For a classroom to be inclusive the study set a minimum score of 5 points, with at least 2 points being achieved in each of the three dimensions.

To better understand teaching practices in the classroom, a non-representative sample of lesson observations (n =16) was conducted in targeted schools. Main results are shown in table 70.

Based on this criterion, by baseline, 33.3% of classrooms observed had adopted inclusive teaching practices.

A large proportion of teachers did not have lesson plans with learning objectives (33.3%). This suggests that many teachers may not be aware of the need to plan lessons with clear objectives in advance and this likely affects their ability to implement inclusive practices.

Most lessons observed did not provide learners with the opportunity to ask questions during the lessons (77.1%). Teachers need additional support to ensure students can engage with the content of the lesson and ask questions when specific domains are not well understood.

To understand the adoption of inclusive education practices, the study conducted a non-representative survey of 116 teachers in target schools (n =116). Several items were administered that aimed to understand teacher attitudes, values and practices and their capacity to create

inclusive learning environments. The aim of these items was to further understand how likely it is that teachers will adopt inclusive practices after receiving LC training.

Results for these attitudinal items are shown in Table 71. Results are disaggregated by teachers who have already received training from LC and those who have not.

Table 71. Teacher Survey (n = 116?): Inclusive Education Items

Question & Response		Have you received training of Leonard Cheshire Disability?	
		Yes	No
		%	%
What model do you think is best to support learners who experience disabilities?	Segregated education	3.9%	5.4%
	Integrated education	6.5%	21.6%
	Inclusive education	89.6%	73.0%
Children who experience disabilities have unique learning needs.	Strongly Disagree	7.8%	8.1%
	Disagree	3.9%	0.0%
	Neither	1.3%	2.7%
	Agree	40.3%	51.4%
	Strongly Agree	46.8%	37.8%
Teachers should develop Individual Education Plans for children who experience disabilities.	Strongly Disagree	2.6%	2.7%
	Disagree	10.4%	18.9%
	Neither	3.9%	2.7%
	Agree	41.6%	51.4%
	Strongly Agree	41.6%	24.3%
Inclusion sounds good in theory but does not work well in practice.	Strongly Disagree	16.9%	2.7%
	Disagree	36.4%	35.1%
	Neither	9.1%	2.7%
	Agree	27.3%	43.2%
	Strongly Agree	10.4%	16.2%
I feel comfortable working with students with disabilities.	Strongly Disagree	3.9%	8.1%
	Disagree	5.2%	10.8%
	Neither	5.2%	5.4%
	Agree	49.4%	54.1%
	Strongly Agree	36.4%	21.6%
I need additional training to better work with students with disabilities.	Strongly Disagree	5.2%	2.7%
	Disagree	1.3%	8.1%
	Neither	0.0%	0.0%
	Agree	41.6%	24.3%
	Strongly Agree	51.9%	64.9%
My school supports me to work with students who experience disabilities.	Strongly Disagree	2.6%	8.1%
	Disagree	14.3%	24.3%
	Neither	9.1%	10.8%
	Agree	59.7%	48.6%
	Strongly Agree	14.3%	8.1%
I have sufficient resources to work with students who experience disabilities.	Strongly Disagree	20.8%	27.0%
	Disagree	64.9%	62.2%
	Neither	5.2%	2.7%
	Agree	5.2%	8.1%
	Strongly Agree	3.9%	0.0%
It is part of my job to work with students who experience disabilities.	Strongly Disagree	5.2%	8.1%
	Disagree	2.6%	10.8%
	Neither	1.3%	5.4%
	Agree	66.2%	45.9%
	Strongly Agree	24.7%	29.7%
Inclusion of students with disabilities in general education classrooms takes away from students without disabilities and	Strongly Disagree	22.1%	24.3%
	Disagree	48.1%	54.1%
	Neither	9.1%	8.1%
	Agree	15.6%	10.8%

Question & Response		Have you received training of Leonard Cheshire Disability?	
		Yes	No
		%	%
lessens the quality of education provided.	Strongly Agree	5.2%	2.7%
Engaging frequently with parents and caregivers is important to support the learning of children with disabilities.	Strongly Disagree	3.9%	2.7%
	Disagree	0.0%	2.7%
	Neither	0.0%	0.0%
	Agree	24.7%	29.7%
	Strongly Agree	71.4%	64.9%
If I had questions about supporting a child who experience disabilities, I would know who to ask for advice.	Strongly Disagree	2.6%	5.4%
	Disagree	5.2%	8.1%
	Neither	6.5%	5.4%
	Agree	61.0%	56.8%
	Strongly Agree	24.7%	24.3%
I know how to identify children with disabilities in my classes.	Strongly Disagree	2.6%	2.7%
	Disagree	1.3%	2.7%
	Neither	3.9%	0.0%
	Agree	61.0%	56.8%
	Strongly Agree	31.2%	37.8%

The item “inclusion sounds good in theory but does not work well in practice” had the largest discrepancy between teachers who received training and those who have not, with a higher proportion of teachers who had not received training agreeing with the statement. This may be due to a lack of understanding as to what inclusive education entails amongst teachers who have not been trained by the project.

In fact, more teachers who have received training from LC, strongly agree that an inclusive education setting is best for learners who experience disabilities: 89.6% compared to 73.0%.

This suggests that some of the project’s messaging around the relevance of inclusive education, has been broadly accepted by teachers who receive training.

Based on the attitudinal items shared from teachers, one of the main challenges to adopting inclusive practices is a lack of resources.

Most teachers in both groups, do not believe that they have sufficient resources to support children who experience disabilities. Only 9.1% of teachers who had been trained and 8.1% of teachers who hadn’t agreed that they had sufficient resources. This finding suggests that the project is appropriately targeting improved accessibility to inclusive teaching and learning materials.

Several teachers in FGDs demonstrate understandings of the basic premise of inclusive education.

Teachers stated: “*What I understand by inclusive Education is that learners are put together irrespective of the difficulties that they may experience. We include all the learners in one class and we teach them in one class.*”[151]; “*So when they are here in school, we always incorporate them and teach them together*”[152]; “*Inclusive Education is Education where by learners with*

[151] FGD with Teachers on Inclusive Education 1

[152] FGD with Teachers on Inclusive Education 2

visually impaired, hearing impaired and those learners without disability are part in the classroom and learn together"[153].

With regards to the implementation of Individual Education Plans (IEP) a central component of the project's inclusive education training, most teachers in both groups agree that teachers should develop these.

However, while 83.2% of teachers who received training agree or strongly agree with this, only 75.7% of teachers who have not received training agree or strongly agree.

Qualitative findings suggest that some teachers see a clear relationship between developing an IEP and supporting the child to learn.

One teacher commented:

"*[For the IEP] …we now look at the present level of this learner. We start from what the child already knows then we gradually go to the concept that we want to teach. Maybe you wanted [to teach] addition with carrying and this child does not know how to add. So, what you can start from? You can start with addition without carrying in such a way that if this child can learn addition without carrying then gradually the child will also learn addition with carrying"*[154].

Some teachers however, argued that needs were so individualized that they sometimes required remedial lessons.

As one teacher summarized: "*the majority of [students with disabilities] are slow learners as compared to these other learners who are fast learners then concentration is difficult for them*"[155]. The project should seek to provide clear guidance on when remedial, pull-out, lessons may be appropriate for girls, to ensure teachers are aware and equipped to decide.

To understand attitudes towards inclusive education more generally, we constructed a scale using 7 attitudinal items[156]. Mean results for teachers who have received training from LC and those who have not are shown in Table 72. A linear regression using a dummy for trained by LC or not, finds receiving training from LC predicts mean attitudes towards inclusive education at statistically significant levels ($p<0.05$). This finding suggests that the project's teacher training activities may have influenced teacher attitudes towards inclusive values.

Table 72. Mean Teacher Attitude towards Inclusive Education (n = 116)

	Have you received training of Leonard Cheshire Disability?	
	Yes	No
	Mean	*Mean*
Mean Teacher Attitudes Towards Inclusive Education (7 items)	3.92	3.70

FGD with Teachers on Inclusive Education 1

FGD with Teachers on Inclusive Education 2

FGD with Teachers 1

Groups are classified according to a mean attitudinal score computed from 7-items. 4-positive "*I feel comfortable working with students with disabilities"*; *"It is part of my job to work with students who experience disabilities"; "Engaging frequently with parents and caregivers is important to support the learning of children with disabilities*"; *"children who experience disabilities have unique learning needs";* And 3-negative ones: "*The needs of students with disabilities can be best served in special, separate settings". "Inclusion sounds good in theory but does not work well in practice*." This scale is found to be reliable according to reliability analysis (Cronbach alpha = 0.49). Cut-off for positive items is 4 or higher in the scale.

When asked about specific strategies that have worked well with different types of learners with disabilities teachers were able to list several inclusive practices. Summary responses were categorized and are shown in Table 73.

Table 73. Strategies identified by Teachers for children/girls with disabilities

Strategy	Coded Segment
Changing seating arrangements	"*You find that the girls with special needs, they tend to fear some of them but if you bring them closer to you in front of class, they also feel free and they can talk so freely, and you give them that chance and you be patient with them*"[157]
	"*I've taught girls with hearing impairment. Once you can listen to them and bring them closer to you in front of the class then they are free to talk and then you listen to them, you are near them you give them that time to express themselves they feel very free. But if you put them far away, they cannot participate because they remain timid where they are*."[158]
Differentiating	"*You can give her some work to do which she is able to do and then maybe if she has done one or two, you can … recognize her*"[159]
Intentional Grouping	"*On the issue of support, the learners we usually encourage them to work as a team so that they can also be assisting each other because those children with disability are just among learners who are not having disability. So, these ones with disabilities will be assisted and we also advocate on group work so that the learners can also be learning as a group so that they can also be learning from each other…they coach each other when the teacher is not there*"[160]

To understand how girls with disabilities experience the learning environment, several questions were asked directly to the girls about their classroom. Quantitative results for items relating to accommodations and the accessibility of learning materials are shown in the table below. Only girls with functional difficulties are included in this table.

FGD with Teachers on Inclusive Education 1

FGD with Teachers on Inclusive Education 1

FGD with Teachers on Inclusive Education 2

FGD with Teachers on Inclusive Education 1

Table 74. Girls with Functional Difficulty & Accommodations

Item & Response		Evaluation Status			
		Comparison		Target	
		Count	Column N %	Count	Column N %
GS - Q110 "I am given extra time on exams and assessments if I need it"	Strongly Disagree	3	9.1%	15	13.4%
	Disagree	11	33.3%	40	35.7%
	Medium	3	9.1%	12	10.7%
	Agree	13	39.4%	30	26.8%
	Strongly Agree	3	9.1%	15	13.4%
GS - Q114 "My classroom contains posters and visuals that help me understand many topics"	Strongly Disagree	4	12.1%	9	8.0%
	Disagree	12	36.4%	23	20.5%
	Medium	4	12.1%	22	19.6%
	Agree	10	30.3%	44	39.3%
	Strongly Agree	3	9.1%	14	12.5%
GS - Q28 When at school, can you use books or other learning materials that you need?	No	4	12.1%	18	16.1%
	Yes	27	81.8%	90	80.4%
	Don't know	2	6.1%	4	3.6%

Results are largely comparable between the comparison and target group. This is to be expected as they are taught by the same teachers in the same schools.

Most girls with functional difficulty in both groups disagreed that their teacher allows them extra time on exams and assessments if they need it.

However, not all girls with functional difficulty may be eligible for this time, depending on the domain of functional difficulty. Despite this, almost a third of girls with functional difficulties in cognitive domains (learning, remembering, concentrating), report not being given extra time if they need it.

With regards to utilization of visual learning materials such as posters, a large proportion of girls with functional difficulties report not having these in their classrooms.

48.5% of girls who experience functional difficulty in the target group and 28.5% of girls who experience functional difficulty in the comparison group report not having visual learning materials in their classrooms.

With regards to access to books or needed learning materials, several girls with functional difficulty report not having access to these materials at school.

12.1% of girls with functional difficulty in the comparison group and 16.1% of girls with functional difficulty in the target group reported not having access to accessible books or learning materials.

Teachers interviewed for the baseline were aware of the importance of using a diversity of accessible learning aids.

As one teacher commented: "*When you're teaching a child with a disability you need to use a lot of teaching aids for them to understand*"[161]. However, several headteachers and teachers interviewed, reported a lack of resources or knowledge as to how to create visual aids.

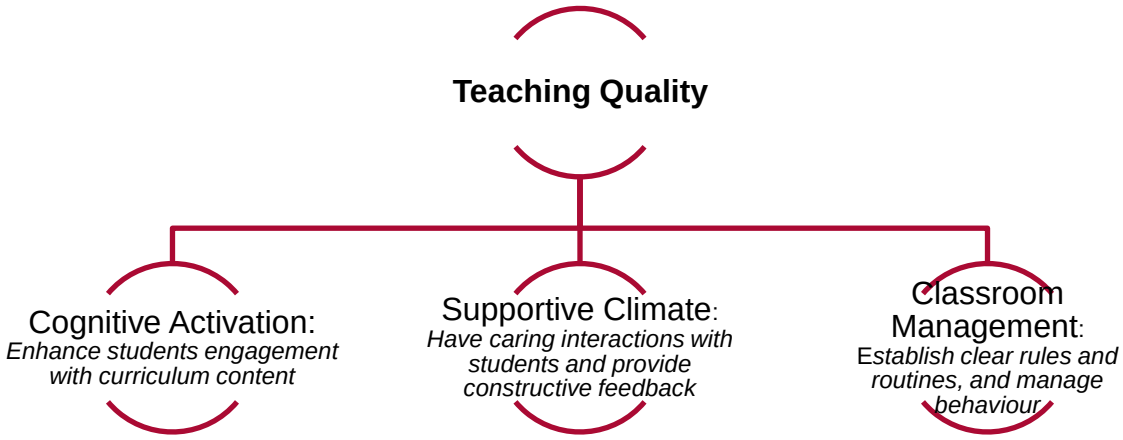
Collectively, these findings suggest that teacher training activities for the GEC-T phase remain relevant to creating accessible learning environments.

The intervention argues that adoption of inclusive education practices will drive improvements in teaching quality, leading to improvements in learning outcomes. To understand this mechanism in more detail, the evaluation study developed a scale to measure teaching quality, based on a

[161] FGD with Teachers on Inclusive Education 3

comprehensive model of effective teaching developed by Kilieme et. Al (2009). This model of teaching quality encompasses 3 dimensions shown in Figure 9[162]:

Figure 9. Three-dimensional Model of Teaching Quality (Kilieme et all, 2009)



These dimensions are widely agreed to result in improved access to curriculum, learning, and achievement[163].

Inclusive education practices target all three domains.

In cognitively activating lessons teachers encourage classroom discussion and participation, build on existing knowledge, and give students tasks within their zone of proximal development (Lipowsky et al., 2009). Teachers interviewed cited the effectiveness of teaching strategies supporting these areas: "*We now start from the level where the child knows*"[164].

A supportive climate is understood as an environment where teachers have caring interactions with students and provide individual assistance and constructive feedback[165]. By Baseline, 88.3% of girls who experience functional difficulty feel supported by their teacher, based on the child functioning set and standard cut-off.

Girls interviewed as part of the study generally felt supported by their teachers.

Other models: Pianta et al. (2009), focuses on similar dimensions: emotional support, organizational support, and instructional support; Wharton-McDonald, Pressley, and Hampston, 1998) use a similar model including motivational atmosphere, classroom management, and curriculum and instruction.

Baumert et al., 2010; Mashburn et al., 2008; Assor, Kaplan, & Roth, 2002; Kanat-Maymon, & Kaplan, 2007.

FGD with Teachers on Inclusive Education 2

Pehmer, & Seidel 2015; Reeve & Jang, 2006; In some settings this has shown to strengthen autonomous motivation (Klieme et al., 2009), which with regards to self-determination theory means that students "experience themselves as competent, self-determined, and socially related" (Rieser et al 2016).

As several girls stated: “We love our teachers here because they are friendly and help us a lot”; “My teacher respects me, and I also respect her”; ‘We are all treated well”. Generally, students agreed that “If the teacher respects you, you also respect the teacher and that can make you understand, listen and understand”. Others visibly agreed with another student who summarized “When they have a good heart and they can hear anyone at any time if you have a problem”. This suggests that teachers who demonstrate that they care about their students are often perceived to be more accessible when students have a problem or face a challenge.

However, there were some cases where girls felt that they needed additional support, particularly around how teachers treated girls compared to boys.

Several girls mentioned that they thought their teacher treated boys and girls differently: “like she told us to mop yesterday and she should be treating us the same [as boys] … she gives us work today…and then when it reaches tomorrow boys don’t want to work and we really feel bad.” “As for me I see that she really favours boys very much more than girls”. The project should consider explicitly addressing gender-responsiveness in teaching to issues to ensure girls continue to feel supported by their teachers.

Qualitative findings support the view that creating a supportive climate is important to promote learning.

According to teachers: “*These learners they require us to be, you have to be keen with them, you have to be friendly with them and you have to be very observant on what they do so that when they are doing a wrong thing you try to correct in a very humble way so that they may not fear if you become so harsh you will find that they will withdraw so they will need that motherly love so that they can concentrate*”[166].

Classroom management is a core skill of teaching and can be understood to refer to teachers’ ability to provide well-structured lessons, establish clear rules and routines, manage group behaviour and intervene quickly to prevent disruptions to teaching[167]. Several teachers found these to be important skills, especially in classes with many children with learning differences: Research has additionally demonstrated that effective classroom management promotes student achievement[168].

To assess student perception of teaching quality, for each of these dimensions the evaluation administered several agree-disagree items to students. Mean results per dimension and for the overall teaching quality scale are shown in Table 75. The overall scale has a high degree of reliability achieving a Cronbach’s alpha of 0.83.

Both groups are comparable. This is to be expected as they are in the same schools, taught by the same teachers.

Table 75. Teaching Quality Means by Evaluation Status

Teaching Quality Dimension	Comparison	Target
Classroom Management Mean	3.81	3.89
Supportive Climate Mean	4.04	3.97
Cognitive Activation Mean	4.15	4.08
Overall Teacher Quality Mean	4.0	3.98

To understand how the perceived teaching quality changes depending on sub-group membership Table 76 displays mean results by child functioning sub-group. Comparisons of means determine

FGD with Teachers on Inclusive Education 1

Emmer & Stough, 2001; Kounin, 1970

Fauth et al., 2014

that there is a mean difference in perceived teaching quality between girls with functional difficulties in communication, learning, remembering and concentrating and girls without in the target group.

All cognitive functional difficulties except concentrating predict mean teaching quality at statistically significant levels, with girls who have functional difficulties having a lower perception of their teachers' effectiveness in each of the three domains.

If we run regressions for sub-domains of teaching quality, these same cognitive functional difficulties predict poor perceptions of supportive climate and cognitive activation at statistically significant levels.

This suggests that girls with these sets of functional difficulties are more affected by a perceived lack of a supportive learning environment and a perceived lack of access and engagement with the content of lessons.

Table 76. Perceived Teaching Quality Means by Child Functioning Set

Teaching Quality Means by Child Functioning		Evaluation Status	
		Comparison	Target
		Mean	Mean
Child Functioning Status (Moderate and Hard)	No functional difficulty	4.02	3.99
	With functional difficulty	3.96	3.96
Child Functioning Status (Some, Moderate and Hard)	No functional difficulty	4.02	4.11
	With functional difficulty	3.98	3.97
Visual Impairment	No functional difficulty	4.01	3.96
	With functional difficulty	4.27	4.21
Hearing Impairment	No functional difficulty	4.00	3.98
	With functional difficulty	3.57	3.82
Walking Impairment	No functional difficulty	4.00	3.96
	With functional difficulty	.	4.27
Self-Care Impairment	No functional difficulty	4.00	3.98
	With functional difficulty	4.07	3.93
Communication Impairment	No functional difficulty	4.00	3.99*
	With functional difficulty	3.79	3.73*
Learning Impairment	No functional difficulty	4.00	3.99*
	With functional difficulty	2.75	3.73*
Remembering Impairment	No functional difficulty	4.01	3.99*
	With functional difficulty	3.73	3.64*
Concentrating Impairment	No functional difficulty	4.00	3.98*
	With functional difficulty	4.04	3.46*
Accepting Change Impairment	No functional difficulty	4.00	3.98
	With functional difficulty	4.04	3.73
Behaviour Impairment	No functional difficulty	4.00	4.00*
	With functional difficulty	4.70	3.47*
Difficulties Making Friends	No functional difficulty	4.01	3.99
	With functional difficulty	3.69	3.84
Anxiety	No functional difficulty	3.99	3.98
	With functional difficulty	4.09	3.88
Depression	No functional difficulty	4.00	3.98
	With functional difficulty	4.03	3.82

To understand additional differences in perceived teaching quality, Table 77 displays results across girls' characteristics. Although for most characteristics, members of vulnerable or marginalized groups tend to have lower perceptions of teaching quality, mean differences are only statistically significant for three cases: when someone has spoken to a girl about contraceptives, when she has access to SRH information, and when it is common for someone to send a girl to school in her community ($p<0.05$).

Girls with access to SRH information or who have had someone speak to them about contraceptives have on average higher perceived levels of teaching quality.

Girls who live in areas where it is common for people to send girls to school in their community also have higher perceived perceptions of teaching quality.

Table 77. Perceived Teaching Quality Mean by Sub-group

Perceived Teaching Quality by Sub-group		Evaluation Status	
		Comparison	Target
		Mean	Mean
Single Orphan	No	4.02	3.99
	Yes	3.91	3.92
Double Orphan	No	4.00	3.97
	Yes	3.91	4.02
Living without both Parents	No	4.03	3.97
	Yes	3.95	4.02
Household has three or more Children per Adult	No	3.98	4.00
	Yes	4.02	3.94
No Adults Listed as Living in the Household	No	4.00	3.97
	Yes	4.27	4.70
Lives in a Female Headed Household	No	3.99	3.92
	Yes	4.01	4.01
Married or Living with a Man as if Married	No	4.00	3.98
	Yes	4.06	3.30
Girl has been pregnant	No	4.00	3.97
	Yes	3.74	4.25
Mother Under 18 years old	No	4.01	3.91
	Yes	3.70	4.96
Mother Under 16 years old	No	4.01	3.90
	Yes	3.70	4.92
The Head of Household works in Subsistence Farming or Fishing	No	3.98	3.99
	Yes	4.09	3.92
The Head of Household has no Occupation	No	4.00	3.96
	Yes	4.01	4.16
Poverty Status	Not Poor	4.03	3.94
	Poor	4.01	3.95
	Extremely Poor	3.95	4.06
Access to Electricity	No	.	3.47
	Yes	4.00	3.98
Poor Roof Material	No	4.01	3.98
	Yes	3.82	3.93
Speaks or Understands Language of Instruction	No	3.91	3.80
	Yes	4.04	4.06
Mother Tongue is Different to Language of Instruction (Calculation)	No	4.00	3.97
	Yes	3.92	4.11
The Head of Household has No Formal Education	No	4.01	3.97
	Yes	3.95	3.99
The Head of Household can read and write in his/her language	Yes	4.01	3.99
	No	3.93	3.94
Primary school is further than a 45min walk	No	3.99	4.00
	Yes	4.11	3.93
Secondary school is further than a 45min walk	No	4.00	4.01
	Yes	3.99	3.95
Common to Send Children to School in this Village	No	3.58	3.78*
	Yes	4.06	4.01*
Girl Works	No	.	.

Perceived Teaching Quality by Sub-group		Evaluation Status	
		Comparison	Target
		Mean	Mean
	Yes	3.77	3.92
Someone has spoken to the girl about contraception	No	3.93	3.90*
	Yes	4.11	4.09*
Girl has Access to SRH information	No	3.91	3.82*
	Yes	4.07	4.07*

Results for perceived teaching quality by barrier are shown in Table 78.

Mean perceived teaching quality scores differed for girls depending on several safety related barriers.

In the target group girls who feel safe at school had higher perceived teaching quality than girls who do not feel safe at school, at statistically significant levels ($p<0.05$). In both groups, girls who were affected by bullying had on average lower perceptions of teaching quality at statistically significant levels. Teachers play a key role in preventing and managing student disagreements and this likely has an effect on how girls who are affected by bullying see their teachers.

In both groups, parental attitudes play a role in how girls perceive the effectiveness of their teachers.

For girls in the target group whose parents have positive attitudes towards girl's education and the education of children with disabilities tend to have on average higher perceptions of the teaching quality at statistically significant levels ($p<0.05$).

At the individual level for both groups, girls who have low academic self-efficacy and low self-esteem had lower perceptions of teaching quality at statistically significant levels. For the comparison group, the same is true of girls with low degrees of resilience.

Collectively, these findings suggest that several barriers identified by the project intersect with teaching quality.

