Project Evaluation Report

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Notes:

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Wasichana Wetu Wafaulu

GEC – T Baseline Report

SCW-5252

Girls writing SeGRA and SeGMA assessment in Tana River County

Project Implemented by – Education Development Trust, Ananda Marga Universal Relief Team, Concern Worldwide, Pastoralist Girls Initiative and Kesho Kenya

Baseline Evaluation Conducted by Women Educational Researchers of Kenya (WERK)

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LIST OF ACRONYMS AND ABBREVIATIONS

AP	Alternative Pathway
ASALs	Arid and Semi-Arid Lands
BOM (s)	Board of Management (s)
CAPI	Computer Aided Phone Interviews
CC (s)	Community Conversations (s)
CDE	County Director of Education
CHV (s)	Community Health Volunteers (CHVs)
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
FGD (s)	Focus Group Discussions (s)
FPE	Free Primary Education
GBV	Gender Based Violence
GEC	Girls' Education Challenge
HH	Household
HoH	Head of Household
ICTs	Information Communication Technologies
ID	Identification
KCPE	Kenya Certificate of Primary Education
LoI	Language of Instruction
MEL	Monitoring Evaluation and Learning
MoE	Ministry of Education
MoE	Ministry of Education
OVC	Orphans and Vulnerable Children
PCG	Primary Care Giver
PTA(s)	Parents Teachers Association (s)
PW	Pathway
SCDE	Sub County Director of Education
SEGMA	Secondary Grade Mathematics Assessments
SEGRA	Secondary Grade Reading Assessments
ToC	Theory of Change
TVET	Technical and Vocational Education and Training
UNFPA	United Nations Population Fund
VfM	Value for Money
WERK	Women Educational Researchers of Kenya

EXECUTIVE SUMMARY

This is a baseline report of the GEC- T *Wasichana Wetu Wafaulu* (WWW – 'Let Our Girls Succeed) which is a 5 year and 11 months' project that began in May 2017 and is expected to end in March 2023. The project is focused on enabling 70,537 girls currently in primary school to complete their current phase of education, achieve improved learning outcomes and transit successfully to productive and positive lives. The project is being implemented in 506 primary schools, 45 secondary schools, 25 TVET institutions, 25 catch up centers in eight counties- six in Arid and Semi-Arid Lands (Turkana, Samburu, Marsabit, Tana River, Kwale and Kilifi) and two in urban slums (Nairobi and Mombasa).

Theory of Change: The project is set to influence changes in four dimensions that are perceived to be an obstacle to girls' education: **the community, the home**, **the school** and **the girl herself**. The project adopts a holistic, integrated approach to behavior change combining interventions across the four dimensions in order to overcome the complex and interrelated barriers to girls' education.

Evaluation Design: The baseline used a quasi-experimental, mixed methods evaluation design. Both quantitative and qualitative data was collected to generate baseline indicators.

Target Population: The 506 intervention schools were clustered in the 8 counties (278 from the 6 ASALs and 228 schools from the urban slums of Nairobi and Mombasa) and 45 secondary schools. In addition, 58 comparison schools (50 primary & eight secondary schools) were selected based on their sharing similar characteristics with the intervention schools and communities.

Baseline Sample: A total of 210 schools and communities were surveyed. This comprised of 152 intervention and 50 comparison primary schools respectively and 8 secondary schools. A total of 6,868 girls (5,168 in intervention schools and 1,700 in comparison schools) constituted the baseline sample.

Baseline Tools: Quantitative and qualitative tools including household and school questionnaires, calibrated EGMA/EGRA and SeGMA, SeGRA learning assessment tests, classroom observation guide, teacher and Key Informants interview schedules, BOM, girls, boys, mixed group students' FGDs for secondary schools, and CC Focus group discussions were used to generate baseline benchmarks.

Measuring Learning Levels: The baseline evaluation had two sets of tests to measure student performance in learning that were used to determine girls learning levels for both primary and secondary schools. These were EGRA/SeGRA and EGMA/SeGMA. The tests were adapted or developed in accordance with GEC Fund Managers Test Development guidelines.

Ethical issues: The baseline study was guided by *Wasichana Wetu Wafaulu* Project Corporate Safeguarding Policy and the WERK Child Protection Policy.

Key Findings

Literacy Learning Scores

- Girls in intervention schools had slightly better aggregate score than those in comparison schools. In class 5, the mean literacy score for girls in intervention school was 49 while that in comparison was 44. The same trend was observed in class 6 girls (intervention school had a mean of 55 while comparison had 52).
- Oral reading fluency was the best performed subtasks by girls in both intervention and comparison schools. The mean for intervention school was 72 in class 5 and 77 in class 6 while the mean for comparison schools was 66 for class 5 and 75 in class 6.
- The independent sample t-test results show that means of girls in comparison and intervention schools were significantly different implying that the selected comparison sample was significantly different from the intervention sample for literacy test
- The distribution of learners with respective literacy competences are generally normally distributed as illustrated below

		Subtask 1	**Subtask 2**	**Subtask 3**	**Subtask 4**
Scoring Band	Treatment	Invented words	Familiar words	Oral Passage	Comprehension
Non-learners (0%)	Comp	7.2% (45)	5.9% (37)	3.0% (19)	30.8% (192)
	Inter	5.6% (109)	6.6% (127)	3.2% (61)	26.8% (517)
Emergent learner (1-40%),	Comp	14.6% (91)	17.5% (109)	15.2% (95)	49.8% (310)
	Inter	13.8% (266)	14.2% (274)	12.4% (240)	48.7% (940)
Established learner (41-80%)	Comp	45.4% (283)	39.6% (247)	39.3% (245)	18.3% (114)
	Inter	40.7% (785)	31.9% (616)	31.5% (607)	22.2% (428)
Proficient learner (81-100%).	Comp	32.7% (204)	36.9% (230)	42.4% (264)	1.1% (7)
	Inter	39.9% (770)	47.3% (913)	53.0% (1022)	2.3% (45)

Numeracy Learning Scores

- Girls in intervention schools demonstrated better numeracy learning skills than those in comparison schools. However, word problem in class 5 was exceptional with girls in comparison schools posting better scores (a mean of 45 in comparison and a mean of 42 in intervention schools).
- Addition level 2 was the best performed numeracy subtasks in both intervention (class 6 with a mean of 80 and class 5 with a mean of 76) and comparison school (class 6 with a mean of 77 and class 5 with a mean of 72).
- SeGMA subtask one was the least performed numeracy subtask both in intervention and comparison schools. The mean for intervention schools was 14 in class 6 and 7 in class 5 while the mean for comparison schools was 14 for class 6 and 7 in class

The distribution off girls demonstrating numeracy competencies for the set bands show a general normal distribution as shown below

		Subtask 1	Subtask 2	Subtask 3	Subtask 4	Subtask 5	Subtask 6
Scoring Band		Missing number	Addition 1	Subtraction 1	Addition 2	Subtraction 2	Word Problems
Non-learners (0%)	Comp	1.1% (7)	1.0% (6)	6.0% (37)	3.1% (19)	7.7% (48)	9.7% (60)
	Inter	1.0% (19)	0.4% (8)	6.6% (127)	3.7% (72)	7.7% (149)	11.5% (222)
Emergent learner (1-40%),	Comp	22.4% (139)	6.6% (41)	17.6% (109)	16.1% (100)	25.8% (160)	32.9% (204)
	Inter	19.9% (383)	5.4% (104)	14.2% (247)	12.0% (231)	20.0% (385)	32.6% (626)
Established learner (41-80%)	Comp	59.8% (371)	50.8% (315)	39.4% (244)	40.0% (248)	40.8% (253)	36.1% (224)
	Inter	59.0% (1135)	49.6% (954)	31.9% (613)	37.3% (717)	42.1% (810)	35.4% (681)
Proficient learner (81-100%).	Comp	16.6% (103)	41.6% (258)	37.1% (230)	40.8% (253)	25.6% (159)	21.3% (132)
	Inter	20.1% (386)	44.6% (857)	47.3% (909)	47.0% (903)	30.1% (579)	20.5% (394)

Subgroup Analysis of Learning Outcome

a) Differences in Learning Levels across Regions: There were regional differences in learning levels

- SeGRA baseline scores show that Nairobi (41.6%) and Mombasa (40.02%) has the highest scores while Kwale (20.3%) and Turkana (21.23%) posted the lowest
- On the other hand, in SeGMA the highest scores were recorded in Marsabit (23%) and Nairobi (20.77%).

b) **Baseline findings on differences in Learning across Key Subgroups** are that :

- Girls with Cognitive impairment exhibited the lowest literacy and numeracy scores. This was followed by those with vision impairment with literacy (30.31)
- Girls from households whose head of household and primary care giver had no education also performed below average in both literacy and numeracy.
- Generally, teen mothers' performance in EGRA and EGMA was above average
- Girls who live in female headed household tended to perform below the average

c) **Differences in Learning across Barriers**

- Literacy (EGRA and SeGRA): the inadequacy of sanitary facilities, availability of seats and teacher absenteeism were key potential barriers with girls identifying this as a barrier recorded the least literacy scores compared to other barriers.
- Numeracy and literacy: teacher absenteeism and presence of unfriendly teachers in classroom were associated relatively lower scores.

Barriers to Girls Learning and Transition

Some of the identified barriers were: Long distances to schools, households' inability to pay for secondary education, low quality of education in the sub-county or day schools where most marginalised girls enrol, and consequent low aspirations to continue learning. Other barriers include entrenched cultural practices such as Female Genital Mutation (FGM), early marriage and teen pregnancy, negative attitudes towards girls' education, prevalent cases of child abuse, child labour and household chores.

Transition Outcome

- Transition pathways were established at the baseline. The project categories were; upper primary group (class 5, 6, 7 and 8), secondary group that comprised Form 1 to Form 4 girls, the dropped out, and never enrolled. The absolute numbers for upper primary was 5,471 girls (4,248 intervention and 1,223 comparison); secondary school had a total of 629 girls (511 intervention and 118 comparison); drop out were 23 girls (21intervention had 2and comparison had) and never enrolled were a total of five out of which 4 were in interventions and one in comparison schools.
- The benchmark sample for the project was a total of 277 girls. The target was 288 girls. The actual numbers realized is adequate to trace the transition throughout the evaluation points.

Intermediate Outcomes

- **Attendance**: The attendance at baseline was established by headcount on the day of visit focusing on class 5 to class 8. Overall, the comparison schools had lower attendance rates (77%) than intervention (88%). Termly school attendance could not be computed at baseline since the school term preceding the baseline had unreliable data due to the effect of political campaigns, national examinations and the relatively short duration of the term, 2017

  School Governance and management were generally good:
  - Notably, 89% of primary caregivers in comparison and intervention schools reported that schools were well managed. There were also no regional differences in the household perceptions on how well school attended by their girls were managed
  - Most primary caregivers in both comparison (67.7%) and intervention schools (67.4%) reporting that school management had improved in the past one year. In urban slums, the proportion of caregivers who felt school management had improved in the past one year was higher in intervention (70.8%) than comparison schools (67.4%).
  - Less than half of the households in comparison (45.2%) and intervention (42.2%) sites surveyed rated the performance of the head teachers as excellent. In both intervention and comparison schools, household ratings on head teacher performance in urban slums was better than for those in for head teachers in ASALs
  - Majority (74%) of the households in intervention and comparison sites reported that schools had school councils/BOM/PTA or other groups that helped with school related matters. Overall, there were more schools in ASALs with management boards than those in urban slums.
  - But the direct participation of caregivers in school management boards was low. Only 13.3 % (13.8% for comparison and 12.8% for intervention) of primary caregivers in replied in the affirmative. This was expected since school management groups could only accommodate a certain small number (14 members) of the various stakeholders

- Majority (comparison, 71.1% and intervention, 73.5%) of primary caregivers reported receiving communication from the school management on its plans and activities at least termly. There were glaring regional disparities in the frequency of communication to caregivers, with more caregivers residing in urban slums receiving communication at least termly from school management than those in ASAL.

Baseline findings on Quality of Teaching indicate mixed results on the proxies used in the GEC Project which included teachers' use gender sensitive pedagogy, teacher support for girls' learning including encouraging participation in lessons, and individual studies at school and home; punishment of girls who get things wrong during lessons and the nature of punishment meted out):

- Most of the girls in comparison (91%) and intervention (92%) reported that their teacher(s) asked questions equally to boys and girls, during lessons. Furthermore, girls reported that their teachers asked harder questions to boys and girls equally and the practice was similar across comparison (89%) and intervention (91%) schools.
- There was however less diversity in instructional delivery as overall, 35% of girls (37.1% comparison and 32.91% intervention) reported that teachers often use another language to help them understand something that they cannot understand in the language used for instruction.
- Approximately 68% of the girls indicated that teachers encouraged students to participate during lessons for example by answering questions whereas 31% did not (27% sometimes, and 4% rarely or never).
- Girls reported that 94% of the teachers in both intervention and comparison schools suggested ways the girls they teach could continue to study at school/home.
- It is noteworthy that 85% of the girls (comparison 87% and intervention 85%) reported that teachers discipline or punish students who get things wrong in a lesson. This is an indication of existence of un-conducive learning environment in the schools targeted by the project.
- Around 57.2% (59.1% for comparison and 54.1 % for intervention schools) of girls in ASAL areas reported that they had observed teachers use physical punishment while at school once or twice a week.
- There is sufficient evidence from classroom observations and boys' and girls' FGDs across all the counties visited that physical punishment and verbal abuse were commonly used during English and mathematics lessons.

Community-Based Attitudes and Behaviour Change: Over 90% of primary caregivers in both ASALs (94.5% for comparison and 91.7% for intervention) and urban slums (95% for comparison and 96.0% for intervention) would like their girls to achieve college/university level. The majority of primary caregivers in ASALs (97% for comparison and 94.6% for intervention) and urban (98.1% for comparison and 98.6% for intervention) slums agreed that it was worth investing in girls' education even when funds were limited.

School-related, gender-based violence: Girls FGDs in both urban slums and ASALs revealed the presence of gender-based violence (GBV) in schools across the counties visited. The GBV was perpetrated by boys, teachers and community members and tolerated by BOMs

Economic empowerment: Overall, more intervention households were unable to meet basic needs (42.6%) as compared to comparison households (42.3%). While the percentage of comparison households unable to meet their basic needs in the ASALs (43.7%) was slightly higher than the intervention households (43.4%), the situation was different in urban slums where more intervention households (41.5%) as compared to comparison (38.4%) were unable to meet basic needs. Generally, more households from the urban slums (34.4%) had members going to sleep at night feeling hungry than their counterparts (18.9%) in the ASALs. Comparison schools recorded a higher percentage of households with members who went to sleep feeling hungry (28.2%) than the intervention schools (25.0%)

Life skills- Baseline findings indicate that;

- Girls had relatively low confidence levels- approximately one-third of the girls surveyed in comparison and intervention school reported that they 'get nervous when they have to read in front of others' or 'get nervous when they have to do Math in front of others'.
- Girls had high academic aspirations- nearly all of the girls (99%) comparison and intervention schools interviewed during the baseline agreed that they 'want to do well in school' while an equally high number (comparison, 96% and intervention agreed that they 'would like to continue studying/ attending school after the year' the baseline survey was conducted.
- Families/parents make most decisions related to girls' education-when asked who makes decisions on whether or not a girl will go to school; majority of the girls (58%) indicated the decision is jointly made with the family while only 37% make the decision independently.

Sexual and Reproductive Health Needs and Risks

- Most girls (91%) were of the opinion that reproductive health education was important- The proportion of girls who indicated that reproductive health education was overwhelmingly high across comparison (92%) and intervention (90%) schools.
- 67% of the girls (comparison 70% and intervention 66%) reported that teachers were the source of information about their body changes while 57% (comparison 64% and intervention 55%) of the girls indicated that parents were also a source of information about their body changes.
- Peers/ friends were also said to be a source of information about their body changes by some 27% (comparison 32% and intervention 26%) of the girls). Primary and secondary school girls in the ASALs and urban slums reported that they had no trust in their female peers and could therefore not discuss sensitive information with them.
- Overall, nearly 55% (comparison 57% and intervention 54%) mentioned abstinence as a way of preventing sexually transmitted diseases.

Child Protection and Well-being

- ASALs (82.6% for comparison and 87.6% for intervention) and urban slums (81.8% for comparison and 80.4% for intervention) had not heard about physical violence against children in their community.
- More primary caregivers in urban slums (22.3% comparison and 21.1% intervention) had heard of a child defiled in their community. This was twice the number of primary care givers in ASALs who reported the same.

CHAPTER ONE: BACKGROUND TO THE PROJECT

1. Background of the project

The section covers the GEC-T project background including the national education context, explains the theory of change, activities, and assumptions and provides the numbers of the direct and indirect targeted beneficiaries.

1.1 Project Context

The Department for International Development (DFID) is working around the world to reach the SDGs by 2030. Progress on girls' education is critical to the achievement of these targets. Specifically, SDGs 4 and 5 relate to education and achieving gender parity respectively. SDG 4 specifically notes 'inclusive and quality education for all and promote lifelong learning'. Globally 31 million primary school age girls, have never been to school. The majority of these girls come from the poorest and most marginalised communities in the most disadvantaged locations, and ethnic groups. Over the last 20 years, primary enrolment for girls has improved along with boys but completion rates are equally low for both sexes. At the secondary school level, the differences between boys' and girls' participation rates start to show. Within countries girls from the poorest households particularly in rural areas are subject to educational disadvantage, even at the primary level. The Girls' Education Challenge (GEC) is helping the world's poorest girls improve their lives through education and supporting better ways of getting girls in school and ensuring they receive quality education to transform their future.

Education Development Trust has supported some of the most marginalized communities across Kenya on the first Girls Education Challenge (GEC-1). From that work, the organisation has, not only a deep understanding of the highly challenging barriers that girls face, but also the enormous potential of girls, and are more committed than ever to help them achieve it. GEC Transition (GEC-T) project *Wasichana Wetu Wafaulu* ("Let Our Girls Succeed") aims to reach 70,537 girls currently in primary school to complete their current phase of education, achieve improved learning outcomes and transition successfully to a productive and positive next phase. Through this project, girls will gain skills, qualifications and confidence required to take control of their lives. Central to that vision is the vast majority of the girls moving from lower to upper primary and then into secondary, achieving increasingly higher marks to attend higher performing schools. This will address the currently high dropout rates between lower to upper primary, and poor primary examination scores. The project recognizes, in keeping with the principle of no girl left behind, that alternative options to secondary will in some cases be required. Therefore, GEC-T envisions that for some girls the journey will take them from primary into an innovative and appropriate alternative pathway (AP), focused either on livelihood or Technical and Vocational Education and Training (TVET). For others who despite the project's best efforts, drop out of primary, will join community based catch-up classes, with the aim of re-entering school or an Alternative Pathways, and be better prepared for life.

The key contextual issues in urban slums and ASAL that affect education, and which have influenced the project design and delivery are summarised below:

- **Poverty** – households struggle to provide basic needs for education and take girls out to work.
- **Ingrained cultural attitudes** – leading to low value being placed on girls' education by communities.
- **Security** – high risk of sexual violence and exploitation, safety on the way to school, long distances
- **Workforce capacity** – low numbers, quality of teachers and high rates of teacher attrition.
- **Infrastructure** – schools in ASAL are scarce and therefore far apart while most schools in slums are low-cost private schools**.**

Impact of Gender Inequalities and Marginalisation on Girls' Education

The Kenya government is acknowledged for taking deliberate steps to improve access and quality education. Notably, these efforts consist of, introduction of Free Primary Education (RoK, 2003) Free Day secondary Education (RoK 2008) and tuition waiver in public secondary schools (ROK 2008). However, in spite of the gains made through these efforts, some common barriers have unswervingly conspired to block girls from underprivileged background access their constitution right in education.

The impact of gender inequality is multifaceted in the way that gendered barriers interact with other forms of disadvantage and discrimination to particularly affect girls and women negatively. Historically, gender inequalities have entrenched unchallenged cultures of male dominance leading to marginalisation of women in many communities. For instance, gender discrimination is rife in the ASAL region with many households giving preference to boys' education against that of the girls. Further, child labour is an obstacle to children education and especially girls'. Available research evidence indicates that girls are forced to forego schooling to attend to household chores, take care of ailing relatives, or contribute to family livelihood by selling wares in the markets; engaging in casual labour or working as domestic servants (WERK, 2014, 2015; 2016; 2016a; Ruto, Ongwenyi and Mugo; 2008). Moreover, Female Genital Mutilation (FGM) practice commonly practiced among the Samburu, Kenya Somalis, and Gabra communities in Kenya is another gender issue that impacts negatively on girls as they are withdrawn from school and married off (Gachiri 2001; Njeng'ere, 2013).

Early marriage is another cultural practice that leads to further marginalisation of girls (GoK and UNICEF, 1998:53; WERK 2016, 2016a). Early marriage is a common phenomenon among many counties that include Kwale, Turkana, Samburu, Tana River, Kilifi and Marsabit where girls are married off at a very tender age forcing them to drop out school.

As a result, a huge body of research evidence shows that women not only bear the brunt of poverty but, that women's empowerment through education is a central precondition for its elimination.

In the Kenyan context, specifically among the marginalised communities, many girls are out of school and the drop-out rate is high. In addition, girls get married early and this leads to poor maternal health, high infant mortality and fertility rates as well as increased new cases of HIV and

AIDS infections. Consequently, the vicious cycle of poverty continues to dog them and their family throughout their lives.

National Educational Policy Context[1]

In Kenya, school education phases are lower/upper primary (4 years each) and secondary (4 years). Language for instruction policy is mother tongue for early grades and English from upper primary, however in practice it is either Kiswahili or English even at early grades. The government provides free primary education for all public primary schools, but parents contribute through payment of school levies which are still a barrier for marginalised communities. At secondary level the government covers for tuition fees for day schools while parents pay for other expenses (like uniforms and lunch). For boarding secondary schools the households take on the majority of school costs other than the tuition. These expenses are significant barriers to transition. Policy exists to encourage pregnant girls/young mothers to return to school; but implementation is challenging (low levels of awareness, stigma, and lack of childcare). National policies currently prioritise improved quality and inclusivity of education, and a new wider curriculum. The Government of Kenya is in the process of rolling out a competence based new system of education dubbed 2-6-3-3-3 (two years of pre-primary education, six years of primary education, three years each of Junior and senior secondary education and three years of university education) to replace the current 8.4.4 system of education (Eight years of primary education, four years of secondary education and a minimum of 4 years of university education). The implementation plan of the new system is currently at pilot stage and expected to be implemented within 6 years in phases.

In 2017/2018 the curriculum will be rolled out in lower primary - from nursery to grade three. In 2019 the curriculum is expected to be rolled out from grade 4 to 6; while in 2020 it will cover junior secondary (grades 7, 8 and 9). Then the next three (2021, 2022 and 2023) years the curriculum is expected to be rolled out progressively to cover senior secondary (grade 10-12)[2](KICD, 2017). According to the National Basic Education Curriculum Framework (NBECF) the last Standard Eight candidates to sit the Kenya Certificate of Primary Education (KCPE) examinations will be in 2022, while the last Form Four to sit the Kenya Certificate of Secondary Education (KCSE) examination will write the papers in 2026 (KICD, 2017)

Implementation of the new curriculum has substantial changes that reflect a departure from the current system of education. For instance, whereas the 8.4.4 system of education was national examinations oriented the main emphasis of the new curriculum is continuous assessments tests aimed at assessing the learners' skills, competencies and abilities as they transit to the next level.

[1]We have referred to Basic Education No 14 of 2013 (MoE 2013); National Education Sector Plan (MoE 2015) and Session Paper 2005 (MoE 2005) in our planning, alongside discussions with MoE staff. This includes discussion around the new curriculum which promotes broader 'curriculum pathways' including greater access to vocational/TVET study at all levels, and Centres of Excellence schools.

[2]The proposed curriculum has implication on the transition and subject content and pedagogy. The transition points will in grade 6 to grade 7 and grade 9 and grade 10.

Four classifications of secondary public schools exist – national and extra-county schools (usually boarding), County and sub-county[3] alongside private and community schools. Public school classifications are based on performance/facilities; quality of education varies across the various school categories and affects demand for the school places. Allocation of students to secondary schools is determined by performance in the Kenya Certificate of Primary Education (KCPE). For instance, in 2015/16 following KCPE exams only 3.4% of GEC-T target girls joined national schools, 29.4% of them to county, 41.4% to sub-county and 25.8% did not transit. The GEC-T target girls that did not transit (25.8%) was higher than the national average (19.1%).

There are also a small number of TVET institutions. Girls' enrolment in TVETs is limited due to courses being relatively unattractive to girls, negative social attitudes for girls' vocational study, and lack of awareness of pre-tertiary qualification option[4]. Enrolment is very low; only 30,000 girls (government)/23,000 girls (private) enrolled in Youth Polytechnics nationally in 2015. TVET management is decentralised to counties. Currently there are also a very small number of community 'catch-up' centres with very low attendance. Government would like to increase access and quality of TVET and community catch-up centres.

Kenya is one of the African countries with a high rate of teen pregnancies. According to the United Nations Population Fund (UNFPA) some 378,397 adolescent girls aged 10-19 were pregnant between July 2016 and June 2017. Of these girls, a total of 28,932 girls were aged between 10 and 14 years while 349,465 girls were between 15 to 19 years. Eight counties with the highest number of teenage pregnancies include Narok with 40 per cent closely followed by Homa Bay at 33 per cent, West Pokot 29 per cent, Tana River 28 per cent, Nyamira 28 per cent, Samburu 26 per cent, while Migori and Kwale both stand at 24 per cent. Notably, *Wasichana Wetu Wafaulu* project is being implemented in Tana River, Kwale and Kilifi counties with high prevalence rate of teenage pregnancies.

To address this barrier, the government of Kenya introduced re-entry policy guidelines in 1996 to ensure smooth re-admission of adolescent mothers after delivery. The project plans to exploit this provision to support teen mothers wishing to pursue education after delivery re-enrol back to school. Such girls will also be supported by the project through catch up studies.

1.2 Project Theory of Change and assumptions

The barriers, the project's Theory of Change, key activities and targeted outputs and outcomes, are summarised below.

1.2.1 Project Theory of Change

The project's ToC is based on the understanding of the **complex, multi-dimensional and interrelated barriers** which obstruct girls' educational attainment and transition at the four levels; **the girl herself, the girl learning**, **the girl at home** and **the girl in the community**. These

[3]Sub-county: Most of the sub-county schools in the country are day schools.
[4]In Kenya girls who do not complete Primary are able to study for a 'Trade Test' certificate which can lead onto an 'Artisan' course which would enable transition to Secondary school, or a Diploma/further vocational study. However, these are highly under-utilised.

barriers exist within each of the three project pathways, and manifest differently between ASAL and urban slum contexts[5]. These barriers are mutually reinforcing. For example, girls' limited aspirations are closely related to the low value traditionally placed on their education in their communities and households, and also linked to their academic underperformance in schools that are ill-equipped to cater for them with gender appropriate pedagogies and facilities. Some of these barriers are common across all three pathways, whilst others are individually specific. For example, the lack of awareness of alternative options is a particular barrier to transition from primary into an AP.

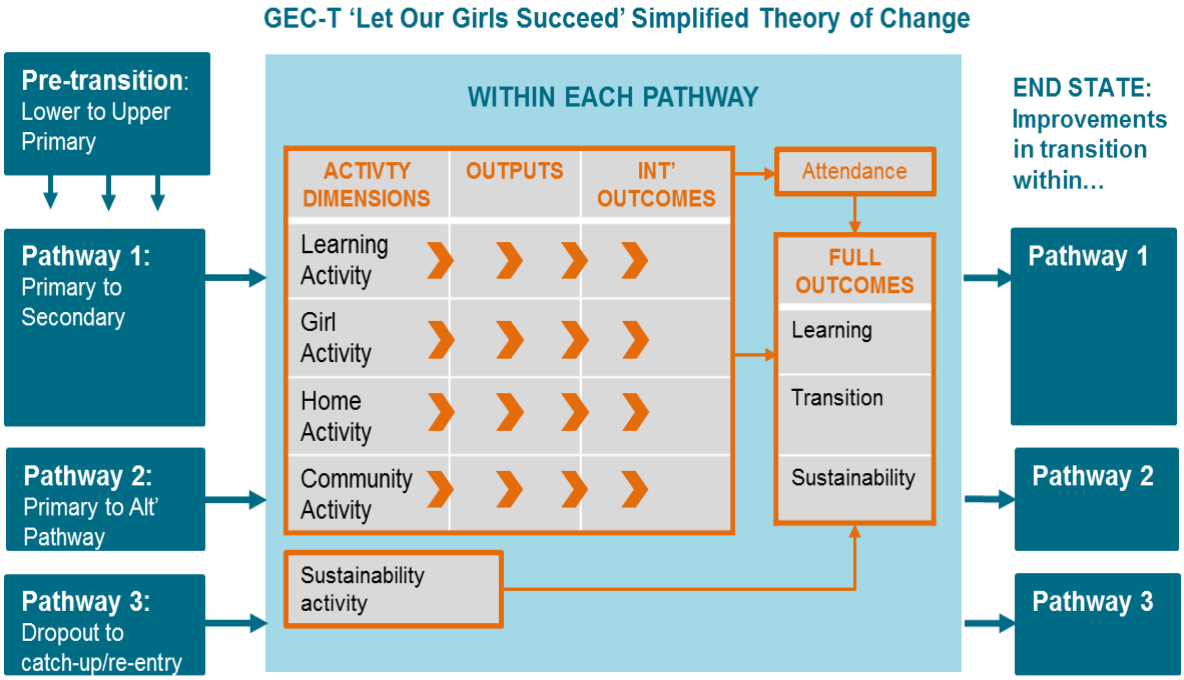


Figure 1: Projects Theory of Change

[5]There are also significant differences across the contexts, for example in urban slums secondary transition is much higher than in ASAL, making the provision of alternative pathways less important.

1.2.2 Barriers to Education and Project Activities

The barriers and related activities are identified within the three project pathways as specified in the

TOC:

- **Pathway 1 (PW1): Primary to Secondary barriers:** these include households unable to pay for secondary education, low quality sub-county or day schools selected for most girls (due to low KCPE marks) and consequent low aspiration to continue learning. Project **activities in learning** include rolling out coaching into secondary schools and piloting ICT support for teachers/learners. This will lead to both primary and secondary teachers trained to improve knowledge of inclusive education and lead to increased girls' attendance and schools becoming enabling environments through improved teacher practice. **Activities for girls** include Girls Clubs and peer mentoring in school/community leading to girls improving their health, self-confidence and aspiration to learn, and supporting holistic personal/social development**. Activities in the home** include secondary school fee support, resulting in improved access to financial resources and contributing to households actively supporting girls learning, making transition easier. **Community activities** include Forums which will lead to communities trained in understanding the importance of education and positive attitudes/perceptions being established.
- **Pathway 2 (PW2): Primary to an Alternative Pathway (AP) barriers:** include limited alternative options for girls not transiting post-primary, negative perceptions of, and low support for these options. Project **activities in learning** will focus on teacher development in youth polytechnics which will lead to alternative learning pathways established and contribute to the pathways becoming enabling environments through improving the quality and relevance of the options. **Activities for girls** include girls receiving mentoring from educators/peers which result in improved confidence and aspiration through peer support. **Activities in the home** include financial support/raising awareness of options and will lead to access to financial resources and active support for APs, supporting higher rates of AP transition for girls. **Activities for communities** include work with private sector on new alternative pathways, and community awareness activities leading to communities trained in understanding the importance of girls' education/assist girls' transition to APs.
- **Pathway 3 (PW3): School drop outs to catch-up classes/re-entry to education barriers:** include lack of opportunities to catch-up for girls dropping out, no time or household support for extra study, and few school re-integration processes. **Activities for**

learning include setting up catch-up centres for alternative learning pathways to provide an enabling environment to prepare girls for re-entry to school option. **Activities targeting girl herself** include promoting re-entry options and mentoring, leading to girls receiving community mentoring and resulting in improved health, self-confidence and aspiration to learn. **Activities targeting households** include Community Health Volunteers (CHVs) visits and distribution of Back to School kits, leading to improved access to knowledge/resources and resulting in active support for transition through helping

1.2.3 Outputs and Outcomes of the Project

Table 1.1 below gives a summary of how the performance or achievement of the project objectives will be tracked and monitored

Table 1. 1: Project Design and Intervention

Intervention types	What is the Purpose?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
Digital tracker, school attendance, provision of bursaries, grants	To retain learners in productive learning pathways, progression and transition to higher learning cycles	Girls' attendance in productive learning pathways improves	Digital monitoring of attendance will provide real-time data for decision making action to prevent/reduce drop out. CHV visits will support early intervention.
Teaching of coaches and teachers, materials support, classroom observation, community of practice, use of ICT in learning, special needs learning training and materials, infrastructure support, capacity building of head teachers	To create conducive learning environment for improved learning outcomes; learn lessons and best practices that drive learning outcomes	Schools and APs become enabling environments for girls learning and continuing in education at all levels	Improved learning outcomes will enhance retentions, progression and transition. Sustainability is in-built through (trained teachers train other teachers) and continuous teacher professional development
Training of CHVs, Household data collection, tracking of learners, cash transfers, solar lamps	The household to actively support girls' education by addressing socio-economic barriers, attitude and knowledge	Households actively support the transition of girls into productive education pathways	Change of attitude, allocation of chore and resource allocation will enhance girls' prospects of remaining in productive learning pathways
In-school and community-based mentorship, Girls kits, start-up kits, life skills, bursaries/scholarships	Girl empowerment to succeed in life though enhance self-esteem, aspiration and awareness	Girls improve their aspirations to pursue productive education pathways	Increase understanding of education benefits and rights, reduce household barriers (economic/time for study or re-engagement).

1.2.4 Project Assumptions

The project assumptions are summarised in the table below.

Table 1. 2: Projects Assumptions

	ASSUMPTIONS AND REASONING
Programme Activities	• Schools and teachers are willing/have time to engage in CPD activities (*this has happened in our existing GEC 1 programme*) • Households will engage with CHVs (*this has happened in our existing programme*) • Girls are willing to act as mentors during holiday time (*this happens in partner programmes already*) • Partners have links with the community (*partner selection has been based on this*) • Venues exist for AP courses and Catch-Up class creation in the community *(GoK already has Youth Polytechnic and Community Learning centres in place)*
Outputs	• We define adequate coaches to cover primary and secondary schools *(engagement in our current programme has been high)* • Secondary schools will engage with the programme *(we* will *have MoE support for identification and engagement, including Centres of Excellence*) • Girls/families will send girls to day schools *(we will be supporting improved performance of Day/Sub-county schools)* • Girls will engage with the Girls clubs, training and mentoring *(this has happened I our existing programme)* • County Governments want to commit to improving TVET centres/polytechnics *(we have assurance from MoE this is the case)*
Intermediate outcomes	• Coaching models improves teacher practice *(existing model demonstrated this)* • Increased knowledge/awareness shifts girls/families choices around education, including AP *(we know this has happened in our partner programmes)* • Improved understanding of girls' needs will shift schools' resources to improve girls' facilities (e.g. sanitation) *(this has happened in our partner programmes)* • CHVs have the time/influence to identify and prevent dropout *(existing programmes suggests this is the case)* • Community Groups have a significant influence with the community *(evidence from our current programme shows this)*
Outcomes	• Participatory/inclusive education will achieve learning *(evidence from A Girls' Advancement Education Initiative)* • Transition to high quality secondary/relevant alternative pathways is more attractive to girls than other life *choices (evidence from high competition for higher-quality Kenyan Secondary schools/USAID youth programmes in NE Kenya suggests this)* • *Improved learning foundation will increase completion of primary/transition to secondary (international evidence/GEC 1 evidence supports this)*

Summary of Projects Outputs

Table 1. 3: Summary of Projects Outputs

Output	Assumption
Teachers and school leaders in primary and secondary schools demonstrating gender sensitive and enhanced teaching approaches (ICT and pedagogy) for improved learning	Teachers willing to integrate ICT in their teaching approaches. Safety of ICT equipment and infrastructure
	School Board of Management allow head teachers to participate in school leadership coaching
	Coaching has not been done in Secondary and this assumes that schools will allow for coaching to be practiced
	Medium: Requires school and community support for coaching to happen and to safeguard ICT equipment
Alternative learning pathways established or expanded for girls outside or at risk of leaving school	Assumes demand for post primary education and training remains greater than supply of affordable secondary schooling during the project lifetime (large government investment to expand secondary access will reduce the need for alternative routes
	'This assumes poor perception about re-entry will be overcome and that girls will be willing to be enrolled for catch up classes. If dropping out of school is reduced, then the number of girls available for this pathway will also be reduced.
	Assumes that project will establish apprenticeships in 50% of private sector contacts pursued.
	Medium: Private sector engagement for apprenticeships is a new undertaking for the project
Improved self-confidence and aspirations among the girls in mentorship and scholarship programmes	'Assumes that clubs exist in schools and that they will be given time to operate. It also assumes that parents will allow girls to be mentored during holidays and that there will be facilities to be used for mentorship.
	'Assumes that school management will allow gender and reproductive health education/ discussion to be the main pillars of club activities' 'Assumes that since girls will be transitioning to other education pathways, the figures of those project girls attending will also be decreasing'
	Assumes that free secondary education if and when in place will not cover all secondary costs such as the costs of boarding, uniforms etc.
	Medium: MoE is working on a mentorship policy which the project will need to align to once in force.
Household continued support for girls' education including in alternative pathways	Assumes households will access knowledge and know-how on investments that support girls education.
	Community and other stakeholders will map and identify marginalized girls/households requiring financial support
	Assumes GEC 1 level of cooperation with CHV system will be continued to GECT

Output	Assumption
	Assumes a reduction in dropout rates to 30% of the estimated 26,000 girls at risk of dropping out
School catchment communities more aware of the importance, benefits and opportunities available to support girls for productive education.	Assumes that groups will be interested and have/will form structure for income generating activities
	Assumes that groups will hold and will not disintegrate and that they will have viable investment opportunities
	Community empowered to discuss accountability issues and able to hold duty bearers to account
	Low: will build on GEC1 linkages
WWW project aligned to WWW models inform emerging MoE gender and teaching approaches	Quality Assurance, Curriculum Support Officers and County Education officials will be available for training and for planning and adaptation meetings
	MoE willing to convene and chair meetings
	County governments interested to invest and expand TVET training opportunities
	Low: project plans to have MoUs in place with these key stakeholders

Summary of Project Outcomes

Table 1. 4: Summary of Projects Outcomes

Outcome 1 learning	Assumptions
Number of marginalized girls supported by GEC with improved learning outcomes (with sub-indicator for boys where reported)	There will be no comparable learning interventions in the comparison schools
	There will be no comparable learning interventions in the comparison schools
	The schools will allow and allocate time and space for club activities and that girls will enrol in the health clubs, mentorship, CHV visits for understanding of RH needs and risks
OUTCOME 2 - Transition	
Number of marginalised girls who have transitioned through key stages of education, training or employment (with sub-indicator for boys where reported)	improved performance of girls at national exams and there being available places in secondary and alternative pathways for girls
OUTCOME 2 - Attendance	Compared to GEC1, there will be a greater impact to adolescence related issues relating to attendance, e.g. menstruation, household responsibilities. So, for the cohort without intervention we would assume a reduction in attendance but with the interventions we would aim to maintain the GEC1 endline value and cross sectionally we would anticipate attendance at projects schools to be higher than well matched comparison schools.
INTERMEDIATE OUTCOME 2	
Schools and alternative pathways become enabling environments for girls learning and continuing in education at all levels	MoE is working on a mentorship policy that project will need to align to once in force.
	Lesson quality targets need to be revised following full piloting and baseline of measurement tool.
INTERMEDIATE OUTCOME 3	

Outcome 1 learning	Assumptions
Girls improve their health, self-confidence and aspirations to pursue educational Pathways	At risk girls still in school has a high estimated baseline due to GEC1 activities. During adolescence number of "at risk " girls will increase (e.g. early pregnancy) and additionally barriers to existing at risk population will also increase (e.g. due to increased actual and opportunity costs of schooling with age). Hence target is for the proportion of at risk girls enrolled to remain constant. Chores are a major barrier and economic situation of the country will not change drastically
	Girls will feel safe to express their decisions without fear of repercussions from teachers, community and parents.
	At risk girls still in school has a high estimated baseline due to GEC1 activities. During adolescence number of "at risk " girls will increase (e.g. early pregnancy) and additionally barriers to existing at risk population will also increase (e.g. due to increased actual and opportunity costs of schooling with age). Hence target is for the proportion of at risk girls enrolled to remain constant. Chores are a major barrier and economic situation of the country will not change drastically
INTERMEDIATE OUTCOME 4	
Households actively support the transition of girls into educational Pathways	The household economy does not deteriorate and that economic status remains constant or improves and that there is no destitution on bankruptcy.
	At risk girls still in school has a high estimated baseline due to GEC1 activities. During adolescence number of "at risk " girls will increase (e.g. early pregnancy) and additionally barriers to existing at risk population will also increase (e.g. due to increased actual and opportunity costs of schooling with age). Hence target is for the proportion of at risk girls enrolled to remain constant. Chores are a major barrier and economic situation of the country will not change drastically
INTERMEDIATE OUTCOME 5	
Communities develop more positive attitudes to assist girls' learning and transition	High mobility of communities both in urban slums and Arid lands in search of better livelihoods. There is therefore the challenge of continuity including change of community leaders
	High mobility of communities both in urban slums and Arid lands in search of better livelihoods. There is therefore the challenge of continuity including change of community leaders
OUTCOME 3 - Sustainability	
Project can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable: Performance against comprehensive sustainability scorecard (scores 1-4).	Community through the conversations will embrace and support girls' education. It assumes that the community will attend these conversations, and will as a result of these conversations change attitudes towards girls education.
	Assumes the school BoM will grant head teachers the go ahead to participate in system leadership mentorship and that head teachers will be willing to be assessed objectively to allow some to be selected as mentors and mentees.
	Assumes that MOE and TSC staff will be available to be trained and to join in support supervision and learning events. Other competing priorities may make them not to be available.

1.3 Target Beneficiary Groups and Beneficiary Numbers

1.3.1 Primary target groups

Box 1: The Project's Contribution

- In 2018, the target cohort is in classes 5 – 8 and Form 1. Ideally this group would be ages 10 – 15 but actually, this group is age 10 – 25 largely owing to late enrolment in schools and repetition and or re-enrolment having dropped out. The bulk of the learners are ages 10 -18 years. The learners are in the two contexts of Arid and Semi-Arid Lands and Urban slums. The urban slums are the Counties of Nairobi and Mombasa (about 30,000 girls) and the ASAL counties of Kwale, Kilifi, Tana River, Turkana, Samburu and Marsabit (about 42,000 girls).
- The project targets the most marginalised girls in the highly marginalised communities in Kenya, i.e. ASAL and urban slums. The majority of the girls face multiple layers of social and economic marginalisation, such as high levels of poverty, poor health, low household income and limited access to amenities; it is very difficult to group the cohort by one specific type of marginalisation. For example, some of our girls may live in a poor ASAL community where access to schools is difficult because of distance and might be relied on to take the main burden of household chores. In addition, the girl may be a teen mother and caring for an ill relative. GEC-T will approach these layers of marginalisation by working in four dimensions (the girl herself, in the home, in the community and in school) to address barriers to the girls' contexts.
- In ASAL areas, girls face several barriers to education including entrenched cultural practices linked to gender roles, such as Female Genital Mutation (FGM), early marriage and teen pregnancy. ASALs are home to pastoralist communities who face high work burdens and live in remote locations. Limited infrastructure means that girls face lengthy and sometimes hazardous journeys to reach distant schools/alternative education settings. High levels of poverty mean many households are unable to pay school levies in primary education or school fees in secondary. For example, one of the counties the project is working - Turkana County, is one of the poorest counties in Kenya.
- In urban slums, poverty is also a major barrier to girls' education, along with high levels of gender-based violence. Poor living conditions lead to poor health which can impact directly or indirectly; as traditional gender roles are still prevalent among girls they are often required to care for family members.
- Historically, inadequate national and county investments in education means that educational resource allocation in these areas is low or not well used, and there is very little provision for SNE. In ASAL, the government has established a system of small village schools, including mobile schools for nomadic populations and low-cost boarding schools for the higher grades. In the slums there are many low-income private schools. However, the schools in both contexts are characterised by untrained teachers, poor facilities and high rates of absenteeism, leading to poor learning outcomes, high rates of drop out and low transition rates.

The table below summarises the number of direct and indirect beneficiaries by marginalisation subgroups including activities proposed for the specific sub group needs.

Table 1. 5: Target Beneficiary Groups and Beneficiary Numbers

Marginalised sub-group	GEC1 (# girls targeted)	GECT (girls only)	GECT (Indirect # girls reached)	GECT (# boys directly reached)	Description of group needs and proposed activities that cater specifically to these needs
Poor communities (ASAL)	38689	40,678	41,000	40,978	Need: support to overcome community/household negative attitudes to education. Activities: community/household engagement.
Poor communities (Urban Slums)	29,356	30,868	32,000	31,228	Need: secure learning environments. Activities: community/school engagement focus on safe spaces for girls.
Special Needs Education and OVC	2,000	11,000	11,000	12,000	Need: Teachers understand needs and able to meet them. Activity: SNE training for teachers.
Teen Mothers	300	500	600	0	Need: Support to re-engage in education. Activities: School re-entry policies and remote access SMS catch-up.
Over-age pupils	7,000	8,000	10,000	7,000	Need: Support to re-engage in education Activities: Back to school kits, IGAs. Remote access SMS catch-up.

During the project life the project coverage is as summarised below:

Table 1. 6: Exposure to Interventions

		GEC1	GEC-T	Notes
A	Number of primary schools worked with	500	521	485 +36 A total of 15 schools were closed in GEC-1. The project will implement in 36 comparisons
B	Number of girls in primary school	88, 561	70,537	GEC-T= 67,014 (Projected enrolment class 3-8 in 2017 in GEC1 schools) + 3,523 (projected enrolment class 3-8 in GEC control schools)
C	Number of boys in primary school	88,517	72,200	66,842+ 3,695 (from GEC1 comparison schools
D	Number of secondary schools targeted by the project	0	45	NB: Project working only in day/sub-country schools
E	Number of girls in secondary school	0	6,800	Only girls in these schools; excludes girls in other Secondary schools
F	Number of boys in secondary school	0	8,800	
G	Number of alternative institutions - CBE/ALP/TVET	0	50	25 TVETs 25 Community catch-up centres
H	Number of girls in alternative institutions - CBE/ALP/TVET	0	12,700	
I	Number of boys in alternative centres - CBE/ALP/TVET	0	15,240	
J	Total number of educational facilities worked with	500	616	
K	Total number of in-school girls	88,561	70,537	

L	Total number of in-school boys	88,561	70,737	
M	Number of out-of-school girls enrolled into primary school (PS)	7,260	4,500	Assume all re-enrolment will be into Primary
N	Number of out-of-school girls enrolled into secondary school (SS)	0	100	
O	Number of out-of-school girls enrolled into alternatives	0	12,700	Into TVET or CBE catch-up
P	Total number of out-of-school girls enrolled	7,450	12,700	Cohort M is a subset of O
U	Total number of girls worked with (Project reach)	95,821	70,537[6]	
V	Total number of boys worked with (Project reach)	96,169	70,737	
W	Girls to be counted as direct learning beneficiaries	88,561	70,537[7]	
X	Boys to be counted as direct learning beneficiaries	88,517	70,737	

[6] NB as per note 1, we cannot therefore add rows as per instructions to prevent double counting; beneficiary numbers remain the overall total which begin in Primary school and do not follow table formula instructions.