Table 78. Perceived Teaching Quality Mean by Barrier

Perceived Teaching Quality Mean by Barrier		Evaluation Status	
		Comparison	Target
		Mean	Mean
Girl does not feel safe traveling to and from school	Does	4.01	4.00*
	Does Not	3.94	3.79*
Girl does not feel safe at school	Does	3.99	3.99*
	Does Not	4.42	3.33*
Physically punished by teacher in last few weeks	Not Punished	4.01	4.01*
	Physically Punished	3.96	3.82*
Girl affected by bullying	Not Affected	4.03*	4.01*
	Affected	3.75*	3.78*
Parent thinks teachers at child's school do not do enough to address bullying	Do Enough	4.00	4.00*
	Don't do Enough	3.91	3.59*
Parents believe girls are not safe in schools these days	Girls Are Safe	4.01*	3.98*
	Girls Are Not Safe	3.12*	3.92*
Parent believes having a disability makes it more difficult for the girl to	Is Equally Easy/Difficult	4.08	3.97
	Makes More Difficult	3.86	4.02

Perceived Teaching Quality Mean by Barrier		Evaluation Status	
		Comparison Mean	Target Mean
get to school compared to other girls			
Girl reports not enough seats	Enough	4.06*	4.02*
	Not Enough	3.74*	3.77*
No access to drinking water facilities at school	Has Access	4.03*	4.01*
	Has No Access	3.77*	3.75*
Toilet and Washing Facilities not accessible	Accessible	4.00	3.98
	Not Accessible	4.00	3.81
Doesnt use play areas	Uses	4.00	3.97
	Does Not Use	3.91	4.15
Parent thinks performance of HT poor	Good HT Performance	4.01	3.98
	Poor HT Performance	3.70	3.75
Parent thinks school not managed well	Managed well	4.01	3.99*
	Not managed well	3.73	3.54*
Parent thinks there is not enough support within SM for girls with disabilities	Enough support in SM	4.01*	4.01*
	Not enough support in SM	3.51*	3.87*
Girl does not have access learning materials she needs	Sufficient Access	4.05*	4.04*
	Insufficient Access	3.61*	3.70*
Agree teacher often absent from class	Disagrees or Indifferent	4.02	3.99
	Agrees	3.89	3.89
Teacher treats boys and girls differently	Treats Fairly	4.03*	4.01*
	Treats Differently	3.18*	3.26*
Lack Supportive Climate	Climate Supportive	4.04	4.02
	Climate Non-supportive	2.84	2.44
Lack of Cognitive Activation	Cognitively Activating	4.02	4.02
	Not Cognitively Activating	2.97	2.59
Poor Classroom Management	Good Classroom Management	4.06	4.03
	Poor Classroom Management	3.08	2.82
Parent views Teaching quality as poor	Does not view it as poor	4.02	3.98
	Views it as Poor	3.56	3.71
Difficult to Afford School	No	4.07	4.12
	Yes	3.99	3.96
Gone to sleep hungry for many days	No	4.02	3.98
	Yes	3.95	3.96
Gone without enough clean water for home use for many days	No	4.00	3.98
	Yes	4.02	3.97
Gone without medicines or medical treatment for many days	No	4.01	3.94
	Yes	3.98	4.03
Gone without cash income for many days	No	3.99	4.01
	Yes	4.00	3.95
Has negative parental attitude towards girl's education	Positive Attitude	4.01	3.98
	Negative Attitude	3.60	3.78
Parent thinks skills pupils learn in school not relevant and useful	Parent find skills relevant	4.00	3.99*
	Parents find skills non-relevant	4.11	3.58*
Girls 'condition' affects ability to afford schooling	Does not affect ability to afford	4.00	4.03*
	Affects ability to afford	4.00	3.91*
Has negative parental attitude towards educating children with disabilities	Positive Attitude	4.01*	3.98
	Negative Attitude	3.50*	3.39
Parent thinks child does not have enough self-confidence to participate mainstream schools	Has enough self-confidence	4.00	4.00*
	Does not have enough self-confidence	.	3.48*
Witness of physical punishment (once or twice in recent weeks or almost every day)	Did not	4.05	4.01
	Witnessed	3.96	3.94

Perceived Teaching Quality Mean by Barrier		Evaluation Status	
		Comparison	Target
		Mean	Mean
Girl spends half day or more doing chores	Spends less time	3.95*	3.97
	Spends half day or more	4.14*	4.03
Speaks the same language as her peers	No	.	.
	Yes	4.00	3.96
	2.00	3.93	4.12
Girls with low academic self-efficacy	Average or High Academic Self-Efficacy	4.01*	4.00*
	Low Academic Self-Efficacy	3.42*	2.25*
Girl has low self-esteem	Average or High Self-Esteem	4.11*	4.12*
	Low Self-Esteem	3.70*	3.70*
Degree of Resilience	Average or High Resilience	4.05*	4.00
	Low Resilience	3.85*	3.89
Girl feels lonely	Does Not Feel Lonely	4.01	3.99
	Feels Lonely	3.96	3.92
Parents believe the schools are able to accommodate the needs of boys and girls with disabilities and offer a supportive environment for children with disabilities	No	3.44	3.83*
	Yes	4.30	4.07*
Girl learns less as a result of difficulties	No, Learns more or the same	4.05	4.02*
	Yes, Learns Less	3.93	3.91*
Girl does less school work as a result of difficulties	No, does the same or more	4.04	4.05
	Yes, does less work	3.90	3.87
Girl needs but lacks glasses	Has needed assistive device	4.19	4.09
	Lacks needed assistive device	4.14	4.03
Girl needs but lacks hearing aid	Has needed assistive device	3.83	3.93
	Lacks needed assistive device	4.04	3.99
Girl needs but lacks assistive walking device	Has needed assistive device	.	3.95
	Lacks needed assistive device	3.95	4.06

To understand the relationship between teaching quality and intervention outcomes in literacy, numeracy, and attendance, we conducted a series of linear regressions using teaching quality as a predictor of final targeted outcomes. Results for these regressions are shown in the table following.

Each Teacher Quality domain was able to predict literacy aggregate scores. The overall teaching quality scale was able to explain 2.7% of variance in the data, with each point increase on the scale accounting for 7.3% of literacy achievement.

Although overall perceived teaching quality is able to predict numeracy aggregate scores, at statistically significant levels, this is driven by perceived teacher effectiveness at classroom management. This finding suggest that classroom management seems to be particularly important for numeracy achievements.

Interestingly, perceived teaching quality was not able to predict attendance rates. This suggests that how effective girls perceive their teachers to be, they do not necessarily attend more when they perceive the teacher to be more effective in each of these domains.

Table 79. Summary Regression Results using TQ as a Predictor of Outcomes

TQ Domain	Literacy (Aggregate Score %)	Numeracy (Aggregate Score %)	Attendance (%)
Classroom Management	P<0.005 (R2=0.015; B = 4.7)	P<0.05 (R2=0.007; B = 2.5)	N.S
Supportive Climate	P<0.005 (R2=0.023; B = 5.9)	N.S	N.S
Cognitive Activation	P<0.005 (R2=0.025; B = 6.5)	N.S	N.S
Teaching Quality Overall	P<0.005 (R2=0.027; B = 7.3)	P<0.05 (R2=0.007; B = 3.3)	N.S

4.5.5 Intermediate Outcome 3: Life skills and Self-Esteem

- ✓ 79% of parents of girls with disabilities report that their child has enough self-confidence to participate in mainstream schools.
- ✓ 81% of girls with disabilities demonstrate increased confidence to report cases of bullying and/or violence

Logframe indicators for this outcome assess improvements over time. As such, indicators reported in this section are suggested indicators used for Baseline only. Standard logframe indicator improvements as per the agreed logical model will be reported in later periods.

Life skills are the skills necessary for full and active participation in everyday life; they encompass cognitive skills for analysing and using information and for problem-solving, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others.

According to most parents of girls with disabilities targeted by the project, when children are motivated, they will do anything to be in school.

As one parent commented: "*Sometimes when there are no school fees, she would ask me to sell my cow to pay for her school fees.*"[169] Mothers reported that girls want to go to school because they want to learn and be able to accomplish great things in life: *"every time she is in the house she just wants to read her books so that she can get a good grade so that one day she can pursue what she wants."*[170]

The GEC considers the promotion and acquisition of life skills as an important element for equipping and preparing adolescent girls for their transition into adulthood, particularly in contexts where access to appropriate information, guidance and role models is limited.

LC recognizes this and considers the intersections between cognitive and non-cognitive development as both involving the acquisition of knowledge and skills (e.g. financial literacy), and the application of these through specific perspectives and demonstrable behaviours (e.g. following through with plans).

FGD with parents and caregivers of girls who experience disability in Migori

FGD with mother of girls who experience disability and female caregivers on SRH

To support girls with disabilities to improve their self-esteem and aspirations, the project is supporting Child-to-Child Clubs in primary schools. C2C Clubs aim to create a space for healthy peer-support, positive reinforcement, and increased awareness of inclusive education and disability amongst girls with disabilities and their peers.

To achieve this, the project has developed a draft Life Skills manual aimed at supporting girls with disabilities to learn essential life skills and develop a positive understanding of themselves. The life skills curriculum includes modules on: values, self-esteem, being assertive, resisting peer pressure, communicating effectively, making decisions, healthy relationships, friendships, managing stress, anger and conflict, sexual reproductive health, drug use, HIV/AIDS, and adolescence. The life skills program will be delivered through C2C Clubs.

We created multiple regression models to test which life skills were the best predictors of literacy, numeracy and attendance in both the target and the comparison group. These analyses aim to discover which cognitive or non-cognitive skill is most effective in driving these outcomes.

Results show that learning[171] and financial skills predict literacy in the overall group. These skills relate to how comfortable girls are participating in class and staying focused.

In the target group, group centrality predicted literacy.

Centrality measures the extent to which girls with disabilities consider being disabled as a central aspect of their self-concept. When centrality is high, individuals are likely to be sensitive to external threats to their group and react accordingly. More qualitative research is required to further explore these dimensions.

A potential interpretation is that centrality could predict literacy because girls might feel compelled to symbolically defend their in-group status when asked to read or perform a task in front of others, particularly so if accomplishing that task is difficult due to their disability status: *"I dislike it when I'm asked to read a passage and maybe I don't have glasses, this makes it very difficult for me to read as I strain so much hence stammer most words. The writings on the book are very small."*[172]

Paradoxically, fewer girls in the target group get nervous when reading or doing math in front of others when compared to girls in the comparison group. (See table 80).

Resilience, understood as a person's ability to persist through problems or challenges, is the life skill that predicted attendance at significant levels.

Results are summarized in Table 80.

Learning Skills (6-items): *"I am able to do things as well as my friends, I want to do well in school, I get nervous when I have to read in front of others, I get nervous when I have to do maths in front of others, I feel confident answering questions in class, I can stay focused on a goal despite things getting in the way".*

FGD with Secondary School Girls who Use Modified Print in Migori.

Table 80. Life Skills Predictors of Outcomes

Model	Literacy Aggregate Score (%)				Numeracy Aggregate Score (%)				Attendance Rate (%)			
	All girls		Target Only		All girls		Target Only		All girls		Target Only	
	B	Std. Error	B	Std. Error	B	Std. Error	B	Std. Error	B	Std. Error	B	Std. Error
(Constant)	7.353	9.292	-19.85	15.232	18.082	8.420	-10.0	12.878	81.069	4.985	65.692	8.589
Points in the Rosenberg Self-Esteem Scale (10 items)	-.062	.173	-.218	.234	-.079	.153	-.238	.194	.096	.091	.021	.130
Mean Academic Self-Efficacy Scale (4 items)	2.925	1.988	4.180	3.051	1.360	1.791	3.907	2.534	.899	1.061	1.614	1.693
CD-RISC Resilience Scale (6 items)	-.222	1.688	2.047	2.442	1.680	1.532	2.886	2.085	3.262**	.907	5.160**	1.393
Mean Agency Scale (9+2 Items)	-1.141	2.106	-.392	2.949	1.028	1.907	1.600	2.512	-.547	1.131	.284	1.687
Mean Learning Skills (5 items)	6.032*	2.109	4.919	3.007	3.183	1.887	2.523	2.533	.893	1.117	-.126	1.695
Mean Transition Skills (13 items)	1.878	2.796	3.736	4.237	1.745	2.536	3.575	3.619	-1.909	1.505	1.530	2.415
Mean 4 Financial Literacy Items	4.018*	1.440	3.824	1.967	-.157	1.291	-.489	1.640	.464	.764	.643	1.096
Turner's Mean Cross-Group Friendship Scale (4 items)			-.782	1.592	18.082	8.420	.671	1.358	81.069	4.985	.373	.912
Van Zomeren's In-Group Solidarity Scale (3-items)			1.873	1.976	-.079	.153	1.350	1.702	.096	.091	-2.763*	1.136
Van Zomeren's In-Group Centrality Scale (3-items)			2.692*	1.330	1.360	1.791	1.120	1.122	.899	1.061	1.428	.753
r^2	0.09		0.12		0.03		0.07		0.04		0.07	
F	(7, 618) 8.321		(10, 315) 4.460		(7, 640) 2.810		(10, 344) 2.622		(7, 635) 3.897		(10, 330) 2.615	
Sig	p<.001		p<.001		p<.05		p<.05		p<.001		p<.05	

* Denotes significance at the 5% level.
** Denotes significance

Table 81 shows a breakdown of the skills in the Learning Skills and Transition Skills scales used in the previous regression models.

Aside from being more confident performing tasks like reading or doing maths in front of others, more target girls have difficulties making long-term plans, describe their thoughts to others when they speak (over 12), organizing peers for an activity or working with a group of people towards a common goal.

Table 81. Learning for Life

	Life Skill		Under 12				12 and Older			
			Comparison		Target		Comparison		Target	
			n	%	n	%	n	%	n	%
Learning to Learn	I am able to do things as well as my friends	No	4	8.2%	4	8.0%	23	8.9%	44	14.2%
		Yes	45	91.8%	46	92.0%	235	91.1%	266	85.8%
	I want to do well in school	No	3	6.1%	0	0.0%	11	4.3%	20	6.5%
		Yes	46	93.9%	50	100.0%	247	95.7%	290	93.5%
	I get nervous when I have to read in front of others	No	29	59.2%	29	58.0%	131	50.8%	181	58.4%
		Yes	20	40.8%	21	42.0%	127	49.2%	129	41.6%
	I get nervous when I have to do maths in front of others	No	27	55.1%	32	64.0%	140	54.3%	181	58.4%
		Yes	22	44.9%	18	36.0%	118	45.7%	129	41.6%
	I feel confident answering questions in class	No	13	26.5%	14	28.0%	44	17.1%	71	22.9%
		Yes	36	73.5%	36	72.0%	214	82.9%	239	77.1%
	I can stay focused on a goal despite things getting in the way	No	20	40.8%	13	26.0%	62	24.0%	91	29.4%
		Yes	29	59.2%	37	74.0%	196	76.0%	219	70.6%
Learning for Life (transitions)	I can make a long-term plan to reach my goals	*No*	17	34.7%	15	30.0%	56	21.7%	92	29.7%
		Yes	32	65.3%	35	70.0%	202	78.3%	218	70.3%
	When I make a plan to achieve my goals, I always follow this plan	*No*	21	42.9%	18	36.0%	63	24.4%	87	28.1%
		Yes	28	57.1%	32	64.0%	195	75.6%	223	71.9%
	I recognize when choices I make today about my studies can affect my life in the future	*No*	14	28.6%	8	16.0%	39	15.1%	68	21.9%
		Yes	35	71.4%	42	84.0%	219	84.9%	242	78.1%
	I can describe my thoughts to others when I speak	*No*	13	26.5%	7	14.0%	47	18.2%	83	26.8%
		Yes	36	73.5%	43	86.0%	211	81.8%	227	73.2%
	If someone does not understand me, I try to find a different way of saying what is on my mind	*No*	16	32.7%	6	12.0%	53	20.5%	73	23.5%
		Yes	33	67.3%	44	88.0%	205	79.5%	237	76.5%
	When others talk, I pay attention to their body language, gestures, and facial expressions	*No*	17	34.7%	9	18.0%	61	23.6%	69	22.3%
		Yes	32	65.3%	41	82.0%	197	76.4%	241	77.7%
	I can work well in a group with other people	*No*	11	22.4%	7	14.0%	36	14.0%	61	19.7%
		Yes	38	77.6%	43	86.0%	222	86.0%	249	80.3%
	When I have the opportunity, I can organize my peers or friends to do an activity	*No*	18	36.7%	17	34.0%	53	20.5%	90	29.0%
		Yes	31	63.3%	33	66.0%	205	79.5%	220	71.0%
	I want to use the skills the skills I have learned through my education	*No*	5	10.2%	4	8.0%	22	8.5%	32	10.3%
		Yes	44	89.8%	46	92.0%	236	91.5%	278	89.7%
	When I succeed at a task it is because I worked hard	*No*	4	8.2%	6	12.0%	24	9.3%	31	10.0%
		Yes	45	91.8%	44	88.0%	234	90.7%	279	90.0%
	I get support from my family to stay in school and perform well	*No*	11	22.4%	11	22.0%	38	14.7%	59	19.0%
		Yes	38	77.6%	39	78.0%	220	85.3%	251	81.0%
	I often feel lonely at school (agree/strongly agree)	*No*	42	85.7%	40	80.0%	214	82.9%	243	78.4%
		Yes	7	14.3%	10	20.0%	44	17.1%	67	21.6%
	I ask the teacher if I dont understand something	*No*	11	22.4%	10	20.0%	47	18.2%	56	18.1%
		Yes	38	77.6%	40	80.0%	211	81.8%	254	81.9%
	When I succeed at school it is because I worked hard	*No*	5	10.2%	4	8.0%	20	7.8%	25	8.1%
		Yes	44	89.8%	46	92.0%	238	92.2%	285	91.9%
	If I do well on a test it is because I am lucky	*No*	25	51.0%	28	56.0%	124	48.1%	156	50.3%
		Yes	24	49.0%	22	44.0%	134	51.9%	154	49.7%
	I the support I need from my family to stay in school and perform well	*No*	11	22.4%	11	22.0%	38	14.7%	59	19.0%
		Yes	38	77.6%	39	78.0%	220	85.3%	251	81.0%

Currently 79% of parents of girls with disabilities report that their child has enough self-confidence to participate in mainstream schools.

This has some congruence with the results shown by the Rosenberg Self-Esteem (RSE) Scale[173], where 66% of the girls have either average or high self-confidence. It may also suggest that the

Rosenberg Self Esteem Scale of 10 items adapted in Luo and Swahili. 5 positive: and 5 negative:

RSE scale is a more conservative estimator of self-esteem. This is because parents are more likely to provide socially-desirable responses due to the stigmatization of disability in communities.

When only high and low skill types are considered[174], there are more girls with low self-esteem in the target group than in the comparison group (chi-square p<.05) suggesting that a girls' notion of self-worth might be threatened due to their impairment.

Girls in the comparison group also have better financial literacy skills than in the target group.

It is predicted that this gap in self-confidence will be reduced through the intervention. Role models exercising positive reinforcement through the Mentorship Programme are likely to diminish the pressure felt by girls with disabilities to emulate ableist social norms such as withholding communicating pain or exhaustion and will introduce them to models of success. Our findings show that children with disabilities seek role models that represents them and they are likely to find them through the mentorship programme: "*The reason why my daughter likes school is that she always sees in TV the sign language interpreter, now she always says when she studies hard she would want to pursue a career in sign-language… she goes further and tells me do you see that girl, if I study I will be like her*."[175]

Table 82. Life Skills Group by Evaluation Status

Life Skill Group		Evaluation Status				Chi-Square Sig. Difference[176]
		Comparison		Target		
		n	%	n	%	p-value
Self-esteem Groups	*Low*	81	26.4%	121	33.7%	p<.05
	Average	196	63.8%	214	59.6%	
	High	30	9.8%	24	6.7%	
Academic Self-Efficacy Groups	*Low*	6	2.0%	5	1.4%	Not Sig.
	Average	45	14.7%	62	17.2%	
	High	256	83.4%	293	81.4%	
CD-RISC Resilience Groups	*Low*	73	23.8%	68	18.9%	Not Sig.
	Average	187	60.9%	244	67.8%	
	High	47	15.3%	48	13.3%	
Agency Group	*Low*	55	18.2%	57	16.4%	Not Sig.
	Average	230	75.9%	273	78.7%	
	High	18	5.9%	17	4.9%	
Turner's Mean Cross-Group Friendship Group	*Low*	11	45.8%	109	31.1%	Not Sig.
	Average	7	29.2%	144	41.0%	
	High	6	25.0%	98	27.9%	
Van Zomeren's In-Group Solidarity Group	*Low*			29	8.2%	N/A
	Average			100	28.4%	
	High			223	63.4%	
Van Zomeren's In-Group Centrality Group	*Low*			154	43.8%	N/A
	Average			105	29.8%	
	High			93	26.4%	
Learning Skills Group	*Low*	34	11.1%	47	13.1%	Not Sig.
	Average	148	48.2%	183	50.8%	
	High	125	40.7%	130	36.1%	
Transitions Skills Group	*Low*	6	2.0%	5	1.4%	Not Sig.
	Average	143	46.6%	175	48.6%	
	High	158	51.5%	180	50.0%	
Financial Literacy Group	*Low*	22	7.2%	44	12.2%	p<.05

Average skill group excluded to enhance the reliability of the chi-square test.

FGD with mother of girls who experience disability and female caregivers on SRH

Only High vs Low groups are compared in chi-square tests.

Life Skill Group		Evaluation Status				Chi-Square Sig. Difference[176]
		Comparison		Target		
		n	%	n	%	p-value
	Average	122	39.7%	149	41.4%	
	High	163	53.1%	167	46.4%	

When groups are compared according to functional status, girls with no functional difficulties have greater agency and learning skills than girls with a functional disability.

In the latter case, the gap is over 20%.

Table 83. Life Skill Group (Target Girls Only) By Functioning Status

Life Skills		No functional difficulty		With functional difficulty		Chi-Square Sig. Difference[177]
		n	%	n	%	p-value
Self-esteem Groups	*Low*	57	32.9%	40	36.0%	Not Sig.
	Average	106	61.3%	65	58.6%	
	High	10	5.8%	6	5.4%	
Academic Self-Efficacy Groups	*Low*	2	1.2%	2	1.8%	Not Sig.
	Average	32	18.5%	21	18.8%	
	High	139	80.3%	89	79.5%	
CD-RISC Resilience Groups	*Low*	33	19.1%	25	22.3%	Not Sig.
	Average	115	66.5%	72	64.3%	
	High	25	14.5%	15	13.4%	
Agency Group	*Low*	20	11.8%	23	22.1%	p<.05
	Average	138	81.2%	79	76.0%	
	High	12	7.1%	2	1.9%	
Turner's Mean Cross-Group Friendship Group	*Low*	50	29.1%	37	34.9%	p<.05
	Average	63	36.6%	49	46.2%	
	High	59	34.3%	20	18.9%	
Van Zomeren's In-Group Solidarity Group	*Low*	15	8.7%	7	6.5%	Not Sig.
	Average	43	25.0%	31	29.0%	
	High	114	66.3%	69	64.5%	
Van Zomeren's In-Group Centrality Group	*Low*	80	46.5%	35	32.7%	Not Sig.
	Average	45	26.2%	37	34.6%	
	High	47	27.3%	35	32.7%	
Learning Skills Group	*Low*	16	9.2%	20	17.9%	p<.05
	Average	87	50.3%	59	52.7%	
	High	70	40.5%	33	29.5%	
Transitions Skills Group	*Low*	1	0.6%	3	2.7%	Not Sig.
	Average	80	46.2%	55	49.1%	
	High	92	53.2%	54	48.2%	
Financial Literacy Group	*Low*	18	10.4%	14	12.5%	Not Sig.
	Average	66	38.2%	45	40.2%	
	High	89	51.4%	53	47.3%	

Under the third outcome, LC aims to achieve results in empowering their cohort of girls to actively participate in the classroom and in social activities, have better knowledge of health and hygiene, and feel more confident to report instances of abuse.

Table 84 shows that girls are gradually able to acquire more agency as they progress in age. According to t-tests, there are no significant differences between the agency[178] of the target and comparison groups. Differences may exist across different agency domains, however. For

Only High vs Low groups are compared in chi-square tests.

Agency Scale composed of 9 + 2 Items.

example, fewer target girls with disabilities under 12 years old could choose how they spend their free time. See results in the table below:

Table 84. Agency: Girl is involved in different decision types

Decision		Under 12				12 and Older			
		Comparison		Target		Comparison		Target	
		n	%	n	%	n	%	n	%
Whether or not you will go to school…	*Girl not Involved*	9	18.4%	9	18.0%	57	22.1%	62	20.0%
	Girl Involved in Decision	40	81.6%	41	82.0%	201	77.9%	248	80.0%
Whether or not you will continue in school past this year…	*Girl not Involved*	13	26.5%	10	20.0%	66	25.6%	62	20.0%
	Girl Involved in Decision	36	73.5%	40	80.0%	192	74.4%	248	80.0%
Whether or not you can go back to school or vocational training…	*Girl not Involved*	12	24.5%	11	22.0%	61	23.6%	70	22.6%
	Girl Involved in Decision	37	75.5%	39	78.0%	197	76.4%	240	77.4%
When/ at what age you will get married…	*Girl not Involved*	10	20.4%	7	14.0%	27	10.5%	44	14.2%
	Girl Involved in Decision	39	79.6%	43	86.0%	231	89.5%	266	85.8%
If you will work after you finish your studies…	*Girl not Involved*	7	14.3%	6	12.0%	31	12.0%	34	11.0%
	Girl Involved in Decision	42	85.7%	44	88.0%	227	88.0%	276	89.0%
What type of work you will do…	*Girl not Involved*	8	16.3%	6	12.0%	26	10.1%	30	9.7%
	Girl Involved in Decision	41	83.7%	44	88.0%	232	89.9%	280	90.3%
How you spend your free time…	*Girl not Involved*	5	10.2%	9	18.0%	26	10.1%	35	11.3%
	Girl Involved in Decision	44	89.8%	41	82.0%	232	89.9%	275	88.7%
How often you spend time with your friends…	*Girl not Involved*	9	18.4%	9	18.0%	31	12.0%	39	12.6%
	Girl Involved in Decision	40	81.6%	41	82.0%	227	88.0%	271	87.4%
How to take care of my health…	*Girl not Involved*	-	-	10	20.4%	-	-	44	14.5%
	Girl Involved in Decision	-	-	39	79.6%	-	-	259	85.5%
How to take care of my hygiene…	*Girl not Involved*	-	-	10	20.4%	-	-	27	8.9%
	Girl Involved in Decision	-	-	39	79.6%	-	-	276	91.1%

To support the financial literacy of girls with disabilities the project has developed a Financial Literacy Manual, which includes modules on: managing money, budgeting, saving, and setting financial goals. This program will also be delivered through C2C Clubs.

Table 85 shows a breakdown of financial literacy skills and the target populations by age.

Results show that, in general, girls in the comparison group have better financial skills than girls in the target group demonstrated in a better capacity to save, count change and handle money.

Table 85. Financial Skills Reviewed

Financial Skills		Under 12				12 and Older			
		Comparison		Target		Comparison		Target	
		n	%	n	%	n	%	n	%
I am confident handling money	*Not Confident*	19	38.8%	21	42.0%	72	27.9%	105	33.9%
	Confident	30	61.2%	29	58.0%	186	72.1%	205	66.1%
I often get confused when receiving change in a shop (disagree/strongly disagree)	*Confused*	18	36.7%	20	40.0%	57	22.1%	109	35.2%
	Not Confused	31	63.3%	30	60.0%	201	77.9%	201	64.8%
I think saving money is important	*Not Important*	5	10.2%	11	22.0%	35	13.6%	61	19.7%
	Important	44	89.8%	39	78.0%	223	86.4%	249	80.3%
I am able to save money	*Not able*	24	49.0%	22	44.0%	79	30.6%	118	38.1%
	Able	25	51.0%	28	56.0%	179	69.4%	192	61.9%

4.5.6 Intermediate Outcome 4: Community-based attitudes and behaviour change

Families communities and peers proactively support girls with disabilities to go to school.