[7] The data reflected refers to the 58,586 beneficiary data collected between September and October 2017 but the data processing was concluded in April 2018. In addition, more data (11,055) was collected in August 2018 after the curriculum issue was resolved for Grade 4.

CHAPTER TWO: BASELINE EVALUATION APPROACH AND METHODOLOGY

The section outlines the general approach to the baseline study and the methodology. There is a brief discussion of the key evaluation questions and the role that the baseline evaluation will play in WWW project. The project Outcomes and Intermediate Outcomes are presented, and frequency of data collection outlined. The section has also a concise description on sustainability of both Outcomes and Intermediate Outcomes. Lastly, the section covers the evaluation methodology including the baseline data collection process and the challenges encountered during the baseline data collection.

2.1 The Purpose of the Baseline Evaluation

This baseline evaluation plays a critical role in the implementation of the GEC-T project. First, it provides the data that shows evidence, the context, and the nature of marginalisation of the selected ASALs and urban slum areas. The second role of the baseline evaluation is to establish the baseline indicators for each of the set outputs, intermediate outcomes and outcomes in the approved Education Development Trust MEL framework. This is important as the subsequent evaluations including midlines and endline will seek to disaggregate the data, evaluate and assess the impact of the project on marginalised girls in the sampled ASALs and urban slums.

2.2 Evaluation Methodology

The baseline survey used a mixed methods evaluation approach involving use of quantitative and qualitative data collection techniques: household questionnaires, the learning tests, Key Informant Interviews and Focus Group Discussions (FGDs). Semi-structured interview techniques were used with properly prepared interview guides for the interviewers. The interviews were combined with secondary data review to provide a complete analysis of the baseline data.
The baseline survey adopted *a quasi-experimental design* with a control (or comparison group) and a treatment (intervention group).

2.2.1 Sampling of Schools

The sampling of both primary and secondary schools was done at two levels; sampling of the intervention schools, and the determination of the statistically significant comparison samples for these schools. The main criterion was existence of similarity between the selected intervention and comparison schools. The similar parameters for the selected sample were in form of school population, popularity of the school in selection of Form one places, distance from the nearest primary school, location of the school (rural/ urban), and performance in national examinations.

Sampling of Intervention Schools

The project population of intervention primary schools was 506 (278 in ASALs and 228 in urban slums) while that of secondary schools was 45. The baseline sample was 152 primary schools representing 30% of the target project primary schools. Secondary schools were sampled from a list provided by the project. The selection of the secondary school sample was purposive; based

on the ability of the school to attract cohort girls from the project primary schools. This was a project strategy to maximize tracking of the girls who will transit from primary to secondary (desired pathway). For the sample primary schools, the selection of the sample took into consideration the following:

- **Performance in national examination**: This ensured all schools with an average mean-score of below 25.08 from each county were selected.
- **Locality**: The selection of schools was in such a way that schools from as many different Zones as possible were included in the sample.
- **School population**: The priority was given to schools with medium to large population.

The sample size was as shown in table 2.1

Table 2. 1: The Intervention Sample Sizes (For Primary and Secondary Schools)

Parameter	Sample size (Intervention)
Total project population - Primary Schools	506
Primary schools sample	152
Total project population – Secondary Schools	45
Secondary Schools sampled	45
Total sample size (primary and secondary schools)	197

The proportionate allocation of number of schools as per county and region was as shown below

Table 2. 2: Proportionate Allocation of Intervention primary schools sample by County

County	Number of project primary schools	Population in Schools	Proportion of population within sites	Sampled schools per county
Mombasa	41	4100	16%	11
Nairobi	187	20803	84%	53
Sub Total Urban Slums	228	24903		64
Kilifi	55	12920	38%	32
Kwale	30	3827	11%	9
Marsabit	23	1566	5%	4
Samburu	30	1778	5%	4
Tana River	79	8100	24%	20
Turkana	61	6027	18%	15
Sub Total ASALs	278	34218		88
Total	506	59121[9]		152

Sampling of Comparison Schools

In total, the project listed 96 primary schools that had similar characteristics (population, performance, locality, culture and social economic status) with the intervention schools. From

[8]The mean score in Kenya Certificate of Primary education (KCPE) is out of a possible 500. Therefore, schools with a mean score of less than 250 considered as average or below average.

[9] This beneficiary number excludes the grade 4 (11,951) of 2018 who's interventions was delayed due to the MoE desire and projection to scale up the new curriculum. This has since not been the case and the project will intake them as part of the cohort of beneficiaries

these schools, 50 schools representing slightly over a third of the intervention schools were sampled to participate in the evaluation. The schools were proportionately allocated to the counties/sites (22 in urban slums and 28 in ASALs) based on the number of intervention schools. For instance, the comparison sample for Nairobi was obtained by multiplying by the proportionate share of intervention schools (84%) within the urban slums by the sub-total sample in the urban slums (22 schools). This gave a comparison sample of 18 schools. The same procedure was applied in other counties as shown in table 2.3.3.

Table 2. 3: Proportionate Allocation of Comparison Sample Sizes by County (Primary)

County	Listed comparison schools	Proportion of intervention schools within sites	Schools Sampled
Mombasa	9	16%	4
Nairobi	25	84%	18
Sub Total Urban Slums	34		22
Kilifi	10	38%	6
Kwale	10	11%	3
Marsabit	10	5%	2
Samburu	10	5%	3
Tana River	15	24%	8
Turkana	7	18%	6
Sub Total ASALs	62		28
Total	**96**		**50**

Similarly, 8 comparison secondary schools (one secondary schools per county) were sampled for the evaluations.

2.2.2 Sample Size of Girls for Learning

In determining the learning sample size for the girls in intervention and comparison primary schools, STATA was used. The results were as shown below:

```
Cluster sampling with an allocation ratio of 3:1
sampsi 0 0.25, alpha (.05) power (.8) r(3)
                Estimated sample size for two-sample comparison of proportions
                Test Ho: m1 = m2, where m1 is the proportion in population 1
                and m2 is the proportion in population 2
                Assumptions:
                alpha =   0.0500 (two-sided)
                power =   0.8000
                m1 =   0
                m2 =   0.25
                sd1 =   1
                sd2 =   1
                n2/n1 = 3.000
                Estimated required sample sizes:
                n1 =      168
                n2 =      504
sampclus, rho(.2) numclus(200)
                Sample Size Adjusted for Cluster Design
                n1 (uncorrected) = 168
                n2 (uncorrected) = 504
                Intraclass correlation     = .2
                Average obs. per cluster   = 9
```

Minimum number of clusters = 195
Estimated sample size per group:
n1 (corrected) = 437
n2 (corrected) = 1311

The allocation ratio of 3:1 between intervention and comparison primary schools was used to ensure that there is sufficient variance in the smaller group. The output yielded a sample of 437 observations in the comparison group and 1,311 in the intervention group, thus 8.740 and 8.625 observations per cluster respectively. Applying attrition rate of 40% and rounding up results yielded 13 observations per cluster. The resulting final sample was 2,626 observations (1,976 in the Intervention group and 650 in the Comparison group) as shown in table 2.4 below

Table 2. 4: Sample Size per Site and County

		Schools	Population in Schools	Proportion (Intervention)	Clusters-Intervention	Average obs. per cluster	Sample size	Attrition (40%)	Girls per Cluster - Intervention	Round up	Final sample
Intervention	**Nairobi**	**187**	**20803**	**84%**	53						695
	Mombasa	**41**	**4100**	**16%**	11						137
	Urban Slums	**228**	**24903**	**42%**	64	8.625	552.220	773.101	12.075	13	832
	Marsabit	**23**	**1566**	**5%**	4						52
	Samburu	**30**	**1778**	**5%**	4						59
	Tana River	**79**	**8100**	**24%**	20						271
	Turkana	**61**	**6027**	**18%**	15						201
	Kilifi	**55**	**12920**	**38%**	32						432
	Kwale	**30**	**3827**	**11%**	9						128
	ASALs	**278**	**34218**	**58%**	88	8.625	758.779	1062.29	12.075	13	1144
	Total	**506**	**59121**[10]		152	8.625	1311.000	1835.40	12.075	13	**1976**
Comparison	**Nairobi**	**25**		**84%**	18						239
	Mombasa	**9**		**16%**	4						47
	Urban Slums	**34**			22	8.740	192.28	269.19	12.236	13	286
	Marsabit	10		**5%**	2						17
	Samburu	10		**5%**	3						19
	Tana River	15		**24%**	8						86
	Turkana	7		**18%**	6						64
	Kilifi	10		**38%**	6						137
	Kwale	10		**11%**	3						41
	ASALs	**62**			28	8.740	244.72	342.608	12.236	13	364
	Total	**96**			50	8.7400	437.00	611.800	12.236	13	**650**
	Overall Total Sample										2626

Distribution of Baseline Sample per Grade

[10] This beneficiary number excludes the grade 4 (11,951) of 2018 who's interventions was delayed due to the MoE desire and projection to scale up the new curriculum. This has since not been the case and the project will intake them as part of the cohort of beneficiaries. The data reflected was collected in between September and October 2017 but the data processing was concluded in April 2018.

The number of girls sampled per grade was proportional to the population per grade. The baseline sample per grade for each site and county were as shown in the table 2.5.

Table 2. 5: Proportion of Sampling per grade (Based on the Population)

Proportion of Sampling per grade (Based on the Population)									
County	Class 5		Class 6		Class 7		Class 8		Form 1
	Proposed	Achieved	Proposed	Achieved	Proposed	Achieved	Proposed	Achieved	Achieved
Nairobi	21%	25%	21%	24%	20%	25%	18%	26%	5%
Mombasa	20%	25%	20%	25%	21%	24%	19%	27%	7%
Urban Slums	21%	25%	21%	24%	20%	25%	18%	26%	17%
Marsabit	24%	19%	20%	38%	19%	23%	13%	20%	11%
Samburu	24%	21%	21%	39%	20%	20%	10%	20%	5%
Tana River	20%	17%	20%	39%	21%	22%	20%	21%	23%
Turkana	22%	19%	21%	36%	20%	23%	11%	21%	13%
Kilifi	20%	19%	20%	38%	21%	22%	18%	20%	26%
Kwale	21%	18%	21%	38%	22%	24%	14%	20%	11%
ASALs	21%	19%	20%	38%	21%	23%	16%	21%	83%
Total	21%	21%	20%	32%	21%	24%	17%	23%	100%

Sample Size of Girls for Transition

The project has three transition pathways; namely primary to secondary school, secondary to tertiary and to the alternative pathway for drop outs which is back to catch-up class or re-entry to school).

In determining the learning sample size for the girls in intervention and comparison primary schools, STATA was used. The results were as shown below:

In determining the transition sample size for the girls in comparison and intervention primary schools, STATA was used. Below are the results:

```
Cluster sampling - allocation ratio 3:1
sampsi 0.2 0.3, alpha(.05) power(.8) r(3)
                Estimated sample size for two-sample comparison of proportions
                Test Ho: p1 = p2, where p1 is the proportion in population 1
                and p2 is the proportion in population 2
                Assumptions:
                alpha =   0.0500  (two-sided)
                power =   0.8000
                p1 =   0.2000
                p2 =   0.3000
                n2/n1 = 3.000
                Estimated required sample sizes:
                n1 =      168
                n2 =      504
sampclus, rho(.2) numclus(200)
                Sample Size Adjusted for Cluster Design
                n1 (uncorrected) = 214
                n2 (uncorrected) = 642
                Intraclass correlation     = .2
                Average obs. per cluster   = 24
```

Minimum number of clusters = 200
Estimated sample size per group:
n1 (corrected) = 1199
n2 (corrected) = 3597

The allocation ratio of 3:1 and Intra-class correlation of 0.2 were used. The output sample of 1,199 observations in the comparison group and 3,597 in the intervention group were realised giving 23.651 and 23.980 observations per cluster respectively. Applying attrition rate of 40% and rounding up gives a total of 34 observations per cluster. The final resulting transition sample was 6,868 observations (5,168 in the Intervention group and 1,700 in the Comparison group). Based on the proportion of girls aged between 15-19 years, the girls' sample was proportionately allocated by regions as shown in the table 2.6 below.

Table 2. 6: Allocation of Transition Sample of Girls by County

		Total Population	Population (Age 15-19)	Proportion	Clusters-Intervention	Average obs. per cluster	Sample size	Attrition (40%)	Girls per Cluster - Intervention	Round up	Final sample
Intervention	**Mombasa**	1,242,90	63,210	12%	18						563
	Nairobi	4,253,33	209,107	39%	59						1863
	Urban	**5,496,23**	**272,317**	**51%**	77	23.651	1825.44	2555.62	33.11	34	2624
	Marsabit	372,931	20,786	4%	6						503
	Samburu	319,708	16,559	3%	5						400
	Tana River	301,073	15,893	3%	5						384
	Turkana	1,427,79	87,309	16%	25						2111
	Kilifi	1,466,85	79,139	15%	22						1914
	Kwale	833,527	44,295	8%	13						1071
	ASALs	**4,721,89**	**263,981**	**49%**	75	23.651	1769.56	2477.38	33.1	34	2544
	Total	**10,218,1**	**536,298**		152						**5168**
Comparison	**Nairobi**			12%	6						487
	Mombasa			39%	19						1613
	Urban			**51%**	25	23.980	599.50	839.30	33.57	34	863
	Marsabit			4%	2						165
	Samburu			3%	2						132
	Tana River			3%	2						126
	Turkana			16%	8						695
	Kilifi			15%	7						630
	Kwale			8%	4						532
	ASALs			**49%**	25	23.980	599.5	839.3	33.57	34	837
	Total				50						**1700**
	Overall Total Sample										6868

Key Sampling Considerations

a) The baseline adopted a joint sampling approach and the minimum transition sample. The sample for tracking is 6,868. The learning sample was 2,626 which was smaller than the calculated transition sample. One special school was purposefully sampled. The sample also included schools that were comparison schools in GEC 1 (Annex 10)
b) At the visited households' presence of any girl(s) within the transition ages (14-19 years) and un-enrolled girls were included within the transition sample.

c) To address the reducing transition sample and learning sample necessitated by more girls leaving project primary schools and not joining the identified project secondary schools, the baseline evaluation sampled additional girls in the identified schools (especially for Form 1) so as to maintain the robustness of future evaluations and comparability of the learning interventions at secondary school level.

Sampling the Learning Benchmark

The sample for benchmarking was determined by the smallest possible sample size per grade to enable having statistically significant learning levels for the benchmark. The formulas used for calculation of the sample size per level were as follows:

$$SampleSize\ (SS) = \frac{z^2 * p * (1-p)}{(C^2)}$$

Where: SS = Sample size (unadjusted for population)
Z= the z score
P=standard deviation or population proportion
C= margin of error or confidence interval

For purposes of this estimation: Z= 1.96 for 95% confidence level; p= 0.25 which is the desired standard deviation for learning levels; c= 0.05 or 5% which is the desired margin of error. The calculated sample size is 288 girls.

The evaluation therefore included a benchmark sample of at least 288 girls from each benchmark level. This was distributed equally across all the 8 counties.

Table 2. 7: Benchmark Sample for Learning

Level	Nairobi	Mombasa	Kilifi	Kwale	Tana River	Marsabit	Turkana	Marsabit	Total
Secondary	12	12	12	12	12	12	12	12	96
Secondary	12	12	12	12	12	12	12	12	96
Secondary	12	12	12	12	12	12	12	12	96
Total	36	36	36	36	36	36	36	36	288

For the transition benchmark sample:

- The sampled school communities for learning sample also represented the transition communities
- The age sets between 14-19 years was used to form the benchmarks for transition.
- These age sets have the key transition periods of 14-15 years for Primary 8
- The key transition age for Secondary 4 was 18-19 years.
- The transition benchmark sample was identified from the communities so as to ensure all the age ranges are captured for benchmarking.

Table 2.8 gives the transition benchmark sample sizes by age categories.

Table 2. 8: Benchmark Sample for Transition

Level	Nairobi	Mombasa	Kilifi	Kwale	Tana River	Marsabit	Turkana	Samburu	Total
14-15	12	12	12	12	12	12	12	12	96
16-17	12	12	12	12	12	12	12	12	96
18-19	12	12	12	12	12	12	12	12	96
Total	**36**	**36**	**36**	**36**	**36**	**36**	**36**	**36**	**288**

Qualitative Sample

Primary school level: The sample was selected from 185 (152 primary and 33 secondary schools and communities). A total of 27 schools representing 15% of the population were visited. The distribution of school visited for qualitative data are as summarised in table 2.9.

Table 2. 9: Qualitative Sample

County	Target (Primary Schools)	Target (Secondary Schools)	Sample (Primary Schools)	Sample (Secondary Schools)
Nairobi	6	3	6	3
Kwale	3	1	2	1
Samburu	3	1	2	1
Marsabit	3	1	2	0
Tana River	3	1	2	1
Kilifi	3	1	2	1
Mombasa	3	1	2	0
Turkana	3	1	2	0
Total	**27**	**10**	**20**	**7**

Replacement Strategy

A replacement strategy was put in place to ensure that replaced girls match the characteristics of the cohort girls. The girls will therefore be replaced from the same schools and class, community or circumstances/environment and the extent to which they will have been exposed to the project similar as the untraced girl. The girls lost from the learning sample will be replaced using a one on one strategy with similar or closely similar characteristics. All lost girls from learning sample will be tracked as part of transition at the households or other nearby schools depending on their new geographical location. This will include girls who transition from an intervention primary schools to non-intervention secondary school.

Table 2. 10: Cohort grades progression across years

Cohort Grade	# of beneficiaries	2017	2018 Baseline	2019 Midline 1	2020 Spot Check	2021 Qualitative Study	2022 Midline 2	2023 Endline
Class 5	12,322	S5	S6	S7	S8	F1	F2	F3
Class 6	12,090	S6	S7	S8	F1	F2	F3	F4
Class 7	12,090	S7	S8	F1	F2	F3	F4	Graduated
Class 8	10,074	S8	F1	F2	F3	F4	Graduated	Graduated
Total	59,121[11]							

[11] This beneficiary number excludes the grade 4 (11,951) of 2018 who's interventions was delayed due to the MoE desire and projection to scale up the new curriculum. The project has enrolled them as beneficiaries as well. The data reflected was collected in between September and October 2017 but the data processing was concluded in April 2018.

2.3 Key Evaluation Questions

As per the MEL Framework specific evaluation questions have been designed to inform the project on the five (5) critical areas namely: process; value for money; effectiveness; sustainability and impact of the project activities.

1. **Process**: The key evaluation question is to find out the extent to which the GEC-T was successfully designed and implemented? Process evaluation is expected to inform future projects and also enhance accountability now and of similar projects in future. To help the project achieve this, the following process aspects were assessed: How was the project set up, operated and managed? Were the activities rolled out in a timely manner and with what results? How relevant was the GEC -T Theory of Change? Were the key assumptions of GEC -T Theory of Change (as identified in the log-frame) relevant? Has GEC -T Theory of Change been able to identify and reach the most marginalised girls? How has GEC -T Theory of Change integrated gender equality considerations into its design and implementation? What adjustments have GEC -T Theory of Change undertaken in the design? How has internal learning been utilised? What were the key barriers to the project delivery?

2. **VfM:** The second key evaluation question is to find out the extent to which available project resources are prudently used to achieve the stated objectives. The guiding questions will be: Is the GEC–T procuring items and service at the right price? Has the project demonstrated good value for money in relation to: cost to quality of inputs, cost of outputs and cost of outcomes? To aid the evaluation, there will be use of VfM metric tables provided by the Fund Manager to assess the GEC-T outputs and activities against the budgets allocated to them e.g. VfM is reported based on the amount of input and/or activities carried out (for instance, number of textbooks provided, number of teachers trained) and the budget spent on each input as an estimated percentage of the project budget for each.

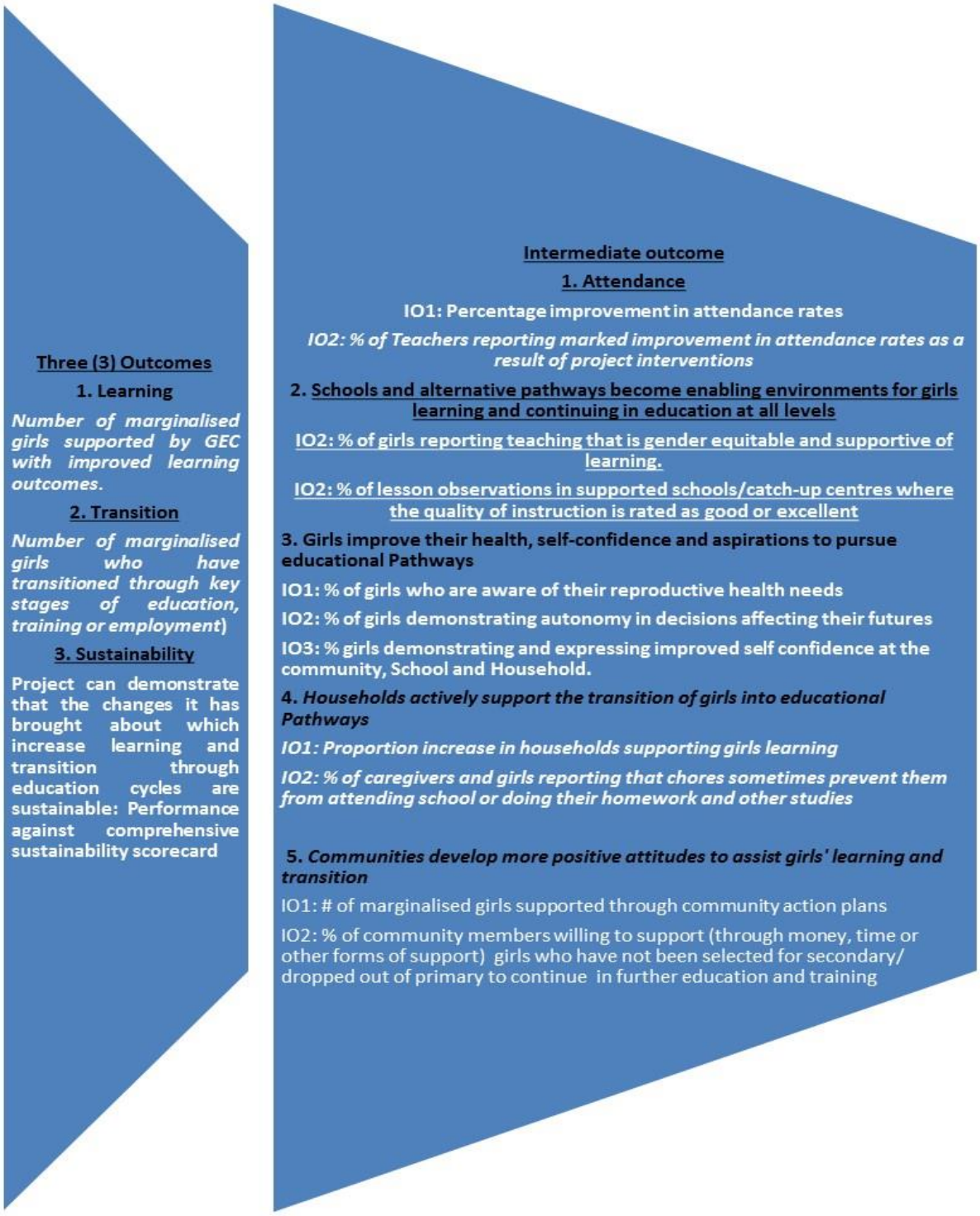
3. **Effectiveness**: On project effectiveness, the main objective will be to inform the project if it realised its original goal(s) as had been planned and outlined in the MEL framework as tabulated in form of Outcomes, Immediate Outcomes and indicators. To this extent the questions to guide the evaluation will include: What worked (and did not work) to increase the learning and transition of marginalised girls as defined by the project? To what extent has the project achieved its intended outputs and intermediate outcomes as per defined targets? How did the achievement of intermediate outcomes contribute to changes in learning and transition of marginalised girls in primary and secondary schools? What contextual factors affected (positively or negatively) the achievement of expected results? Have there been any unintended effects?