- ✓ 45% of girls with disabilities feel accepted and included by the community
- ✓ Parents demonstrate positive actions like teaching how to read, listening to their concerns and provide life advice. However, many parents lack knowledge on positive parenting skills, the advantages of assistive devices, and discipline methods based on mutual respect.

In accordance with the social model of disability, creating an environment conducive to open communication and mutual respect between teachers and students in schools and between members of the family at home will be important to ensure everyone has an opportunity to participate and exercise their right to education and participation in community life. For example, by acknowledging that girls with disabilities face additional barriers, parents, teachers and other power holders should critically reflect on their own biases and actively seek feedback from girls with disabilities on how to improve. An environment of open communication will therefore be key to ensure that persons of different kinds can be included.

When discussing what they do when faced with issues, girls mentioned that “when we are in school, we talk to the teacher and when we’re at home we take them to our parents or guardians”.

If teachers are not receptive to students concerns or actively seek out feedback from girls with disabilities, it is unlikely girls will communicate their concerns and seek their help to solve a personal problem. When asked how open the communication was between teachers and students, teachers mentioned examples when girls do not like to communicate openly: “*there is a girl who does not like talking to others because of her hearing difficulty*”[179] and “*when she was*

[179] FGD with girls who experience disability in VTI- Kababu Youth Polytechnic

in primary, she would shy out of asking questions because of her sickness since the other kids would laugh at her because her ears would bleed or knock"[180].

Currently 9% of parents (n=33) think that the teacher at her daughter's school does not do enough to address bullying in their classroom and 13% of parents (n=46) report that their daughters are bullied in schools.

When students are not able to communicate problems and teachers do not actively seek out information from students, bullying goes unaddressed and "*her studies are affected because she feels disrespected*."[181].

Using Turner's cross-friendship scale, we were also able to find that girls with disabilities also have significantly greater numbers of friends without disabilities in school than out-of-school.

This suggests that schools are important focal points for the social life of girls with disabilities in particular: "*I like school because I get to interact with my fellow pupils and I also get to know them and also we are together and assemble together*.[182]" The project assumes that such intergroup contact generally exerts a beneficial impact on attitudes of the majority and minority group.

However, it may also suggest that girls with disabilities are at special risk of social isolation in communities as they have fewer friendships with girls in the comparison group. Currently, significantly more girls with a functional difficulty agree that they feel lonely compared to girls in the comparison group.

These reasons might also account why 38% of girls with a functional difficulty currently do not feel respected and included in community events compared to 45% of target girls who feel respected and included.

According to a KII with a deputy director, this is largely the result of social norms that largely discriminate against people with disabilities: "*where a child with disability is supposed to be kept away from the rest of the community, because they don't want to be seen as people who are cursed, but I think that is where I have to thank LC, because through their intervention, we have been able to meet with parents*"[183].

While, 97% parents have positive attitudes towards the education of girls with disabilities, 62% of parents claimed to have made adaptations to the child's home.

Currently, 77% of girls with a functional difficulty reported that they have enough support from their family to stay in school and perform well compared to 84% in the girls without a functional difficulty group.

At home, there are more girls working (formally or informally) in the target group than in the other groups. Presently, 20% of children spend more than half the day doing chores. Many girls complained about house chores or mentioned house chores as a common after-school activity: "*I don't read enough because if you go back home there are some work which we are supposed to*

FGD with Parents of Children with Disabilities in Migori.

Ibid.

Free Listing Exercise with Primary School Girls in Kisumu.

KII with a Deputy Director at a Mbita School.

do to even help our parents and you can finish them at late time and you start reading at even 10 PM."[184]

Given that house chores were found to impact attendance to school, the project can raise awareness on reducing house chores for girls with disabilities as an implementable home adaptation. This might be particularly important for this group, where persons with disabilities might need extended recuperation time between activities to avoid fatigue or exhaustion.

In terms of family roles, fathers are most often associated with learning how to read and mothers as the source for life advice[185].

With a relatively high frequency, many girls mentioned that their father taught them how to read or how to speak a different language.

This suggests that many fathers are ready to fulfil the role of educators and girls acknowledge this fact.

The male mentorship programme will involve male heads of households and will aim to engage them as advocates for girls with disabilities at the community level. The project determined that men did not see the value of sending a child to school, specifically children with disabilities. Given their socio-cultural role in what is believed to be a patriarchal society, the project decided to target them through a separate intervention and change their mindset.

When other aspects of family life are considered, girls mentioned that they turn to their mothers when they face any sort of challenge: "*When I'm treated unfairly in school I really go and talk to my mother."* [186]

Mothers are also often the source of advice and insights for girls.

In qualitative sessions, girls mentioned their mothers as both a source of positive motivation "*My mother encouraged me to read because she wants me to have a good future and help my other sisters in things they don't know or understand, and I understand them*."[187] and in negative ones such as using physical punishment to discipline children.

Like fathers, mothers are important sources on influence on the girls because they are both the first point of contact girls use to communicate problems and their trusted source of advice.

Qualitative sessions with girls and boys show that caregivers also fall prey to misinformation and may therefore reinforce negative practices for children with disabilities.

For example, a head teacher mentioned that they can usually identify when a girl needs glasses but "*if you tell the parents that this one needs specs to use you find the parents say specs will spoil the eyes*"[188].

Given that modules in the Male Mentorship programme includes understanding and supporting girls who experience disabilities, and parenting skills, the project may also study how it may incorporate refresher modules within PSGs that encourage the use of discipline based on mutual

---

FGD with girls with a disability on Literacy and numeracy

Free Listing Exercises with Primary School Girls.

Free Listing Exercise with Primary School Girls in Kisumu.

FGD with girls with a disability on Literacy and numeracy

KII with headteacher on inclusive education and governance in Siaya

respect and reinforces the value of assistive devices. Female-headed households may also be prioritized.

The project should also take caution that participants do not reinforce stereotypical gender norms by being part of a programme that targets them "because they are often the heads of the household". While many reported that men are usually those that make decisions in the household, mothers play a key role in listening to the girl's concern and providing key advice.

Programmes that target providing psychosocial support to caregivers or parenting skills that emphasise role modelling and discipline based on mutual respect could be especially relevant for this context.

Table 86. Indicators of Community Support by Evaluation Status

Community Support Indicators		Comparison		Target		Chi-square sig. Diff.
		n	%	n	%	p-value
Community Inclusion						
Girls Feels Respected by Members of the Community	Not Respected	100	32.6%	124	34.4%	Not-Sig.
	Respected	207	67.4%	236	65.6%	
Girl Feels Included in Community Events	Not Included	130	42.3%	173	48.1%	Not-Sig.
	Included	177	57.7%	187	51.9%	
Girls Feels both respected and included by the Community	Neither/Either Respected or Included	149	48.5%	198	55.0%	Not-Sig.
	Respected and Included	158	51.5%	162	45.0%	
Common to Send Children to School in this Village	No	33	11.0%	53	14.9%	Not-Sig.
	Yes	267	89.0%	303	85.1%	
Feelings of Safety						
Girl does not feel safe traveling to and from school	Does	285	92.8%	327	90.8%	Not-Sig.
	Does Not	22	7.2%	33	9.2%	
Girl affected by bullying	Not Affected	272	88.6%	314	87.2%	Not-Sig.
	Affected	35	11.4%	46	12.8%	
Social Network						
Speaks the same language as her peers	Yes	290	95.4%	340	95.5%	Not-Sig.
	No	14	4.6%	16	4.5%	
Cross-group Friendships in School (CWDs friends with NDCs)	Low	-	-	99	28.2%	N/A
	Average	-	-	145	41.3%	
	High	-	-	107	30.5%	
Cross-group Friendships in the Community (CWDs friends with NDCs)	Low	-	-	104	29.6%	N/A
	Average	-	-	129	36.8%	
	High	-	-	118	33.6%	
Girl feels lonely	Does Not Feel Lonely	256	83.4%	283	78.6%	Not-Sig.
	Feels Lonely	51	16.6%	77	21.4%	
Caregiver Attitudes						
Caregiver has made adaptations to the child's home	No			126	37.8%	N/A
	Yes			207	62.2%	
Caregiver has negative parental attitude towards girls' education	Positive Attitude	299	97.7%	347	96.7%	Not-Sig.
	Negative Attitude	7	2.3%	12	3.3%	
Caregiver has negative parental attitude towards educating children with disabilities	Positive Attitude	300	98.0%	357	99.4%	Not-Sig.
	Negative Attitude	6	2.0%	2	0.6%	
Girl reports having the support she needs from her family to stay in school and perform well	No	49	16.0%	70	19.4%	Not-Sig.
	Yes	258	84.0%	290	80.6%	

Community Support Indicators		Comparison		Target		Chi-square sig. Diff.
		n	%	n	%	p-value
Work						
Girl spends half day or more doing chores	Spends less time	196	86.0%	206	82.4%	Not-Sig.
	Spends half day or more	32	14.0%	44	17.6%	
Child Works and is Under 15 years old	No	74	92.5%	104	94.5%	Not-Sig.
	Yes	6	7.5%	6	5.5%	
Child Works and is Above 15 years old	No	224	99.1%	240	96.4%	p<.05
	Yes	2	0.9%	9	3.6%	

Table 87. Indicators of Community Support by Functional Difficulty (Target and Comparison Group)

Community Support Indicators		No functional difficulty		With functional difficulty		Chi-square sig. Diff.
		n	%	n	%	p-value
Community Inclusion						
Girls Feels Respected by Members of the Community	*Not Respected*	123	31.9%	56	38.6%	Not-Sig.
	Respected	263	68.1%	89	61.4%	
Girl Feels Included in Community Events	*Not Included*	172	44.6%	75	51.7%	Not-Sig.
	Included	214	55.4%	70	48.3%	
Girls Feels both respected and included by the Community	*Neither/Either Respected or Included*	186	48.2%	88	60.7%	p<.05
	Respected and Included	200	51.8%	57	39.3%	
Common to Send Children to School in this Village	*No*	48	12.6%	24	16.7%	Not-Sig.
	Yes	334	87.4%	120	83.3%	
Feelings of Safety						
Girl does not feel safe traveling to and from school	*Does*	357	92.5%	130	89.7%	Not-Sig.
	Does Not	29	7.5%	15	10.3%	
Girl affected by bullying	*Not Affected*	339	87.8%	122	84.1%	Not-Sig.
	Affected	47	12.2%	23	15.9%	
Social Network						
Speaks the same language as her peers	*Yes*	362	95.0%	137	94.5%	Not-Sig.
	No	19	5.0%	8	5.5%	
Cross-group Friendships in School (CWDs friends with NDCs)	*Low*	55	28.2%	36	33.6%	Not-Sig.
	Average	73	37.4%	42	39.3%	
	High	67	34.4%	29	27.1%	
Cross-group Friendships in the Community (CWDs friends with NDCs)	*Low*	55	28.2%	41	38.3%	p<.05
	Average	66	33.8%	39	36.4%	
	High	74	37.9%	27	25.2%	
Girl feels lonely	*Does Not Feel Lonely*	320	82.9%	109	75.2%	p<.05
	Feels Lonely	66	17.1%	36	24.8%	
Caregiver Attitudes						
Caregiver has negative parental attitude towards girls' education	*Positive Attitude*	373	96.6%	141	97.2%	Not-Sig.
	Negative Attitude	13	3.4%	4	2.8%	
Caregiver has negative parental attitude towards educating children with disabilities	*Positive Attitude*	381	98.7%	144	99.3%	Not-Sig.
	Negative Attitude	5	1.3%	1	0.7%	
	No	59	15.3%	34	23.4%	p<.05

Community Support Indicators		No functional difficulty		With functional difficulty		Chi-square sig. Diff.
		n	%	n	%	p-value
Girl reports having the support she needs from her family to stay in school and perform well	*Yes*	327	84.7%	111	76.6%	
Work						
Girl spends half day or more doing chores	*Spends less time*	246	84.2%	77	82.8%	Not-Sig.
	Spends half day or more	46	15.8%	16	17.2%	
Child Works and is Under 15 years old	*No*	97	95.1%	41	89.1%	Not-Sig.
	Yes	5	4.9%	5	10.9%	
Child Works and is Above 15 years old	*No*	280	98.6%	94	94.9%	p<.05

4.5.7 Intermediate Outcome 5: Improved policy environment to support inclusive education for children with disabilities

To ensure achievements are sustained after the project, project staff will also work with several stakeholders at the school, county, and national levels. Generally, these activities will aim to raise awareness of disability issues and inclusive education amongst various education stakeholders. The project recognizes that despite a relatively positive policy environment, these policies face implementation constraints at various levels.

The project will work with School Boards of Management (BoMs) to train them in inclusive education, governance, and resource mobilization to support girls who experience disabilities. At the school level Boards of Management raise funds for the school and make decisions about the allocation of funds in consultation with the headteacher and parents association. According to project stakeholders, Boards of Management also serve as “mediators between the parents and the teachers”.

The project will also strengthen existing child protection initiatives at the school level as well as case management practices with relevant stakeholders including school stakeholders, EARC officers, and social workers.

At the county level, the project will build on the work of GEC1, by engaging existing County Working Groups in advocacy activities and initiatives. These will focus on building upon the policy achievements supported through GEC1.

At the national level, the project will continue to advocate for effective implementation of existing policies on disability inclusion and inclusive education. This will involve sharing learning and best practices throughout project implementation as well as providing technical expertise on the areas of disability and inclusive education. Several resources will be published through project activities, including the Life Skills Manual as well as evaluation and learning findings to promote replication.

To assess’ project achievement towards this outcome the intervention is tracking the following indicators:

- The extent to which the project's learning has informed stakeholders' practice
- # of new policies developed to support IE practice and child protection in intervention schools
- # of action plans in place towards implementing inclusive education practice within the special education policy and teacher training curriculum

At the school level several headteachers, teachers and board of management members listed a lack of financial resources as a significant constraint to supporting girls with disabilities.

In these cases, board members often fundraise from parents:

"*For example, when we want may be to put up the facilities like our members have said concerning the children with special needs, we need to mobilize from parents and community the funds that can help us put up some facilities that can support their learning*"[189].

The project should consider supporting BoMs to identify funding sources to ensure inclusive adaptations can be made at schools and Board Members are aware of how and where they can source funds when necessary.

When asked what additional support school board members needed to ensure girls with disabilities can access and learn in school, several board members agreed that:

"*Board still need some support and in terms of trainings to assist the school administration handle these learners with disabilities effectively. Apart from the trainings and where they acquire more knowledge he has dwelt on the resources, the funding to put up the necessary infrastructure*"[190].

Board members also listed the lack of teachers trained in inclusive education as a significant barrier to supporting girls with disabilities.

As one board member stated: "Yes. I've just said that one of the special concerns that is experienced is the lack of specialized teachers"[191]. The project is well suited to support this perceived gap in capacity, through on-going teacher training.

The Baseline Study interviewed several government stakeholders at the county and regional level to gather available evidence on the likelihood that this IO will be achieved. To assess this at Baseline, we reviewed evidence on the degree of interest and understanding of the relevance of IE approaches from each stakeholder.

County Directors of Education indicated that they were in favour of implementing policies and practices in favour of inclusive education.

As one director commented: "You know the government stopped collection of funds from parents, so nowadays the government takes care of infrastructure facilities for schools, so we have given priority to our special schools".

County Directors of Education were also acutely aware of the unique barriers faced by girls who experience disabilities in the education system.

In many cases county stakeholders mentioned that LC was one of the only actors supporting children with disabilities in their counties.

According to one county director: "Leonard Cheshire is one of them that has come in full swing and is to assist in special needs education but with the girl child who experience disability while world vision do a lot of improvement in education generally, looking at infrastructure, construction

---

FGD with Board of Management Members 1

FGD with Board of Management Members 1.

FGD with BoM Members 2

of some classrooms and the NGOs working to promote peace here, to promote good health of adolescence". Many agreed that if they required technical advice on inclusive education they would reach out to LC.

County Working Group's established in the first phase of the project, define their main objectives with regards to IE to "*lobby for adoption of Inclusive Education within the Country through engagement of the county government, resource mobilization and prioritization, drafting of policies and pushing for passing of bills with a bias to child rights, education/recognition and support of children with disabilities*"[192].

County Working Group members agree that they need the support of the project to "continue advocacy and lobbying activities"[193].

Several members also mentioned that any advocacy evidence that could be generated by the project to demonstrate gaps in attainment of girls with disabilities, should be shared with CWGs.

5. Conclusion & Recommendations

5.1 Conclusions

The Expanding Inclusive Education Strategies for Girls with Disabilities Project is well placed to build on the achievements made in GEC 1.

With regards to inclusive education policy, through GEC 1, the project has supported several bills and initiatives at the county and national levels, which places LC in a key position when it comes to supporting the implementation of these policy provisions in the lake region. County directors widely agree that LC is the main source of knowledge on best practices when it comes to implementing inclusive education strategies.

Additionally, teachers trained by the project through the first phase, demonstrate visible differences in their attitudes towards inclusive values and adopting inclusive education practices in their classrooms. The second phase of the project is likely to build on these knowledge and awareness gains and may lead to changes in practices. However, based on lesson observations conducted as part of the study, teachers are not currently adopting inclusive practices. This finding has been corroborated by research undertaken by Leonard Cheshire Research Centre at UCL[194]. The intervention should review existing teacher training activities and resourcing needs to ensure

---

FGD with CWG Members 2

ibid

Deluca, M., Carew, M., Kett, M. (2017). Research Report Executive Summary: Pre and Post Intervention Teacher Knowledge, Attitudes and Practices (KAP) on educating girls with disabilities in the Lakes Region, Kenya (pdf). London: Leonard Cheshire Disability and Inclusive Development Centre; • Carew, M.T., Deluca, M., Groce, N., Kett, M. (2018). The impact of an inclusive education intervention on teacher preparedness to educate children with disabilities within the Lakes Region of Kenya. International Journal of Inclusive Education. https://doi.org/10.1080/13603116.2018.1430181

training properly equips teachers to not only change their attitudes but adopt improved instructional practices.

With regards to intervention design, the Baseline Study validated several project assumptions and identified additional barriers and characteristics which result in education marginalization for girls who experience disabilities.

Disability results in lower literacy and numeracy scores at statistically significant levels. For both literacy and numeracy girls who are in the target group or experience functional difficulty performed comparatively worse than their peers, with disability status in both cases predicting outcomes at statistically significant levels. This validates a central assumption of the intervention and the evaluation design, namely, that there is a gap in literacy and numeracy levels between girls in the comparison group and girls with disabilities.

Economic hardship has a negative effect on learning outcomes at statistically significant levels and this negative effect is heightened when a child experiences functional difficulty. Parents and caregivers of girls with disabilities interviewed by the study reported that having a child with a disability often incurs additional costs, associated with ensuring the child has the support he or she needs.

Girls who do not feel safe traveling to and from school perform worse on both literacy and numeracy assessments at statistically significant levels. Findings relating to attendance highlight that girls who feel unsafe attend school less. These girls often live further than a 45min walk from school and are in households facing severe hardship. Given that attendance predicts literacy and numeracy scores at statistically significant levels, low attendance is likely why girls who do not feel safe perform comparatively worse on literacy and numeracy assessments.

There is a gap in transition between girls with a functional difficulty and girls without a functional difficulty. 12% of girls with a functional difficulty were unsuccessful at transitioning from 2017 and 2018, compared to 6% of girls without a functional difficulty. According to chi-square tests, having a functional difficulty is positively associated with being unsuccessful at transitioning ($p<.05$). This supports the project's assumption that fewer girls with disabilities than girls without disabilities can transition into the next grade level and that a gap is existent between both groups.

Poor classroom management is a barrier to transition. 24% of girls with disabilities who were in classrooms that were poorly managed could not transition, compared to 8% of girls without disabilities who could not transition in well-managed classrooms. This corresponds with qualitative findings which identified poor discipline methods as a major cause for students missing school.

Girls in the target group tended to face more barriers than girls in the comparison group. Girls with a disability on average had lower self-esteem, did not have access to needed books and learning materials, and report facilities in their schools as being inaccessible. Several of these barriers influence girls' ability to attend and learn in school. This validates a central project assumption, namely that girls who have a disability face more barriers to educational access and attainment.

Girls with disabilities attend school less on average than girls in the comparison group. While the average attendance rate of target girls is 93%, girls in the comparison group had a rate of 95%. According to regression analysis, being in the target group negatively predicts attendance at significant levels.

Improvements in teaching quality lead to improvements in learning. Perceived teaching quality, as measured through 3 sub-scales, predicts both literacy and numeracy scores at statistically significant levels. This suggests that girls learn better when lessons enhance student engagement with curriculum content, when teachers have caring interactions with students and provide constructive feedback, and when lessons are well-structured and group behaviour is managed.

With regards to gender and social inclusion (GESI) the external evaluator at Baseline would rate the project as being GESI Transformative. The project directly targets girls with disabilities in the lake region and works to promote inclusive practices. With regards to boys, a significant proportion of the beneficiary population are boys and planned activities including teacher training, inclusive policy adoption and implementation, and parental and community support will likely support schools to be more inclusive of children with disabilities regardless of their gender.

Finally, the Baseline Study raised important points for future research surrounding the measurement of disability. The child functioning set is designed to provide an understanding of the composition of a target population with regards to functional difficulty. However, a large proportion of girls in the target group who have been identified for a disability by EARC were not picked up by the child functioning set. To inform future measurement of disability and estimates of the impairment composition of populations in the Nyanza region, these findings should be considered further.

5.2 Recommendations

The External Evaluation Team make the following recommendations to the project:

Monitoring, evaluation and learning of the project –

1. **Refine beneficiary tracking processes**. The beneficiary list held by the project could be refined to account for the characteristics and barriers resulting in educational marginalization. Tracking at-risk groups such as double orphans or households facing severe hardship could allow the intervention to more closely monitor and respond to beneficiary needs and be aware of changes to beneficiary composition over time.

Design, including the calculation of beneficiary numbers –

1. **Investigate why the Child Functioning set did not map well onto the EARC assessments.** A large proportion of the beneficiary population were not picked up by the child functioning set as experiencing functional difficulty. However, these girls have been assessed for disability by EARC before being targeted by the project. Perceptions of functional difficulty may change depending on the enabling environment, which could explain these differences. It is also important to note that the child functioning set is not meant to definitively identify girls with disabilities. Although all girls supported through GEC-T will be re-assessed through EARCs, the EE would recommend that the project look further into why these differences in in measurement exist. The project should consider whether the child functioning set is relevant for this intervention context and seek to understand differences in the sensitivities of the two measurement approaches.

2. **Review teacher training manual and consider adding a module on bullying and on positive discipline**: Both qualitative and quantitative evidence from this study suggests that several girls in target schools experience bullying. Integrating sessions on managing challenging behaviours would equip teachers with the necessary skills to intervene. A large portion of girls in project schools report having been physically punished by their

teacher in the weeks before the interview. Despite being illegal Corporal punishment is still common practice in Kenya and should be addressed by training teachers on healthier ways to manage student behaviour. The project has a duty of care to work with government to report cases of corporal punishment to the relevant authorities. Since this recommendation has been made the project has taken up the issue of corporal punishment with regional educational officials and is developing activities to support schools to reduce the prevalence of corporal punishment.

3. **Adopt additional activities aimed at reducing bullying due to disability**. Several girls mentioned that they are often teased by boys and other peers because of their disability. The project currently does not include any activities targeting wider bullying at the school. Teacher training interventions can prevent bullying when it happens, but a sustained approach would be for bullying to reduce prior to the need for teachers to intervene.

4. **Support beneficiaries who lack needed assistive devices and clarify expectations as to when these will be received**. A large proportion of project beneficiaries who have moderate or hard functional difficulty in hearing and seeing, do not have assistive devices. Field visits indicate that there may additionally be a need to clarify expectations as to when these will be delivered.

5. **Consider including mothers of girls with disabilities in activities that target Intermediate Outcome 3.** Currently, the male mentorship programme is based on the assumption that men are most often the heads of the households and important power holders. However, girls often cite mothers as their point of contact for advice. When mothers are prepared to deal with their concerns, an open channel of communication is created, which is key for inclusive environments to develop. Furthermore, a large proportion of girls with disabilities live in female headed households, which suggests the male mentorship programme may not be universally relevant to all target girls.

6. **Identify clear adaptations parents can make to their homes and work with the parents of children with disabilities to make these adaptations.** These may include a conscious reduction in chores, acquisition of assistive devices such as reading glasses, and the use of discipline methods based on mutual respect. Sensitization in these domains can be delivered through Parent Support Groups.

7. **Consider strengthening the life skill curriculum around the skills of resilience and solidarity.** These skills are found to be particularly useful to girls with disabilities who have a predisposition to help one another. These skills were the best predictors of learning outcomes.

8. **Identify barriers preventing teachers' from adopting inclusive instructional practices, despite having attended teacher training.** Only one third of lessons observed demonstrated the adoption of inclusive education strategies. Although the baseline conducted a limited number of lesson observations, this finding is corroborated by research conducted by Leonard Cheshire Research Centre at UCL. The project should review the teacher training curriculum and better monitor implementation post training to identify the key barriers preventing adoption. If the project does not already conduct a pre- and post- training survey for teachers, it should consider doing so.

Scalability and sustainability –

1. **Support target schools to improve referral mechanisms to EARC for assessments.** The study found a large proportion of girls in the comparison group experiencing functional difficulties. To ensure sustainability of inclusive practices at schools, the project should

work with schools to strengthen their ability to identify potential cases where assessment may be appropriate.

2. **Scale-up transport facilities for girls living in remote areas.** Living far away is associated with feeling unsafe, more house chores and missing school. The project currently provides a bus to girls with disabilities in Kisumu. However, girls in other counties report facing similar barriers. Advocacy activities with regional officials should raise transport improvements as a need for girls in other counties.
3. **Support Board of management to identify funding sources to finance accessible school improvements.** Boards of Management reported needing support to identify funding sources to finance accessibility improvements at the school level. The project should consider supporting BoMs to map existing sources to raise these funds. This will ensure that after the project ends BoMs are able to ensure schools remain accessible and adaptable to changing needs.