4. **Impact**: What are the long-term changes of the project against expected results taking into consideration learning and transition of marginalised girls, including girls with disabilities? What impact will the project have on targeted girls' transition through key stages of education and other pathways (primary to secondary, primary to TVET and secondary to TVET? What impact will the project have on targeted girls' learning outcomes (numeracy and literacy)? Will there be different impacts for different groups of girls (primary/secondary, urban/pastoralists, girls with disabilities)? What were the most important factors positively affecting girls' transition and learning (at the individual, school, home/community levels)? Have these changed over time? What were the key barriers/obstacles to learning and transition of marginalised girls? (At the individual, school, home/community levels)? To what extent did the GEC -T reduce barriers to educating marginalised girls at their individual and community levels? How and why was this impact achieved? Answering these questions will give the impact of GEC-T project of marginalised girls supported by the project over and above girls in comparison schools.

5. **Sustainability**: The key evaluation question was to establish the existence of inbuilt measures that would guarantee sustainability in post funding phase. The questions that guide the evaluation will include: To what extent has the project put in place strategies or mechanisms that will ensure that benefits or interventions continue after the project life? Was the project successful in leveraging additional interest and resources? What are the key lessons emerging from the GET-T implementation experience and implications for future scale up? The evaluation reports will give evidence on the project's sustainability based on sustainability Scorecard.

2.4 Outcomes and Intermediate Outcomes

The three project outcomes and five intermediate outcomes are as captured in the flow chart below.



The Wasichana Wetu Wafaulu outcomes, level at which each outcome measurement will take place, (household, school, study club etc.). The tools and modes of data collection including HH

survey, school based survey, focus group discussions, interviews, observations and rationale, Frequency of data collection are illustrated in table 2.11 below

Table 2. 11: 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 (Number of marginalised girls supported by GEC with improved learning outcomes)	*School*	*EGRA*	The ability of subtasks of the tests to distribute learner literacy competences, allows for timing and non-timing, globally tested and nationally accepted.	Baseline, 2 midlines and endline
Numeracy (*Number of marginalised girls supported by GEC with improved learning outcomes*)	*School*	*EGMA*	The ability of subtasks of the tests to distribute learner numeracy competences, allows for timing and non-timing, globally tested and nationally accepted.	Baseline, 2 midlines and endline
Transition (*Number of marginalised girls who have transitioned through key stages of education, training or employment*)	Households	HH survey	Households unlike at schools will capture the transition of all girls and also allows simultaneously capturing of the all the barriers as captured in TOC	Baseline, 2 midlines and endline
Sustainability **Project can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable: Performance against comprehensive sustainability scorecard**	School, Households, community	HH survey, sustainability scorecard, VfM Metrics, FGDs with CCs, Girls and Boys, School Tool	All the tools will speak to various components of sustainability.	Baseline, 2 midlines and endline
Intermediate outcome 1: attendance	School	School register, spot checks (Headcount), Teacher interview	Registers capture standardized attendance sessions and headcount for	Baseline, 2 midlines and endline

Percentage improvement in attendance rates **(*% of Teachers reporting marked improvement in attendance rates as a result of project interventions*)**			verification given the known anomalies with school level EMIS	
Intermediate outcome 2: **Schools and alternative pathways become enabling environments for girls learning and continuing in education at all levels**	School , Community Based Catch up centres (Aps)	Class observations Interviews, FGDs	Source documents for primary data and related qualitative changes	Baseline, 2 midlines and endline Qualitative study (Yr3)
Intermediate outcome 3: ***Girls improve their health, self-confidence and aspirations to pursue educational Pathways***	School, Household, community	FGDs Girls, Clubs, sustainability scorecard	Source documents for primary data and related qualitative changes	Baseline, 2 midlines and endline Qualitative study (Yr3)
Intermediate outcome 4: Households actively support the transition of girls into educational Pathways	Household, community	HH Survey, sustainability scorecard	Source documents for primary data and related qualitative changes,	Baseline, 2 midlines and endline Qualitative study (Yr3)
Intermediate outcome 5: *Communities develop more positive attitudes to assist girls' learning and transition*	Household, Community	HH Survey, Sustainability scorecard	Source documents for primary data and related qualitative changes,	Baseline, 2 midlines and endline Qualitative study (Yr3)

Methodology for Measuring the Sustainability

GEC- T project outcomes were to improve the learning and transition of the targeted girls. Therefore, the sustainability outcome for GEC-T was for the 'project to demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable'. There is a ***sustainability scorecard*** to measure sustainability at three main levels namely; community, school and system. The ratings are as shown in Table 2.12

Table 2. 12: Measuring the Sustainability

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

	there is potential for this to be phased out.	but there is potential for this be phased out.	There is an increase in allocation of resources and evidence of planning for required resource to upscale.
4 – Established ***(changes are institutionalised)***	The specific change in practice and attitude is now well established. Communities demonstrate independent ability to act without support from project, are able to further develop existing and new initiatives and secure funding to respond to their local needs to sustain and build on the changes that have taken place.	The specific change in practice and attitude is now well established with school level systems to support this; schools demonstrate independent ability to act without support from project, have allocated and mobilised financial and other resources and are able to develop further initiatives to respond to local needs to sustain and build on the changes that have taken place.	An approach or model is shown to work at scale and is being adopted in national policy and budget as appropriate, and/or incorporated into key delivery systems (e.g. for teacher training, curriculum, school management etc.). There is an established track record of financial support.

Based on the Fund Managers MEL Guidance 2, the external evaluator proposes the indicators and scores for measuring sustainability outcome. This is a five rating scales ranging from 0-4 that will be used in measuring sustainability. Table 2.13 summarises the scorecard.

Table 2. 13: Sustainability Outcome for Measurement

Sustainability Level	Score Card Indicator -
Community	Is there existence of community action plans
	Is there evidence of Household support for adolescent girls' education
	Is there evidence that community members accept the project approach
	Are there changes in attitude in the community
	Is there community engagement on project activities
	Is there acceptance of ALL key aspects of the project in the community
	Is project building consensus before implementing at the community
	Is the community increasingly providing for funds for girls to transit (to secondary, college, TVET)
	Are there self-sustaining initiatives to provide financial resources for families to support girls education
School	Is there evidence on proper school management and leadership
	Is there evidence on good teaching practice
	Is there evidence of school participation on extra curricula activities
	Is there evidence that school stakeholders accept the project approach
	Are there changes in attitude in the school
	Is there school engagement on activities
	Is there acceptance of ALL key aspects of the project at the school
	Is project building consensus before implementing in the school

	Is the school increasing the number of girls transiting to secondary/College/TVETs
	Are there self-sustaining initiatives to support the disadvantaged girls (and boys) with financial resources to ensure they stay in school and complete
System	Is there an analysis of county education officers on gender and reporting behaviour
	Are there national systems support to TVET for girls
	Is there evidence that National and County level educational stakeholders accept the project approach (NLE)
	Are authorities seeing relevance of the project interventions
	Is there engagement of authorities in the project
	Is there alignment of the project interventions to educational programmes
	Is there understanding by national and county level authorities on how the project intends to influence change
	Is the county/national government devolved funds increasing support girls to transit in the area (CDF, Bursaries etc.)
	Is there a revolving scholarship fund (or grant) that is accessible to girls (and boys) willing to further their education

2.5: Baseline Data Collection Process.

Pre-data collection

Development of Baseline Tools: Both quantitative and qualitative tools were used in data collection. The quantitative tools were: i) household questionnaire that sought to determine the Socio-Economic Status (SES) of the communities and their perceptions on education. ii) The EGRA/EGMA and Girl tool that determined the girl's level of learning and also the girl's perception on education iii) School Questionnaire which was used to determine school characteristics and also find out the performance and other school-related information of the cohort girls' schools. Qualitative tools were: i) The classroom observation and, ii) teacher interview which sought to observe a teacher in the classroom and later interviewed the observed teacher on issues relating to learning; iii) Focussed Group Discussions with community conversion members which sought data on their involvement in the project design, community attitudes towards education; FGD for boys and girls that explored information about the school and community and the support they receive from the community and school towards education; and BOM's FGD/group interviews that sought data on their involvement in school management including their role in the design of WWW project. Qualitative data was modelled along the quantitative instruments to ensure triangulation of results.

Below is the summary of the array of the qualitative and quantitative tools utilised during the baseline.

Quantitative	Qualitative		
Surveys	Interviews	Focus Group Discussions	Observations
• Head teacher school questionnaire • Girl survey • House hold transition sample survey • Assessment tests (EGMA, EGRA, SEGRA, SEGMA) • Household Care giver questionnaire	• Key Informant Interview Ministry of Education and implementing partners • Teachers interviews	• Board Of Management Focus Group discussion Guide • Girls Focus Group Discussion Guide • Boys Focus Group Discussion Guide • Mixed girls and boys Focus Group discussion Guide • Community Conversations Focus Group Discussion Guide	• Classroom observation guide

Table 2.14: Summary of Tools

Design of the Tools: The baseline tools were developed based on the Education development Trust MEL framework to measure the outputs and contribute to the intermediate outcomes and the overall outcomes. The design of the tools placed the girl as the central source of the information with the households, school and community used to triangulate the information.

Test Development: A panel of test experts were constituted for test development. The panel interpreted the framework from the Fund Manager and collated the test items for EGRA/ SeGRA and EGMA/ SeGMA. The EGRA learning assessments were designed to assess the girl's ability to read sounds, familiar words, oral reading fluency and comprehension. On the other hand, EGMA learning assessments aimed at assessing girl's basic knowledge about sequence, addition and subtraction. EGRA & EGMA learning assessments were administered to girls in classes five and six

In addition, there were two sets of SeGRA/SeGMA. The first set was SeGRA/SeGMA subtask one that was administered to class 5 and class 6 girls. The second set was a full test with three subtasks that was administered to class 7 and class 8 girls and Form One to Form Four girls in secondary schools. (See the tables on Tasks and Scoring for SeGRA SeGMA Tests in Section 4)

Four sets of tests (1 for baseline, 2 midline evaluations and 1 for endline evaluation) were developed. The tests were designed in a way that they remained at an appropriate level and able to discriminate (distribute) the pupils at different levels of competencies. After preparation of the tools, they were piloted.

Pilot of the Baseline Tools: The tools were piloted in both primary and secondary schools in Nairobi and Kajiado counties representing urban slum and ASAL regions respectively. These were Milimani Primary School in Nairobi County and Maparasha and Nkaroni Primary Schools in Kajiado County. For secondary schools, the tools were piloted in Olympic High School, Arya Parklands Girls Secondary School, HighRidge Secondary School all in Nairobi County. The pilot secondary school for Kajiado County was Ngatataek Secondary School. All the sets for baseline, midline and endline were piloted. The pilot schools in Nairobi were in non-project area (bearing similar characteristics with project area) and covered the full range of respondents and informants required to respond to the tools and tests developed. The main objective of the pilot was: i) to determine the appropriateness of the designed tests (EGRA, EGMA, SeGRA and SeGMA); ii) to determine if the SeGRA/SeGMA tools can be utilised across primary and secondary level for learning outcomes; iii) to determine the appropriateness of the survey tools (household questionnaire and girls' questionnaire); iv) to pilot the processes and administration of tests and tools using technology. The findings from the pilot showed ceiling effects for number recognition for EGMA tests. Accordingly, the tests were dropped from the baseline, midline and endline tests. Further, some items were noted to have wider variances and hence some questions were revised. For example: Test 2 Question 5a and 5b – they are only scoring 19% and 13% correct respectively compared to other questions scoring much higher

Research Ethics and Child Protection

WERK has a Child Protection Policy and Research Policy which is consistent with the Laws of the Republic of Kenya and international best practice and seeks to uphold the highest ethical standards at all times. WERK will ensure that all evaluation activities are conducted in the best interest of the children involved and the do-no-harm principles and ensure that they are safeguarded in all the evaluation activities, including data collection, data analysis, report writing and dissemination. In the data collection process, WERK will seek to uphold the integrity of the process including fidelity to the tools, rights of the children to participate including voluntary participation, informed consent from the respondents, confidentiality of the respondents; anonymity will be a high priority and all materials in the evaluation process will solely remain the property of the project.

Recruitment of Enumerators

Recruitment of research assistants was open, rigorous, competitive and above board. Advertisement was widely circulated. The criteria for selection of enumerators is summarised in box 4 below

Box 4: Criteria for Selection of Enumerators

- First degree in Education or Social Science
- Previous experience with quantitative data collection
- Previous experience in EGRA/EGMA assessments
- Experience in data collection using tablets and/or cellphones (or technology)
- Strong people skills and ability to listen to others and understand their perspectives

Mandatory Requirements

- Ability to work independently.
- Ability to work in a team.
- Strong sense of responsibility and integrity.
- Strong English and Kiswahili communication skills (oral and written).
- Ability to work in challenging situations.
- Ability to follow instructions.
- Ability to meet deadlines.
- Able to start work immediately (February and March 2018)

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

A summary of limitations and challenges that were faced during the Baseline evaluation (for both quantitative and qualitative aspects) either pre-fieldwork, during fieldwork, or post-fieldwork) are presented in the table below:

Table 2. 15: Methodological Challenges and Mitigation

Methodological Challenge	Mitigation
Tracking girls Households/Carers	• Girls provided contacts and physical addresses of their carers • Village elders hired and paired with Research Assistants to assist in identifying girls' residence • GPS coordinates of the household recorded for monitoring baseline data collection at HH level and for future tracking
Identification of the eligible girls	• Girls sampled form a list prepared by the project • Class registers used to verify existence and grade of the listed girls • Unique ID allocated to sampled girls and used on other related tools e.g. Household Questionnaire
Untraced girls	• Additional girls sampled and list provided to RAs with clear instructions on replacement • A replacement strategy was e put in place to ensure that replacement of girls follows the characteristics of the cohort girls: The girls replaced were from the same schools, community or circumstances/environment. The replacement girls closely matched the demographics (School. Age,

Methodological Challenge	Mitigation
	Grade etc.) of the lost girl. The initial sample size has already factored in the potential loss of girls and therefore replacement was only done to ensure that there is no skewness in the sample sizes.
Primary-Secondary transition	• Households used as transition sampling points rather than schools: Transition to different pathways can normally be verified at the household level since the school may not be aware the next transition for pupils when they leave school. • Critical mass of secondary schools that sampled girls transit to mapped and sampled evaluations
Test Administrator errors and biases	• Selection of RAs with previous experience in learning assessments, especially EGRA/EGMA • Rigorous (3-day training) on assessments and administration of tools • Use of automation solution • Use of experienced researchers to conduct qualitative interviews and to generate transcripts
Entry in secondary schools	• Use of implementing partners to gain entry
Access to working HH Heads/ Carers especially in Nairobi	• Rescheduling of interviews and /call-backs
Timing of the baseline (conducted towards the end of the term when schools were conducting End term Examinations	• Rescheduling of school visits to fit into school calendar
New Boards of Management without institutional memory on previous school activities	

The Effects of Baseline Challenges to Robustness and Reliability of Findings

Overall, the baseline challenges had no significant effect on the robustness and reliability of any findings.

Baseline Risks and Mitigation Measures:

Risks were anticipated at the project and evaluation design phases and are summarised below:

Table 2. 16: Risks and Mitigation

Baseline Risk description	Likelihood of risk occurring	Impact on project	Countermeasures and contingencies
1. Collection of Baseline data on all components to generate benchmarks for quantitative and qualitative data: **a) Limitation of replication across different counties due to cultural differences**	Low	Medium	• culturally sensitive/geographically relevant research approach will be adopted • Using enumerators from the sampled areas, who speak the local language
b) Migration among pastoralist communities	Medium	Medium	• Conducting baseline during non-drought month
c) Research fatigue among schools and communities	Low	Low	• Strategies to replace households that do now wish to participate in study • Getting consent from households willing to participate
d) Raised expectations from respondents affecting accuracy of information	Medium	Low	• Triangulation of data sources • Triangulation of research methods • clarification of the purpose of the study from the onset
e) High levels of attrition	High	High	• Factoring in boost sample • Having a clear replacement strategy
2. Difficulty in recruiting qualified data collectors in ASALs due to the perennial poor performance at the national examinations.	Medium	High	• Wide circulation of adverts for Research Assistants and eligibility criteria • Recruitment of first degree data collectors was not being restricted to each county or sites. RAs were recruited from within the neighbouring counties and also the bar was lowered to accommodate diploma holders with adequate experience in research in the ASALs. • Having qualified researchers as mentors and playing backstopping role throughout the exercise. • Use of WERK data base of Research Assistants who successfully worked on previous learning assessments
3. Risk of Quality data collection	Low	High	• There was a quality assurance team to conduct one-on-one and telephone aided supervision of whole evaluation process • Researchers (trainers), Data collectors and monitors, underwent thorough training before commencing data collection activities, including how to handle children with disabilities • Data collection was supervised through an organized process with

Baseline Risk description	Likelihood of risk occurring	Impact on project	Countermeasures and contingencies
			researchers being in charge of clusters • Data quality control measures were put in place through re-checks of the data collection process
4. Non-adherence to research ethics and specific standards related to child protection	Low	Low	• Thorough training of research team on research ethics • Inclusion of ethics and child protection clauses on contracts signed by the research team • Close monitoring of adherence, and dismissal of members upon report of violation
5. Non-participation of comparison schools	High	High	• Having a clear entry strategy • Involvement of the Project team in explaining the role of comparison schools in the project and the larger benefit to education sector • Use of WERK network and community goodwill to encourage participation • Having several schools that meet the criteria to be selected as comparison schools • School replacement strategy developed and utilised

Revisions to Baseline Methodology or Risks

The baseline evaluation was guided by the MEL Framework signed off by the Fund Manager in December 2017 and the External Evaluator made no revisions to the baseline methodology. Some of the proposals that may have implications for monitoring and evaluation include;

- Adoption of Computer Aided Phone Interviews (CAPI) to reach households/carers
- Developing a robust data base on beneficiary contact details (HH GPS; Girls' names, Unique IDs, contact details, grade, age, school etc.)

CHAPTER THREE: KEY CHARACTERISTICS OF BASELINE SAMPLES

This section summarises the defined project beneficiaries, the representativeness of the samples across various parameters (age, region, grades etc.), and education marginalisation levels. The section also analyses the characteristics of the target groups and barriers to education for girls. In conclusion, the appropriateness of the project activities to the characteristics and barriers are also discussed.

3.1 Project Beneficiaries

The project beneficiaries were defined as follows:

The general education marginalisation across all the beneficiary communities is that the poor communities are more likely to be marginalised educationally. These are further subdivided into poor communities from ASAL areas and those from urban slums.

Poor communities (ASAL): These are communities that are in the hard to reach areas in Kenya. According to the project these areas are plagued with issues such as negative attitudes towards education, the families are extremely poor and generally larger distances to school. The counties that fall into this category include Kilifi, Kwale, Marsabit, Samburu, Tana River, and Turkana.

Poor communities (Slum dwellers): These are communities from the urban areas and especially from informal settlements that are characterised by poverty, unsafe environments due to violence against children. Poverty is the main driver of all the issues affecting education in these areas. The project counties that are within this category are Nairobi and Mombasa.

The two broad groups have also other sub categorisation within such as

(a) *Poor households (within poor communities)*: These are households that are even more marginalised such that they do not have livelihoods and therefore the children from these households are more likely to miss school because the families pull them out of school so that they can fend for their basic needs such as food. These households are spread across the ASAL poor communities and from urban slums.
(b) *Special Needs Children and Orphans & Vulnerable Children (OVC)*: These are children (girls) that have at least one of the disabilities such as blind or visually impaired, hearing impaired, mentally impaired, physically impaired or any other type of disability. The orphans & vulnerable children, these are children who have lost either or both of their parents or are faced with parents that have a terminal illness such as HIV/AIDS.
(c) *Teen Mothers*: These are girls that have given birth and are of school going age (at school or out of school). The project targets these girls because they face a higher risk of not going to school because of taking care of their child/children. The girls are also faced with further challenges such as ridicule and discrimination by either fellow students or the school management or parents. Often times these girls are labelled as bad influencers to the rest of the students.
(d) *Overage pupils*: The average schooling age for primary and secondary school are ages 6-13 for primary and 14 – 18 for secondary school. Sometimes, especially in the ASALs

there are girls who delay entry in school because of many factors such as distance from school or generally the negative girl's education perspective in the communities.

The evaluation also considered the WWW GESI Assessment Tool prepared by the project. The objective of the GESI self-assessment tool is to support projects to adopt more transformative approaches to gender and social inclusion that have the potential to create sustainable changes in the lives of the GEC cohort of girls as well as those that follow. The tool was intended to structure a dialogue between projects, Technical Monitors and PMs to understand project approaches to gender equality and social inclusion at the activity and output level, to identify any areas of concern and identify if these could be improved.

Table 3. 1: Summary of GESI Measurement

	GESI Level	Explanation
Not GESI sensitive	**GESI Absent**	Gender norms and unequal power relations or potential patterns of social inclusion are not considered in the design or delivery of activities. This will also feature a lack of disaggregated data by sex, disability or other social characteristics or groupings. There is no discussion of the gendered dimensions of the environment they may be operating in and how this may affect project interventions.
	GESI Exploitative	This approach reinforces and/ or takes advantage of inequitable gender norms and/ or social inequalities and stereotypes. e.g. expecting women to volunteer to support project initiatives without compensation or direct benefit to themselves. Involvement in these activities exploits womens' unpaid labour and could deepen their economic vulnerability.
	GESI Unresponsive	Gender norms and social inequalities are acknowledged as key aspects of context but not brought into any aspects of planning, delivery or feedback.
GESI Sensitive	**GESI Accommodating**	Acknowledges but works around gender, disability or other social differences and inequalities to achieve project objectives. Activities will address practical needs of girls but will not address the underlying inequalities that would address unequal gender norms or roots of exclusion. Can be seen as a "missed opportunity" to begin to shift norms; however, they are often a critical first step towards gender equality and social inclusion transformation.
	GESI Transformative	Actively seeks to engage with and transform gender and social inequalities in the long term to achieve sustainable change, gender equality and reverse social exclusion. Gender stereotypes and discriminatory norms are challenged, and the project seeks to transform unequal power relations between boys and girls, men and women through changes in roles, status and through the redistribution of resources.