5.3 Project contribution: Response to conclusions and recommendations

What is the project's response to the key findings in the report? Make sure to refer to main conclusions (Section 6)

Overall, we are pleased with the baseline findings; they support our Theory of change casual pathways and assumptions.

There were just a few additional and interesting findings that have been raised by the baseline and these are discussed below.

One key issue that has become evident through this baseline is the discrepancy emerging from identifying children with functional difficulty by using the Washington Group (WG) child functioning set of questions and the definition of disability determined by the government of Kenya's Education and Assessment and Resource centres.

The baseline identified a large proportion of girls in the target group who had been screened for a disability by Educational Assessment Resource Centre (EARC) but were not picked up by the (WG) child functioning set. This is an interesting finding which Leonard Cheshire would want to explore further. We want to reiterate that the WG questions were designed for screening purposes only and not for assessment and therefore their use with girls that have been assessed may not be relevant. We therefore propose to do a cross reference of our intervention girls with the WG child functioning set to determine what type of disability is not picked up by the WG child functioning set.

Some further explanation as to why some girls in the target group have recorded no functional disability, when screened by the child functioning set, could be girls that may have been determined as experiencing a disability by an EARC in GEC1 but through the project may have been supported with an assistive device that now means the child no longer describes themselves as having a difficulty. For example, a child that has low vision has been supported by the project with spectacles the project would still retain this child within the project because the child's sight would require follow up assessment and potential modifications to their prescription.

The issue that some girls in the comparison group were identified as having a functional difficulty is a possible measurement error. The enumerators, once they had screened for disability and found the comparison child to have a functional difficulty, should have been dropped and replaced with another respondent.

Outcome 1 Learning: Number of marginalised girls supported by GEC with improved learning outcomes

The baseline has shown there is a general progression in both literacy and numeracy scores, as the girls (target and comparison groups) move through the school grades. However, the study also confirms our assumption that girls in the target group do not score as highly in either literacy or numeracy as the comparison group. Our project aims to close this learning gap between the two groups through our holistic approach.

The baseline measured perceived teaching quality, through 3 sub-scales, showing both literacy and numeracy scores at statistically significant levels. This suggests that girls learn better when lessons enhance student engagement with curriculum content, when teachers have caring interactions with students and provide constructive feedback, and when lessons are well-structured and group behaviour is managed.

Teacher training is of course a key component of the project and it is very positive that the baseline has shown that teacher training on inclusive education has had a positive influence on knowledge and attitudes towards teaching children with disabilities, when compared to teachers that have not been trained in inclusive education.

The baseline also confirms that learning outcomes are closely linked to life skills, self-esteem and resilience. Children with low self-esteem perform worse on literacy and numeracy scores and children from the target group have lower self-esteem than the comparison group. The project interventions aim to improve life skills and self-esteem through the Child 2 Child Clubs. Another interesting finding of the baseline is concerning resilience (a measure of stress and coping ability modifiable with intervention strategies), has been proven as a predictor of school attendance and this fits well with our project interventions at community level to increase awareness and support from communities to encourage children with disabilities to go to school.

The baseline confirmed that reading has a significant impact on literacy scores, stating that with each additional 2 hours spent reading per week resulted in an increase of 2% on aggregate literacy score. This suggests that the more time girls spend reading, the higher their literacy proficiency. Reading also supports transition. The baseline suggests that parental support for reading and reading with others improves literacy skills through the medium of improved academic self-efficacy. The project can capitalise on this finding and encourage reading group or partner reading in our C2C clubs and discuss the merits in our parent advocacy work.

In terms of disability type the baseline has identified that there was a statistically significant difference in mean literacy and numeracy scores between girls with functional difficulties in learning, communication, and remembering than those without functional difficulties in those domains. This confirms our knowledge and awareness and we intend to particularly support girls with these types of disability through our adaptive pathway.

The baseline highlighted some key barriers to educational access and achievement that reduced learning outcomes for children with disabilities. These were economic hardship at the household level, corporal punishment in schools and girls who do not feel safe travelling to school have higher anxiety levels and attend school less.

The project was aware of these barriers and was designed to address these issues through the parent support groups and the table banking and livelihoods interventions with the aim to improve the economic status of the household to supplement income and support any additional school related costs. The project has now introduced new tools to help identify and 'traffic light' vulnerable households and prioritise these households.

In Kisumu sub-county the project is piloting a school bus service but will also look for other creative ways of supporting transport issues through the parent support groups, community awareness and advocacy programmes.

Corporal punishment is an area of concern as this is no longer legal in Kenya. Following this baseline the project immediately reported this finding to the Regional Coordinator of Education and within 10 days we had a response to say that they 'were cognizant of the great partnership in championing for inclusive education in our institutions……' they have requested LC to monitor and provide evidence of any teacher involved in this practice. The project will continue to empower the girls with knowledge of their rights through the child 2 child clubs. The project will also strengthen existing child protection initiatives at the school level as well as case management practices with relevant stakeholders including school stakeholders, EARC officers, and social workers.

The baseline also reports on how lack of assistive devices can have a negative influence on learning. Particularly girls who need hearing aids and glasses and lack them in the target group. On average girls scored lower in literacy than their peers who have assistive devices. Mean differences are statistically significant. A key component of the project is to ensure all girls are assessed and provided with assistive devices if required so the project will ensure this is monitored closely.

Outcome 2 Transition: Number of marginalised girls who have transitioned through key stages of education, training or employment

The baseline was able to determine that on average 91% (n=357) of the target group and 94% of the comparison group (n=307) were able to successfully transition into the next school phase. The rest repeated the grade they were in, therefore failing to transition. These are very encouraging results for Leonard Cheshire and especially as this is 6% higher than the transition one-off sample of girls with disabilities in the region, when only school-transitions are considered.

However, the baseline does concur with our understanding that without intervention having a disability can lead to failed transition. The baseline further identifies specific points that the critical age for girls with disabilities is 13 because at that point transition drops below average and also girls with specific functional difficulties including remembering, learning difficulties, girls with anxiety and hearing difficulties have greater challenges transitioning. This information will enable the project to closely monitor and provide the necessary support in school and at household level to ensure they transition effectively.

Interestingly from the benchmark survey of non-intervention girls, when it comes to secondary school transitions, 88% of girls with disabilities from population regions succeeded transitioning from Grade 8 into Form 1 compared to 77% of girls without a disability. The rest repeated Grade 8 or dropped-out from school. These differences are not significant according to chi-square tests. This may have something to do with resilience which the project will try to explore further in the coming years.

In the same comparison group, the baseline determined that 18% of girls with a disability were able to transition into vocational skill training and opportunities or TVET compared to

28% of girls without disabilities who were able to transition into TVET. The rest remained inactive, transitioned into unpaid work or into work paid below the minimum wage. While this is an expected result the baseline does not explain this result and Leonard Cheshire would like to explore this finding further, especially as VTI is one of the projects alternative transition pathways for girls with disabilities. Is this finding because vocational training is not accessible and discriminatory for girls with disabilities? Or actually is it with the right interventions and support more girls with disabilities are able to transition to secondary school than was expected and therefore do not require the pathway to VTI to the estimated extent?

To support the transition of girls beyond VTI training the project is also considering linking girls with local enterprises so as to ensure that they are placed in their areas of speciality. The project is also expediting the process of transitioning specific girls to the master artisan pathway where they will be trained on skills that will assist them in gaining paid employment or start their own small businesses so as to ensure they become economically empowered.

The baseline further highlights recurring themes that present barriers to girls with disabilities and which inhibit transition. These are: bullying in school, low self-confidence. When there is low self-confidence and self-belief to succeed then they are less likely to transition. Also, when the classroom environment is challenging and not captivating the girls are less able to transition. Poor classroom management especially around negative discipline methods such as caning, and economic hardship also influence transition. These are all important causal links that the baseline makes with transition and supports the projects theory of change and assumptions and the project has been designed to address these issues through various interventions such as; teacher training, C2C clubs, parents support groups and monitoring and evaluation.

Intermediate Outcome 1: Attendance Girls with disabilities have increased attendance in primary and secondary mainstream schools and vocational institutions.

Leonard Cheshire is pleased to read that 93% of the target girls have achieved our attendance indicator for attending 80% of school days. However, we know this can still be improved and the baseline does still reiterate there is a gap between the target and comparison groups whose attendance rate was 95%.

Significant factors affecting attendance as identified by the baseline are health related illnesses, no money for school fees and no transport. The project is aware of these issues and as described earlier has interventions to address these.

Output 1 Girls with disabilities have the resources and tools* they need to attend schools

The baseline supports the projects assumption around the barrier's girls face preventing attendance and transition such as: lack of assistive devices, lack of school fees, scholastic materials long distance to schools and inadequate transport and lack of sanitary wear. All of these are being addressed through the project's assessment and provision of assistive devices, support with school fees and scholastic materials, in Kisumu sub-county a school bus is being piloted and all girls are provided with sanitary wear.

However, the baseline report has indicated that a large proportion of girls in the target group lack assistive devices but need them. 87.6% of girls have functional difficulties seeing and do not have the spectacles or assistive aids they need and 95.6% of girls who have

functional difficulty hearing do not have hearing aids. This finding will be followed up further by the project because assistive devices is a key component of the project and the project is very thorough at conducting a needs assessment and providing assistive devices to those girls that require them.

The baseline also highlighted that parents may have negative attitudes concerning assistive devices and this will be followed up by the project through community awareness, male mentorship and the parent support group components.

Intermediate Outcome 2: Teaching Quality Improved access to quality education in mainstream schools and vocational institutes for girls with disabilities.

Teacher training and teaching quality is an essential component of the project and critical for achieving learning outcomes for children with disabilities.

Table 65 in the baseline provides a great summary of key sustainability issues comparing the knowledge, attitudes and practice of teachers trained by the project and those teachers not trained and provides the project with greater incentive to work on these areas.

The baseline clearly shows that teachers that have been trained by the project have a better understanding of inclusive education and greater confidence to support children with disabilities than those teachers that have not been trained.

Although it was a relatively small sample only 33.3% of classes observed that teachers incorporated inclusive practices and there is also limited support in schools for teachers to implement necessary changes into their teaching practice. This concurs with what the project has understood from the previous KAP survey conducted by Leonard Cheshire's research centre during the first GEC phase, that also indicated improved knowledge and attitude among teachers but less change in practice. To address this the project has introduced new approaches for supporting teachers in inclusive practice through the teacher mentorship programme. Teachers trained in special education will be responsible for regularly visiting project schools to provide additional practical support to teachers. However, these baseline findings comparing trained teachers with non-trained teachers has given the project cause to reflect on how we can reach more teachers in the intervention schools. Leonard Cheshire can take learning from other Leonard Cheshire programmes where we are piloting a trainer of trainers approach. Key education staff are trained as trainers and then cascade the training to other teachers in the intervention areas to have a greater reach.

Output 2: The environment, teaching and learning materials are more inclusive for girls with disabilities

It is also noted from the baseline that teachers say they do not have sufficient resources to work with children with disabilities, but the project has an activity to provide schools with learning materials and will ensure that this is done effectively through the joint planning with the teachers and support from the headteachers.

Intermediate Outcome 3: Self-Esteem Girls with disabilities demonstrate increased voice and agency to participate in mainstream education and future career opportunities.

The baseline has shown that self-esteem measured by the Rosenburg's 10 item self-esteem scale successfully predicts literacy and numeracy scores at highly significant levels ($p<0.005$) and therefore self -esteem is related to an increase in learning scores.

Some of the figures in the baseline are positive such as: 79% of parents of girls with disabilities report that their child has enough self-confidence to participate in mainstream schools and 81% of girls with disabilities demonstrate increased confidence to report cases of bullying and/or violence.

However, the project acknowledges that the baseline also suggests that girls in the target group are more likely to have low self-esteem at statistically significant levels, based on Chi-Square results. This was expected and project interventions such as Child 2 Child clubs and peer mentors are key components designed to address this especially through life skills training and financial literacy skills.

Output 3: Girls with disabilities have increased awareness and knowledge in life skills

The baseline, when reviewing life skills, identified particularly that learning[195] and financial skills predict literacy outcomes. It also revealed that the target girls have more difficulties making long term plans, organising peers and working with a group of people towards a common goal. This is interesting to the project but supports our approach to provide c2c clubs, financial literacy skills training, career guidance and peer mentorship.

Intermediate Outcome 4: Attitudes and Perceptions Families, communities and peers proactively support girls with disabilities to go to school

The baseline highlights that community and parent attitude towards disability does influence girls with disabilities resilience to go to school and there was an affinity between parent support and reading which had a significant impact on literacy scores.

The baseline provided some positive findings that 97% of parents have a positive attitude towards the education of girls with disabilities. However, contradicting this is evidence that fewer parents had made adaptations to their home and parents still expect girls with disabilities to do household chores which affects their learning. For example, 20% of girls with disabilities are still spending more than half a day doing house chores which has an effect on their ability to do school work.

As anticipated by the project the baseline also highlights that girls with disabilities do not feel respected by the community, do not feel included in community events and bullying is still a common issue. Equally, parents face discrimination and stigma from the community.

The project has designed a number of interventions to address community and parental attitude through community awareness events, the male mentorship programme is also designed to change cultural attitudes in a predominantly patriarchal society to encourage and support the education of girls with disabilities, and likewise the parent support groups will increase disability awareness, the rights of the child and child protection issues.

Intermediate Outcome 5: Improved policy environment at school, county and national level to support inclusive education for children with disabilities

The baseline did a desk top search of national policy on inclusive education and found the environment to be positive. However, when it came to implementation the schools faced significant barriers such as lack of knowledge on inclusive education, inadequate facilities

[195] Learning Skills (6-items): *"I am able to do things as well as my friends, I want to do well in school, I get nervous when I have to read in front of others, I get nervous when I have to do maths in front of others, I feel confident answering questions in class, I can stay focused on a goal despite things getting in the way".*

and infrastructure, low capacity of teachers to support children with disabilities in mainstream schools and negative societal attitudes.

The baseline does mention some of the influences the project has had at national and sub-county level but did not sufficiently discuss the change that the various disability Acts and Bills had influenced or how they are being implemented. The project does aim to follow up, influence and monitor the implementation of disability policy by working closely with existing partnerships, disability networks, county working groups and disabled people's organisations. Further interventions such as training are also planned with the school boards of management to influence school level policies on inclusion, accessibility and child protection.

What is the project's response to the conclusions and recommendations in the report?

- The management response should respond to the each of the External Evaluator's recommendations that are relevant to the grantee organisation (see Section 6). The response should make clear what changes and adaptations to implementation will be proposed as a result of the recommendations and which ones are not considered appropriate, providing a clear explanation why.

Recommendations

The External Evaluation Team make the following recommendations to the project:

Monitoring, evaluation and learning of the project

1. **Refine beneficiary tracking processes.** The beneficiary list held by the project could be refined to account for the characteristics and barriers resulting in educational marginalization. Tracking at risk groups such as double orphans or households facing severe hardship could allow the intervention to more closely monitor and respond to beneficiary needs and be aware of changes to beneficiary composition over time. **The project agrees with this recommendation and has already developed tools that will help to identify and traffic light vulnerable households and children for immediate intervention and support**.

2. **Review measurement strategies for IO Indicator 4.2.** This indicator was set by the EE based on a non-representative sample of 16 lesson observations. Due to resource limitations of the evaluation, the project should consider conducting on-going lesson observations as part of intervention monitoring activities. This could provide rich data to monitor adoption of practices over time and inform on-going teacher training activities. The project should identify goals of the inclusive education training with regards to specific classroom practices and develop a monitoring tool to assess adoption of these practices. **The project agrees with this recommendation and has developed a tool to monitor class room observation, regularly and provide onsite support on teaching using inclusive methods with teachers and head teachers and discuss lesson plans.**

Design, including the calculation of beneficiary numbers –

1. **Investigate why the Child Functioning set did not map well onto the EARC assessments.** A large proportion of the beneficiary population were not picked up by the child functioning set as experiencing functional difficulty. However, these girls have been assessed and screened for disability by EARC before being targeted by the project. Perceptions of functional difficulty may change depending on the enabling environment, which could explain these differences. It is also important to note that the child functioning

set is not meant to definitively identify girls with disabilities. Although all girls supported through GEC-T will be re-assessed through EARCs, the EE would recommend that the project look further into why these differences in measurement exist. The project should consider whether the child functioning set is relevant for this intervention context and seek to understand differences in the sensitivities of the two measurement approaches. **We agree this is an interesting finding and one that we would like to explore further. The project has to stress that all the girls enrolled in the project have been assessed by the Kenyan government Education and Assessment Resource Centres.**

2. **Review teacher training manual and consider adding a module on bullying and on positive discipline**: Both qualitative and quantitative evidence from this study suggests that several girls in target schools experience bullying. Integrating sessions on managing challenging behaviours equip teachers with the necessary skills to intervene. A large portion of girls in project schools report having been physically punished by their teacher in the weeks before the interview. Corporal punishment is common practice in Kenya and can be addressed by providing an alternative approach through teacher training activities.

   We take this point on and the project will explore ways in how classroom management and challenging behaviours can be included or rolled out through refresher teacher training, the teacher mentorship programme and the training of the board of management. Other project interventions such as the C2C clubs and parent support groups will also raise awareness of child rights and how to report on cases of bullying and discrimination.

   The issue of corporal punishment has already been followed up by the project's child protection officer with the regional education office and in partnership with them will ensure that such cases are addressed adequately. Also note that the project has a research component that will assess the extent to which current child protection mechanisms are adequately protecting children, especially girls with disabilities.

3. **Support beneficiaries who lack needed assistive devices and clarify expectations as to when these will be received**. A large proportion of project beneficiaries who have moderate or hard functional difficulty in hearing and seeing, do not have assistive devices. Field visits indicate that there may additionally be need to clarify expectations as to when these will be delivered. **Assessment for and provision of assistive devices is a key activity within the project. Girls that are having difficulties are identified by teachers and project staff and referred for further assessment, within the project life time all girls will be re-assessed by the EARC and any child requiring an assistive device will be issued with the appropriate device. We take on board the points raised in the baseline regarding some parents negative attitude to devices and about managing expectations and this can be addressed through community awareness, the parent support groups and the male mentorship programme.**

4. **Consider including mothers of girls with disabilities in activities targeting Intermediate Outcome 3.** Currently, the male mentorship programme is based on the assumption that men are most often the heads of the households and important power holders. However, girls often cite mothers as their point of contact for advice and communicate needs. When mothers are prepared to deal with their concerns, a open channel of communication is created, which is key for inclusive environments to develop. **The male mentorship programme was intentionally developed to target men and challenge culturally entrenched gender norms that are less supportive of girls with**

disabilities going to school. The project also has a research component that will explore the effectiveness of the male mentorship programme and review and develop the male mentorship training manual. Mothers or female caregivers are not excluded from the programme as they are included in the parent support groups and we now have systems in place to identify vulnerable female headed households that might need priority counselling and support.

5. **Identify clear adaptations parents must make to their homes and work with the parents of children with disabilities to make these adaptations.** These may include a conscious reduction in chores, acquisition of assistive devices such as reading glasses, and the use of discipline methods based on mutual respect. Sensitization in these domains can be delivered through PSGs. **This is an interesting finding which can be easily supported through community awareness, parent support groups and male mentorship and when project staff are able to conduct home visits.**

6. **Consider strengthening the life skill curriculum around the skills of resilience and solidarity.** These skills are found to be particularly useful to girls with disabilities who have a predisposition to help one another. These skills were the best predictors of learning outcomes. This is a good finding as well. **We would need to do research around how we can introduce this in the project with a view to perhaps support older girls dropping out of primary education**.

Scalability and sustainability –

1. **Support target schools to improve referral mechanisms to EARC for assessments.** The study found a large proportion of girls in the comparison group experiencing functional difficulties. To ensure sustainability of inclusive practices at schools, the project should work with schools to strengthen their ability to identify potential cases where assessment may be appropriate. **This is an essential point, and we would hope that through teacher training and community awareness more children with disabilities will be referred to the EARC for assessment to get support. However, these children and families face the same barriers highlighted in the report, negative attitude and stigma, distance and cost of transport to EARC and cost of assistive devices. Longer term systemic changes and further government intervention and support of EARC's is necessary for long term change. The project and its networks will continue to influence and put pressure on the government to implement and resource its inclusive policies.**

2. **Scale-up transport facilities for girls living in remote areas.** Living far away is associated with feeling unsafe, more house chores and missing school. The project currently provides a bus to girls with disabilities in Kisumu. However, girls in other counties report facing similar barriers. Advocacy activities with regional officials should raise transport improvements as a need for girls in other counties. **The piloting of a school bus in Kisumu county will be used to influence local government on the need. The project should also consider alternative approaches and creative community- led solutions especially within the parent support groups. The project could take learning from other LC projects such as a former project in Zimbabwe. The research centre undertook a discrete piece of research here**

3. **Support BoMs to identify funding sources to finance accessible school improvements.** Boards of Management reported needing support to identify funding sources to finance accessibility improvements at the school level. The project should consider supporting BoMs to map existing sources to raise these funds. This will ensure

that after the project ends BoMs are able to ensure schools remain accessible and adaptable to changing needs. **Agreed, sustainability is essential.**

- Does the external evaluator's conclusion of the projects' approach to gender correspond to the projects' gender ambitions and objectives?

  Overall, the external evaluation reports conclusions regarding the LC approach to gender do correspond to the overall gender ambitions and objectives. It is noted that the control and comparison groups are both female so there is no specific gendered element to the comparison rather the comparison is about disability status. The project is cognisant of the need to take into consideration the intersection between gender, poverty, disability, ethnicity etc which could have been drawn out, as research findings indicate that these are often bigger predictors (particularly poverty) of drop out or non-attendance in school.

  Also, in response to some of the points about the focus on male mentors, an (overlooked) aim of the male mentor project is to try to address some of the underlying gendered assumptions about power, control, decision-making and challenge these to transform steadfast beliefs about what are 'typically' fathers' roles (as decision makers, teachers) and what are 'mothers' (advice, communication etc). The research around this is ongoing but will hopefully have an impact in the long term on caregiver aspirations, as well as girls' resilience and self-belief. We are also developing a male mentor toolkit which will address broader gender issues, but we also realise that some of these deep rooted socio-cultural norms take time to change.

What changes to the logframe will be proposed to DFID and the Fund Manager?

- The management response should outline any changes that the project is proposing to do following any emergent findings from the baseline evaluation. This exercise is not limited to outcomes and intermediate outcomes but extends also to outputs (following completion of Annex 3 on the output indicators).

The major change to the Log frame are the tools used to gather data at output level where LC has developed a Monitoring, Evaluation and Learning toolkit that will be used to collect data on the Outputs and some of the Intermediate Outcomes. These tools will be rolled out in year 2 moving ahead. The same is indicated on Annex 3.

6. Annexes

6.1 Annex 1: Logframe

The project logframe excel document has been attached by the project.

6.2 Annex 2: Outcomes Spreadsheet

The outcome spreadsheet has been attached.

6.3 Annex 3: Key findings on Output Indicators

Table 88: Output indicators

Logframe Output Indicator	Means of verification/sources	Collection frequency
Number and Indicator wording		
Output 1: Girls with disabilities have the resources and tools* they need to attend schools		
Output 1.1: % of girls with disabilities provided with resources as per assessment and recommendations to go to school.	Distribution Lists (With Child Codes of Children Provided with Materials)	After every distribution
Output 1.2: # of parents report improved income to financially support children with disabilities to go to school.	Inclusive Education MEL Tool No.IE3 – Parent Interview	Twice in a year
Output 1.3: % of girls with disabilities receiving Psycho-Social support as per assessment recommendations.	Psycho Social Support Activity Reports (With Child Codes of children supported)	After Each Support Session
Output 2: The environment, teaching and learning materials are more inclusive for girls with disabilities		
Output 2.1: % of teachers who feel more confident to adapt their teaching practice to be inclusive for girls with disabilities	Inclusive Education MEL Tool No.IE12 – School Teacher Observation	Twice in a year
Output 2.2: % girls with disabilities who report that their school/institute is an accessible environment.	Inclusive Education MEL Tool No.IE12 – School Student Interview	Twice in a year
Output 2.3: % girls with disabilities reporting they have access to the literacy and numeracy learning materials appropriate to their needs within the classroom	Inclusive Education MEL Tool No.IE12 – School Student Interview	Twice in a year
Output 3: Girls with disabilities have increased awareness and knowledge in life skills		
Output 3.1: % of trained secondary and primary school girls with disabilities report increase knowledge and awareness in life skills (according to the life skills manual)	Inclusive Education MEL Tool No. IE2 - Child Interview Household	Twice in a year
Output 3.2: % of girls with disabilities report an increase in knowledge, skills and confidence to report cases of bullying and abuse	Inclusive Education MEL Tool No. IE2 - Child Interview Household	Twice in a year
Output 3.3: % of trained Girls with disabilities over the age of 10 that report being able to make informed decisions about their sexual reproductive health	Inclusive Education MEL Tool No.IE12 – School Student Interview	Twice in a year
Output 4: Increased disability awareness and knowledge among families, community and other school children		
Output 4.1: % of community members surveyed at Inclusive education events report increased disability awareness and knowledge	Tool not yet developed	TBD
Output 4.2: % of trained male mentors actively mentoring male parents/guardians at household level	Male Mentors Activity Report	After Each Activity

Output 4.3: % of parents feel confident to support their child's aspirations in and post education/vocational training	Inclusive Education MEL Tool No.IE3 – Parent Interview	Twice in a year
Output 5: National and County government and NGO Stakeholders in education and child protection have increased knowledge to incorporate inclusive education approaches		
Output 5.1: # number of inclusive education policy dialogues supported by the project with national government stakeholders	Policy Dialogue Reports	Annually
Output 5.2: # number inclusive education policy dialogues supported by the project with county government	Policy Dialogue Reports	Annually
Output 5.3: % of intervention school SMCs reporting increased knowledge about inclusive education approaches	Inclusive Education MEL Tool No.IE15 – Duty Bearer Meeting Guide	Twice in a year

Report on the Baseline values/Baseline status of each Output Indicator in the table below. Reflect on the relevancy of the Output Indicator for your Intermediate Outcomes and Outcomes and the wider Theory of Change based on the data collected so far. Are the indicators measuring the right things? What do the Baseline values/Baseline status mean for the implementation of your activities?

Table 89: Baseline status of output indicators

Logframe Output Indicator	Baseline status/Baseline values Relevance of the indicator for the project ToC	Baseline status/Baseline values
Output 1: Girls with disabilities have the resources and tools* they need to attend schools		
Output 1.1: % of girls with disabilities provided with resources as per assessment and recommendations to go to school.	Relevant	TBD
Output 1.2: # of parents report improved income to financially support children with disabilities to go to school.	Relevant	TBD
Output 1.3: % of girls with disabilities receiving Psycho-Social support as per assessment recommendations.	Relevant	475
Output 2: The environment, teaching and learning materials are more inclusive for girls with disabilities		
Output 2.1: % of teachers who feel more confident to adapt their teaching practice to be inclusive for girls with disabilities	Relevant	TBD
Output 2.2: % girls with disabilities who report that their school/institute is an accessible environment.	Relevant	87.5
Output 2.3: % girls with disabilities reporting they have access to the literacy and numeracy learning materials appropriate to their needs within the classroom	Relevant	77.6

Output 3: Girls with disabilities have increased awareness and knowledge in life skills		
Output 3.1: % of trained secondary and primary school girls with disabilities report increase knowledge and awareness in life skills (according to the life skills manual)	Relevant	TBD
Output 3.2: % of girls with disabilities report an increase in knowledge, skills and confidence to report cases of bullying and abuse	Relevant	83.6
Output 3.3: % of trained Girls with disabilities over the age of 10 that report being able to make informed decisions about their sexual reproductive health	Relevant	TBD
Output 4: Increased disability awareness and knowledge among families, community and other school children		
Output 4.1: % of community members surveyed at Inclusive education events report increased disability awareness and knowledge	Relevant	TBD
Output 4.2: % of trained male mentors actively mentoring male parents/guardians at household level	Relevant	250
Output 4.3: % of parents feel confident to support their child's aspirations in and post education/vocational training	Relevant	TBD
Output 5: National and County government and NGO Stakeholders in education and child protection have increased knowledge to incorporate inclusive education approaches		
Output 5.1: # number of inclusive education policy dialogues supported by the project with national government stakeholders	Relevant	3
Output 5.2: # number inclusive education policy dialogues supported by the project with county government	Relevant	2
Output 5.3: % of intervention school SMCs reporting increased knowledge about inclusive education approaches	Relevant	TBD

The above data was gathered from Pre-existing sources and the baseline. The LC has recently rolled out a global MEL Toolkit which has been adopted to suite the projects Monitoring needs. This toolkit was rolled out in May and is expected to gather the rest on the output data as the year progresses. These standard tool were still being finalized during the first year hence the missing information.

Table 90: Output indicator issues

Logframe Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
Output 1: Girls with disabilities have the resources and tools* they need to attend schools		
Output 1.1: % of girls with disabilities provided with resources as per	None	None

assessment and recommendations to go to school.		
Output 1.2: # of parents report improved income to financially support children with disabilities to go to school.	None	None
Output 1.3: % of girls with disabilities receiving Psycho-Social support as per assessment recommendations.	None	None
Output 2: The environment, teaching and learning materials are more inclusive for girls with disabilities		
Output 2.1: % of teachers who feel more confident to adapt their teaching practice to be inclusive for girls with disabilities	None	None
Output 2.2: % girls with disabilities who report that their school/institute is an accessible environment.	None	None
Output 2.3: % girls with disabilities reporting they have access to the literacy and numeracy learning materials appropriate to their needs within the classroom	None	None
Output 3: Girls with disabilities have increased awareness and knowledge in life skills		
Output 3.1: % of trained secondary and primary school girls with disabilities report increase knowledge and awareness in life skills (according to the life skills manual)	None	None
Output 3.2: % of girls with disabilities report an increase in knowledge, skills and confidence to report cases of bullying and abuse	None	None
Output 3.3: % of trained Girls with disabilities over the age of 10 that report being able to make informed decisions about their sexual reproductive health	None	None
Output 4: Increased disability awareness and knowledge among families, community and other school children		
Output 4.1: % of community members surveyed at Inclusive education events report increased disability awareness and knowledge	None	None
Output 4.2: % of trained male mentors actively mentoring male parents/guardians at household level	None	None
Output 4.3: % of parents feel confident to support their child's aspirations in and post education/vocational training	None	None
Output 5: National and County government and NGO Stakeholders in education and child protection have increased knowledge to incorporate inclusive education approaches		
Output 5.1: # number of inclusive education policy dialogues supported by the project with national government stakeholders	None	None

Output 5.2: # number inclusive education policy dialogues supported by the project with county government	None	None
Output 5.3: % of intervention school SMCs reporting increased knowledge about inclusive education approaches	None	None

6.4 Annex 4: Beneficiary tables

This annex should be completed by the project.

Table 91: 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) – 2261 Children	Female – 2260 Children Male – 738 Children Total – 2999 Children	2999 Children	N/A

Table 92: 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.	2261 Children	
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.	738 Children	
Broader student beneficiaries (girls) – girls who will benefit from the	162 Children	This group is composed mainly of children who have

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.		been subject to home base care or have intellectual disability.
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.	297 Teachers (145 Female, 152 Male) – Inclusive Education, Life skills, Material Development	
Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	156 Community Sensitization 250 Marked Days 49 Area Advisory Council 1800 Parent Support Group Members	

Tables 3-6 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 sampled girls in the last row of Tables 3-6 should be the same – these are just different ways of identifying and describing the girls included in the sample.

Table 93: Target groups - by school

	Sub-county									
	Kisumu East		Kuria East		Mbita		Migori		Siaya	
	n	%	n	%	n	%	n	%	n	%
Missing[196]	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.23%
ECDE	0	0.00%	0	0.00%	1	0.32%	0	0.00%	0	0.00%
Class 1	4	1.06%	38	5.85%	20	6.35%	12	2.51%	19	4.33%
Class 2	11	2.91%	60	9.23%	17	5.40%	29	6.05%	22	5.01%
Class 3	25	6.61%	77	11.85%	26	8.25%	37	7.72%	47	10.71%
Class 4	51	13.49%	85	13.08%	32	10.16%	57	11.90%	46	10.48%

[196] 1 girl does not have a grade level recorded in the 2018 CWD Dataset. This will be updated in the 2019 beneficiary census by the project.

	Sub-county									
	Kisumu East		Kuria East		Mbita		Migori		Siaya	
	n	%	n	%	n	%	n	%	n	%
Class 5	27	7.14%	103	15.85%	45	14.29%	60	12.53%	67	15.26%
Class 6	56	14.81%	108	16.62%	44	13.97%	74	15.45%	59	13.44%
Class 7	47	12.43%	89	13.69%	43	13.65%	70	14.61%	68	15.49%
Class 8	51	13.49%	36	5.54%	34	10.79%	42	8.77%	54	12.30%
Form 1	24	6.35%	34	5.23%	26	8.25%	37	7.72%	20	4.56%
Form 2	30	7.94%	2	0.31%	11	3.49%	15	3.13%	8	1.82%
Form 3	6	1.59%	0	0.00%	4	1.27%	18	3.76%	4	0.91%
Form 4	0	0.00%	0	0.00%	0	0.00%	2	0.42%	0	0.00%
Other Secondary[197]	4	1.06%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Home Based Care	11	2.91%	2	0.31%	3	0.95%	6	1.25%	5	1.14%
Special Unit	9	2.38%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
VTI	22	5.82%	16	2.46%	9	2.86%	20	4.18%	19	4.33%
TOTAL	**378**		**650**		**315**		**479**		**439**	

Table 94: 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)	✓		0
Aged 9-11 (% aged 9-11)	✓		50
Aged 12-13 (% aged 12-13)	✓		136
Aged 14-15 (% aged 14-15)	✓		64
Aged 16-17 (%aged 16-17)	✓		29
Aged 18-19 (%aged 18-19)	✓		5

[197] Grade level not recorded in CWD 2018 Project Dataset

Aged 20+ (% aged 20 and over)	✓	4
Total:	**350**	[This number should be the same across Tables 3, 4, 5 & 6]

Table 95: Target groups - by sub group

Impairment Category (Child Functioning Set)		Evaluation Status			
		Comparison		**Target**	
		%	**n**	**%**	**n**
Visual	No functional difficulty	97.1%	203	84.7%	210
	With functional difficulty	2.9%	6	15.3%	38
Hearing	No functional difficulty	99.2%	248	94.3%	300
	With functional difficulty	0.8%	2	5.7%	18
Walking	No functional difficulty	100.0%	262	96.6%	311
	With functional difficulty	0.0%	0	3.4%	11
Self-Caring	No functional difficulty	100.0%	262	97.8%	317
	With functional difficulty	0.0%	0	2.2%	7
Communication	No functional difficulty	98.9%	259	95.1%	308
	With functional difficulty	1.1%	3	4.9%	16
Learning	No functional difficulty	99.6%	261	92.2%	296
	With functional difficulty	0.4%	1	7.8%	25
Remembering	No functional difficulty	98.1%	257	93.5%	300
	With functional difficulty	1.9%	5	6.5%	21
Concentrating	No functional difficulty	98.8%	257	98.1%	312
	With functional difficulty	1.2%	3	1.9%	6
Accepting Change	No functional difficulty	99.2%	259	97.8%	312
	With functional difficulty	0.8%	2	2.2%	7
Behavior	No functional difficulty	99.6%	259	97.2%	308
	With functional difficulty	0.4%	1	2.8%	9
Making Friends	No functional difficulty	99.2%	259	97.2%	313
	With functional difficulty	0.8%	2	2.8%	9
Anxiety	No functional difficulty	95.0%	249	93.9%	308
	With functional difficulty	5.0%	13	6.1%	20
Depression	No functional difficulty	95.4%	250	94.5%	310
	With functional difficulty	4.6%	12	5.5%	18
Child Functioning Status (a lot of difficulty or can't do at all)	No functional difficulty	88.4%	190	61.0%	158
	With functional difficulty	11.6%	25	39.0%	101
Child Functioning Status (some, a lot of difficulty or cant do at all)	No functional difficulty	53.8%	119	9.4%	28
	With functional difficulty	46.2%	102	90.6%	269

Social Groups	Project definition of target group **(Tick where appropriate)**	Number targeted through project interventions	Sample size of target group at Baseline

Girls with disabilities (please disaggregate by disability type)	
Orphaned girls	
Pastoralist girls	
Child labourers	
Poor girls	
Other (please describe)	
Total:	[This number should be the same across Tables 3, 4, 5 & 6]

Table 96: 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**	**N/A**
Out-of-school girls: have attended school, but dropped out	**N/A**	**N/A**	**N/A**
Girls in-school			
Total:			[This number should be the same across Tables 3, 4, 5 & 6]

6.5 Annex 5: MEL Framework

The signed-off MEL framework has been included as an attachment.

6.6 Annex 6: External Evaluator's Inception Report (where applicable)

This has been attached.

6.7 Annex 7: Data collection tools used for Baseline

Included as an attached zip File.

6.8 Annex 8: Datasets, codebooks and programs

Attached in a separate zip file.

6.9 Annex 9: Learning test pilot and calibration

The pilot report has been attached.

6.10 Annex 10: Sampling Framework

The project has attached the latest sampling framework excel file

6.11 Annex 11: Control group approach validation

Not applicable.

6.12 Annex 12: External Evaluator declaration

Signed copy attached.

6.13 Annex 13: Project Management Response

This annex should be completed by the project.

This annex gives the project the chance to prepare a short and concise management response to the evaluation report before the report is published.

What is the project's response to the key findings in the report? Make sure to refer to main conclusions (Section 6)

- This is an opportunity to describe where the project feels the evaluation findings have confirmed or challenged existing understanding and/or added nuance to what was already known. Have findings shed new light on relationships between outputs, intermediate outcomes, and outcomes and the significance of barriers for certain groups of children – and how these can be overcome?
- This should include critical analysis and reflection on the project theory of change and the assumptions that underpin it.

What is the project's response to the conclusions and recommendations in the report?

- The management response should respond to the each of the External Evaluator's recommendations that are relevant to the grantee organisation (see Section 6). The response should make clear what changes and adaptations to implementation will be

proposed as a result of the recommendations and which ones are not considered appropriate, providing a clear explanation why.

- Does the external evaluator's conclusion of the projects' approach to gender correspond to the projects' gender ambitions and objectives?

What changes to the logframe will be proposed to DFID and the Fund Manager?

- The management response should outline any changes that the project is proposing to do following any emergent findings from the baseline evaluation. This exercise is not limited to outcomes and intermediate outcomes but extends also to outputs (following completion of Annex 3 on the output indicators).

6.14 Annex 14: Additional Tables on Barriers and Characteristics

Table 97. Intersection Characteristics & Safety-related Barriers

Intersection Characteristics & Safety-related Barriers		Girl does not feel safe traveling to and from school		Girl does not feel safe at school		Physically punished by teacher in last few weeks		Girl affected by bullying		Parent thinks teachers at child's school do not do enough to address bullying		Parents believe girls are not safe in schools these days	
		Feels Safe	*Does Not*	*Feels Safe*	*Does Not*	*Not Punished*	*Physically Punished*	*Not Affected*	*Affected*	*Do Enough*	*Don't do Enough*	*Girls Are Safe*	*Girls Are Not Safe*
		%	%	%	%	%	%	%	%	%	%	%	%
Single Orphan	No	82.0%	84.9%	82.4%	76.9%	82.8%	79.8%	82.4%	81.5%	82.2%	83.9%	82.4%	70.0%
	Yes	18.0%	15.1%	17.6%	23.1%	17.2%	20.2%	17.6%	18.5%	17.8%	16.1%	17.6%	30.0%
Double Orphan	No	94.9%	92.5%	94.6%	100.0%	94.0%	97.7%	94.7%	95.1%	94.5%	100.0%	94.7%	100.0%
	Yes	5.1%	7.5%	5.4%	0.0%	6.0%	2.3%	5.3%	4.9%	5.5%	0.0%	5.3%	0.0%
Living without both Parents	No	86.5%	86.8%	86.2%	100.0%	86.9%	85.1%	86.8%	84.9%	86.5%	88.0%	86.4%	100.0%
	Yes	13.5%	13.2%	13.8%	0.0%	13.1%	14.9%	13.2%	15.1%	13.5%	12.0%	13.6%	0.0%
Household has three or more Children per Adult	No	76.1%	80.0%	76.7%*	57.1%*	75.9%	78.5%	77.6%	68.3%	76.2%	81.0%	76.3%	85.7%
	Yes	23.9%	20.0%	23.3%*	42.9%*	24.1%	21.5%	22.4%	31.7%	23.8%	19.0%	23.7%	14.3%
No Adults Listed as Living in the Household	No	99.0%	100.0%	99.1%	100.0%	99.1%	99.2%	99.3%	97.5%	99.2%	96.8%	99.1%	100.0%
	Yes	1.0%	0.0%	0.9%	0.0%	0.9%	0.8%	0.7%	2.5%	0.8%	3.2%	0.9%	0.0%
Lives in a Female Headed Household	No	43.1%	56.6%	43.9%	61.5%	43.7%	46.5%	45.2%	37.0%	44.3%	41.9%	44.1%	50.0%
	Yes	56.9%	43.4%	56.1%	38.5%	56.3%	53.5%	54.8%	63.0%	55.7%	58.1%	55.9%	50.0%
Married or Living with	No	98.7%	100.0%	98.8%	100.0%	98.9%	98.4%	98.6%	100.0%	98.7%	100.0%	98.8%	100.0%

Intersection Characteristics & Safety-related Barriers		Girl does not feel safe traveling to and from school		Girl does not feel safe at school		Physically punished by teacher in last few weeks		Girl affected by bullying		Parent thinks teachers at child's school do not do enough to address bullying		Parents believe girls are not safe in schools these days	
		Feels Safe	*Does Not*	*Feels Safe*	*Does Not*	*Not Punished*	*Physically Punished*	*Not Affected*	*Affected*	*Do Enough*	*Don't do Enough*	*Girls Are Safe*	*Girls Are Not Safe*
		%	%	%	%	%	%	%	%	%	%	%	%
a Man as if Married	Yes	1.3%	0.0%	1.2%	0.0%	1.1%	1.6%	1.4%	0.0%	1.3%	0.0%	1.2%	0.0%
Mother Under 18 years old	No	99.2%	100.0 %	99.3%	100.0 %	99.1%	100.0%	99.2%	100.0 %	99.3%	100.0 %	99.3%	100.0 %
	Yes	0.8%	0.0%	0.7%	0.0%	0.9%	0.0%	0.8%	0.0%	0.7%	0.0%	0.7%	0.0%
Mother Under 16 years old	No	99.4%	100.0 %	99.5%	100.0 %	99.4%	100.0%	99.4%	100.0 %	99.5%	100.0 %	99.5%	100.0 %
	Yes	0.6%	0.0%	0.5%	0.0%	0.6%	0.0%	0.6%	0.0%	0.5%	0.0%	0.5%	0.0%
The Head of Household works in Subsistence Farming or Fishing	No	81.2%	80.0%	81.2%	76.9%	81.2%	80.6%	81.2%	80.2%	81.4%	74.2%	80.8%	100.0 %
	Yes	18.8%	20.0%	18.8%	23.1%	18.8%	19.4%	18.8%	19.8%	18.6%	25.8%	19.2%	0.0%
The Head of Household has no Occupation	No	92.2%	92.7%	92.0%	100.0 %	91.8%	93.8%	92.2%	92.6%	92.1%	93.5%	92.1%	100.0 %
	Yes	7.8%	7.3%	8.0%	0.0%	8.2%	6.2%	7.8%	7.4%	7.9%	6.5%	7.9%	0.0%
Poverty Status	Not Poor	25.4%	23.1%	24.6%	53.8%	23.2%	33.6%	26.4%	16.5%	24.5%	40.0%	25.1%	33.3%
	Poor	52.9%	50.0%	52.8%	46.2%	54.4%	45.3%	52.1%	57.0%	53.1%	43.3%	52.9%	33.3%
	Extremely Poor	21.7%	26.9%	22.6%	0.0%	22.4%	21.1%	21.6%	26.6%	22.4%	16.7%	22.0%	33.3%
Access to Electricity	No	0.2%*	1.9%*	0.2%	7.7%	0.2%	0.8%	0.3%	0.0%	0.3%	0.0%	0.3%	0.0%
	Yes	99.8% *	98.1% *	99.8%	92.3%	99.8%	99.2%	99.7%	100.0 %	99.7%	100.0 %	99.7%	100.0 %
Poor Roof Material	No	94.3%	88.7%	93.7%	100.0 %	94.6%*	90.7%*	93.7%	95.1%	93.7%	96.8%	94.0%	80.0%
	Yes	5.7%	11.3%	6.3%	0.0%	5.4%*	9.3%*	6.3%	4.9%	6.3%	3.2%	6.0%	20.0%

Intersection Characteristics & Safety-related Barriers		Girl does not feel safe traveling to and from school		Girl does not feel safe at school		Physically punished by teacher in last few weeks		Girl affected by bullying		Parent thinks teachers at child's school do not do enough to address bullying		Parents believe girls are not safe in schools these days	
		Feels Safe	*Does Not*	*Feels Safe*	*Does Not*	*Not Punished*	*Physically Punished*	*Not Affected*	*Affected*	*Do Enough*	*Don't do Enough*	*Girls Are Safe*	*Girls Are Not Safe*
		%	%	%	%	%	%	%	%	%	%	%	%
Speaks or Understands Language of Instruction	No	29.9%	30.2%	29.6%	46.2%	29.7%	31.0%	30.1%*	28.4%*	29.7%	35.5%	29.8%	40.0%
	Yes	70.1%	69.8%	70.4%	53.8%	70.3%	69.0%	69.9%*	71.6%*	70.3%	64.5%	70.2%	60.0%
Mother Tongue is Different to Language of Instruction (Calculation)	No	95.9%	98.1%	96.0%	100.0%	95.5%*	98.4%*	96.4%	93.8%	95.9%	100.0%	96.0%	100.0%
	Yes	4.1%	1.9%	4.0%	0.0%	4.5%*	1.6%*	3.6%	6.2%	4.1%	0.0%	4.0%	0.0%
The Head of Household has No Formal Education	No	89.2%	90.6%	89.3%	92.3%	88.6%	92.2%	89.6%	87.7%	89.0%	96.8%	89.3%	90.0%
	Yes	10.8%	9.4%	10.7%	7.7%	11.4%	7.8%	10.4%	12.3%	11.0%	3.2%	10.7%	10.0%
The Head of Household can read and write in his/her language	Yes	75.0%	78.8%	75.2%	84.6%	73.3%	83.6%	76.7%	65.4%	75.0%	83.3%	75.3%	80.0%
	No	25.0%	21.2%	24.8%	15.4%	26.7%	16.4%	23.3%	34.6%	25.0%	16.7%	24.7%	20.0%
Primary school is further than a 45min walk	No	82.7%*	60.0%*	81.0%	83.3%	80.5%	83.3%	80.7%	83.1%	80.3%	96.3%	81.0%	85.7%
	Yes	17.3%*	40.0%*	19.0%	16.7%	19.5%	16.7%	19.3%	16.9%	19.7%	3.7%	19.0%	14.3%

Intersection Characteristics & Safety-related Barriers		Girl does not feel safe traveling to and from school		Girl does not feel safe at school		Physically punished by teacher in last few weeks		Girl affected by bullying		Parent thinks teachers at child's school do not do enough to address bullying		Parents believe girls are not safe in schools these days	
		Feels Safe	*Does Not*	*Feels Safe*	*Does Not*	*Not Punished*	*Physically Punished*	*Not Affected*	*Affected*	*Do Enough*	*Don't do Enough*	*Girls Are Safe*	*Girls Are Not Safe*
		%	%	%	%	%	%	%	%	%	%	%	%
Secondary school is further than a 45min walk	No	73.8% *	44.0% *	71.5%	66.7%	69.7%	78.4%	71.4%	71.4%	71.2%	75.0%	71.5%	66.7%
	Yes	26.2% *	56.0% *	28.5%	33.3%	30.3%	21.6%	28.6%	28.6%	28.8%	25.0%	28.5%	33.3%
Common to Send Children to School in this Village	No	12.3%	23.1%	12.9%	23.1%	12.3%	16.3%	13.0%	13.8%	13.1%	13.8%	13.1%	12.5%
	Yes	87.7%	76.9%	87.1%	76.9%	87.7%	83.7%	87.0%	86.3%	86.9%	86.2%	86.9%	87.5%
Girl Works	No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Yes	100.0 %	100.0 %	100.0 %	0.0%	100.0%	100.0%	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %
Someone has spoken to the girl about contraception	No	59.7%	83.7%	61.3%	72.7%	59.8%	69.2%	60.0%	72.2%	61.0%	77.8%	61.3%	77.8%
	Yes	40.3%	16.3%	38.7%	27.3%	40.2%	30.8%	40.0%	27.8%	39.0%	22.2%	38.7%	22.2%
Girl has Access to SRH information	No	36.7%	53.5%	37.6%	60.0%	38.2%	37.5%	36.8%	47.0%	37.3%	54.2%	38.0%	42.9%
	Yes	63.3%	46.5%	62.4%	40.0%	61.8%	62.5%	63.2%	53.0%	62.7%	45.8%	62.0%	57.1%

Table 98. Intersection Characteristics & Access and School Facilities

Intersection Characteristics & Access/Facilities related Barriers		Parent believes having a disability makes it more difficult for the girl to get to school compared to other		Girl reports not enough seats		No access to drinking water facilities at school		Toilet and Washing Facilities not accessible		Doesnt use play areas	
		Is Equally Easy/Difficult	Makes More Difficult	Enough	Not Enough	Has Access	Has No Access	Accessible	Not Accessible	Uses	Does Not Use
		%	%	%	%	%	%	%	%	%	%
Single Orphan	No	85.3%*	73.7%	83.4%	76.7%	82.6%	79.2%	82.3%	81.8%	82.0%	100.0%
	Yes	14.7%	26.3%*	16.6%	23.3%	17.4%	20.8%	17.7%	18.2%	18.0%	0.0%
Double Orphan	No	94.8%	91.2%	94.4%	96.6%	94.8%	94.4%	94.6%	100.0%	94.7%	100.0%
	Yes	5.2%	8.8%	5.6%	3.4%	5.2%	5.6%	5.4%	0.0%	5.3%	0.0%
Living without both Parents	No	88.1%	84.6%	85.8%	90.9%	86.3%	89.1%	86.6%	85.7%	86.3%	100.0%
	Yes	11.9%	15.4%	14.2%	9.1%	13.7%	10.9%	13.4%	14.3%	13.7%	0.0%
Household has three or more Children per Adult	No	74.9%	69.8%	74.3%	85.7%	76.4%	76.5%	76.9%	50.0%	76.6%	60.0%
	Yes	25.1%	30.2%	25.7%	14.3%	23.6%	23.5%	23.1%	50.0%	23.4%	40.0%
No Adults Listed as Living in the Household	No	98.4%	100.0%	99.1%	99.1%	99.2%	98.6%	99.1%	100.0%	99.1%	100.0%
	Yes	1.6%	0.0%	0.9%	0.9%	0.8%	1.4%	0.9%	0.0%	0.9%	0.0%
Lives in a Female Headed Household	No	42.5%	37.7%	42.8%	50.9%	43.7%	48.6%	44.0%	54.5%	43.8%	75.0%
	Yes	57.5%	62.3%	57.2%	49.1%	56.3%	51.4%	56.0%	45.5%	56.2%	25.0%
Married or Living with a Man as if Married	No	99.6%	100.0%	98.5%	100.0%	98.6%	100.0%	98.8%	100.0%	98.8%	100.0%
	Yes	0.4%	0.0%	1.5%	0.0%	1.4%	0.0%	1.2%	0.0%	1.2%	0.0%
Mother Under 18 years old	No	98.8%	100.0%	99.1%	100.0%	99.2%	100.0%	99.3%	100.0%	99.3%	100.0%
	Yes	1.2%	0.0%	0.9%	0.0%	0.8%	0.0%	0.7%	0.0%	0.7%	0.0%
Mother Under 16 years old	No	99.4%	100.0%	99.4%	100.0%	99.5%	100.0%	99.5%	100.0%	99.5%	100.0%
	Yes	0.6%	0.0%	0.6%	0.0%	0.5%	0.0%	0.5%	0.0%	0.5%	0.0%
The Head of Household works in	No	80.2%	78.9%	80.8%	82.8%	81.5%	77.8%	80.9%	90.9%	80.9%	100.0%
	Yes	19.8%	21.1%	19.2%	17.2%	18.5%	22.2%	19.1%	9.1%	19.1%	0.0%