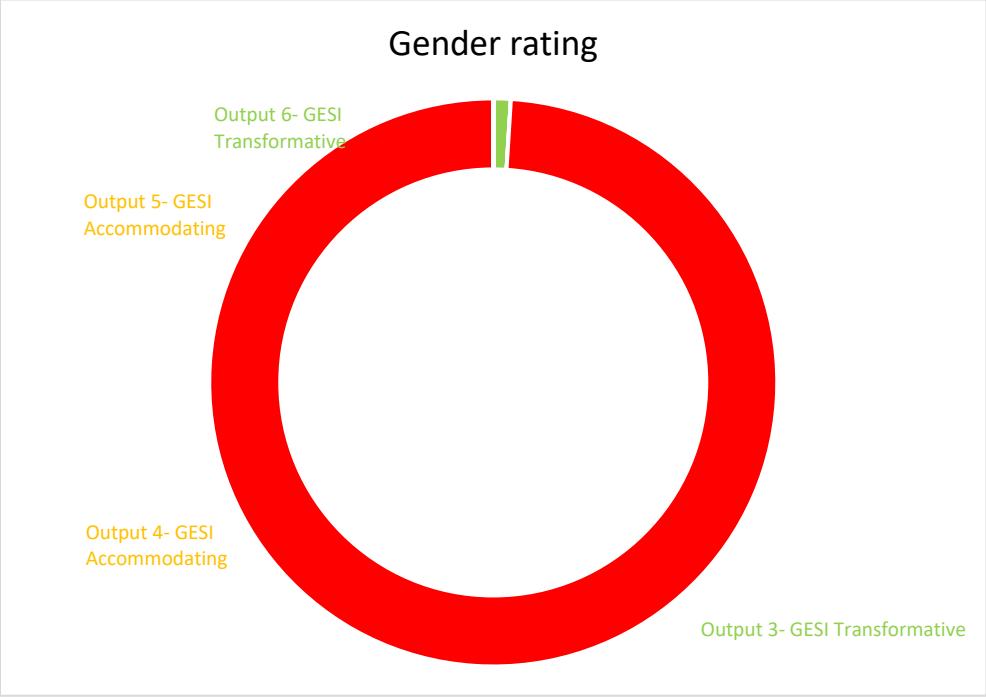
Table 3. 2: Project GESI Assessment

Actuals:	Impact weighting from log frame	Gender rating	Social Inclusion[12] rating
Output 1	25%	**GESI Accommodating**	**GESI Accommodating**
Output 2	15%	**GESI Accommodating**	**GESI Accommodating**
Output 3	20%	**GESI Transformative**	**GESI Accommodating**
Output 4	15%	**GESI Accommodating**	**GESI Accommodating**
Output 5	15%	**GESI Accommodating**	**GESI Accommodating**
Output 6	10%	**GESI Transformative**	**GESI Accommodating**

From the table above, the project assessed the gender rating of the different outputs of the project. For the gender rating four of the six outputs were rated as *GESI Accommodating* with two being rated as *GESI Transformative*. The different levels of GESI were identified using the colour coding of red (for GESI Absent, GESI Exploitative and GESI Unresponsive); yellow (for GESI Accommodating); and green (for GESI Transformative). The Table below explains the rating of the different levels of GESI.

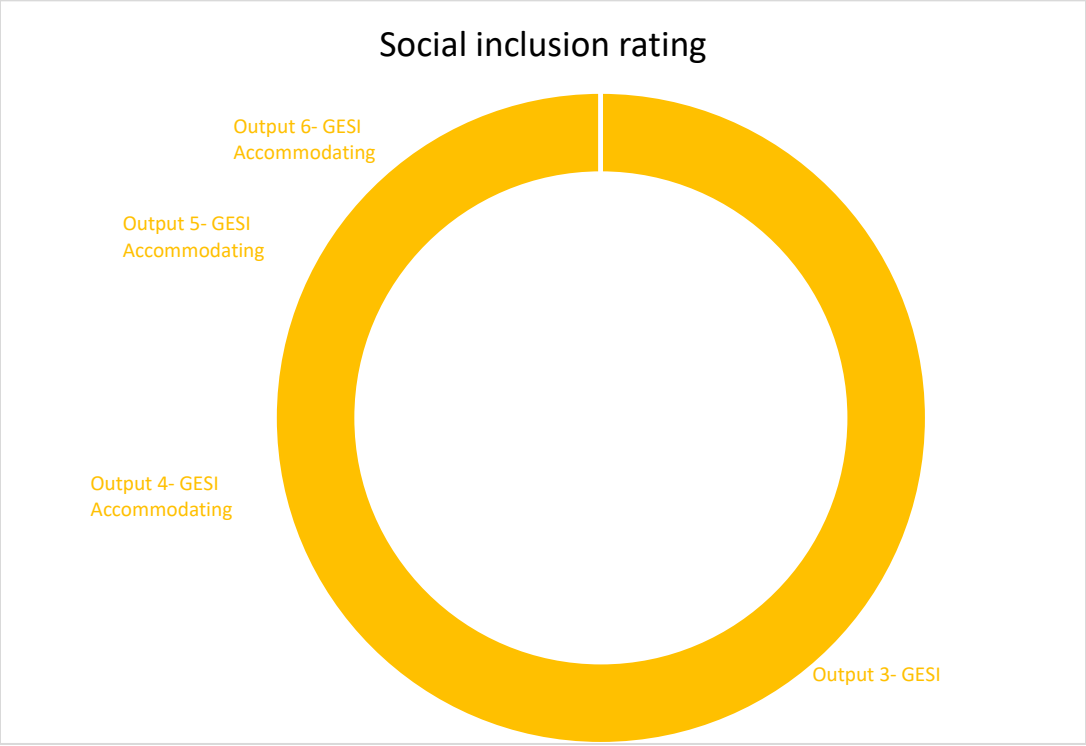
The figures below also summarises the WWW self-assessment on gender rating and social inclusion respectively.

Figure 2: WWW Gender Rating



[12] **Social Inclusion** within the GEC is recognised as opportunities to ensure all members of a community are included in an activity irrespective of their ethnicity, language, disability, religion, sexual orientation etc. This is a non exhaustive list, as different contexts will have a wide range of social identities which will have their own history and dimensions of exclusion. The GEC wants to support projects to have an intentional approach to inclusion that involves careful data collection, planning, delivery and feedback loops that ensure activities do not have any unintended consequences of excluding girls from interventions based on any individual or group characteristic.

Figure 3: Social Inclusion Rating



The project, after the self assessment and considering the comment by the EE, has incorporated gender focus in the teacher training materials and teacher delivery. The project will also strengthen teacher coaching on use of gender friendly approaches and will incorporate GESI in the monitoring activities as well. In the midline, the EE will be expected to expound further on gender issues and provide an analytical view of what is actually on the ground

Based on the categories of marginalisation, the evaluators compared the project estimate of beneficiaries with the proportion of beneficiaries sampled. The table below gives a summary of the targeted subgroups.

Table 3. 3: Proportion of Marginalised subgroups targeted by the Project

Level	Marginalised sub-group	Description of group needs and proposed activities that cater specifically to these needs[13]	Proportion of beneficiaries (by project)	Proportions by evaluators
1	Poor communities (ASAL)	Need: support to overcome community/household negative attitudes to education. Activities: community/household engagement.	57%	58%
	Poor communities (Slum Dwellers)	Need: The project will assess the security of the learning environments and the safety to access project schools. Activities: community/school engagement focus on safe spaces for girls.	43%	42%
2	Poor households (within poor communities)	Need: Financial support and resources. Activities: cash transfers (primary), school sponsorship, IGAs.	12%	11%
3	Special Needs Education and OVC	Need: Teachers understand needs and able to meet them. Activity: SNE training for teachers.	12%	13[14]%
	Teen Mothers	Need: Support to re-engage in education. Activities: School re-entry policies and remote access SMS catch-up.	1%	1.1%
	Overage pupils	Need: Support to re-engage in education Activities: Back to school kits, IGAs. Remote access SMS catch-up.	9%	To be determined at midline

3.2 Learning and Transition Samples by Sub Groups

The project sample was analysed in different components to identify the various representation of the sample size. The tables below give a summary of the different aspects: Table 3.7 shows the sample break down by region and disability, table 3.5 by grade/out of school status and table 3.6 by age.

An analysis of the sample breakdown by different aspects is analysed below:

Table 3. 4: Evaluation Sample Breakdown by Site (County)

County	Comparison (Baseline)	Intervention (Baseline)	Variation
Kilifi	16.6%	16.3%	0.3%
Kwale	10.3%	9.3%	1.0%
Marsabit	5.7%	4.6%	1.1%
Mombasa	15.8%	11.0%	4.8%
Nairobi	26.1%	35.5%	-9.4%
Samburu	4.4%	4.0%	0.4%
Tana river	6.0%	4.8%	1.2%
Turkana	15.1%	14.5%	0.6%
Sample Size	1618	5265	6883

[13] Each group has multiple complex needs, for the purpose of this table WWW project team have picked out just one example which is particularly relevant to that group

[14] This was represented by total orphans, girls living without both parents and girls with disability.

From the sample breakdown by county, it can be seen that other than Nairobi, where variation is -9.4% with intervention sample being higher than control, in all the other regions the variation between intervention and comparison sample was not more than 5%.

Table 3. 5: Evaluation Sample Breakdown (by Grade)

Grade	Comparison	Intervention	Variance
Standard 5	26.0%	24.6%	1.4%
Standard 6	24.7%	24.9%	-0.2%
Standard 7	20.3%	20.9%	-0.6%
Standard 8	20.7%	21.8%	-1.1%
Form 1	8.3%	7.8%	0.5%
Sample Size	**1618**	**5265**	**6883**

The sample breakdown by grade indicates that there is either a -1.1% to 1.4% variance between control and intervention across all the grades. Except for Form 1, the sample size proportions across the primary school grades are almost the same at between 20% - 26%.

Further analysis of the data indicated that overall there were little variance between the samples within the classes. However, Form 1 was the exception as it displayed large variances in all the counties (ranging from 0.4% in Nairobi to -13.1% in Tana River County. Samburu County, where no comparison school was reached during baseline, had an intervention form 1 reached girls who constituted 13.3% of the sample). Overally, the sampling for comparison schools for the different regions (ASALs and Urban samples) was sufficient. However, since there are three more rounds of evaluations to be undertaken in future, it will be advisable to have more comparison schools in Nairobi, at least one more comparison secondary school in each county and have at least one control school in Samburu County.

Table 3. 6: Evaluation Sample Breakdown (by Age)

Age band	Comparison	Intervention	Variance
9-11	17.0%	20.3%	-4%
12-13	37.7%	39.7%	-2%
14-15	30.9%	28.1%	3%
16-17	12.7%	10.4%	3%
18-19	1.5%	1.6%	0%
Sample size	**1616**	**5246**	**6862**

The table indicate that most of the girls lie between age 9 to 15 which corresponds to grade 4 to Form 2; the grades that are the main cohort targeted by the project. Considering age, the sample is therefore representatives.

Table 3. 7: Evaluation Sample Breakdown (by Disability)

Forms of Disability	Comparison	Intervention	Total
Girls with disability	0.4%	1.0%	0.9%
Vision Impairment	2.2%	1.7%	1.8%
Hearing Impairment	1.2%	1.6%	1.5%
Mobility Impairment	1.5%	1.3%	1.4%
Cognitive Impairment	1.9%	2.2%	2.1%
Self-care Impairment	1.7%	1.9%	1.9%
Communication Impairment	1.1%	1.7%	1.5%

Overall, the girl's primary care givers indicated that 0.9% (53 girls) had disability; this was represented by comparison (0.4% or 5 girls) and intervention (1.0% or 48 girls).

From the girls' responses, it was noted that cognitive impairment at 2.1% (comparison, 1.9% and intervention, 2.2%) was the highest mentioned impairment followed by self-care challenges (1.9%) and vision impairment (1.8%). The number of girls with impairment sampled across the comparison and intervention had slight variances ranging from 0.2% to 0.6%.

3.3 Educational Marginalization

Education marginalisation takes different forms. To describe the different categories of marginalisation that are found in the project, the characteristics that have an influence on the girl were determined. Since a joint sample was used, the characteristics presented in the tables below are for both the learning and transition sample. Further analysis and tables are presented in Annex 4 of this report.

Table 3. 8: Household and Girls Characteristics

Characteristic	Comparison	Intervention	Total
Single orphans (No mother)	3.8% (45)	3.4% (171)	3.4% (216)
Single orphans (No father)	11.7% (145)	12.5% (592)	12.1% (737)
Double Orphans	4.0% (17)	4.5% (77)	4.3% (94)
Living without both parents	7.9% (94)	8.5% (397)	8.2% (491)
A. Household			
Female headed households	27.9% (443)	22.3% (1669)	24.0% (2112)
HH finds it difficult to afford girls schooling	63.0% (466)	65.0% (1640)	64.0% (2106)
HH doesn't own land	44.3% (584)	42.6% (1961)	42.8% (2542)
HH roofed by iron sheets	60.4% (771)	60.9% (2843)	60.6% (3614)
HH unable to meet basic needs	41.4% (183)	42.2% (644)	41.6% (827)
HH has slept hungry (many days)	20.0% (253)	23.1% (1090)	22.4% (1343)
B. Girls			
Girl is married	.7% (8)	0.8% (57)	.8% (65)

Characteristic	Comparison	Intervention	Total
Girl is a mother	.2% (4)	1.1% (67)	1.0% (71)
Girl does not speak Language of Instruction	1.4% (18)	1.7% (76)	1.6% (94)
C. School Related			
Language of Instruction at school not spoken at home	85.4% (1050)	84.2% (4003)	84.5% (5053)
HoH has no education	34.4% (404)	29.1% (1406)	30.3% (1810)
PCG has no education	38.8% (479)	34.6% (1661)	35.5% (2140)
PCG Has not visited girls school or class	17.7% (229)	15.5% (739)	15.9% (968)

From the table above, the following key findings were noted among other findings:

- Household characteristics

  Households cannot afford basic needs: Nearly 64% of the households surveyed found it difficult to afford girls schooling. More intervention (65.0%) compared to comparison (63.0%) found it difficult to afford girls schooling. The qualitative data also confirmed the same. For instance, in Turkana, one of the teachers mentioned that some pupils liked boarding so as to get food. In Mombasa, teacher interviews also revealed that children commonly went without meals, hence reported to school hungry and informed teachers who sometimes helped.

  It was also noted that nearly 4 out of 10 households (42.8%) do not own land (comparison - 44.3% and intervention - 42.6%)

- Girl characteristics

  More married girls and mothers in intervention than control: Less than 1% (48) of the girls were either married or mothers. There were proportionately more girls married or mothers in intervention schools compared to comparison. The qualitative data indicated that a key driver for early marriages was lack of money. The parents and guardians prefer to marry off the girls when there is no money for fees. Another common excuse for marrying off girls was for the "*man to take responsibility*"

- School related characteristics

  Language of Instruction different from language used at home: In almost 8 out of 10 households (84.5%), the language spoken at home was different from the language of instruction at school. However, majority of the girls were comfortable with the use of English in the school. Qualitative data supports this finding. In most of the lessons observed for both English and Mathematics, in the ASALs and urban slums, teachers encouraged equal participation of boys and girls in all learning activities. Questions asked during lessons were evenly distributed to boys and girls and most were comfortable with the use of English in class.

  More primary care givers have no formal education: 35.5% of the primary care givers (40% female primary caregivers) had no formal education with more in comparison (38.8%) compared to 34.6% in intervention.

Nearly 16% of the primary care givers had not visited the classroom or school of the girl in the last 12 months (17.7% in comparison and 15.5% in intervention).

Research Assistants Conducting Household Survey using Tablets in Turkana County

Barriers to Learning and Transition

The following table represents the barriers that were analysed.

Table 3. 9: Potential Barriers to Learning and Transition

Theme	Barrier	Control	Intervention	Total	
Safety	Fairly safe or very safe travel to school	84.3% (1062)	81.5% (3891)	82.3% (4953)	HHS
	Doesn't feel safe travelling to school	10.7% (471)	10.8% (1614)	10.8% (2085)	Girl Survey
Parental/care giver support	Time spent on chores and other work (More than a quarter a day)	40.1% (453)	29.9% (1310)	31.9% (1763)	HHS
Attendance	Attends school half the time	0.6% (8)	0.8% (41)	0.8% (49)	HHS
	Less than half the time	1.2% (42)	1.1% (52)	1.1% (94)	HHS
Safety	Doesn't feel safe at school	0% (19)	0% (56)	0% (75)	Girl Survey
School Facilities	No seats for all students	17.4% (263)	16.9% (859)	17.0% (1122)	Girl Survey
	Difficult to move around school	6.0% (94)	7.7% (387)	7.3% (481)	Girl Survey
	Doesn't use drinking water facilities	24.1% (350)	20.8% (1062)	21.6% (1712)	Girl Survey
	Doesn't use toilet at school	2.1% (31)	1.3% (68)	1.5% (99)	Girl Survey
	Doesn't use areas where children play/socialise	6.8% (97)	4.9% (253)	5.3% (350)	Girl survey
Teachers	Disagrees teachers make them feel welcome	1.2% (18)	2.2% (110)	1.9% (128)	Girl Survey
	Agree teachers treat boys and girls differently	25.6% (345)	24.1% (1255)	24.4% (1600)	Girl Survey
	Agree teachers are often absent	20.7% (287)	24.1% (1238)	23.3% (1525)	Girl Survey
	Distance to school within less than 15 minutes	43.5% (657)	45.8% (2302)	45.3% (2959)	Girl Survey

From table 3.9, it was noted that the journey to school, time spent on household related chores, teachers' treatment of girls and boys; absence of teachers and distance to school were some of the key issues highlighted by the evaluation. It was also noted that in some urban slums, the schools were in very small confined spaces making it difficult for teachers and learners to move around, this made for some schools almost impossible to have any children with special needs because of their locations and facilities.

Journey to school: it was noted that most (82.2%) girls feel fairly safe to travel to school; however, there were 10.8% girls who did not feel safe on the journey to school. Further analysis determined that more girls in urban intervention areas (11.4%) were harassed by fellow children on their way to school compared to 8.6% in the ASAL areas. The FGDs for girls in both ASALs and urban slums showed that violence on the way to school. Cases of defilement were reported to be high in Kilifi and Kwale counties. The perpetrators were mainly adults that were known to the girls. These included step fathers, neighbours and sometimes school boys. Data from FGDs with CCs demonstrated that among the main perpetrators of child defilement in both ASALs and urban slums were *bodaboda* (motor bike riders) operators who interacted with the girls on the way to and from school:

> Some of them were being given small money by bodaboda riders in exchange for sex but when they began getting sanitary towels, uniform and other necessities from projects, they don't have to take money from bodaboda. (CC FGD, Kilifi, March 2018)

> Some are reading but they are also engaging with bodaboda men in sexual activities in the name of looking for sanitary towels. Many perpetrators are bodaboda (Kilifi, County Girls FGD, March 2018)

Time spent on household chores: The time spent on chores for more than one quarter of the day during school days was reported by 32% of the households (40.1% in comparison and 29.9% in intervention). There were three times more ASAL (45%) households reporting spending more time on non-school related chores on school days compared to urban slums (15%). Evidence from qualitative data showed that girls in ASAL areas would miss schools in order to look after her siblings, fetch water, firewood as the mother goes off shopping in a far off town or to look after the animals. On the other hand girls in urban slums would reportedly miss school in order to take care of their siblings or sick parents/guardians.

Quality of teaching: There were nearly one in four teachers who either treated girls and boys differently (24.4%) or were absent from school (23.3%) as self-reported in the "Girls Survey data". The teachers in ASAL areas were two times more likely to miss classes compared to teachers in urban slums. Furthermore, there were slightly more girls from intervention schools (24.1%) reporting absence of teachers from class compared to 20.7% in comparison schools.

Corporal Punishment: More than half the girls (52.6%) indicated that corporal punishment had been used on them at least once in the previous week. This was higher for comparison schools (57.2%) compared to the intervention schools (51.3%). Corporal punishment was more in ASALs (54.7%) compared to urban slums (50.0%).

Other Factors affecting participation of girls in learning

Other factors that were reported as affecting the participation of girls in school are as highlighted in the table below analysed from the household survey.

Table 3. 10: Reasons Why Households Find not Acceptable for Girls to Attend Schools

Acceptable NOT to Attend					
	ASALs			**Urban Slums**	
Aspect	**Comparison**	**Intervention**	**Aspect**	**Comparison**	**Intervention**
Child may be harmed/teased at school	30.7	33.9	Child may be harmed/teased at school	22.6	19
Education is too costly	26.4	32.7	Education is too costly	15.6	13
Physical or learning disability that cannot be met at school	23.7	26	Child may harm or tease others	16.1	11.1
Child needs to help at home	17	23.4	Physical or learning disability that cannot be met at school	10.3	12.6
Child may harm or tease others	13.4	24.4	Child is married or getting married	8.9	6.4
Child is married or getting married	15.3	20.4	The child is a mother	8.1	6.4
The child is a mother	17.9	17	Child needs to help at home	6.9	6.7
Child unable to learn[15]	12.8	20	Child unable to learn	5.8	7.2
Child needs to work	9.2	17.4	Child needs to work	6.9	4.2
Child is too old	10	13.9	Child is too old	4.6	5

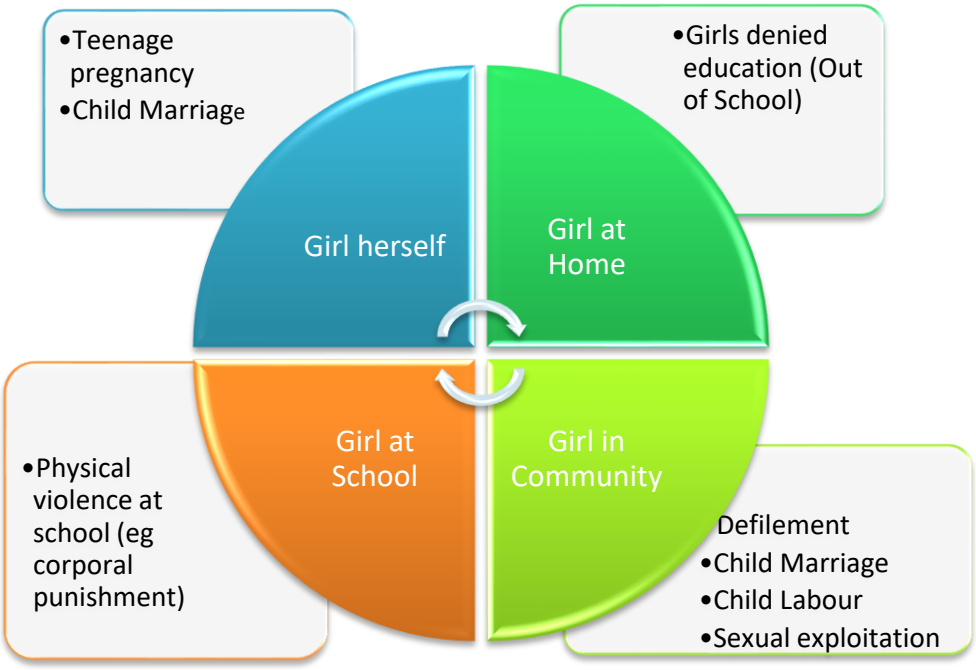
From the table, the three-key cross-cutting issues in the ASAL and urban slums that were affecting attendance of girls in schools were: fear of harassment at school, cost of education and lack of facilities and programmes to cater for disabled learners. In all the above issues, ASAL regions (and comparison schools) had more households mentioning the issues compared to urban slums. Section five also discusses some of these issues.

However, it was noted on the regions analysis that the issue of household chores was more predominant in intervention areas (ASAL – 23.4%) compared to comparison –ASAL (17.0%).

[15] It should be noted that the main meaning for "unable to learn: was from the stand point of having some levels of difficulty in learning that is not just limited to disability but extents to lacking concentration in school, being truant and other circumstances that may lead to a child not participating effectively in school.