Intersection Characteristics & Access/Facilities related Barriers		Parent believes having a disability makes it more difficult for the girl to get to school compared to other		Girl reports not enough seats		No access to drinking water facilities at school		Toilet and Washing Facilities not accessible		Doesnt use play areas	
		Is Equally Easy/Difficult	Makes More Difficult	Enough	Not Enough	Has Access	Has No Access	Accessible	Not Accessible	Uses	Does Not Use
		%	%	%	%	%	%	%	%	%	%
Subsistence Farming or Fishing											
The Head of Household has no Occupation	No	90.5%	94.7%	92.2%	92.2%	91.9%	94.4%	92.1%	100.0%	92.1%	100.0%
	Yes	9.5%	5.3%	7.8%	7.8%	8.1%	5.6%	7.9%	0.0%	7.9%	0.0%
Poverty Status	Not Poor	29.1%	16.1%	25.7%	22.8%	23.7%	37.7%	25.6%	0.0%	25.3%	12.5%
	Poor	51.0%	47.3%	53.2%	50.0%	53.2%	47.8%	52.6%	54.5%	52.7%	50.0%
	Extremely Poor	19.9%	36.6%	21.1%	27.2%	23.1%	14.5%	21.8%	45.5%	22.0%	37.5%
Access to Electricity	No	0.8%	0.0%	0.4%	0.0%	0.3%	0.0%	0.3%	0.0%	0.3%	0.0%
	Yes	99.2%	100.0%	99.6%	100.0%	99.7%	100.0%	99.7%	100.0%	99.7%	100.0%
Poor Roof Material	No	92.9%	95.6%	93.6%	94.8%	94.1%	91.7%	93.9%	90.9%	93.8%	100.0%
	Yes	7.1%	4.4%	6.4%	5.2%	5.9%	8.3%	6.1%	9.1%	6.2%	0.0%
Speaks or Understands Language of Instruction	No	32.5%	28.1%	29.1%	33.6%	28.7%	40.3%	30.1%	18.2%	29.8%*	37.5%*
	Yes	67.5%	71.9%	70.9%	66.4%	71.3%	59.7%	69.9%	81.8%	70.2%*	62.5%*
Mother Tongue is Different to Language of Instruction (Calculation)	No	97.2%	96.5%	95.8%	97.4%	96.5%	93.1%	96.0%	100.0%	96.0%	100.0%
	Yes	2.8%	3.5%	4.2%	2.6%	3.5%	6.9%	4.0%	0.0%	4.0%	0.0%
The Head of Household has No Formal Education	No	89.7%	86.8%	89.3%	89.7%	89.0%	91.7%	89.4%	81.8%	89.2%	100.0%
	Yes	10.3%	13.2%	10.7%	10.3%	11.0%	8.3%	10.6%	18.2%	10.8%	0.0%
The Head of Household can read and	Yes	75.1%	76.4%	74.9%	77.4%	74.7%	81.2%	75.5%	63.6%	75.0%	100.0%
	No	24.9%	23.6%	25.1%	22.6%	25.3%	18.8%	24.5%	36.4%	25.0%	0.0%

Intersection Characteristics & Access/Facilities related Barriers		Parent believes having a disability makes it more difficult for the girl to get to school compared to other		Girl reports not enough seats		No access to drinking water facilities at school		Toilet and Washing Facilities not accessible		Doesnt use play areas	
		Is Equally Easy/Difficult	Makes More Difficult	Enough	Not Enough	Has Access	Has No Access	Accessible	Not Accessible	Uses	Does Not Use
		%	%	%	%	%	%	%	%	%	%
write in his/her language											
Primary school is further than a 45min walk	No	81.4%	77.9%	80.5%	83.3%	80.0%	89.6%	81.4%	50.0%	81.1%	71.4%
	Yes	18.6%	22.1%	19.5%	16.7%	20.0%	10.4%	18.6%	50.0%	18.9%	28.6%
Secondary school is further than a 45min walk	No	70.2%	72.5%	71.0%	73.2%	71.4%	71.2%	71.6%	55.6%	71.7%	42.9%
	Yes	29.8%	27.5%	29.0%	26.8%	28.6%	28.8%	28.4%	44.4%	28.3%	57.1%
Common to Send Children to School in this Village	No	13.1%	14.3%	11.6%	20.2%	10.9%	31.9%	13.3%	0.0%	12.8%	37.5%
	Yes	86.9%	85.7%	88.4%	79.8%	89.1%	68.1%	86.7%	100.0%	87.2%	62.5%
Girl Works	No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Yes	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Someone has spoken to the girl about contraception	No	65.0%	56.7%	58.0%	80.2%	59.3%	80.3%	61.2%	80.0%	61.3%	83.3%
	Yes	35.0%	43.3%	42.0%	19.8%	40.7%	19.7%	38.8%	20.0%	38.7%	16.7%
Girl has Access to SRH information	No	40.7%	32.2%	34.1%	56.3%	37.7%	41.5%	37.9%*	50.0%*	37.8%	75.0%
	Yes	59.3%	67.8%	65.9%	43.8%	62.3%	58.5%	62.1%*	50.0%*	62.2%	25.0%

Table 99. Intersection Characteristics & School Governance Related Barriers

Intersection Characteristics & School Governance related Barriers		Parent thinks performance of HT poor		Parent thinks school not managed well		Parent thinks there is not enough support within school management for girls with disabilities	
		Good HT Performance	Poor HT Performance	Managed well	Not managed well	Enough support in SM	Not enough support in SM
		%	%	%	%	%	%
Single Orphan	No	82.2%	88.9%	82.0%	88.0%	82.2%	82.5%
	Yes	17.8%	11.1%	18.0%	12.0%	17.8%	17.5%
Double Orphan	No	94.7%	100.0%	94.5%	100.0%	95.1%	92.8%
	Yes	5.3%	0.0%	5.5%	0.0%	4.9%	7.2%
Living without both Parents	No	86.6%	85.7%	86.6%	85.7%	87.3%	82.0%
	Yes	13.4%	14.3%	13.4%	14.3%	12.7%	18.0%
Household has three or more Children per Adult	No	76.7%	57.1%	76.1%	83.3%	77.0%	72.3%
	Yes	23.3%	42.9%	23.9%	16.7%	23.0%	27.7%
No Adults Listed as Living in the Household	No	99.1%	100.0%	99.1%	100.0%	99.3%	97.9%
	Yes	0.9%	0.0%	0.9%	0.0%	0.7%	2.1%
Lives in a Female Headed Household	No	43.8%	77.8%	43.4%	64.0%	45.1%	39.2%
	Yes	56.3%	22.2%	56.6%	36.0%	54.9%	60.8%
Married or Living with a Man as if Married	No	98.9%	88.9%	98.7%	100.0%	98.6%	100.0%
	Yes	1.1%	11.1%	1.3%	0.0%	1.4%	0.0%
Mother Under 18 years old	No	99.3%	100.0%	99.3%	100.0%	99.2%	100.0%
	Yes	0.7%	0.0%	0.7%	0.0%	0.8%	0.0%
Mother Under 16 years old	No	99.5%	100.0%	99.5%	100.0%	99.4%	100.0%
	Yes	0.5%	0.0%	0.5%	0.0%	0.6%	0.0%
The Head of Household works in Subsistence Farming or Fishing	No	81.5%	55.6%	81.5%	72.0%	82.5%	73.2%
	Yes	18.5%	44.4%	18.5%	28.0%	17.5%	26.8%
The Head of Household has no Occupation	No	92.1%	100.0%	92.2%	92.0%	91.9%	93.8%
	Yes	7.9%	0.0%	7.8%	8.0%	8.1%	6.2%
Poverty Status	Not Poor	25.2%	22.2%	24.9%	32.0%	26.5%	17.5%
	Poor	52.9%	33.3%	53.0%	44.0%	52.5%	53.6%
	Extremely Poor	21.8%	44.4%	22.1%	24.0%	21.0%	28.9%
Access to Electricity	No	0.3%	0.0%	0.3%	0.0%	0.4%	0.0%
	Yes	99.7%	100.0%	99.7%	100.0%	99.6%	100.0%
Poor Roof Material	No	93.8%	100.0%	93.8%	96.0%	93.7%	94.8%
	Yes	6.3%	0.0%	6.3%	4.0%	6.3%	5.2%
Speaks or Understands Language of Instruction	No	29.6%	55.6%	29.2%	48.0%	30.8%	24.7%
	Yes	70.4%	44.4%	70.8%	52.0%	69.2%	75.3%
	No	96.0%	100.0%	96.3%	92.0%	96.0%	96.9%

Mother Tongue is Different to Language of Instruction (Calculation)	Yes	4.0%	0.0%	3.8%	8.0%	4.0%	3.1%
The Head of Household has No Formal Education	No	89.5%	77.8%	89.5%	84.0%	90.0%	85.6%
	Yes	10.5%	22.2%	10.5%	16.0%	10.0%	14.4%
The Head of Household can read and write in his/her language	Yes	75.8%	44.4%	75.6%	68.0%	75.8%	72.6%
	No	24.2%	55.6%	24.4%	32.0%	24.2%	27.4%
Primary school is further than a 45min walk	No	80.8%	100.0%	80.5%	95.2%	81.1%	80.5%
	Yes	19.2%	0.0%	19.5%	4.8%	18.9%	19.5%
Secondary school is further than a 45min walk	No	71.2%	85.7%	71.1%	78.3%	72.7%	63.8%
	Yes	28.8%	14.3%	28.9%	21.7%	27.3%	36.2%
Common to Send Children to School in this Village	No	13.0%	22.2%	12.0%	40.0%	9.6%	33.3%
	Yes	87.0%	77.8%	88.0%	60.0%	90.4%	66.7%
Girl Works	No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Yes	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Someone has spoken to the girl about contraception	No	61.1%	100.0%	60.9%	80.0%	59.3%	76.7%
	Yes	38.9%	0.0%	39.1%	20.0%	40.7%	23.3%
Girl has Access to SRH information	No	37.5%	83.3%	36.9%	72.2%	34.9%	58.3%
	Yes	62.5%	16.7%	63.1%	27.8%	65.1%	41.7%

Table 100. Intersection Characteristics & Teaching and Learning Related Barriers

Intersection Characteristics & Teaching and Learning Related Barriers		Girl does not have access learning materials she needs			Agree teacher often absent from class		Teacher treats boys and girls differently		Girls with low academic self-efficacy	Lack Supportive Climate		Lack of Cognitive Activation		Poor Classroom Management	Parent views Teaching quality as poor	
		Sufficient Access	*Insufficient Access*	*Disagrees or Indifferent*	*Agrees*	*Treats Fairly*	*Treats Differently*	*Average or High Academic Self-Efficacy*	*Low Academic Self-Efficacy*	*Climate Supportive*	*Climate Non-supportive*	*Cognitively Activating*	*Not Cognitively Activating*	*Good Classroom Management*	*Poor Classroom Management*	*Does not view it as poor*	*Views it as Poor*
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Single Orphan	No	82.8%	78.9%	82.3%	82.0%	82.7%	70.8%	82.6%	63.6%	82.5%	72.2%	82.4%	77.8%	82.5%	78.4%	82.4%	77.3%

Intersection Characteristics & Teaching and Learning Related Barriers		Girl does not have access learning materials she needs			Agree teacher often absent from class		Teacher treats boys and girls differently		Girls with low academic self-efficacy		Lack Supportive Climate		Lack of Cognitive Activation		Poor Classroom Management	Parent views Teaching quality as poor	
		Sufficient Access	*Insufficient Access*	*Disagrees or Indifferent*	*Agrees*	*Treats Fairly*	*Treats Differently*	*Average or High Academic Self-Efficacy*	*Low Academic Self-Efficacy*	*Climate Supportive*	*Climate Non-supportive*	*Cognitively Activating*	*Not Cognitively Activating*	*Good Classroom Management*	*Poor Classroom Management*	*Does not view it as poor*	*Views it as Poor*
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	Yes	17.2%	21.1%	17.7%	18.0%	17.3%	29.2%	17.4%	36.4%	17.5%	27.8%	17.6%	22.2%	17.5%	21.6%	17.6%	22.7%
Double Orphan	No	94.6%	95.8%	94.4%	96.6%	94.9%	91.7%*	95.0%*	81.8%	94.7%	94.4%	94.7%	94.4%	94.6%	97.3%	94.6%	100.0%
	Yes	5.4%	4.2%	5.6%	3.4%	5.1%	8.3%*	5.0%*	18.2%	5.3%	5.6%	5.3%	5.6%	5.4%	2.7%	5.4%	0.0%
Living without both Parents	No	86.0%	90.7%	86.2%	89.1%	86.6%	85.7%	86.8%	66.7%	86.7%	81.8%	86.9%	76.9%	86.7%	85.2%	86.5%	88.2%
	Yes	14.0%	9.3%	13.8%	10.9%	13.4%	14.3%	13.2%	33.3%	13.3%	18.2%	13.1%	23.1%	13.3%	14.8%	13.5%	11.8%
Household has three or more Children per Adult	No	77.0%	73.1%	77.9%	67.6%	76.5%	73.7%	76.5%	70.0%	76.3%	78.6%	76.4%	75.0%	75.9%	85.2%	76.7%	68.8%
	Yes	23.0%	26.9%	22.1%	32.4%	23.5%	26.3%	23.5%	30.0%	23.7%	21.4%	23.6%	25.0%	24.1%	14.8%	23.3%	31.3%
No Adults Listed as Living in the Household	No	99.1%	98.9%	99.1%	98.9%	99.1%	100.0%	99.1%	100.0%	99.1%	100.0%	99.1%	100.0%	99.0%	100.0%	99.1%	100.0%
	Yes	0.9%	1.1%	0.9%	1.1%	0.9%	0.0%	0.9%	0.0%	0.9%	0.0%	0.9%	0.0%	1.0%	0.0%	0.9%	0.0%
Lives in a Female Headed Household	No	45.8%	34.7%	45.5%	36.0%	43.8%	54.2%	44.5%	27.3%	44.2%	44.4%	43.9%	55.6%	43.3%	59.5%	43.9%	54.5%
	Yes	54.2%	65.3%	54.5%	64.0%	56.2%	45.8%	55.5%	72.7%	55.8%	55.6%	56.1%	44.4%	56.7%	40.5%	56.1%	45.5%
Married or Living	No	98.9%	97.9%	99.3%	95.5%	98.7%	100.0%	98.8%	100.0%	98.7%	100.0%	98.7%	100.0%	98.7%	100.0%	98.9%	95.5%

Intersection Characteristics & Teaching and Learning Related Barriers		Girl does not have access learning materials she needs			Agree teacher often absent from class		Teacher treats boys and girls differently		Girls with low academic self-efficacy		Lack Supportive Climate		Lack of Cognitive Activation		Poor Classroom Management	Parent views Teaching quality as poor	
		Sufficient Access	*Insufficient Access*	*Disagrees or Indifferent*	*Agrees*	*Treats Fairly*	*Treats Differently*	*Average or High Academic Self-Efficacy*	*Low Academic Self-Efficacy*	*Climate Supportive*	*Climate Non-supportive*	*Cognitively Activating*	*Not Cognitively Activating*	*Good Classroom Management*	*Poor Classroom Management*	*Does not view it as poor*	*Views it as Poor*
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
with a Man as if Married	Yes	1.1%	2.1%	0.7%	4.5%	1.3%	0.0%	1.2%	0.0%	1.3%	0.0%	1.3%	0.0%	1.3%	0.0%	1.1%	4.5%
Mother Under 18 years old	No	99.2%	100.0%	99.2%	100.0%	99.3%	100.0%	99.3%	100.0%	99.3%	100.0%	99.3%	100.0%	99.2%	100.0%	99.3%	100.0%
	Yes	0.8%	0.0%	0.8%	0.0%	0.7%	0.0%	0.7%	0.0%	0.7%	0.0%	0.7%	0.0%	0.8%	0.0%	0.7%	0.0%
Mother Under 16 years old	No	99.4%	100.0%	99.4%	100.0%	99.5%	100.0%	99.5%	100.0%	99.5%	100.0%	99.5%	100.0%	99.5%	100.0%	99.5%	100.0%
	Yes	0.6%	0.0%	0.6%	0.0%	0.5%	0.0%	0.5%	0.0%	0.5%	0.0%	0.5%	0.0%	0.5%	0.0%	0.5%	0.0%
The Head of Household works in Subsistence Farming or Fishing	No	80.9%	82.3%	82.5%	71.9%	81.3%	75.0%	80.9%	90.9%	81.0%	83.3%	81.5%	66.7%	81.6%	73.0%	81.4%	72.7%
	Yes	19.1%	17.7%	17.5%	28.1%	18.7%	25.0%	19.1%	9.1%	19.0%	16.7%	18.5%	33.3%	18.4%	27.0%	18.6%	27.3%
The Head of Household has no Occupation	No	91.9%	93.8%	91.9%	94.4%	92.2%	91.7%	92.1%	100.0%	92.1%	94.4%	92.1%	94.4%	92.1%	94.6%	92.1%	95.5%
	Yes	8.1%	6.3%	8.1%	5.6%	7.8%	8.3%	7.9%	0.0%	7.9%	5.6%	7.9%	5.6%	7.9%	5.4%	7.9%	4.5%
Poverty Status	Not Poor	25.1%	25.5%	26.0%	19.5%	24.5%	43.5%	25.2%	27.3%	24.9%	35.3%	24.8%	38.9%	24.9%	30.6%	24.8%	36.4%
	Poor	53.3%	48.9%	52.1%	56.3%	52.8%	47.8%	52.5%	63.6%	52.8%	47.1%	53.0%	38.9%	53.3%	41.7%	53.1%	40.9%

Intersection Characteristics & Teaching and Learning Related Barriers		Girl does not have access learning materials she needs		Agree teacher often absent from class		Teacher treats boys and girls differently	Girls with low academic self-efficacy		Lack Supportive Climate		Lack of Cognitive Activation		Poor Classroom Management		Parent views Teaching quality as poor	
		Sufficient Access	*Insufficient Access*	*Disagrees or Indifferent*	*Agrees*	*Treats Fairly*	*Treats Differently*	*Average or High Academic Self-Efficacy*	*Low Academic Self-Efficacy*	*Climate Supportive*	*Climate Non-supportive*	*Cognitively Activating*	*Not Cognitively Activating*	*Good Classroom Management*	*Poor Classroom Management*	*Does not view it as poor*	*Views it as Poor*
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	Extremely Poor	21.6%	25.5%	21.9%	24.1%	22.6%	8.7%	22.4%	9.1%	22.3%	17.6%	22.2%	22.2%	21.8%	27.8%	22.1%	22.7%
Access to Electricity	No	0.4%	0.0%	0.3%	0.0%	0.3%	0.0%	0.3%	0.0%	0.3%	0.0%	0.3%	0.0%	0.3%	0.0%	0.3%	0.0%
	Yes	99.6%	100.0%	99.7%	100.0%	99.7%	100.0%	99.7%	100.0%	99.7%	100.0%	99.7%	100.0%	99.7%	100.0%	99.7%	100.0%
Poor Roof Material	No	94.2%	91.6%	93.2%	97.8%	93.8%	95.8%	93.9%	90.9%	93.7%	100.0%	93.8%	94.4%	93.6%	97.3%	93.8%	95.5%
	Yes	5.8%	8.4%	6.8%	2.2%	6.2%	4.2%	6.1%	9.1%	6.3%	0.0%	6.2%	5.6%	6.4%	2.7%	6.2%	4.5%
Speaks or Understands Language of Instruction	No	28.6%	37.9%	29.0%	36.0%	29.5%	41.7%	29.7%	45.5%	30.0%	27.8%	29.4%	50.0%	29.5%	37.8%	29.4%	45.5%
	Yes	71.4%	62.1%	71.0%	64.0%	70.5%	58.3%	70.3%	54.5%	70.0%	72.2%	70.6%	50.0%	70.5%	62.2%	70.6%	54.5%
Mother Tongue is Different to Language of Instruction (Calculation)	No	96.3%	94.7%	96.4%	94.4%	95.9%	100.0%	96.0%	100.0%	96.0%	100.0%	96.0%	100.0%	95.9%	100.0%	96.3%	90.9%
	Yes	3.7%	5.3%	3.6%	5.6%	4.1%	0.0%	4.0%	0.0%	4.0%	0.0%	4.0%	0.0%	4.1%	0.0%	3.7%	9.1%

Intersection Characteristics & Teaching and Learning Related Barriers		Girl does not have access learning materials she needs			Agree teacher often absent from class		Teacher treats boys and girls differently	Girls with low academic self-efficacy		Lack Supportive Climate		Lack of Cognitive Activation		Poor Classroom Management	Parent views Teaching quality as poor	
		Sufficient Access	*Insufficient Access*	*Disagrees or Indifferent*	*Agrees*	*Treats Fairly*	*Treats Differently*	*Average or High Academic Self-Efficacy*	*Low Academic Self-Efficacy*	*Climate Supportive*	*Climate Non-supportive*	*Cognitively Activating*	*Not Cognitively Activating*	*Good Classroom Management*	*Poor Classroom Management*	*Does not view it as poor*	*Views it as Poor*
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
The Head of Household has No Formal Education	No	89.3%	89.5%	89.6%	87.6%	89.2%	91.7%	89.4%	81.8%	89.2%	94.4%	89.3%	88.9%	89.2%	91.9%	89.4%	86.4%
	Yes	10.7%	10.5%	10.4%	12.4%	10.8%	8.3%	10.6%	18.2%	10.8%	5.6%	10.7%	11.1%	10.8%	8.1%	10.6%	13.6%
The Head of Household can read and write in his/her language	Yes	76.6%	67.7%	76.8%	65.9%	75.2%	79.2%	75.7%	54.5%	75.3%	77.8%	75.4%	72.2%	74.8%	83.8%	75.6%	68.2%
	No	23.4%	32.3%	23.2%	34.1%	24.8%	20.8%	24.3%	45.5%	24.7%	22.2%	24.6%	27.8%	25.2%	16.2%	24.4%	31.8%
Primary school is further than a 45min walk	No	80.5%	83.9%	80.9%	81.6%	80.7%	90.9%	81.0%	80.0%	81.1%	78.6%	81.0%	81.3%	81.2%	78.1%	80.8%	88.9%
	Yes	19.5%	16.1%	19.1%	18.4%	19.3%	9.1%	19.0%	20.0%	18.9%	21.4%	19.0%	18.8%	18.8%	21.9%	19.2%	11.1%
Secondary school is further than a 45min walk	No	71.3%	71.9%	71.0%	74.4%	71.0%	82.6%	71.4%	72.7%	71.6%	62.5%	71.4%	70.6%	71.9%	63.9%	71.3%	75.0%
	Yes	28.7%	28.1%	29.0%	25.6%	29.0%	17.4%	28.6%	27.3%	28.4%	37.5%	28.6%	29.4%	28.1%	36.1%	28.7%	25.0%

Intersection Characteristics & Teaching and Learning Related Barriers		Girl does not have access learning materials she needs		Agree teacher often absent from class		Teacher treats boys and girls differently		Girls with low academic self-efficacy		Lack Supportive Climate		Lack of Cognitive Activation		Poor Classroom Management	Parent views Teaching quality as poor	
		Sufficient Access	*Insufficient Access*	*Disagrees or Indifferent*	*Agrees*	*Treats Fairly*	*Treats Differently*	*Average or High Academic Self-Efficacy*	*Low Academic Self-Efficacy*	*Climate Supportive*	*Climate Non-supportive*	*Cognitively Activating*	*Not Cognitively Activating*	*Good Classroom Management*	*Poor Classroom Management*	*Does not view it as poor*	*Views it as Poor*
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Common to Send Children to School in this Village	No	10.6%	28.3%	12.7%	16.1%	12.8%	20.8%	13.0%	20.0%	12.7%	29.4%	12.2%	44.4%	12.4%	25.7%	12.0%	45.5%
	Yes	89.4%	71.7%	87.3%	83.9%	87.2%	79.2%	87.0%	80.0%	87.3%	70.6%	87.8%	55.6%	87.6%	74.3%	88.0%	54.5%
Girl Works	No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Yes	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	0.0%	100.0%	100.0%
Someone has spoken to the girl about contraception	No	59.8%	72.7%	61.3%	63.6%	60.4%	90.9%	61.3%	77.8%	61.0%	84.6%	60.7%	88.2%	60.6%	78.1%	61.0%	81.3%
	Yes	40.2%	27.3%	38.7%	36.4%	39.6%	9.1%	38.7%	22.2%	39.0%	15.4%	39.3%	11.8%	39.4%	21.9%	39.0%	18.8%
Girl has Access to SRH information	No	35.4%	53.2%	37.0%	44.9%	37.4%	55.0%	37.8%	50.0%	37.7%	50.0%	37.4%	64.3%	37.9%	40.0%	37.5%	56.3%
	Yes	64.6%	46.8%	63.0%	55.1%	62.6%	45.0%	62.2%	50.0%	62.3%	50.0%	62.6%	35.7%	62.1%	60.0%	62.5%	43.8%