The issues of child protection also were found to be potential barriers for girls to effectively participate in education (see further discussion on child protection in the subsection in section 5). The figure 3 below summarises the key issues by the four project themes.

Figure 4: Key Child Protection Issues (as analysed from Child Protection Questions)



From the figure above, the most prevalent violence issues relating to the **girl herself** were reported as teenage pregnancy and child marriage. For the **girl at home**, the issue of girls remaining out of school was reported, while for the **girl at school**, the most prevalent violence was that of corporal punishment. It was found that, the girl was at highest risk while in the **community**, this was because of the many violence incidences that arise from the **community** and these included defilement, child marriage, child labour and sexual exploitation.

As per the regions, it was noted that whereas child marriage (26%) and teenage pregnancy (23.5%) were prevalent in ASAL areas, defilement (21.5%) and physical violence (14%) were more prevalent in urban slums.

3.4 Intersection between key characteristics and barriers

An analysis of the barriers and characteristics was determined through cross tabulation. The following key findings were highlighted:

- **Poverty**: Household chores burden was seen to be influenced by the difficulty to afford school. This led to girls spending more time out of school as opposed to the rest of the girls. Related to this was the inadequacy to meet the basic needs of the family. The findings indicate that 17.9% of the households who find it difficult to afford school engage their girls in at least a quarter a day's work on non-school activities on school days. There

are more households from ASALs (23.9%) compared to urban slums (11.2%) under this category.

- **Language of Instruction**: Almost all (98%) of the households have a different language used at home compared to the language of instruction at school (the language of instruction at schools is English). Of these households, (23.9% of the girls) reported to be nervous in front of their peers.
- **Care givers interest in school**: The primary care givers who had not visited the girl's school or class in the last 12 months had girls (24.4%) spending more time doing household chores [ASAL (34.0%) and Urban slums (12.0%)]
- **Care givers with no formal education**: The care givers with no formal education (24.1%) had their girls spending at least a quarter a day doing household chores on school days. Furthermore 17% of the girls from households of care givers with no education exhibited low self-confidence; these were from ASAL areas.
- **Girls' self-confidence**: There was a relationship between the primary care givers visits to the school and level of self-confidence of the girls. Nearly 23% (ASAL - 23.3% and Urban slums -22.7%) of the primary care givers who had not visited the girl's schools or classes had their girls indicating low self-confidence (were nervous in front of their peers).

The table below gives a summary of some of the characteristics and barriers cross tabulated.

Table 3. 11: Barriers to education by Characteristic

	Characteristics					
Barriers	**Difficult to afford school (C1)**	**Cannot meet basic needs (C2)**	**LoI is not spoken at home (C3)**	**PCG has never visited school or class (12 months) [C4]**	**Performance of school head rated as fair (C5)**	**PCG has no education [C6]**
Time spent on chores (at least quarter a day) [B1]	17.90%	15.30%		24.40%		24.10%
Nervous in front of peers (lack of self-confidence) [B2]	17.30%	12.20%	23.90%	23.10%	13.60%	17.00%
Corporal punishment in school (B3)					44.80%	
Teachers treat boys and girls differently (B4)					11.40%	
Teachers are often absent (B5)					11.60%	17.60%

3.5 Appropriateness of project activities to the characteristics and barriers identified

Using the analysis on characteristics and barriers presented in this chapter, evaluators responded to the following questions as guided by the Baseline Evaluation Report format:

The evaluator extracted the estimates from the project proposal and documents of the different subgroups targeted for implementation. Table 3.12 below compares the estimates by the project and the proportions of subgroups as found by the evaluator

Table 3. 12: Prevalence of Characteristics or Subgroup

Characteristics/Subgroup	Proportion estimated by project	Proportion by
Poor communities (ASAL)	45%	42%
Poor communities (Slum dwellers)	34%	36%
Special Needs and OVC (includes double orphans)	12%	11%
Teen mothers	1%	1%
Over age pupils	9%	10%

From the table 3.12 above, there is almost parity between the estimates of the different subgroups and the average proportions of found by the evaluator from the baseline. The highest variance is the proportion of poor communities in ASAL estimated at 45% by the project while the evaluator found it was almost 42%.

Most schools were considered safe by both the parents and girls. However, the evaluation notes that the rampant punishment in schools (prevalence at 40%) may ultimately be a characteristic that would affect the learning The baseline findings indicate that there is need for emphasis of child protection issues (child marriage and corporal punishment in ASAL and corporal punishment and defilement in urban slums). Furthermore, even though the school is considered “safe” by both learners and parents/guardians, the community (urban slums) seem to threaten the safety of the girls through harassment and child abuse. The perpetrators for violence were indicated as strangers and relatives (including parents and guardians). It should be noted that even though the issue of corporal punishment featured widely as an issue of concern among the children, they seem to still consider school to be overalls safe indicating that if the issue is dealt with, then generally schools would provide a threat free environment conducive for learning. For the parents, it seemed like corporal punishment is an expected norm and therefore they did not mention it as an issue of concern for them.

On the other hand, it was reported that one main reason that would make parents not enrol children living with disability would be lack of disability friendly school environment. This was listed by many primary care givers in both ASALs and urban slums as one of the possible main factors for non-enrolment of children living with disability as it introduces fear in the learning system.

All the project interventions are appropriately targeted and address the key barriers for the sub groups. However, the project needs to put more emphasis on community related barriers as they are likely to hinder any progress made at school.

Verification of Assumptions in Theory of Change

The evaluation referred to the relevant data collected and other contextual knowledge to verify the assumptions under the theory of change for the project. Below is a summary of the analysis.

Table 3. 13: Verification of Assumptions in the Theory of Change

Outputs Assumption	**Evaluators Finding**	Out comes **Evaluators Opinion**
Teachers and school leaders in primary and secondary schools demonstrating gender sensitive and enhanced teaching approaches (ICT and pedagogy) for improved learning	From the classroom observations it was noted that most of the classroom teachers ensured equal participation of boys and girls in the learning processes. This was one way in which teachers demonstrated that they were not gender blind. However, in the girl survey, the girls indicated that some teachers treated boys differently from girls. Largely during classroom observation (in regard to gender sensitivity), we were also checking on other aspects such as leadership roles in the classrooms, teachers interactions (positive or negative) with pupils and made comments (if any) that suggested or corrected gender stereotyping	For learning to be influenced, there is need for continued efforts on gender sensitive teaching. The alternative pathways are still not popular, and the project should emphasise and demonstrate the potential available in the alternative pathways. A deeper analysis of these proxies is required
Alternative learning pathways established or expanded for girls outside or at risk of leaving school	The focus group discussions indicated that the girls, school management and other informants are ready for alternative pathways. However, the key challenge continues to be the affordability and funds for the alternative pathways. There was limited awareness and availability of TVET institutions as an alternative pathway.	
Improved self-confidence and aspirations among the girls in mentorship and scholarship programmes	Generally, the girls are self-confident to an extent. There is little evidence to show that scholarships have an influence on self-confidence, however the club activities have an influence.	For transition to be sustained the scholarship programme needs to be continued. The identification of the most marginalised girls needs to focus on the most vulnerable for instance those that are orphans or at risk of dropping out. The mentorship should be structured in a way that the issues addressed change with the change in age of the girls.
Household continued support for girls' education including in alternative pathways	The aspiration of most households for their girls is to reach post-secondary education. However, the alternative pathways still have a limited level of awareness and acceptance.	Sustainability of the project benefits lies on the community (by extension the household). The project should focus on sensitising communities on the available

Outputs Assumption	**Evaluators Finding**	Out comes **Evaluators Opinion**
School catchment communities more aware of the importance, benefits and opportunities available to support girls for productive education.	The communities are unaware of the alternative pathways such as catch up.	alternative pathways and their potential benefits. The communities still pose the greatest impediment to the education of girls through issues such as child abuse. More focus on child protection issues will help sensitise the communities on issues of child abuse.
WWW models and approaches inform emerging MoE gender and teaching approaches		

Box 2: Project's contribution

•The findings indicate that the project interventions will address the key barriers of the key sub groups of the girls and in the two contexts of ASAL and urban slums. Furthermore, the sampled characteristics in this evaluation will help to strengthen, the theory of change. Whereas the Theory of Change holds, there certain nuances that the evaluation findings have brought such as on the gender responsive teaching that the project will need to consider for each sub-group. In addition, the elevated levels of physical punishment in school and the GBV was suspected but this has confirmed and will require programming.

• The project doesn't plan to review their Theory of change since its responding to the key barriers identified, however, the project will need to review some strategies and interventions including Gender Responsive Teaching, the capacity of BoM and GBV/physical punishments in schools etc.

CHAPTER FOUR: KEY OUTCOME FINDINGS

The section discusses findings on: learning outcomes for intervention/comparison, urban slums/ASALs, grades, counties and learning scores for various subgroups; transition and sustainability.

4.1 Learning Outcome

The weighted midline 1 literacy evaluation target is 4.51 while for numeracy is 4.26

4.1.1 EGRA and EGMA Learning Tests and Scoring

The baseline evaluation had two sets of learning tests that were used to determine girls learning levels for both primary and secondary schools. These were EGRA/SeGRA and EGMA/SeGMA.

EGRA tests had four subtasks; Invented Words, Familiar Words, Oral Passage and Comprehension. EGMA tests had 6 subtasks namely: missing numbers, addition 1, subtraction 1, addition 2, subtraction 2, and word problems. The scoring for each of the EGRA/EGMA subtasks was as shown in table 4.1

Table 4. 1: Scoring for EGRA and EGMA

EGRA			
No	Subtasks	Number of Items	Scoring
1	Invented Words	There were 50 invented words to be read in one minute.	Any correct identified word was awarded one mark giving a maximum of 50 marks (equal weighting). To get a score for each girl, the correct words read per minute were converted to 100 points.
2	Familiar Words	There were 50 familiar words to be read in one minute.	Any correct familiar word was awarded one mark giving a maximum of 50 marks (equal weighting). To get a score for each girl, the correct words read per minute were converted to 100 points
3	Oral Reading Fluency	The story had 178 words to be read in a minute.	The correct words read in the oral passage per minute were noted. The score for correct words read per minute for each child was converted into 100 points.
	Comprehension	The comprehension questions were six (6). The girl only attempted questions covering the section of the story she had read	For comprehension questions, there were six (6) questions with equal weighting. Score for each child was converted into 100 points.
EGMA Tests			
1	Missing Number	There were 10 items where the girl was to fill the missing numbers	The score for every girl calculated by taking the correct scores/10 and then converted into 100 points.
2	Addition 1	There were 20 items where the girl was to provide the answers in a minute	The score of the girl calculated by taking the correct scores per minute/20 and then converted into 100 points.
3	Subtraction 1	There were 20 items where the girl was to provide the answers in a minute	The score of the girl calculated by taking the correct scores per minute/20 and then converted into 100 points.
4	Addition 2	There were 5 items	The score for every girl calculated by taking the correct scores/5 and then converted into 100 points.

5	Subtraction 2	There were 5 items	The score for every girl calculated by taking the correct scores/5 and then converted into 100 points.
6	Word Problems	There were 6 items	The score for every girl calculated by taking the correct scores/6 and then converted into 100 points.
Ultimately, an average aggregate numeracy and literacy score for all the tasks/subtasks for each child was computed. These score(s) will be used to estimate the project impact on learning			

The SeGRA and SeGMA tasks and scoring was as shown in Table 4.2.

Table 4. 2: Tasks and Scoring for SeGRA and SeGMA Tests

SeGRA Tests					
No	Subtasks	**Grade**	**Skills/Competencies involved**	**Item development guidelines**	Scoring
1	Passage: Short reading comprehension with straightforward inferential questions (factual)	**Grade 4-5**	Comprehension skills that include: retrieval of information, inferences, summary evaluation and vocabulary	Passage appropriately 200-300 words, 7 questions with a total of 10 marks	To get a score for each girl, the correct answers divide by 10 then multiplied by 100
2	Passage: Subtask 2: Longer reading comprehension (Fiction)	**Grade 6-7**	Complex inferences on: Language use and style, Literary appreciation, Authors intention/purpose, Plot and subject matter and Stylistic devices	Passage approximately 300-400 words, 7 questions with a total of 10 marks	To get a score for each girl, the correct answers divide 10 then multiplied by 100
3	Composition: Short essay construction	Grade 8-9	The essay should be 150-200 words. Guided narrative composition	Marked out of 20 marks	To get a score for each girl, the correct answers divide by 20 then multiplied by 100
SeGMA Tests					
1	Task 1	**Grade 4-5**	Multiplication and division, Fraction and proportion, Geometry and measurement	7 questions with a total of 16 marks	To get a score for each girl, the correct answers divide by 16 then multiplied by 100
2	Task 2	**Grade 6-7**	Algebra (Simplifying algebraic expressions in one unknown, Forming and simplifying algebraic expressions involving one unknown, working out the value of algebraic expressions through substitution, Solving equation in one unknown and Forming and solving equations in one unknown)	7 questions with a total of 13 marks	To get a score for each girl, the correct answers divide by 13 then multiplied by 100
3	Task 3	Grade 8-9	Data skills, Time, Speed, distance and average speed, Commercial arithmetic, Applying the	7 questions with a total of 15 marks	To get a score for each girl, the correct answers divide by 15 then multiplied by 100

			knowledge of fractions to real life problems		
Ultimately, an average aggregate numeracy and literacy score for all the tasks/subtasks for each child was computed. These score(s) will be used to measure the project impact on learning					

a) Baseline Scores for Literacy

The literacy scores for girls at baseline were determined. The girls' score for class 5 and class 6 for the five (5) subtasks was as shown in Table 4.3.

Table 4. 3: Baseline Scores for Literacy

School	Grade	**Subtask 1**	**Subtask 2**	**Subtask 3**	**Subtask 4**	**Subtask 5**	**Aggregate mean**
		Invented words	Familiar words	Oral Reading Fluency	Comprehension	SEGRA sub 1	
Comparison	5	59.91	59.75	65.46	19.34	15.91	44.07
	6	65.37	67.72	74.61	25.80	23.83	51.47
Intervention	5	63.36	64.85	71.74	23.79	19.66	48.68
	6	68.46	69.85	78.40	28.96	28.96	54.93

The results of learning levels in Table **4.1.3** indicate that girls in intervention schools had slightly better aggregate score than those in comparison schools. In class 5, the mean literacy score for girls in intervention school was 48.7 while that in comparison was 43.8. The same trend was observed in class 6 girls (intervention school had a mean of 54.6 while comparison had 51.2).

In all subtasks, class 6 girls in intervention schools demonstrated better literacy skills than those in comparison schools. The trend was the same in class 5 with exception of comprehension subtask (mean of 23.8 and 19.3 for intervention and comparison respectively).

The oral passage was the best performed subtasks by girls in both intervention and comparison schools. The mean for intervention school was 71.7 in class 5 and 78.4 in class 6 while the mean for comparison schools was 65.5 for class 5 and 74.6 in class 5.

SeGRA subtask one[16] was the least performed both in intervention and comparison schools. The mean for intervention school was 29.0 in class 6 and 19.7 in class 5 while the mean for comparison schools was 23.8 for class 6 and 15.9 in class 5.

The independent sample t-test was as shown in Table 4.4 below. The group means are significantly different as the p-value 0.000 is less than 0.05. Therefore, the selected control sample was significantly different from the intervention sample for literacy test. This notwithstanding, post baseline evaluation will utilise difference in differences to determine if there has been, any change, and if the change is as a result of the project intervention.

[16] SEGRA Subtask 1 tests reading competences for class 4 and 5 in Kenyan 8.4.4 curriculum.

Table 4. 4: Two-sample t test with equal Variances

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
EGRA SCORE	Equal variances assumed	2.050	.152	4.338	2548	.000	4.17633	.96271	2.28856	6.06411
	Equal variances not assumed			4.443	1091.838	.000	4.17633	.93994	2.33204	6.02063

b) Baseline Scores for Numeracy

The scores for numeracy in class 5 and 6 for the seven (7) subtasks were as shown in Table 4.5.

Table 4. 5: Baseline Scores for Numeracy

School	Grade	Subtask 1	Subtask 2	Subtask 3	Subtask 4	Subtask 5	Subtask 6	Subtask 7	Aggregate mean
		Missing number	Addition 1	Subtraction 1	Addition 2	Subtraction 2	Word Problems	SEGMA sub 1	
Comparison	5	59.84	71.96	54.64	72.30	58.74	44.53	6.49	52.64
	6	65.12	77.00	60.63	77.16	65.81	51.21	13.66	58.65
Intervention	5	62.69	74.16	55.95	76.10	63.90	41.99	7.19	54.57
	6	65.67	79.55	62.40	79.98	68.82	51.29	13.89	60.23

The table shows that girls in intervention schools had slightly better numeracy scores in both class 5 and class 6 than those in comparison schools. The mean for class six and class five in intervention school was 60.23 and 54.57 respectively while in comparison schools class 6 had a mean of 58.65 and class 5 had 52.64.

Girls in intervention schools demonstrated better numeracy learning skills than those in comparison schools. However, word problem in class 5 was exceptional with girls in comparison schools posting better scores (a mean of 44.5 in comparison and a mean of 42.0 in intervention schools).

In all numeracy subtasks, girls in class 6 posted better learning scores than those in class 5.

Addition level 2 was the best performed numeracy subtasks in both intervention (class 6 with a mean of 80.0 and class 5 with a mean of 76.1) and comparison school (class 6 with a mean of 77.2 and class 5 with a mean of 72.3).

SeGMA subtask one was the least performed numeracy subtask both in intervention and comparison schools. The mean for intervention schools was 14.9 in class 6 and 7.19 in class 5 while the mean for comparison schools was 13.7 for class 6 and 6.5 in class 5.

The t-test for girls' performance in comparison and intervention school samples was as shown in table 4.6

Table 4. 6: Two-Sample t test with Equal Variances

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
EGMA SCORE	Equal variances assumed	.345	.557	2.448	2541	.014	1.84354	.75315	.36668	3.32040
	Equal variances not assumed			2.443	1044.193	.015	1.84354	.75457	.36290	3.32419

The means between intervention and comparison schools are significantly different as the p-value 0.015 is lower than 0.05.

Scoring Bands for Numeracy and Literacy Tests

Based on Fund Manager's MEL Guidance 2 Framework, the baseline evaluation categorised learners into four achievement bands based on the percentage of their correct items. These bands were: non-learner for those who scored (0%), emergent learner (1-40%), established learner (41-80%) and proficient learner (81-100%).

a) Scoring Bands in Numeracy

Table 4.7 summarises the percentage of girls at baseline who were in each band for numeracy test.

Table 4. 7: Foundational Numeracy Skills

		Subtask 1	Subtask 2	Subtask 3	Subtask 4	Subtask 5	Subtask 6
Scoring Band		Missing number	Addition 1	Subtraction 1	Addition 2	Subtraction 2	Word Problems
Non-learners 0%	Comp	1.1% (7)	1.0% (6)	6.0% (37)	3.1% (19)	7.7% (48)	9.7% (60)
	Inter	1.0% (19)	.4% (8)	6.6% (127)	3.7% (72)	7.7% (149)	11.5% (222)
Emergent learner (1-40%),	Comp	22.4% (139)	6.6% (41)	17.6% (109)	16.1% (100)	25.8% (160)	32.9% (204)
	Inter	19.9% (383)	5.4% (104)	14.2% (247)	12.0% (231)	20.0% (385)	32.6% (626)
Established learner (41-80%)	Comp	59.8% (371)	50.8% (315)	39.4% (244)	40.0% (248)	40.8% (253)	36.1% (224)
	Inter	59.0% (1135)	49.6% (954)	31.9% (613)	37.3% (717)	42.1% (810)	35.4% (681)
Proficient learner (81-100%).	Comp	16.6% (103)	41.6% (258)	37.1% (230)	40.8% (253)	25.6% (159)	21.3% (132)
	Inter	20.1% (386)	44.6% (857)	47.3% (909)	47.0% (903)	30.1% (579)	20.5% (394)

Subtask 1 (Missing Numbers): Majority of the girls (comparison schools at 59.8% and intervention 59.0%) were established learners.

Subtask 2 (Addition Level 1): A Half of the cohort girls (comparison schools at 50.8% and intervention 49.6%) were established learners. A small percentage of the girls (comparison schools at 1.0% and intervention 0.4%) were non-readers.

Subtask 3 (Subtraction Level 1): A sizable number of girls in the sample were proficient learners (comparison schools at 37.1% and intervention 47.3%. About 6% of the learners (comparison schools at 6% and intervention 6.6%) were non-readers.

Subtask 4 (Addition Level 2): Fairly most of the cohort girls (intervention at 47.0% and comparison at 40.8% in the sample were proficient learners. The population also had non-readers estimated at 3.1 for comparison schools and 3.7% for intervention schools.

Subtask 5 (Subtraction Level 2): Less than half of the cohort girls (comparison schools at 40.8% and intervention 42.1%) were established. An estimated 8% of the girls were non-readers (comparison schools at 7.7% and intervention 7.7%).

Subtask 6 (Word Problems): Over 30% girls **(**36.1% comparison and 35.4% intervention. were established learners. Tasks involving word problems generated the highest number of non-readers (comparison schools at 9.7% and intervention 11.5%).

b) Scoring Bands in Literacy Skills

Table **4.8** summarises the percentage of girls at baseline who were in each category for literacy test.

Table 4. 8: Foundational Literacy Skills

		Subtask 1	Subtask 2	Subtask 3	Subtask 4
Scoring Band	Treatment	Invented words	Familiar words	Oral Passage	Comprehension
Non-learners (0%)	Comp	7.2% (45)	5.9% (37)	3.0% (19)	30.8% (192)
	Inter	5.6% (109)	6.6% (127)	3.2% (61)	26.8% (517)
Emergent learner (1-40%),	Comp	14.6% (91)	17.5% (109)	15.2% (95)	49.8% (310)
	Inter	13.8% (266)	14.2% (274)	12.4% (240)	48.7% (940)
Established learner (41-80%)	Comp	45.4% (283)	39.6% (247)	39.3% (245)	18.3% (114)
	Inter	40.7% (785)	31.9% (616)	31.5% (607)	22.2% (428)
Proficient learner (81-100%).	Comp	32.7% (204)	36.9% (230)	42.4% (264)	1.1% (7)
	Inter	39.9% (770)	47.3% (913)	53.0% (1022)	2.3% (45)

Subtask 1 (Invented Words): Many of the cohort girls were established learners (comparison schools at 45.4% and intervention 40.7%). There were a sizeable number of proficient learners among the cohort girls (32.7% in comparison schools and 39.9% in intervention schools). Equally, about 6% of the girls were non-readers (7.2% in comparison schools and 5.6% in intervention schools).

Subtask 2 (Familiar Words): Many of the cohort girls were proficient learners (comparison schools at 36.9% and intervention 47.3%). About 6% of the girls were non-readers (5.9% in comparison schools and 6.6% in intervention schools).

Subtask 3 (Oral Reading Fluency): Many of the sampled girls (42.4% comparison and 53.0% intervention schools) were proficient learners. The cohort girls had about 3% of the girls at non-reader level (3.0% in comparison schools and 3.2% in intervention schools).

Subtask 4 (Comprehension): Many of the cohort girls (49.8% in comparison and 48.7% in intervention schools) were emergent learners. The cohort girls had about 30% of the girls at non-reader level (30.8% in comparison schools and 26.8% in intervention schools).