Table 101. Intersection Characteristics & Economic Barriers

Intersection Characteristics & Economic Barriers		Difficult to Afford School		Gone to sleep hungry for many days		Gone without enough clean water for home use for many days		Gone without medicines or medical treatment for many days		Gone without cash income for many days	
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
		%	%	%	%	%	%	%	%	%	%
Single Orphan	No	86.7%	81.7%	83.5%	79.9%	82.0%	83.8%	84.3%	78.5%	85.8%	80.5%
	Yes	13.3%	18.3%	16.5%	20.1%	18.0%	16.2%	15.7%	21.5%	14.2%	19.5%
Double Orphan	No	98.7%	94.2%	95.3%	93.5%	95.7%	91.2%	94.9%	94.4%	96.0%	94.0%
	Yes	1.3%	5.8%	4.7%	6.5%	4.3%	8.8%	5.1%	5.6%	4.0%	6.0%
Living without both Parents	No	89.1%	86.2%	87.1%	85.3%	87.5%	83.0%	87.5%	84.2%	86.5%	86.6%
	Yes	10.9%	13.8%	12.9%	14.7%	12.5%	17.0%	12.5%	15.8%	13.5%	13.4%
Household has three or more Children per Adult	No	88.9%	74.9%	78.5%	71.8%	77.3%	73.3%	78.0%	72.8%	82.0%	73.2%
	Yes	11.1%	25.1%	21.5%	28.2%	22.7%	26.7%	22.0%	27.2%	18.0%	26.8%
No Adults Listed as Living in the Household	No	98.7%	99.2%	98.7%	100.0%	99.0%	99.3%	99.6%	98.1%	99.2%	99.3%
	Yes	1.3%	0.8%	1.3%	0.0%	1.0%	0.7%	0.4%	1.9%	0.8%	0.7%
Lives in a Female Headed Household	No	58.7%	42.4%	47.2%	38.3%	46.7%	35.8%	51.7%	29.0%	52.6%	39.4%
	Yes	41.3%	57.6%	52.8%	61.7%	53.3%	64.2%	48.3%	71.0%	47.4%	60.6%
Married or Living with a Man as if Married	No	100.0%	98.6%	98.9%	98.6%	98.8%	98.6%	98.9%	98.6%	99.2%	98.5%
	Yes	0.0%	1.4%	1.1%	1.4%	1.2%	1.4%	1.1%	1.4%	0.8%	1.5%
Mother Under 18 years old	No	100.0%	99.2%	99.3%	99.2%	99.1%	100.0%	99.3%	99.1%	99.4%	99.2%
	Yes	0.0%	0.8%	0.7%	0.8%	0.9%	0.0%	0.7%	0.9%	0.6%	0.8%
Mother Under 16 years old	No	100.0%	99.4%	99.6%	99.2%	99.3%	100.0%	99.7%	99.0%	100.0%	99.2%
	Yes	0.0%	0.6%	0.4%	0.8%	0.7%	0.0%	0.3%	1.0%	0.0%	0.8%
The Head of Household works in Subsistence Farming or Fishing	No	80.0%	81.2%	80.4%	82.2%	80.0%	84.5%	81.9%	79.9%	80.6%	81.5%
	Yes	20.0%	18.8%	19.6%	17.8%	20.0%	15.5%	18.1%	20.1%	19.4%	18.5%
The Head of Household has no Occupation	No	94.7%	91.9%	93.5%	89.7%	93.4%	87.8%	93.3%	89.7%	96.0%	89.9%
	Yes	5.3%	8.1%	6.5%	10.3%	6.6%	12.2%	6.7%	10.3%	4.0%	10.1%
Poverty Status	Not Poor	50.7%	22.1%	37.1%	0.5%	32.0%	1.4%	36.5%	1.4%	50.6%	10.0%
	Poor	39.4%	54.3%	61.1%	35.0%	59.8%	27.9%	60.1%	37.1%	49.4%	54.6%
	Extremely Poor	9.9%	23.6%	1.8%	64.5%	8.2%	70.7%	3.4%	61.5%	0.0%	35.4%
Access to Electricity	No	0.0%	0.3%	0.4%	0.0%	0.4%	0.0%	0.2%	0.5%	0.4%	0.2%
	Yes	100.0%	99.7%	99.6%	100.0%	99.6%	100.0%	99.8%	99.5%	99.6%	99.8%

Intersection Characteristics & Economic Barriers		Difficult to Afford School		Gone to sleep hungry for many days		Gone without enough clean water for home use for many days		Gone without medicines or medical treatment for many days		Gone without cash income for many days	
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
		%	%	%	%	%	%	%	%	%	%
Poor Roof Material	No	97.3%	93.4%	95.5%	90.2%	94.4%	91.9%	94.2%	93.0%	93.9%	93.8%
	Yes	2.7%	6.6%	4.5%	9.8%	5.6%	8.1%	5.8%	7.0%	6.1%	6.3%
Speaks or Understands Language of Instruction	No	22.7%	30.8%	28.5%	32.7%	30.0%	29.1%	33.3%	22.0%	33.6%	27.6%
	Yes	77.3%	69.2%	71.5%	67.3%	70.0%	70.9%	66.7%	78.0%	66.4%	72.4%
Mother Tongue is Different to Language of Instruction (Calculation)	No	96.0%	96.1%	96.2%	95.8%	96.9%	93.2%	96.9%	94.4%	96.8%	95.7%
	Yes	4.0%	3.9%	3.8%	4.2%	3.1%	6.8%	3.1%	5.6%	3.2%	4.3%
The Head of Household has No Formal Education	No	94.7%	88.6%	90.6%	86.9%	89.9%	87.2%	91.7%	84.1%	92.3%	87.5%
	Yes	5.3%	11.4%	9.4%	13.1%	10.1%	12.8%	8.3%	15.9%	7.7%	12.5%
The Head of Household can read and write in his/her language	Yes	90.7%	73.4%	79.9%	65.9%	77.8%	66.7%	81.9%	61.8%	83.8%	70.3%
	No	9.3%	26.6%	20.1%	34.1%	22.2%	33.3%	18.1%	38.2%	16.3%	29.7%
Primary school is further than a 45min walk	No	86.3%	80.3%	82.8%	77.2%	81.8%	78.1%	83.1%	76.2%	83.1%	79.7%
	Yes	13.7%	19.7%	17.2%	22.8%	18.2%	21.9%	16.9%	23.8%	16.9%	20.3%
Secondary school is further than a 45min walk	No	74.0%	71.1%	73.3%	67.0%	72.5%	67.4%	73.0%	68.0%	71.4%	71.2%
	Yes	26.0%	28.9%	26.7%	33.0%	27.5%	32.6%	27.0%	32.0%	28.6%	28.8%
Common to Send Children to School in this Village	No	9.6%	13.6%	12.7%	14.1%	12.8%	14.4%	12.0%	15.1%	12.7%	13.4%
	Yes	90.4%	86.4%	87.3%	85.9%	87.2%	85.6%	88.0%	84.9%	87.3%	86.6%
Girl Works	No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Yes	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Someone has spoken to the girl about contraception	No	70.0%	60.4%	64.5%	55.3%	63.7%	54.3%	61.4%	61.2%	61.0%	61.7%
	Yes	30.0%	39.6%	35.5%	44.7%	36.3%	45.7%	38.6%	38.8%	39.0%	38.3%
	No	33.3%	38.8%	36.3%	41.4%	37.2%	40.8%	34.1%	46.6%	34.3%	40.4%

Intersection Characteristics & Economic Barriers		Difficult to Afford School		Gone to sleep hungry for many days		Gone without enough clean water for home use for many days		Gone without medicines or medical treatment for many days		Gone without cash income for many days	
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
		%	%	%	%	%	%	%	%	%	%
Girl has Access to SRH information	Yes	66.7%	61.2%	63.7%	58.6%	62.8%	59.2%	65.9%	53.4%	65.7%	59.6%

Table 102. Intersection Characteristics & Barriers relating to Parental Attitudes

Intersection Characteristics & Barriers relating to parental attitudes		Has negative parental attitude towards girl's education		Parent thinks skills pupils learn in school not relevant and useful		Girls 'condition' affects ability to afford schooling		Has negative parental attitude towards educating children with disabilities		Parent thinks child does not have enough self-confidence to participate mainstream schools	
		Positive Attitude	*Negative Attitude*	*Parent find skills relevant*	*Parents find skills non-relevant*	*Does not affect ability to afford*	*Affects ability to afford*	*Positive Attitude*	*Negative Attitude*	*Has enough self-confidence*	*Does not have enough self-confidence*
		%	%	%	%	%	%	%	%	%	%
Single Orphan	No	82.7%	68.4%	82.7%	62.5%	84.2%	78.7%	82.3%	75.0%	81.9%	94.1%
	Yes	17.3%	31.6%	17.3%	37.5%	15.8%	21.3%	17.7%	25.0%	18.1%	5.9%
Double Orphan	No	94.6%	100.0%	94.6%	100.0%	95.1%	94.0%	94.7%	100.0%	94.9%	88.2%
	Yes	5.4%	0.0%	5.4%	0.0%	4.9%	6.0%	5.3%	0.0%	5.1%	11.8%
Living without both Parents	No	86.5%	88.9%	86.6%	85.7%	84.4%	90.7%	86.6%	80.0%	86.8%	78.6%
	Yes	13.5%	11.1%	13.4%	14.3%	15.6%	9.3%	13.4%	20.0%	13.2%	21.4%
Household has three or more Children per Adult	No	76.7%	66.7%	77.4%	42.9%	78.4%	72.8%	76.1%	100.0%	76.5%	72.7%
	Yes	23.3%	33.3%	22.6%	57.1%	21.6%	27.2%	23.9%	0.0%	23.5%	27.3%
No Adults Listed as Living in the Household	No	99.2%	94.7%	99.1%	100.0%	98.8%	99.6%	99.1%	100.0%	99.1%	100.0%
	Yes	0.8%	5.3%	0.9%	0.0%	1.2%	0.4%	0.9%	0.0%	0.9%	0.0%
Lives in a Female Headed Household	No	45.0%	15.8%	44.1%	50.0%	46.7%	39.6%	44.3%	37.5%	44.3%	41.2%
	Yes	55.0%	84.2%	55.9%	50.0%	53.3%	60.4%	55.7%	62.5%	55.7%	58.8%
	No	98.9%	94.7%	98.8%	100.0%	99.1%	98.3%	98.8%	100.0%	98.8%	100.0%

Intersection Characteristics & Barriers relating to parental attitudes		Has negative parental attitude towards girl's education		Parent thinks skills pupils learn in school not relevant and useful		Girls 'condition' affects ability to afford schooling		Has negative parental attitude towards educating children with disabilities		Parent thinks child does not have enough self-confidence to participate mainstream schools	
		Positive Attitude	*Negative Attitude*	*Parent find skills relevant*	*Parents find skills non-relevant*	*Does not affect ability to afford*	*Affects ability to afford*	*Positive Attitude*	*Negative Attitude*	*Has enough self-confidence*	*Does not have enough self-confidence*
		%	%	%	%	%	%	%	%	%	%
Married or Living with a Man as if Married	Yes	1.1%	5.3%	1.2%	0.0%	0.9%	1.7%	1.2%	0.0%	1.3%	0.0%
Mother Under 18 years old	No	99.3%	100.0%	99.3%	100.0%	99.0%	100.0%	99.3%	100.0%	99.5%	92.9%
	Yes	0.7%	0.0%	0.7%	0.0%	1.0%	0.0%	0.7%	0.0%	0.5%	7.1%
Mother Under 16 years old	No	99.5%	100.0%	99.5%	100.0%	99.2%	100.0%	99.5%	100.0%	99.5%	100.0%
	Yes	0.5%	0.0%	0.5%	0.0%	0.8%	0.0%	0.5%	0.0%	0.5%	0.0%
The Head of Household works in Subsistence Farming or Fishing	No	81.1%	78.9%	81.4%	68.8%	81.5%	80.4%	81.0%	87.5%	81.4%	70.6%
	Yes	18.9%	21.1%	18.6%	31.3%	18.5%	19.6%	19.0%	12.5%	18.6%	29.4%
The Head of Household has no Occupation	No	92.3%	89.5%	92.0%	100.0%	91.7%	93.2%	92.2%	87.5%	92.2%	94.1%
	Yes	7.7%	10.5%	8.0%	0.0%	8.3%	6.8%	7.8%	12.5%	7.8%	5.9%
Poverty Status	Not Poor	25.6%	10.5%	25.1%	28.6%	30.8%	15.0%	25.5%	0.0%	25.1%	29.4%
	Poor	52.8%	47.4%	52.9%	42.9%	52.6%	52.8%	52.8%	37.5%	53.1%	35.3%
	Extremely Poor	21.6%	42.1%	22.0%	28.6%	16.7%	32.2%	21.7%	62.5%	21.8%	35.3%
Access to Electricity	No	0.3%	0.0%	0.3%	0.0%	0.2%	0.4%	0.3%	0.0%	0.2%	5.9%
	Yes	99.7%	100.0%	99.7%	100.0%	99.8%	99.6%	99.7%	100.0%	99.8%	94.1%
Poor Roof Material	No	93.7%	100.0%	94.0%	87.5%	95.3%	91.1%	93.8%	100.0%	93.8%	94.1%
	Yes	6.3%	0.0%	6.0%	12.5%	4.7%	8.9%	6.2%	0.0%	6.2%	5.9%
Speaks or Understands Language of Instruction	No	29.6%	42.1%	29.4%	50.0%	28.1%	33.2%	30.0%	25.0%	29.0%	64.7%
	Yes	70.4%	57.9%	70.6%	50.0%	71.9%	66.8%	70.0%	75.0%	71.0%	35.3%
Mother Tongue is	No	96.3%	89.5%	96.0%	100.0%	97.2%	94.0%	96.5%	62.5%	96.0%	100.0%
	Yes	3.7%	10.5%	4.0%	0.0%	2.8%	6.0%	3.5%	37.5%	4.0%	0.0%

Intersection Characteristics & Barriers relating to parental attitudes		Has negative parental attitude towards girl's education		Parent thinks skills pupils learn in school not relevant and useful		Girls 'condition' affects ability to afford schooling		Has negative parental attitude towards educating children with disabilities		Parent thinks child does not have enough self-confidence to participate mainstream schools	
		Positive Attitude	*Negative Attitude*	*Parent find skills relevant*	*Parents find skills non-relevant*	*Does not affect ability to afford*	*Affects ability to afford*	*Positive Attitude*	*Negative Attitude*	*Has enough self-confidence*	*Does not have enough self-confidence*
		%	%	%	%	%	%	%	%	%	%
Different to Language of Instruction (Calculation)											
The Head of Household has No Formal Education	No	89.3%	89.5%	89.1%	100.0%	90.0%	88.1%	89.2%	100.0%	89.4%	88.2%
	Yes	10.7%	10.5%	10.9%	0.0%	10.0%	11.9%	10.8%	0.0%	10.6%	11.8%
The Head of Household can read and write in his/her language	Yes	76.1%	50.0%	75.4%	75.0%	75.8%	74.6%	75.5%	62.5%	75.2%	81.3%
	No	23.9%	50.0%	24.6%	25.0%	24.2%	25.4%	24.5%	37.5%	24.8%	18.8%
Primary school is further than a 45min walk	No	80.8%	88.2%	80.7%	92.9%	84.0%	74.9%	80.8%	100.0%	81.2%	73.3%
	Yes	19.2%	11.8%	19.3%	7.1%	16.0%	25.1%	19.2%	0.0%	18.8%	26.7%
Secondary school is further than a 45min walk	No	71.2%	77.8%	71.0%	86.7%	75.5%	63.8%	71.5%	62.5%	71.6%	64.7%
	Yes	28.8%	22.2%	29.0%	13.3%	24.5%	36.2%	28.5%	37.5%	28.4%	35.3%
Common to Send Children to School in this Village	No	13.0%	15.8%	12.8%	25.0%	13.0%	13.2%	13.1%	14.3%	12.4%	41.2%
	Yes	87.0%	84.2%	87.2%	75.0%	87.0%	86.8%	86.9%	85.7%	87.6%	58.8%
Girl Works	No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Yes	100.0%	0.0%	100.0%	0.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%
Someone has spoken to the girl about contraception	No	61.3%	70.6%	60.9%	85.7%	59.0%	65.9%	61.4%	75.0%	61.2%	75.0%
	Yes	38.7%	29.4%	39.1%	14.3%	41.0%	34.1%	38.6%	25.0%	38.8%	25.0%
Girl has Access to	No	37.4%	60.0%	37.7%	53.8%	32.1%	50.0%	37.9%	50.0%	37.3%	69.2%
	Yes	62.6%	40.0%	62.3%	46.2%	67.9%	50.0%	62.1%	50.0%	62.7%	30.8%

Intersection Characteristics & Barriers relating to parental attitudes	Has negative parental attitude towards girl's education		Parent thinks skills pupils learn in school not relevant and useful		Girls 'condition' affects ability to afford schooling		Has negative parental attitude towards educating children with disabilities		Parent thinks child does not have enough self-confidence to participate mainstream schools	
	Positive Attitude	*Negative Attitude*	*Parent find skills relevant*	*Parents find skills non-relevant*	*Does not affect ability to afford*	*Affects ability to afford*	*Positive Attitude*	*Negative Attitude*	*Has enough self-confidence*	*Does not have enough self-confidence*
	%	%	%	%	%	%	%	%	%	%
SRH information										

Table 103. Intersection between Characteristics and Individual Barriers

Intersection between Characteristics and Individual Barriers		Girl spends half day or more doing chores		Girl feels lonely		Degree of Resilience		Girl has low self-esteem	
		Spends less time	*Spends half day or more*	*Does Not Feel Lonely*	*Feels Lonely*	*Average or High Resilience*	*Low Resilience*	*Average or High Self-Esteem*	*Low Self-Esteem*
		%	%	%	%	%	%	%	%
Single Orphan	No	81.5%	85.5%	81.8%	84.4%	82.1%	83.0%	83.8%	78.7%
	Yes	18.5%	14.5%	18.2%	15.6%	17.9%	17.0%	16.2%	21.3%
Double Orphan	No	96.5%	90.8%	94.6%	95.3%	94.5%	95.7%	94.4%	95.5%
	Yes	3.5%	9.2%	5.4%	4.7%	5.5%	4.3%	5.6%	4.5%
Living without both Parents	No	86.1%	89.4%	86.1%	88.8%	85.3%	91.2%	85.0%	90.4%
	Yes	13.9%	10.6%	13.9%	11.3%	14.7%	8.8%	15.0%	9.6%
Household has three or more Children per Adult	No	73.7%	73.7%	75.8%	78.9%	75.8%	78.8%	77.4%	74.0%
	Yes	26.3%	26.3%	24.2%	21.1%	24.2%	21.2%	22.6%	26.0%
No Adults Listed as Living in the Household	No	98.5%	100.0%	99.4%	97.7%	99.4%	97.9%	98.9%	99.5%
	Yes	1.5%	0.0%	0.6%	2.3%	0.6%	2.1%	1.1%	0.5%
Lives in a Female Headed Household	No	46.5%	50.0%	45.8%	37.5%	42.2%	51.8%	43.8%	45.0%
	Yes	53.5%	50.0%	54.2%	62.5%	57.8%	48.2%	56.2%	55.0%
Married or Living with a Man as if Married	No	98.5%	100.0%	98.9%	98.4%	99.0%	97.9%	98.7%	99.0%
	Yes	1.5%	0.0%	1.1%	1.6%	1.0%	2.1%	1.3%	1.0%
Mother Under 18 years old	No	99.6%	96.6%	99.1%	100.0%	100.0%	96.7%	99.3%	99.2%
	Yes	0.4%	3.4%	0.9%	0.0%	0.0%	3.3%	0.7%	0.8%
	No	99.6%	98.2%	99.4%	100.0%	100.0%	97.7%	99.6%	99.2%

Intersection between Characteristics and Individual Barriers		Girl spends half day or more doing chores		Girl feels lonely		Degree of Resilience		Girl has low self-esteem	
		Spends less time	*Spends half day or more*	*Does Not Feel Lonely*	*Feels Lonely*	*Average or High Resilience*	*Low Resilience*	*Average or High Self-Esteem*	*Low Self-Esteem*
		%	%	%	%	%	%	%	%
Mother Under 16 years old	Yes	0.4%	1.8%	0.6%	0.0%	0.0%	2.3%	0.4%	0.8%
The Head of Household works in Subsistence Farming or Fishing	No	83.6%	76.3%	81.8%	78.1%	82.1%	77.3%	82.8%	77.2%
	Yes	16.4%	23.7%	18.2%	21.9%	17.9%	22.7%	17.2%	22.8%
The Head of Household has no Occupation	No	91.5%	97.4%	91.5%	95.3%	91.6%	94.3%	90.8%	95.5%
	Yes	8.5%	2.6%	8.5%	4.7%	8.4%	5.7%	9.2%	4.5%
Poverty Status	Not Poor	24.9%	21.1%	25.0%	26.0%	24.1%	29.3%	25.4%	24.7%
	Poor	52.1%	56.6%	53.4%	49.6%	53.8%	48.6%	53.1%	51.5%
	Extremely Poor	22.9%	22.4%	21.6%	24.4%	22.2%	22.1%	21.5%	23.7%
Access to Electricity	No	0.3%	0.0%	0.2%	0.8%	0.0%	1.4%	0.2%	0.5%
	Yes	99.8%	100.0%	99.8%	99.2%	100.0%	98.6%	99.8%	99.5%
Poor Roof Material	No	93.8%	84.2%	92.9%	97.7%	93.7%	94.3%	93.3%	95.0%
	Yes	6.3%	15.8%	7.1%	2.3%	6.3%	5.7%	6.7%	5.0%
Speaks or Understands Language of Instruction	No	29.5%	28.9%	29.6%	31.3%	28.8%	34.0%	27.4%	35.6%
	Yes	70.5%	71.1%	70.4%	68.8%	71.2%	66.0%	72.6%	64.4%
Mother Tongue is Different to Language of Instruction (Calculation)	No	96.5%	100.0%	96.3%	95.3%	95.8%	97.2%	96.1%	96.0%
	Yes	3.5%	0.0%	3.7%	4.7%	4.2%	2.8%	3.9%	4.0%
The Head of Household has No Formal Education	No	88.5%	90.8%	89.0%	90.6%	88.9%	90.8%	89.6%	88.6%
	Yes	11.5%	9.2%	11.0%	9.4%	11.1%	9.2%	10.4%	11.4%
The Head of Household can read and write in his/her language	Yes	76.8%	81.6%	75.2%	76.0%	74.8%	77.5%	76.8%	72.0%
	No	23.2%	18.4%	24.8%	24.0%	25.2%	22.5%	23.2%	28.0%
Primary school is further than a 45min walk	No	83.3%	66.7%	81.7%	78.0%	79.1%	88.2%	80.0%	83.6%
	Yes	16.7%	33.3%	18.3%	22.0%	20.9%	11.8%	20.0%	16.4%

Intersection between Characteristics and Individual Barriers		Girl spends half day or more doing chores		Girl feels lonely		Degree of Resilience		Girl has low self-esteem	
		Spends less time	*Spends half day or more*	*Does Not Feel Lonely*	*Feels Lonely*	*Average or High Resilience*	*Low Resilience*	*Average or High Self-Esteem*	*Low Self-Esteem*
		%	%	%	%	%	%	%	%
Secondary school is further than a 45min walk	No	75.1%	50.0%	72.2%	68.0%	69.4%	78.9%	70.9%	72.7%
	Yes	24.9%	50.0%	27.8%	32.0%	30.6%	21.1%	29.1%	27.3%
Common to Send Children to School in this Village	No	12.7%	16.0%	13.0%	13.5%	11.4%*	19.4%*	9.2%	22.1%
	Yes	87.3%	84.0%	87.0%	86.5%	88.6%*	80.6%*	90.8%	77.9%
Girl Works	No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Yes	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Someone has spoken to the girl about contraception	No	61.6%	65.6%	60.1%	67.9%	60.5%	65.5%	57.1%	72.7%
	Yes	38.4%	34.4%	39.9%	32.1%	39.5%	34.5%	42.9%	27.3%
Girl has Access to SRH information	No	36.6%*	45.5%*	36.2%	46.5%	38.2%	37.3%	33.9%	48.7%
	Yes	63.4%*	54.5%*	63.8%	53.5%	61.8%	62.7%	66.1%	51.3%

Table 104. Intersection between Characteristics & Lacking Assistive Devices

Intersection between Characteristics & Lacking Assistive Devices		Girl needs but lacks glasses		Girl needs but lacks hearing aid		Girl needs but lacks assistive walking device	
		Has needed assistive device	Lacks needed assistive device	Has needed assistive device	Lacks needed assistive device	Has needed assistive device	Lacks needed assistive device
		%	%	%	%	%	%
Single Orphan	No	95.8%	84.8%	100.0%	81.8%	100.0%	73.0%
	Yes	4.2%	15.2%	0.0%	18.2%	0.0%	27.0%
Double Orphan	No	87.5%	94.4%	71.4%	94.5%	0.0%	89.2%
	Yes	12.5%	5.6%	28.6%	5.5%	100.0%	10.8%
Living without both Parents	No	87.5%	87.1%	100.0%	84.0%	0.0%	80.0%
	Yes	12.5%	12.9%	0.0%	16.0%	0.0%	20.0%
Household has three or more Children per Adult	No	81.8%	80.5%	66.7%	71.4%	100.0%	65.5%
	Yes	18.2%	19.5%	33.3%	28.6%	0.0%	34.5%
No Adults Listed as Living in the Household	No	100.0%	97.8%	100.0%	99.1%	100.0%	100.0%
	Yes	0.0%	2.2%	0.0%	0.9%	0.0%	0.0%
Lives in a Female Headed Household	No	54.2%	38.8%	71.4%	40.9%	50.0%	37.8%
	Yes	45.8%	61.2%	28.6%	59.1%	50.0%	62.2%
	No	100.0%	99.4%	83.3%	99.1%	100.0%	100.0%

Intersection between Characteristics & Lacking Assistive Devices		Girl needs but lacks glasses		Girl needs but lacks hearing aid		Girl needs but lacks assistive walking device	
		Has needed assistive device	Lacks needed assistive device	Has needed assistive device	Lacks needed assistive device	Has needed assistive device	Lacks needed assistive device
		%	%	%	%	%	%
Married or Living with a Man as if Married	Yes	0.0%	0.6%	16.7%	0.9%	0.0%	0.0%
Mother Under 18 years old	No	100.0%	98.3%	100.0%	97.4%	100.0%	100.0%
	Yes	0.0%	1.7%	0.0%	2.6%	0.0%	0.0%
Mother Under 16 years old	No	100.0%	98.1%	100.0%	98.6%	100.0%	100.0%
	Yes	0.0%	1.9%	0.0%	1.4%	0.0%	0.0%
The Head of Household works in Subsistence Farming or Fishing	No	83.3%	79.2%	71.4%	74.5%	100.0%	86.5%
	Yes	16.7%	20.8%	28.6%	25.5%	0.0%	13.5%
The Head of Household has no Occupation	No	95.8%	90.4%	100.0%	89.1%	100.0%	91.9%
	Yes	4.2%	9.6%	0.0%	10.9%	0.0%	8.1%
Poverty Status	Not Poor	8.3%	18.0%	28.6%	27.5%	50.0%	13.9%
	Poor	75.0%	51.1%	71.4%	52.3%	50.0%	58.3%
	Extremely Poor	16.7%	30.9%	0.0%	20.2%	0.0%	27.8%
Access to Electricity	No	0.0%	0.0%	0.0%	1.8%	0.0%	0.0%
	Yes	100.0%	100.0%	100.0%	98.2%	100.0%	100.0%
Poor Roof Material	No	95.8%	93.8%	85.7%	96.4%	100.0%	91.9%
	Yes	4.2%	6.2%	14.3%	3.6%	0.0%	8.1%
Speaks or Understands Language of Instruction	No	29.2%	23.6%	28.6%	27.3%	0.0%	29.7%
	Yes	70.8%	76.4%	71.4%	72.7%	100.0%	70.3%
Mother Tongue is Different to Language of Instruction (Calculation)	No	100.0%	96.6%	100.0%	95.5%	100.0%	91.9%
	Yes	0.0%	3.4%	0.0%	4.5%	0.0%	8.1%
The Head of Household has No Formal Education	No	91.7%	89.9%	85.7%	89.1%	100.0%	81.1%
	Yes	8.3%	10.1%	14.3%	10.9%	0.0%	18.9%
The Head of Household can read and write in his/her language	Yes	87.5%	79.8%	71.4%	75.7%	100.0%	83.8%
	No	12.5%	20.2%	28.6%	24.3%	0.0%	16.2%
Primary school is further than a 45min walk	No	86.4%	77.1%	80.0%	78.0%	100.0%	75.0%
	Yes	13.6%	22.9%	20.0%	22.0%	0.0%	25.0%
Secondary school is further than a 45min walk	No	72.7%	69.7%	33.3%	62.5%	50.0%	58.8%
	Yes	27.3%	30.3%	66.7%	37.5%	50.0%	41.2%
Common to Send Children to School in this Village	No	16.7%	15.3%	14.3%	13.6%	0.0%	27.0%
	Yes	83.3%	84.7%	85.7%	86.4%	100.0%	73.0%
Girl Works	No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Yes	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Intersection between Characteristics & Lacking Assistive Devices		Girl needs but lacks glasses		Girl needs but lacks hearing aid		Girl needs but lacks assistive walking device	
		Has needed assistive device	Lacks needed assistive device	Has needed assistive device	Lacks needed assistive device	Has needed assistive device	Lacks needed assistive device
		%	%	%	%	%	%
Someone has spoken to the girl about contraception	No	68.4%	63.7%	50.0%	65.0%	50.0%	65.6%
	Yes	31.6%	36.3%	50.0%	35.0%	50.0%	34.4%
Girl has Access to SRH information	No	42.1%	36.7%	40.0%	32.3%	0.0%	46.7%
	Yes	57.9%	63.3%	60.0%	67.7%	100.0%	53.3%

Annex 13: Project Management Response

This annex should be completed by the project.