4.1.2 SeGRA and SeGMA Learning Levels

a) SeGMA Learning Scores

SeGMA learning scores for intervention and comparison schools was as shown in table 4.9. Generally, form ones are performing better compared with Classes 8 and 7. Similarly girls in urban slums have higher scores compared with their counterparts in ASALs

Table 4. 9: Baseline scores for SeGMA Full Test

Category	Class	ASAL			Urban Slums			Overall		
		Mean	N	SD	Mean	N	SD	Mean	N	SD
Intervention	Form 1	23.74	417	15.27	40.43	13	20.81	24.25	430	15.69
	Class 7	11.13	578	7.92	15.79	504	10.89	13.30	1082	9.70
	Class 8	21.14	585	14.52	25.88	541	17.42	23.42	1126	16.15
Comparison	Form 1	26.48	57	15.44	24.21	47	17.22	25.45	104	16.23
	Class 7	10.96	186	8.69	13.65	132	9.15	12.07	318	8.97
	Class 8	19.18	177	14.24	18.93	135	14.70	19.07	312	14.42
Overall	Form 1	24.07	474	15.30	27.72	60	19.10	24.48	534	15.79
	Class 7	11.09	764	8.11	15.34	636	10.58	13.02	1400	9.55
	Class 8	20.69	762	14.47	24.49	676	17.13	22.48	1438	15.88

The t-test for comparison and intervention school samples was as shown in table 4.10. There was a significant difference in the mean performance of SeGMA tests between intervention girls and their comparison counterparts (p = 0.00 is less than 0.005). At baseline, girls in comparison schools had lower competences compared to those in intervention schools. However, difference in difference (DID) statistical test will be used to measure the impact of the project activities on the intervention Schools over and above the comparison schools at midlines and endline.

The average performance of SeGMA tests in intervention schools was 2.112 better than the comparison schools.

Table 4. 10: Two Sample t-test with Equal variances

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	8.228	.004	4.086	3370	.000	2.46227	.60268	1.28061	3.64392
Equal variances not assumed			4.284	1257.132	.000	2.46227	.57478	1.33463	3.58990

b) SeGRA Learning Scores

SeGRA learning scores for intervention and comparison schools was as shown in table 4.11. Correspondingly with the SeGMA tests, form ones are performing better compared with Classes 8 and 7. Similarly girls in urban slums have higher scores compared with their counterparts in ASALs. Overall, cohort girls demonstrated better scores in literacy than numeracy tests.

Table 4. 11: SEGRA Learning Scores

Category	Class	ASAL			Urban Slums			Overall		
		Mean	N	SD	Mean	N	SD	Mean	N	SD
Intervention	Class 7	19.36	568	12.51	37.67	494	19.35	27.88	1062	18.47
	Class 8	28.34	579	16.59	45.45	509	18.87	36.35	1088	19.64
	Form 1	34.93	421	15.57	54.10	13	17.30	35.51	434	15.94
Comparison	Class 7	17.63	177	13.12	32.28	127	17.22	23.75	304	16.61
	Class 8	25.46	174	15.31	41.60	127	19.41	32.27	301	18.90
	Form 1	40.27	56	18.55	50.94	48	14.42	45.19	104	17.53
Overall	Class 7	18.95	745	12.67	36.57	621	19.05	26.96	1366	18.15
	Class 8	27.68	753	16.34	44.68	636	19.03	35.46	1389	19.55
	Form 1	35.56	477	16.02	51.61	61	14.98	37.38	538	16.69

The t-test for comparison and intervention school samples was as shown in table 4.12. The p value (0.006) is less than 0.05. Hence the means are significantly different

Table 4. 12: Two Sample t-test with Equal Variances

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.130	.718	2.741	3291	.006	2.21264	.80737	.62965	3.79564
Equal variances not assumed			2.730	1120.501	.006	2.21264	.81058	.62223	3.80306

4.1.3 Common SeGRA and SeGMA Learning Levels

a) Common SeGMA Learning Scores

SEGRA subtask 1 was a common test was administered to all girls in all grades. The findings are below. The score are incremental by grade. The intervention group performed better than the comparison group.

Table 4. 13: Common SEGMA Learning Scores

		ASALs			Urban Slums		
		Mean	N	SD	Mean	N	SD
Comparison	Class 5	4.76	172	4.81	8.55	144	8.95
	Class 6	11.88	172	11.64	16.09	129	16.48
	Class 7	28.63	174	20.33	34.91	128	20.94
	Class 8	41.89	171	24.06	41.06	128	24.92
	Form 1	50.75	50	24.80	45.42	45	25.68
Intervention	Class 5	5.44	461	7.86	8.88	499	9.44
	Class 6	9.55	454	10.55	17.64	520	15.14
	Class 7	27.89	552	18.13	38.39	479	23.79
	Class 8	43.45	559	24.15	51.13	515	26.00
	Form 1	49.64	382	24.38	68.75	14	22.06
Overall	Class 5	5.25	633	7.17	8.81	643	9.33
	Class 6	10.19	626	10.90	17.33	649	15.41
	Class 7	28.06	726	18.67	37.65	607	23.24
	Class 8	43.08	730	24.12	49.13	643	26.08
	Form 1	49.77	432	24.40	50.95	59	26.64

b) Common SeGRA Learning Scores

SEGMA subtask 1 was a common test was administered to all girls in all grades. The findings are below. Just like the literacy scores, the numeracy scores were incremental by grade and the intervention group performed better than the comparison group.

Table 4. 14: Common SEGRA Learning Scores

		ASALs			Urban Slums		
		Mean	N	SD	Mean	N	SD
Comparison	Class 5	11.45	172	10.07	21.25	144	17.17
	Class 6	17.79	172	15.59	32.02	129	23.30
	Class 7	34.36	165	21.76	48.05	123	21.33
	Class 8	44.52	168	20.17	59.25	120	22.87
	Form 1	61.02	49	18.17	62.61	46	18.55
Intervention	Class 5	14.12	461	13.91	25.17	499	19.20
	Class 6	18.26	454	16.13	38.44	520	24.25
	Class 7	36.54	544	21.16	51.83	469	24.10
	Class 8	47.56	554	21.98	59.47	486	22.98
	Form 1	55.32	389	21.78	67.14	14	23.67
Overall	Class 5	13.40	633	13.02	24.29	643	18.83
	Class 6	18.13	626	15.98	37.16	649	24.18
	Class 7	36.04	709	21.30	51.05	592	23.59
	Class 8	46.86	722	21.60	59.42	606	22.94
	Form 1	55.96	438	21.47	63.67	60	19.74

4.2 Subgroup Analysis of Learning Outcome

a) Differences in Learning Levels across Regions.

Baseline data was also analysed by region (Counties). The SeGMA and SeGRA learning scores were as shown in Table 4.15

Table 4. 15: Learning Scores by Counties

			SEGRA			SEGMA		
			Mean	N	SD	Mean	N	SD
Kilifi	Form 1	Intervention	36.71	140	15.83	25.86	139	16.18
		Total	36.71	140	15.83	25.86	139	16.18
	Class 7	Intervention	24.98	172	15.04	12.29	174	8.09
		Comparison	22.03	50	15.09	14.84	54	9.89
		Total	24.32	222	15.07	12.89	228	8.60
	Class 8	Intervention	34.30	175	17.48	24.78	174	16.34
		Comparison	29.91	57	14.28	23.46	59	17.54
		Total	33.23	232	16.82	24.45	233	16.62
	Total	Intervention	31.70	487	16.92	20.63	487	15.22
		Comparison	26.23	107	15.12	19.34	113	14.98
		Total	30.72	594	16.73	20.38	600	15.17
Kwale	Form 1	Intervention	35.76	57	13.37	24.72	53	14.54
		Total	35.76	57	13.37	24.72	53	14.54
	Class 7	Intervention	14.45	94	7.71	10.15	101	7.87
		Comparison	18.80	25	14.75	13.90	25	9.96
		Total	15.36	119	9.71	10.90	126	8.42
	Class 8	Intervention	20.93	108	10.68	17.95	112	13.20
		Comparison	16.96	23	7.46	22.87	23	13.95
		Total	20.23	131	10.27	18.79	135	13.41
	Total	Intervention	21.84	259	13.06	16.34	266	12.95
		Comparison	17.92	48	11.75	18.20	48	12.74
		Total	21.23	307	12.92	16.62	314	12.91
Marsabit	Form 1	Intervention	34.56	38	13.18	31.51	38	14.95
		Comparison	26.83	21	11.35	24.61	21	8.88
		Total	31.81	59	13.01	29.05	59	13.45
	Class 7	Intervention	16.24	39	7.78	13.59	40	5.98
		Comparison	27.58	11	17.52	12.58	16	6.90
		Total	18.73	50	11.49	13.30	56	6.21
	Class 8	Intervention	29.35	41	18.42	29.89	43	16.72
		Comparison	26.79	14	20.52	18.25	16	7.61
		Total	28.70	55	18.82	26.73	59	15.64
	Total	Intervention	26.69	118	15.80	25.01	121	15.61

		Comparison	26.99	46	15.72	19.06	53	9.29
		Total	26.78	164	15.73	23.20	174	14.23
Mombasa	Form 1	Intervention	54.10	13	17.30	40.43	13	20.81
		Comparison	48.64	22	12.35	14.85	21	9.46
		Total	50.67	35	14.39	24.63	34	19.26
	Class 7	Intervention	33.89	114	17.78	14.49	116	12.06
		Comparison	31.03	47	17.57	11.40	48	9.64
		Total	33.05	161	17.71	13.59	164	11.46
	Class 8	Intervention	46.15	120	19.63	24.69	129	17.09
		Comparison	40.33	46	19.66	20.97	46	17.73
		Total	44.54	166	19.75	23.71	175	17.28
	Total	Intervention	40.91	247	19.79	20.90	258	16.60
		Comparison	38.12	115	18.69	15.86	115	14.04
		Total	40.02	362	19.46	19.34	373	16.01
Nairobi	Form 1	Comparison	52.88	26	15.94	31.76	26	18.47
		Total	52.88	26	15.94	31.76	26	18.47
	Class 7	Intervention	38.74	381	19.70	16.14	389	10.51
		Comparison	33.02	80	17.08	14.93	84	8.65
		Total	37.74	461	19.37	15.93	473	10.21
	Class 8	Intervention	45.26	390	18.64	26.26	413	17.50
		Comparison	42.33	81	19.35	17.87	89	12.85
		Total	44.76	471	18.77	24.77	502	17.07
	Total	Intervention	42.04	771	19.43	21.35	802	15.39
		Comparison	39.81	187	19.12	18.45	199	13.29
		Total	41.60	958	19.38	20.77	1001	15.03
Samburu	Form 1	Intervention	39.49	26	15.32	18.86	27	13.55
		Total	39.49	26	15.32	18.86	27	13.55
	Class 7	Intervention	20.00	38	11.66	13.31	39	9.72
		Comparison	14.26	18	7.35	5.34	18	5.26
		Total	18.15	56	10.74	10.79	57	9.30
	Class 8	Intervention	34.87	50	18.49	21.24	50	12.58
		Comparison	18.33	17	11.76	15.93	17	11.75
		Total	30.67	67	18.43	19.89	67	12.51
	Total	Intervention	30.96	114	17.56	18.02	116	12.35
		Comparison	16.24	35	9.81	10.48	35	10.37
		Total	27.51	149	17.23	16.27	151	12.31
Tana River	Form 1	Intervention	28.87	112	15.80	19.60	112	14.09
		Comparison	37.98	14	14.91	21.65	14	20.73
		Total	29.88	126	15.91	19.83	126	14.88
	Class 7	Intervention	20.26	39	14.10	8.44	39	6.07
		Comparison	10.00	15	4.59	8.22	16	4.61
		Total	17.41	54	13.03	8.38	55	5.65
	Class 8	Intervention	27.59	38	16.56	15.18	40	11.82
		Comparison	17.60	16	9.19	13.04	16	7.83

		Total	24.63	54	15.38	14.57	56	10.81
	Total	Intervention	26.83	189	15.91	16.40	191	13.09
		Comparison	21.41	45	15.43	13.99	46	13.49
		Total	25.79	234	15.93	15.93	237	13.18
Turkana	Form 1	Intervention	40.73	48	14.75	22.78	48	13.97
		Comparison	55.24	21	15.64	31.32	22	15.84
		Total	45.14	69	16.35	25.46	70	15.01
	Class 7	Intervention	17.00	185	10.55	10.20	184	7.75
		Comparison	14.45	58	10.15	8.07	57	6.89
		Total	16.39	243	10.50	9.70	241	7.59
	Class 8	Intervention	24.68	166	14.75	18.58	165	11.94
		Comparison	29.08	47	17.23	15.50	46	12.23
		Total	25.65	213	15.40	17.91	211	12.05
	Total	Intervention	23.05	399	14.94	15.21	397	11.55
		Comparison	26.71	126	20.10	14.90	125	13.70
		Total	23.93	525	16.38	15.13	522	12.08

The findings on SeGRA and SeGMA learning scores for girls per county indicated that:

- SeGRA baseline scores show that Nairobi (42.0%) and Mombasa (40.9%) has the highest scores while Kwale (21.8%) and Turkana (23.05%) posted the lowest
- On the other hand, in SeGMA the highest scores were recorded in Marsabit (25%) and Nairobi (21.4%).

b) Differences in Learning across Key Subgroups

The analysis further isolated the potential relationship between the characteristics and learning. The scores from different characteristics were compared to the average scores for all girls. These scores were only for the intervention group of girls and excluded the benchmark sample. The girls with characteristics from the table below were analysed

Table 4. 16: Learning Scores of Key Subgroups

Characteristic	**Average literacy score (aggregate)**		**Average numeracy score (aggregate)**	
	EGRA	SeGRA	EGMA	SeGMA
All girls (surveyed)	**51.62**	**32.51**	**57.44**	**19.20**
Living in female headed household	51.02	32.48	56.68	18.78
Mother tongue different to LOI	51.05	32.50	57.47	18.93
Vision impairment		30.31		20.42
Hearing impairment		31.08		19.05
Mobility impairment	52.63	35.22	58.70	21.23
Cognitive impairment	45.48	24.30	52.14	14.16

Self-care impairment	52.10	36.15	56.44	16.86
Communication impairment	48.97	41.31	54.88	22.83
Girls Serious illness	50.26	32.89	55.91	18.57
HOH no education	41.16	24.30	53.73	17.04
Carer no education	41.90	24.92	53.98	17.40
Poverty – has slept hungry for more than 10 days in 12 months(many days)	49.24	30.56	56.84	18.22
Girls who are Married	51.85	33.60	63.76	16.90
Girl Mother	49.08	31.72	62.16	17.16

From the learning score in key groups above, the following highlights are noted:

- Girls with Cognitive impairment exhibited the lowest literacy and numeracy scores. This was followed by those with vision impairment with literacy (30.31)
- Girls from households whose head of household and primary care giver had no education also performed below average in both literacy and numeracy. This is not surprising given that a huge body of research evidence indicates that parental literacy levels affect their involvement in their children's education and academic achievement. Evidence from qualitative research indicates that most parents with low literacy levels (mainly from the ASAL counties) were not able to assist their children with schoolwork. Moreover, this research reveals that these parents did not often visit schools as a follow up on their children academic achievement as illustrated in the excerpts:

  > Children lack parental support in doing their HW because majority or 99% of the parents are illiterate. Parents don't push their children to work hard in schools; they don't come to school to follow up on the performance of their children. (Teacher interview, Marsabit County, March 2018)

  > …you see in education, parents and teachers should work together for the benefit of the children. Parents have to be involved in the lives of their children by following up with teachers but here even if we call them they don't come (Teacher interview, Kilifi County, March 2018)

  Notably, girls' poor achievement in literacy and numeracy may result in girls dropping out of school hence marginalising them further.

- Generally, teen mothers' performance in EGRA and EGMA was above average
- Girls who live in female headed household tended to perform below the average

c) Differences in Learning across Barriers

In understanding the barriers that may have impact on levels of learning, an analysis of the relationship between the potential barriers and the learning levels was undertaken. The table below gives a summary of the findings at baseline.

Table 4. 17: Learning Scores of Key Barriers

	Average literacy score		Average numeracy score	
Barriers	EGRA	SeGRA	EGMA	SeGMA
All girls	**51.62**	**32.51**	**57.44**	**19.20**
Difficult to move around school	54.39	33.03	57.65	18.36
Doesn't use drinking water facilities	50.52	32.06	57.67	18.96
Doesn't use toilet at school	48.37	24.25	59.05	17.72
Doesn't use areas where children play/ socialise	56.07	34.41	54.41	18.62
Disagrees teachers make them feel welcome	49.05	29.32	52.20	16.60
Agrees teachers treat boys and girls differently in the	50.02	31.69	56.04	19.44
Agrees teachers often absent from class	49.17	28.55	54.10	17.67
Agree class has no seats	48.19	31.29	56.67	18.44

From the above table, the following key findings could be deduced:

- For literacy (EGRA and SeGRA), the inadequacy of sanitary facilities, availability of seats and teacher absenteeism were key potential barriers with girls identifying this as a barrier recorded the least literacy scores compared to other barriers.
- For numeracy and literacy, teacher absenteeism and presence of unfriendly teachers in classroom were associated relatively lower scores.

4.3 Transition Outcome

In this section, the baseline evaluation captured findings on transition outcome. It developed targets for different sub-categories of girls that will be a reference point for interventions as well as a basis for measuring change.

Transition in GEC-T is understood as: progression into and through successive grades of formal and non-formal education, vocational training, or into safe, fairly paid employment or self-employment. The formal education referred to are educational institutions such as primary, secondary, tertiary and vocational training institutions while non-formal refers to classes and interventions outside this hierarchical system that serve particular groups, but that have identifiable learning objectives linked to the formal system.

Transition on the GEC is best understood in terms of the pathways that girls follow. It will be measured by increase in number of girls progressing through key transition points of an education cycle in a given pathway.

The project is focusing on three points of transition (plus pre-transition from lower to upper primary): from Primary to Secondary School (**PW1) – the** preferred pathway; from Primary School to an alternative learning pathway **(PW2)** and from having dropped out of school back into Primary School or an alternative learning pathway **(PW3).**

Table 4. 18: Transition Pathways for the Cohort Girls

	Baseline point	Successful Transition	Unsuccessful Transition
Upper primary	Enrolled in Grade 5, 6,7,8	In-school progression Moves into secondary school	Drops out of school Moves into work, but is below legal age
Secondary school	Form 1 to Form 4	In-school progression Enrols into technical & vocational education & training (TVET) Gainful employment if of legal age	Drops out of school Moves into work, but is below legal age Moves into employment, but is paid below minimum wage
Out of school (age 10 to 18)	Dropped out	Re-enrol in appropriate grade level in basic education Enrols into technical & vocational education & training (TVET)	Remains out of school

Transition Outcome of Cohort Girls

Table 4.19 and Table 4.20 present intervention and comparison cohort of girls respectively. The presentation is by age and sample sizes. Since the sampling was at school level, all the interventions girls as at baseline were in school (both primary and secondary).

- Column B (sample size) represents the number of girls that were asked the transition pathway question. These girls were asked where they were the year preceding baseline. (HH Questionnaire: PCG_5tc)
- Column A represents age of the girl (HH Questionnaire: PCG_14g_AGE)
- Column C represents girls that were in school (HH Questionnaire: PCG_1tc)
- Column D represents those that were in primary school the year preceding the evaluation (2017) and who were in form one at baseline year (2018)
- Column F represents girls who reported being in employment the year preceding the baseline (2017) but were in school at baseline
- Column C, D and E constitute successful transition

Tables 4.19 and 4.20 shows the transition rates for intervention and comparison groups

Table 4. 19: Distribution of Cohort Intervention Girls by Transition Pathways

Age (A)	Sample size (#) (B)	In school progression (C)	Moves into secondary school (D)	Enrolled in TVET course (E)	Were in employment (F)	In domestic activity (G)	Drops out of school (H)	Successful transition rate per age (%)
10	297	286	0	0	11	0	0	96.3%
11	464	460	0	0	4	0	0	99.1%
12	782	771	0	3	7	0	1	99.0%
13	940	923	5	1	11	0	0	98.8%
14	812	740	65	2	5	0	0	99.4%

15	541	428	96	1	16	0	0	97.0%
16	386	293	87	1	5	0	0	98.7%
17	220	132	82	0	6	0	0	97.3%
18	111	69	39	1	2	0	0	98.2%
19	26	23	3	0	0	0	0	100.0%
20+	15	11	2	0	2	0	0	86.7%
Overall	4594	4136	379	9	69	0	1	98.5%

Table 4. 20: Distribution of Cohort Comparison Girls by Transition Pathways

Age	Sample size (#)	In school progression	Moves into secondary school	Enrolled in TVET course	Moves into employment	In domestic activity	Drops ot of school	Successful transition rate per age (%)
10	84	84	0	0	0	0	0	100.0%
11	109	107	0	0	0	2	0	98.2%
12	192	190	0	0	0	2	0	99.0%
13	273	271	0	1	0	1	0	99.6%
14	245	223	17	0	1	4	0	98.0%
15	155	125	29	0	0	1	0	99.4%
16	95	82	10	0	1	2	0	96.8%
17	49	42	6	0	0	1	0	98.0%
18	24	23	1	0	0	0	0	100.0%
19	2	2	0	0	0	0	0	100.0%
20+	2	2	0	0	0	0	0	100.0%
Overall	1230	1151	63	1	2	13	0	98.8%

Cohort Tracking and Target Setting for the Transition Outcome

The identified beneficiaries at baseline will be tracked in the next evaluation points by using GPS locations of households, unique IDs, List of girls, the contacts of the details for parents/guardians, and their schools. These will be complemented with the guides to the households that hail from those villages and the *"nyumba kumi"* leaders (a community policing strategy by the Kenyan government used to reduce the crime rate**)**. The transition tracking will be household based.

Other findings considered appropriate for target setting were on enrolment and primary to secondary transition. Based on the 2014 Basic Education Statistical Booklet, the *Wasichana Wetu Wafaulu* counties were among the 17counties that recorded both gross and net enrolment rates below the national average in primary schools.

Regarding relevant data to transition, the baseline evaluation captured the Kenya Certificate for Primary Education (KCPE) transition rates for primary schools both in comparison and intervention areas. The findings were as shown in Table 4.21.

Table 4. 21: Primary-Secondary School

KCPE 2017 TRANSITION					
	No. of Schools		Boys	Girls	Total
ASALs	24	Comparison	55%	52%	54%
	82	Intervention	49%	52%	50%
Urban Slums	19	Comparison	33%	30%	31%
	78	Intervention	47%	48%	48%
Total	43	Comparison	43%	38%	41%
	160	Intervention	48%	50%	49%

Transition rates were calculated by getting the number of boys/girls joining secondary schools or any other alternative pathway and dividing with the total enrolment of boys/girls who sat for KCPE that year.

The transition rates in the Table shows that more than a half of pupils sitting for KCPE in the project area do not transit to the next cycle of education. The transition rate for intervention schools was 49% and 41% for comparison schools. In intervention schools, transition of girls was slightly more (50%) than boys (48%). Transition rate of boys in comparison schools was better (43%) as compared to girls (38%).

When the transition data was analysed per region, the findings shows that ASAL counties have better transition rates (comparison-54% and intervention-50%) than Urban Slum counties (comparison-31% and intervention-48%). The source of the findings was school data. Urban schools might not account for all the pupils transiting.

In terms of county specific data, Turkana (comparison at 75% and intervention at 68%) and Marsabit counties (comparison at 72% and intervention at 61%) had the highest transition rates. The coastal counties of Mombasa, Tana River, Kilifi and Kwale counties had transition rates of less than 45% for both intervention and comparison schools.

In addition, the primary to secondary school transition from the year 2009 to 2014 was captured from the 2014 Basic Education Statistical Booklet[17] (table 4.22).