This annex gives the project the chance to prepare a short and concise management response to the evaluation report before the report is published.

What is the project's response to the key findings in the report? Make sure to refer to main conclusions (Section 6)

- This is an opportunity to describe where the project feels the evaluation findings have confirmed or challenged existing understanding and/or added nuance to what was already known. Have findings shed new light on relationships between outputs, intermediate outcomes, and outcomes and the significance of barriers for certain groups of children – and how these can be overcome?

- This should include critical analysis and reflection on the project theory of change and the assumptions that underpin it

  Overall we are pleased with the baseline findings; they support our Theory of change casual pathways and assumptions.

  There were just a few additional and interesting findings that have been raised by the baseline and these are discussed below.

  One key issue that has become evident through this baseline is the discrepancy emerging from identifying children with functional difficulty by using the Washington Group (WG) child functioning set of questions and the definition of disability determined by the government of Kenya's Education and Assessment and Resource centres.

  The baseline identified a large proportion of girls in the target group who had been screened for a disability by Educational Assessment Resource Centre (EARC) but were not picked up by the (WG) child functioning set. This is an interesting finding which Leonard Cheshire would want to explore further. We want to iterate that the WG questions were designed for screening purposes only and not for assessment and therefore their use with girls that have been assessed may not be relevant. We therefore propose to do a cross reference of our intervention girls with the WG child functioning set to determine what type of disability is not picked up by the WG child functioning set.

  Some further explanation as to why some girls in the target group have recorded no functional disability, when screened by the child functioning set, could be girls that may have been determined as disabled by an EARC in GEC1 but through the

project may have been supported with an assistive device that now means the child no longer describes themselves as having a difficulty. For example, a child that has low vision has been supported by the project with spectacles the project would still retain this child within the project because the child's sight would require follow up assessment and potential modifications to their prescription.

The issue that some girls in the comparison group were identified as having a functional difficulty is a possible measurement error. The enumerators once they had screened for disability and found the comparison child to have a functional difficulty they should have been dropped and replaced with another respondent.

Outcome 1 Learning: Number of marginalised girls supported by GEC with improved learning outcomes

The baseline has shown there is a general progression in both literacy and numeracy scores, as the girls (target and comparison groups) move through the school grades. However the study also confirms our assumption that girls in the target group do not score as highly in either literacy or numeracy as the comparison group. Our project aims to close this learning gap between the two groups through our holistic approach.

The baseline measured perceived teaching quality, through 3 sub-scales, showing both literacy and numeracy scores at statistically significant levels. This suggests that girls learn better when lessons enhance student engagement with curriculum content, when teachers have caring interactions with students and provide constructive feedback, and when lessons are well-structured and group behaviour is managed.

Teacher training is of course a key component of the project and it is very positive that the baseline has shown that teacher training on inclusive education has had a positive influence on knowledge and attitudes towards teaching children with disabilities, when compared to teachers that have not been trained in inclusive education.

The baseline also confirms that learning outcomes are closely linked to life skills, self-esteem and resilience. Children with low self-esteem perform worse on literacy and numeracy scores and children from the target group have lower self-esteem than the comparison group. The project interventions aim to improve life skills and self-esteem through the Child 2 Child Clubs. Another interesting finding of the baseline is concerning resilience (a measure of stress and coping ability modifiable with intervention strategies), has been proven as a predictor of school attendance and this fits well with our project interventions at community level to increase awareness and support from communities to encourage children with disabilities to go to school.

The baseline confirmed that reading has a significant impact on literacy scores the baseline stated that with each additional 2 hours spent reading per week, this resulted in an increase of 2% on aggregate literacy score. This suggests that the more time girls spend reading, the higher their literacy proficiency. Reading also supports transition. The baseline suggests that parental support for reading and reading with others improves literacy skills through the medium of improved academic self-efficacy. The project can capitalise on this finding and encourage reading group or partner reading in our C2C clubs and discuss the merits in our parent advocacy work.

In terms of disability type the baseline has identified that there was a statistically significant difference in mean literacy and numeracy scores between girls with functional difficulties in learning, communication, and remembering than those without functional difficulties in those domains. This confirms our knowledge and awareness and we intend to particularly support girls with these types of disability through our adaptive pathway.

The baseline highlighted some key barriers to educational access and achievement that reduced learning outcomes for children with disabilities. These were economic hardship at the household level, corporal punishment in schools and girls who do not feel safe travelling to school have higher anxiety levels and attend school less.

The project was aware of these barriers and was designed to address these issues through the parent support groups and the table banking and livelihoods interventions with the aim to improve the economic status of the household to supplement income and support any additional school related costs. The project has now introduced new tools to help identify and traffic light vulnerable households and prioritise these households.

In Kisumu sub-county the project is piloting a school bus service but will also look for other creative ways of supporting transport issues through the parent support groups, community awareness and advocacy programmes.

Corporal punishment is an area of concern as this is no longer legal in Kenya. Following this baseline the project immediately reported this finding to the Regional Coordinator of Education and within 10 days we had a response to say that they ‘were cognizant of the great partnership in championing for inclusive education in our institutions……’ they have requested LC to monitor and provide evidence of any teacher involved in this practise. The project will continue to empower the girls with knowledge of their rights through the child 2 child clubs. The project will also strengthen existing child protection initiatives at the school level as well as case management practices with relevant stakeholders including school stakeholders, EARC officers, and social workers.

The baseline also reports on how lack of assistive devices can have a negative influence on learning. Particularly girls who need hearing aids and glasses and lack them in the target group. On average girls scored lower in literacy than their peers who have assistive devices. Mean differences are statistically significant. A key component of the project is to ensure all girls are assessed and provided with assistive devices if required so the project will follow up and monitor this closely.

Outcome 2 Transition: Number of marginalised girls who have transitioned through key stages of education, training or employment

The baseline was able to determine that on average 91% (n=357) of the target group and 94% of the comparison group (n=307) were able to successfully transition into the next school phase. The rest repeated the grade they were in, therefore failing to transition. These are very encouraging results for Leonard Cheshire and especially as this is 6% higher than the transition one-off sample of girls with disabilities in the region, when only school-transitions are considered.

However, the baseline does concur with our understanding that without intervention having a disability can lead to failed transition. The baseline further identifies specific points that the critical age for girls with disabilities is 13 because at that point transition drops below average and also girls with specific functional difficulties including remembering, learning difficulties, girls with anxiety and hearing difficulties have greater challenges transitioning. This information will enable the project to closely monitor and follow up on these children to ensure they transition effectively.

Interestingly from the benchmark survey of non-intervention girls, when it comes to secondary school transitions, 88% of disabled girls from population regions succeeded transitioning from Grade 8 into Form 1 compared to 77% of girls without a disability. The rest repeated Grade 8 or dropped-out from school. These differences are not significant according to chi-square tests. This may have something to do with resilience which the project will try to explore further in the coming years.

In the same non-intervention group the baseline identified 18% of girls with a disability were able to transition into vocational skill training and opportunities or TVET compared to 28% of non-disabled girls who were able to transition into TVET. The rest remained inactive, transitioned into unpaid work or into work paid below the minimum wage. While this is an expected result the baseline does not explain this result and Leonard Cheshire would like to explore this finding further, especially as VTI is one of the projects alternative transition pathways for girls with disabilities. Is this finding because vocational training is not accessible and discriminatory for girls with disabilities? Or actually is it with the right interventions and support more girls with disabilities are able to transition to secondary school than was expected and therefore do not require the pathway to VTI to the estimated extent?

To support the transition of girls beyond VTI training the project is also considering to link girls with local enterprises so as to ensure that they are placed in their areas of speciality. The project is also expediting the process of transitioning specific girls

to the master artisan pathway where they will be trained on skills that will assist them in gaining paid employment or start their own small businesses so as to ensure they become economically empowered.

The baseline further highlights recurring themes that present barriers to girls with disabilities and which inhibit transition. These are: bullying in school, low self-confidence. When there is low self-confidence and self-belief to succeed then they are less likely to transition. Also, when the classroom environment is challenging and not captivating the girls are less able to transition. Poor classroom management especially around negative discipline methods such as caning, and economic hardship also influence transition. These are all important causal links that the baseline makes with transition and supports the projects theory of change and assumptions and the project has been designed to address these issues through various interventions such as; teacher training, C2C clubs, parents support groups and monitoring and evaluation.

Intermediate Outcome 1: Attendance Girls with disabilities have increased attendance in primary and secondary mainstream schools and vocational institutions.

Leonard Cheshire is pleased to read that 93% of the target girls have achieved our attendance indicator for attending 80% of school days. However we know this can still be improved and the baseline does still reiterate there is a gap between the target and comparison groups whose attendance rate was 95%.

Significant factors affecting attendance as identified by the baseline are health related illnesses, no money for school fees and no transport. The project is aware of these issues and as described earlier has interventions to address these.

Output 1 Girls with disabilities have the resources and tools* they need to attend schools

The baseline supports the projects assumption around the barriers girls face preventing attendance and transition such as: lack of assistive devices, lack of school fees, scholastic materials long distance to schools and inadequate transport and lack of sanitary wear. All of these are being addressed through the project's assessment and provision of assistive devices, support with school fees and scholastic materials, in Kisumu sub-county a school bus is being piloted and all girls are provided with sanitary wears.

However, the baseline reports has indicated that a large proportion of girls in the intervention group lack assistive devices but need them. 87.6% of girls have functional difficulties seeing and do not have the spectacles or assistive aids they need and 95.6% of girls who have functional difficulty hearing do not have hearing aids. This finding will be followed up further by the project because assistive devices is a key component of the project and the project is very thorough at

conducting a needs assessment and providing assistive devices to those girls that require them.

The baseline also highlighted that parents may have negative attitudes concerning assistive devices and this will be followed up by the project through community awareness, male mentorship and the parent support group components.

Intermediate Outcome 2: Teaching Quality Improved access to quality education in mainstream schools and vocational institutes for girls with disabilities.

Teacher training and teaching quality is an essential component of the project and critical for achieving learning outcomes for children with disabilities.

Table 65 in the baseline provides a great summary of key sustainability issues comparing the knowledge, attitudes and practice of teachers trained by the project and those teachers not trained and provides the project with greater incentive to work on these areas.

The baseline clearly shows that teachers that have been trained by the project have a better understanding of inclusive education and greater confidence to support children with disabilities than those teachers that have not been trained.

Although it was a relatively small sample only 33.3% of classes observed that teachers incorporated inclusive practices and there is also limited support in schools for teachers to implement necessary changes into their teaching practice. This concurs with what the project has understood from the previous KAP survey conducted by Leonard Cheshire's research centre during the first GEC phase, that also indicated improved knowledge and attitude among teachers but less change in practice. To address this the project has introduced new approaches for supporting teachers in inclusive practice through the teacher mentorship programme. Teachers trained in special education will be responsible for regularly visiting project schools to provide additional practical support to teachers. However, these baseline findings comparing trained teachers with non-trained teachers has given the project cause to reflect on how we can reach more teachers in the intervention schools. Leonard Cheshire can take learning from other Leonard Cheshire programmes where we are piloting a trainer of trainers approach. Key education staff are trained as trainers and then cascade the training to other teachers in the intervention areas to have a greater reach.

Output 2: The environment, teaching and learning materials are more inclusive for girls with disabilities

It is also noted from the baseline that teachers say they do not have sufficient resources to work with children with disabilities, but the project has an activity to provide schools with learning materials and will follow up on this.

Intermediate Outcome 3: Self-Esteem Girls with disabilities demonstrate increased voice and agency to participate in mainstream education and future career opportunities.

The baseline has shown that self-esteem measured by the Rosenburg's 10 item self-esteem scale successfully predicts literacy and numeracy scores at highly significant levels ($p<0.005$) and therefore Self -esteem is related to an increase in learning scores.

Some of the figures in the baseline are positive such as: 79% of parents of girls with disabilities report that their child has enough self-confidence to participate in mainstream schools and 81% of girls with disabilities demonstrate increased confidence to report cases of bullying and/or violence.

However, the project acknowledges that the baseline also suggests that girls in the target group are more likely to have low self-esteem at statistically significant levels, based on Chi-Square results. This was expected and project interventions such as Child 2 Child clubs and peer mentors are key components designed to address this especially through life skills training and financial literacy skills.

Output 3: Girls with disabilities have increased awareness and knowledge in life skills

The baseline when reviewing life skills identified particularly learning[1] and financial skills predict literacy outcomes. It also revealed that the target girls have more difficulties making long term plans, organising peers and working with a group of people towards a common goal. This is interesting to the project but supports our approach to provide c2c clubs, financial literacy skills training, career guidance and peer mentorship.

Intermediate Outcome 4: Attitudes and Perceptions Families, communities and peers proactively support girls with disabilities to go to school

The baseline highlights that community and parent attitude towards disability does influence girls with disabilities resilience to go to school and there was an affinity between parent support and reading which had a significant impact on literacy scores.

[1] Learning Skills (6-items): *"I am able to do things as well as my friends, I want to do well in school, I get nervous when I have to read in front of others, I get nervous when I have to do maths in front of others, I feel confident answering questions in class, I can stay focused on a goal despite things getting in the way".*

The baseline provided some positive findings that 97% of parents have a positive attitude towards the education of disabled girls. However, contradicting this is evidence that fewer parents had made adaptations to their home and parents still expect girls with disabilities to do household chores which affects their learning. For example, 20% of girls with disabilities are still spending more than half a day doing house chores which has an effect on their ability to do school work.

As anticipated by the project the baseline also highlights that girls with disabilities do not feel respected by the community, do not feel included in community events and bullying is still a common issue. Equally, parents face discrimination and stigma from the community.

The project has designed a number of interventions to address community and parental attitude through community awareness events, the male mentorship programme is also designed to change cultural attitudes in a predominantly patriarchal society to encourage and support the education of girls with disabilities, and likewise the parent support groups will increase disability awareness, the rights of the child and child protection issues.

Intermediate Outcome 5: Improved policy environment at school, county and national level to support inclusive education for children with disabilities

The baseline did a desk top search of national policy on inclusive education and found the environment to be positive. However, when it came to implementation the schools faced significant barriers such as lack of knowledge on inclusive education, inadequate facilities and infrastructure, low capacity of teachers to support children with disabilities in mainstream schools and negative societal attitudes.

The baseline does mention some of the influences the project has had at national and sub-county level but did not sufficiently discuss the change that the various disability Acts and Bills had influenced or how they are being implemented. The project does aim to follow up, influence and monitor the implementation of disability policy by working closely with existing partnerships, disability networks, county working groups and disabled people's organisations. Further interventions such as training are also planned with the school boards of management to influence school level policies on inclusion, accessibility and child protection.

What is the project's response to the conclusions and recommendations in the report?

- The management response should respond to the each of the External Evaluator's recommendations that are relevant to the grantee organisation (see Section 6). The response should make clear what changes and adaptations to implementation will be proposed as a result of the recommendations and which ones are not considered appropriate, providing a clear explanation why.

Recommendations

The External Evaluation Team make the following recommendations to the project:

Monitoring, evaluation and learning of the project

1. **Refine beneficiary tracking process**es. The beneficiary list held by the project could be refined to account for the characteristics and barriers resulting in educational marginalization. Tracking at risk groups such as double orphans or households facing severe hardship could allow the intervention to more closely monitor and respond to beneficiary needs and be aware of changes to beneficiary composition over time. **The project agrees with this recommendation and has already developed tools that will help to identify and traffic light vulnerable households and children for immediate intervention and close follow up**.
2. **Review measurement strategies for IO Indicator 4**.2. This indicator was set by the EE based on a non-representative sample of 16 lesson observations. Due to resource imitations of the evaluation, the project should consider conducting on-going lesson observations as part of intervention monitoring activities. This could provide rich data to monitor adoption of practices over time and inform on-going teacher training activities. The project should identify goals of the inclusive education training with regards to specific classroom practices and develop a monitoring tool to assess adoption of these practices. **The project agrees with this recommendation and has developed a tool to monitor class room observation, regularly follow up with teachers and head teachers and discuss lesson plans,**

Design, including the calculation of beneficiary numbers –

1. **Investigate why the Child Functioning set did not map well onto the EARC assessments.** A large proportion of the beneficiary population were not picked up by the child functioning set as experiencing functional difficulty. However, these girls have been assessed and screened for disability by EARC before being targeted by the project. Perceptions of functional difficulty may change depending on the enabling environment, which could explain these differences. It is also important to note that the child functioning set is not meant to definitively identify girls with disabilities. Although all girls supported through GEC-T will be re-assessed through EARCs, the EE would recommend that the project look further into why these differences in measurement exist. The project should consider whether the child functioning set is relevant for this intervention context and seek to understand differences in the sensitivities of the two measurement approaches. **We agree this is an interesting finding and one that we would like to explore further. The project has to stress that all the girls enrolled in the project have been assessed by the Kenyan government Education and Assessment Resource Centres.**
2. **Review teacher training manual and consider adding a module on bullying and on positive discipline**: Both qualitative and quantitative evidence from this study suggests that several girls in target schools experience bullying. Integrating

sessions on managing challenging behaviours equip teachers with the necessary skills to intervene. A large portion of girls in project schools report having been physically punished by their teacher in the weeks before the interview. Corporal punishment is common practice in Kenya and can be addressed by providing an alternative approach through teacher training activities.

We take this point on and the project will explore ways in how classroom management and challenging behaviours can be included or rolled out through refresher teacher training, the teacher mentorship programme and the training of the board of management. Other project interventions such as the C2C clubs and parent support groups will also raise awareness of child rights and how to report on cases of bullying and discrimination.

The issue of corporal punishment has already been followed up by the project's child protection officer with the regional education office and in partnership with them will follow up and report on such cases. Also note that the project has a research component that will assess the extent to which current child protection mechanisms are adequately protecting children, especially girls with disabilities.

3. **Support beneficiaries who lack needed assistive devices and clarify expectations as to when these will be received**. A large proportion of project beneficiaries who have moderate or hard functional difficulty in hearing and seeing, do not have assistive devices. Field visits indicate that there may additionally be need to clarify expectations as to when these will be delivered. **Assessment for and provision of assistive devices is a key activity within the project. Girls that are having difficulties are identified by teachers and project staff and referred for further assessment, within the project life time all girls will be re-assessed by the EARC and any child requiring an assistive device will be issued with the appropriate device. We take on board the points raised in the baseline regarding some parents negative attitude to devices and about managing expectations and this can be addressed through community awareness, the parent support groups and the male mentorship programme.**
4. **Consider including mothers of disabled girls as a core aspect of the Intermediate Outcome 3 intervention.** Currently, the male mentorship programme is based on the assumption that men are most often the heads of the households and important power holders. However, girls often cite mothers as their point of contact for advice and communicate needs. When mothers are prepared to deal with their concerns, a open channel of communication is created, which is key for inclusive environments to develop. **The male mentorship programme was intentionally developed to target men and challenge culturally entrenched gender norms that are less supportive of girls with disabilities going to school. The project also has a research component that will explore the effectiveness of the male mentorship programme and review and develop the male mentorship training manual. Mothers or female caregivers**

are not excluded from the programme as they are include in the parent support groups and we now have systems in place to identify vulnerable female headed households that might need priority follow up and support.

5. **Identify clear adaptations parents must make to their homes and work with the parents of disabled children to make these adaptations.** These may include a conscious reduction in chores, acquisition of assistive devices such as reading glasses, and the use of discipline methods based on mutual respect. Sensitization in these domains can be delivered through PSGs. **This is an interesting finding which can be easily followed up through community awareness, parent support groups and male mentorship and when project staff are able to conduct home visits.**

6. **Consider strengthening the life skill curriculum around the skills of resilience and solidarity.** These skills are found to be particularly useful to disabled girls who have a predisposition to help one another. These skills were the best predictors of learning outcomes. This is a good finding as well. **We would need to do research around how we can introduce this in the project with a view to perhaps support older girls dropping out of primary education**.

Scalability and sustainability –

1. **Support target schools to improve referral mechanisms to EARC for assessments.** The study found a large proportion of girls in the comparison group experiencing functional difficulties. To ensure sustainability of inclusive practices at schools, the project should work with schools to strengthen their ability to identify potential cases where assessment may be appropriate. **This is an essential point, and we would hope that through teacher training and community awareness more children with disabilities will be referred to the EARC for assessment to get support. However, these children and families face the same barriers highlighted in the report, negative attitude and stigma, distance and cost of transport to EARC and cost of assistive devices. Longer term systemic changes and further government intervention and support of EARC's is necessary for long term change. The project and its networks will continue to influence and put pressure on the government to implement and resource its inclusive policies.**

2. **Scale-up transport facilities for girls living in remote areas.** Living far away is associated with feeling unsafe, more house chores and missing school. The project currently provides a bus to girls with disabilities in Kisumu. However, girls in other counties report facing similar barriers. Advocacy activities with regional officials should raise transport improvements as a need for girls in other counties. **The piloting of a school bus in Kisumu county will be used to influence local government on the need. The project should also consider alternative approaches and creative community- led solutions especially within the parent support groups. The project could take learning from other LC projects such as a former project in Zimbabwe. The research centre undertook a discrete piece of research here**

3. **Support BoMs to identify funding sources to finance accessible school improvements.** Boards of Management reported needing support to identify funding sources to finance accessibility improvements at the school level. The project should consider supporting BoMs to map existing sources to raise these funds. This will ensure that after the project ends BoMs are able to ensure schools remain accessible and adaptable to changing needs. **Agreed, sustainability is essential.**

- Does the external evaluator's conclusion of the projects' approach to gender correspond to the projects' gender ambitions and objectives?

Overall, the external evaluation reports conclusions regarding the LC approach to gender do correspond to the overall gender ambitions and objectives. It is noted that the control and comparison groups are both female so there is no specific gendered element to the comparison rather the comparison is about disability status. The project is cognisant of the need to take into consideration the intersection between gender, poverty, disability, ethnicity etc could have been drawn out, as research findings indicate that these are often bigger predictors (particularly poverty) of drop out or non-attendance in school.

Also, in response to some of the points about the focus on male mentors, an (overlooked) aim of the male mentor project is to try address some of the underlying gendered assumptions about power, control, decision-making and challenge these to transform steadfast beliefs about what are 'typically' fathers' roles (as decision makers, teachers) and what are 'mothers' (advice, communication etc). The research around this is ongoing but will hopefully have an impact in the long term on caregiver aspirations, as well as girls' resilience and self-belief. We are also developing a male mentor toolkit which will address broader gender issues but we also realise that some of these deep rooted socio-cultural norms take time to change.

What changes to the logframe will be proposed to DFID and the Fund Manager?

- The management response should outline any changes that the project is proposing to do following any emergent findings from the baseline evaluation. This exercise is not limited to outcomes and intermediate outcomes but extends also to outputs (following completion of Annex 3 on the output indicators).

The major change to the Log frame are the tools used to gather data at output level where LC Has developed a Monitoring Evaluation and Learning toolkit that will be used to collect data on the Outputs and some of the Intermediate Outcomes. These tools will be rolled out in year 2 moving ahead. The same is indicated on Annex 3.