Table 4. 22: Transition Primary to Secondary

	2009	2010	2011	2012	2013	2014
Promotion rate Class 8 to Form1	57.0%	59.2%	60.1%	69 .5%	75.0%	N/A
Transition rate Primary to Secondary	55.0%	61.0%	63.5%	64.5%	74.7%	79.6%

[17] Ministry of Education Science and Technology-Kenya

Comparing this finding to the ones from the counties above, the national transition rate is higher than that of the WWW counties.

The baseline study considered the following factors in order to propose the *targets* for the next evaluation points: the benchmarking data, enrolment data by county and the urban slum and ASALs contexts.

The benchmarking data in table 19 showed that 84% of the girls were in school, 2% in TVET, 10% had dropped out and 3% were never enrolled.

The enrolment data was captured for all the counties of *Wasichana Wetu Wafaulu* from 2010 to 2015 as summarized in table 4.23

Table 4. 23: Enrolment by County[18]

County	2010	2011	2012	2013	2014	2015
Kilifi	291,379	297,868	303,990	307,105	310,007	305,097
Kwale	167,460	171,189	174,708	176,498	178,166	183,591
Marsabit	55,465	56,700	57,866	58,459	59,011	57,939
Samburu	45,125	46,130	47,078	47,561	48,010	50,423
Tana River	46,683	47,723	48,704	49,203	49,668	51,451
Turkana	193,228	197,532	201,592	203,658	205,582	221,168
ASALs	**799,340**	**817,142**	**833,938**	**842,484**	**850,444**	**869,669**
Mombasa	132,306	135,253	138,033	139,447	140,765	137,861
Nairobi	440,586	450,399	459,655	464,366	468,754	450,930
Urban Slums	**572,892**	**585,652**	**597,688**	**603,813**	**609,519**	**588,791**

The data in the table above reveals that enrolment in ASALs has been increasing every year while in the Urban Slums there was a steady increase from 2010 to 2014 but dropped in 2015. Therefore, in this section the baseline study takes into consideration these dynamics while setting its targets.

The contexts of urban slums and ASALs were considered because of their unique economic and environmental factors which impact transition rates. The Urban slums have households that keep changing residences and the APBET School keep relocation and closing down. There were a number of households relocating to schools in the rural areas upon completion of class 8 thus impacting on transition tracking. In ASALs, the households have a nomadic lifestyle hence the GPS references might not enable apt location of the households in subsequent evaluations.

Table 4. 24: Target Setting

	Evaluation point 2	Evaluation point 3	Evaluation point 4
Target generated by the outcome spread sheet			
Alternative target proposed by project (if applicable)			
Adapt as required			

[18]*Kenya National Bureau of Statistics - Statistical Abstract 2016*

4.4 Sustainability Outcome

Sustainability of the project was assessed based on the four pillars and the respective intermediate outcomes (five). The assessment of sustainability was as guided by the Fund Managers MEL Guidance 2, as shown in Table 2.12 and Table 2.13, Sustainability Outcome for Measurement based on a five rating scales ranging from 0-4**.**

4.4.1 The School

Sustainability scorecard rating on school leadership	2
Sustainability scorecard rating on teaching practice	2
Sustainability scorecard rating on extracurricular activities	2
Overall score	2

The overall rating of the baseline team **for this component is 2.0 (Emerging).** There was evidence of improved support for girls' education in for learning pathway (adoption of learning approaches, classroom practice, teacher management, and school management being targeted by project. The improved practice is not universal (in the former comparison schools) but is extending. Project staff and resources play key role in driving change. School leaders understand resource implications and mobilising funds locally

Basis for the rating:

a) Sustaining Learning/Teaching Practice

Teachers' adoption of approaches is the hallmark of sustaining learning. The project design has effectively on the GEC-1 coaching model and tweaked it to operate within the national school based teacher support system. The current model will allow schools to conduct coaching internally which is more sustainable than the use of external coaches as was in GEC-1. If well trained and monitored, teacher champions and Heads of Departments should be able continue coupled with institutionalization coaching through the utilization of existing MoE Quality Assurance structures (the Quality Assurance Officers and Curriculum Support Officers should allow the activities under the learning component to continue beyond the project period. Institutionalization of GEC-T the coaching models mean system capacity for improved girl-friendly pedagogy is likely to improve, in the long term.

The External Evaluation team's opinion is that teachers' utilization of DIM model was likely to be sustainable as it was being embedded into Government programmes and community/household structures (through activities that seek to shift Community and

household perspectives in favour of girls' education) though HoDs who were to be trained as facilitators, to phase out coaches, for the delivery of this approach was nascent.

With regard to teaching practices, majority of the girls interviewed reported that their teachers used physical punishment in the classroom to punish students who get things wrong in a lesson and isolated cases of gender role stereotyping were observed in Nairobi and Kwale. On the positive side, teachers' were sensitive about involving both girls and boys in class, teacher support for girls' learning including encouraging participation in lessons, and individual studies at school and home; punishment of girls who get things wrong during lessons and the nature of punishment meted out. The project has to nurture the desired behaviour change through upskilling of teachers.

b) School Leadership

Along the same lines of enhanced social accountability that the program is trying to inculcate among community members, the consortium could also be an influencer of education change at the county and national levels of government. One of the initiatives to strengthen project sustainability is the **School to school National Leaders of Education (NLE) model.** The project is building on this innovation, which has been successfully piloted in Kenya, to develop school leaders through school to school mentoring. Less effective schools will ultimately be paired with high achieving schools or colleges to receive peer training and support. Both the lead teacher and lead head teacher model will support the gradual move to a more self-improving system in the counties in which the project is operating. Also, colleague to colleague model to support school leadership is likely to be the more attractive for school leaders and can increase the impact of leadership training, and lead to more girl-friendly Primary and Secondary environments. The project also plans to train community leaders to advocate for school reviews will also enable school teachers to be held accountable on transition and learning outcomes. Work with MoEST will also improve policy in relation to girls, providing further leverage to improved leadership in school. At baseline, only a few preparatory activities had been conducted. This included mapping on TPAD and NLE , clustering of schools of schools, discussions on interfacing NLE and teacher professional appraisal and development (TPAD) were progressing well and infusion of NLE into mentorship has began

As discussed in the intermediate outcomes section a third of the schools in urban slums and a fifth of those in ASALs did not have Boards of Management in place; less than half of the households in comparison sites surveyed rated the performance of the head teachers as excellent but majority of primary caregivers in comparison and intervention schools reported that schools were well managed and there was a generally high positive perception on the general management of the schools at 88% in both intervention and comparison schools.

c) Sustaining School Club Activities

The project strategy is sound: build on the significant positive change created through girls' empowerment in GEC which was effectively done through school clubs. There is therefore mechanism an existing for improving girls' awareness about their rights and reproductive health that is linked with reduced risk of dropping out of school and girls making informed more informed choices about their education. Existing girls' champions and patrons, and running clubs have been phased in. The GEC-T project is deliberately expanding the our successful girls' clubs strand to include Secondary school level and alternative pathway institutions, and developing a role model strand to establish peer mentors and 'community champions' identified by the girls themselves. The baseline established that there were positive signals on strong start and likely future sustainability. There was evidence that school clubs model met MoE policy frameworks and materials being utilized were in line with the policy. Education Development Trust sits on the Mentorship Technical Working Group and had worked with government to finalise the Mentorship Policy. The project had moved with the GEC-1 clubs into GEC-T, with the exception of former comparison schools. Even in former comparison schools, existing active schools clubs had been mapped to implement the project. Training of club patron takes into account and leverages previous training conducted in GEC-1

4.4.2 The Community

Sustainability score card rating on community action plans	0
Sustainability scorecard rating on household support for adolescent girl's education	2
Overall score (0-4)	1

The overall rating of the baseline team **for this component is 1.0 (Emerging).** Community stakeholders (including parents, community leaders, and religious leaders) are developing knowledge and understanding and demonstrate some change in attitude towards girls' education. Appropriate structures are being put in place at community level, and there is some level of willing engagement and/or participation from the community. The GECT-T sustainability model is largely around empowerment of the communities in the project area. The project has a clear sustainability plan. The main strategies were community dialogues, strengthening community financial base and accountability forums. Majority of the parents/guardians (over 97%) agree that it is important to invest in girl's education even when funds are limited though there were lower levels of perceived support in ASALs compared to urban slums. Majority of caregivers aspire that their girls should attain at least post-secondary education. Most activities under this component though well designed were at start-up phase though.

Basis for rating:

a) Community Dialogues for Improved Levels of Community Action

Community involvement is central to the sustainability of the project interventions. Community conversations continue to be the project's pillar of sustainability by ensuring that the conversation yield some action plans geared towards girl's education programs. Also, there was evidence that the project was working and/or plans to work with the local system and the key actors within it, building on successful investment under GEC-1. For example, and as in GEC-1, continues to utilise the highly effective Community Health Volunteers and Community Facilitators to lead household by household engagement activities rather than using funding to create new posts for community engagement. The project had re-mapped community groups and focused more on working with existing functional groups while strategically building an education agenda in the groups. **The mapping report was however not ready at baseline but by working with existing groups; the project has proactively addressed the sustainability barrier encountered in GEC-1, in which most groups could not mature during the project life since most of those groups were initiated by the project. Community Action Planning was yet to start since preceding activities such as mapping of groups and initiation of community dialogues have to done first.**

The baseline also established existence of better synergy between CFs/CHVs and the school teachers. A review of planned project training for instance indicates that teacher coaches will be part of CHV meetings/training and vice versa. This strengthens the weak link between households and schools that was evident in GEC-1

The project has also planned to measure the effect of the interventions on the community attitudes and action on girls' education through planned qualitative case studies to be undertaken by the external evaluator.

b) Financial sustainability

With plans initiate IGAs based on Community Action/Investment Plans the economic capacity of the communities are likely to be improved so that they can support their girls' education. This is a good indicator of the likely **wider financial sustainability of this project.**

The overall rating of this sub-component is 0 (Negligible) since activities were yet to be implemented

c) Social Accountability Forums

Social accountability forums have been inbuilt to identify and engage key community groups, with specific strategies to understand, challenge and change negative perceptions which are impeding girls' educational opportunities, and in the long term shift long-term perceptions. The project plans to upskill the community to hold schools accountable and to review school quality, with a focus on providing effective, inclusive education. If

successfully implemented communities will hold schools to account on and sustain the positive changes made after the intervention ceases.

4.4.3 The System

Sustainability scorecard rating on county education officer gender analysis and reporting behaviours.	1
Sustainability scorecard rating on MoE/ TSC uptake of NLE	0
Sustainability scorecard rating on national systems support to TVET for adolescent girls	2
Overall score	1

The overall rating of the baseline team **for this component is 1.0(Latent).** There is evidence of improved practice and support for girls' education in specific ways being targeted by project. Change is not universally accepted among targeted stakeholders, but support is extending. Project staff and resources play key role in driving change, although there are activities in place to mobilise funding/other resources.

Basis for rating:

a) Data for Decision-making

The project has begun work in linking project data to the National Education Management Information System (NEMIS). Internal testing of system at Education Development Trusts had been and discussions with the Director in Charge of ICT held. By linking the project dashboard with NEMIS the project data on school attendance, performance and enrolment will be most likely utilized by the MoE in decision-making. County stakeholder forums also have potential in influencing decision-making at the county level.

b) MoE/TSC uptake of NLE model

The project team reported that discussions with the MoE were underway. The aim is to influence the MoE for uptake and scale of NLE model nationally.

c) National systems support to TVET for adolescent girls

Preparatory activities for building synergy with other national programmes and County Government structures were on course: the project was negotiating a memorandum of understanding with Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA) for improvement of teacher capacity in Math and science subjects, at the secondary school level.

The project was also in the process of engaging the Council of Governors, who have mandate over TVET for primary school graduates. This is likely to enhance system sustainability of the TVET pathway. The project plans to map TVET institutions in the target counties, assess preferences for the various skills, develop course modules and popularise TVET. There were however negative attitudes on TVET that must be addressed. There is enormous good will among key stakeholders at national government level that should be an opportunity in the roll out of TVET project initiatives.

CHAPTER FIVE: KEY INTERMEDIATE OUTCOME FINDINGS

This section presents the key baseline findings on the Intermediate Outcome (IO) indicators. Particularly, the section discusses attendance, quality of teaching, school governance and management, community-based attitudes and behaviour change, school-related gender based violence, economic empowerment, life skills and child protection. Conclusions have also been made on the key intermediate findings and recommendations made.

5.1: Attendance

Table 5. 1 Baseline Figures for Intermediate Outcome 1

INTERMEDIATE OUTCOME 1	IO Indicator 1			Baseline - January 2018
Attendance	Percentage improvement in attendance rates	Girls	Target	
			Actual	88%
		Boys	*Actual*	*88%*
	% of Teachers reporting marked improvement in attendance rates as a result of project interventions	Female	Target	
			Actual	
		Male	*Actual*	

The key findings on attendance are as follows:

- Attendance for intervention schools is higher than that of comparison schools
- Attendance for urban slums and that of ASAL schools is almost equal for intervention schools

The project assumption was that compared to GEC-1, there will be a greater impact to adolescence issues relating to school attendance, e.g. menstruation and household responsibilities. As such for the cohort without intervention, the project assumes a reduction in attendance but with the interventions it aims to maintain the GEC-1 endline value and would cross-sectionally anticipate attendance rates at project schools to be higher than well matched comparison schools.

Table 5.2 below illustrates baseline findings on primary school attendance based on headcount on day of visit in both ASAL and urban slum schools:

Table 5. 2: Primary School Attendance by Region, Gender and Grade Based on Day of Visit

		Class 5			Class 6			Class 7			Class 8			Total		
		Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Kilifi	Comp	97%	91%	94%	83%	85%	84%	76%	79%	77%	75%	80%	77%	82%	84%	83%
	Inter	100%	100%	100%	100%	100%	100%	93%	96%	95%	95%	95%	95%	97%	98%	98%
Kwale	Comp	86%	85%	85%	77%	92%	85%	95%	84%	89%	89%	94%	92%	87%	89%	88%
	Inter	93%	113%	102%	85%	86%	85%	85%	85%	85%	88%	89%	88%	88%	92%	90%
Marsabit	Comp	98%	92%	95%	68%	100%	80%	75%	92%	82%	93%	100%	96%	83%	95%	88%
	Inter	84%	76%	80%	82%	88%	84%	78%	76%	77%	80%	88%	84%	81%	82%	81%
Samburu	Comp	84%	73%	78%	72%	73%	73%	91%	97%	94%	97%	91%	94%	86%	84%	85%
	Inter	76%	84%	80%	81%	82%	82%	77%	89%	83%	81%	91%	86%	79%	86%	82%
Tana River	Comp	94%	79%	86%	87%	77%	82%	95%	87%	91%	100%	77%	89%	93%	80%	87%
	Inter	94%	97%	95%	86%	86%	86%	88%	86%	87%	99%	79%	89%	91%	87%	89%
Turkana	Comp	67%	50%	58%	61%	54%	57%	67%	55%	62%	70%	65%	67%	66%	55%	61%
	Inter	86%	80%	83%	81%	79%	80%	79%	77%	78%	80%	78%	79%	82%	79%	80%
ASALs	**Comp**	**87%**	**78%**	**83%**	**76%**	**78%**	**77%**	**78%**	**78%**	**78%**	**80%**	**80%**	**80%**	**80%**	**78%**	**79%**
	Inter	**91%**	**92%**	**91%**	**89%**	**89%**	**89%**	**85%**	**87%**	**86%**	**89%**	**87%**	**88%**	**88%**	**89%**	**88%**
Mombasa	Comp	72%	65%	68%	66%	76%	71%	69%	71%	70%	46%	51%	49%	63%	66%	64%
	Inter	98%	98%	98%	93%	94%	93%	88%	100%	94%	85%	94%	90%	91%	96%	94%
Nairobi	Comp	88%	89%	89%	86%	79%	83%	87%	80%	84%	97%	97%	97%	89%	86%	88%
	Inter	89%	90%	89%	88%	89%	89%	85%	83%	84%	83%	83%	83%	86%	86%	86%
Urban Slums	**Comp**	**80%**	**76%**	**78%**	**74%**	**78%**	**76%**	**76%**	**75%**	**75%**	**64%**	**71%**	**67%**	**73%**	**75%**	**74%**
	Inter	**90%**	**91%**	**91%**	**88%**	**90%**	**89%**	**85%**	**85%**	**85%**	**83%**	**85%**	**84%**	**87%**	**88%**	**87%**
Total	**Comp**	**84%**	**77%**	**80%**	**75%**	**78%**	**76%**	**77%**	**76%**	**77%**	**72%**	**75%**	**74%**	**77%**	**77%**	**77%**
	Inter	**90%**	**92%**	**91%**	**89%**	**90%**	**89%**	**85%**	**86%**	**85%**	**86%**	**86%**	**86%**	**88%**	**88%**	**88%**

Regular school attendance is critical. Research evidence indicates that there is a strong correlation between good school attendance and achievement of better learning outcomes (Laws, 2013). The baseline study computed learners' school attendance in class 5 to class 8 through headcount. One headcount was undertaken on the day of the visit to the school. The attendance was computed by dividing the number of learners physically counted in each class (headcount) by the total class/grade enrolment. Overall, comparison schools had lower attendance rates (77%) than intervention (88%); this was the case for both boys and girls. In the ASALs, intervention schools had higher attendance rates than comparison schools (Comparison-79% and Intervention-88%). Specifically, girls in intervention schools had higher attendance, in all the 4 target classes, over and above their comparison counterparts: class 5 by 4%, class 6 by 11%, class 7 by 9% and class 8 by 7%. In the Urban slums also, intervention schools had higher attendance rates than comparison schools (Comparison-74% and Intervention-87%). Similarly, girls in intervention Urban schools had higher school attendance in all the 4 classes, compared to those of their counterparts in comparison schools: class 5 by 15%, class 6 by 12%, class 7 by 10% and class 8 by 14%.

The quantitative headcount data was corroborated with qualitative findings from Focus Discussions with BoM and pupils and teacher interviews. Reportedly, discussion with Teachers,

Board of Management (BOM) and pupils (boys and girls) across all counties majority of the teachers interviewed (40) from ASAL counties pointed out that daily school attendance was generally good even though dogged with some challenges as shown in the excerpts below:

> *These days attendance is not as bad as it was in the last 2 years. Classes would be full in the morning but half empty in the afternoon as many children would sneak out in the course of the day. We would be left teaching empty desks! Boys were the most affected as they would sneak out and go to trading centres like Watamu to play video games (Teacher interview, Kilifi, March 2018)*

> *Attendance is good especially when there is provision of lunch in school. When there is no lunch, attendance is poor and many children drop out when food supply is delayed, and enrolment goes down. Due to the feeding program we have even under age children who follow their elder brothers and sisters and end up joining lower classes (Teacher interview, Tana River)*

> *Daily attendance in the afternoon is poor. Some children don't come back to school after lunch when there is no lunch. We also have cases of pupils registering for KCPE and then they leave school for them to only come during the KCPE exams. They don't do well and hence they lower the mean grade. Boys are more affected than girls (Teacher, interview Kilifi)*

According to key informants across all the counties, the main reasons given for improved attendance was enforcement of Free Primary Education policy by the local authorities especially chiefs who move around the villages to ensure that all school age children are in school. Other efforts include: sensitisation of parents and communities by development partners, teachers, Head teachers and Boards of Management (BOM). Reportedly, pupils' absenteeism was attributed to many reasons such as parental negligence, lack of food, sickness, corporal punishment**,** school levies, school fees, school uniform, writing materials; long distances to schools, and insecurity due to wildlife, that affect both boys and girls. Teachers explained thus in regard to parental negligence:

> *Ignorance of parents is another major barrier. Some parents are not very keen on their children's school attendance especially the girls. They find it a bother to wake up in the morning to prepare children for school, buy them school uniform and other school requirements. These are the same parents who instruct the children to hide under the beds when the chief comes round to find out if there are children out of school (Teacher interview, Marsabit, March 2018).*

> *Some parents don't care much about education of their children. They don't care whether the child's fees are paid or not… whether the child has gone to school or not. When children are sent for school fees, they may not even come back at all! (FGD Nairobi, March 2018).*

Further, children who live with grandparents and relatives (guardians) in both ASAL and urban informal settlements were said to miss school due to lack of support to facilitate school attendance. One girl explained thus:

> *…the guardian does not wake up early to make breakfast for them. So my friend misses school sometimes because if she comes to school late she will also be punished so she*

misses school altogether. Other times she comes to school without having taken anything in the morning. (Girls FGD, Marsabit, March 2018).

In the Coastal counties of Kwale and Kilifi, 'disco matangas'; (funeral discos), although prohibited by the government, remained a challenge. Girls who attended the discos came to school tired and sleepy or remained absent. It was argued thus:

Teachers try but parents don't follow up on their children. They leave their children to attend old fashioned cultural practices such as 'disco matanga'(funeral discos) and 'harusi'(weddings) at the expense of school. Can you imagine recently when we checked at those children who missed school to go for 'disco matanga' the list included even Class 1 pupils? (Kwale, BOM FGD, Kwale, March 2018).

There were mixed findings on who between boys and girls was more likely to miss school. But remarkably, in most schools across the ASALs and urban informal settlements, there was a census that girls were more likely to miss school than boys. Nevertheless, according to some pupils, teachers and a key informant in Nairobi it was argued that boys were more likely to remain absent than girls. Boys were said to regularly miss school in order to engage in scrap metal collection from the nearby dump site for sale. This finding was complimented by two teachers in Marsabit who pointed out that boys were more likely to miss school in order to look after the animals.

In regard to girls' attendance, it was explicitly explained that girls miss school because of House hold chores, monthly periods, looking after their sibling, and the elderly or/and sick parents or guardians. On the other hand, it was noted that boys miss school because of main factors such as looking after animals, truancy, *boda boda* (motor cycle) business, casual labour that includes working at the construction sites and touting to earn money for themselves and their families.

It should be noted that the baseline estimation of attendance using spot-checks/headcount ought to be complemented with computation of termly school attendance that captures all school days in a given school term and therefore more accurate. The evaluation team made a decision not to compute termly school attendance since term three that would have provided such data was affected by heightened 2017 general elections political campaigns, the effect of national examinations and the fact that the term has a relatively shorter duration of the term compared with the other two terms in the school calendar. The project will compute term 1, 2018 termly school attendance rates, which will give a better indication of the baseline attendance rates. This information will be updated when the M&E System has been rolled out.

5.2 School Governance and Management

The key findings included

- There was a generally high positive perception on the general management of the schools at 88% in both intervention and comparison schools. However, the households from the urban slums rated their head teachers more highly on performance compared to their counterparts from ASALs

- More schools from urban slums (1 out of 3) either did not have school boards or did not know about them compared to schools from ASALs (1 out of 5)
- Majority of the schools interacted with parents or guardians on at least a termly basis. There was more reporting of this interaction with schools in urban slums (intervention-80%; comparison – 81%) compared to ASALs (intervention – 70%; comparison – 65%)
- Monitoring students' attendance (comparison-36%, intervention-30%) and improving school infrastructure (comparison-33%, intervention-33%) were the two main initiatives or actions taken by the school boards over the past one year.

A number of questions in the household survey addressed to primary caregivers of enrolled girls focused on school management and governance. Particularly, the questions focused on how well schools were managed, changes in school management in the past one year, presence of school councils/BOM or PTA and their activities in the past one year. Questions were also asked in regard to membership of primary caregivers in school management groups, performance of head teachers and usefulness of BOM activities.

The responses of the primary caregivers on how well schools were managed are recorded in table 5.3 below:

Table 5. 3: Household Perceptions on How Well Schools are managed

Perception	Comparison			Intervention		
	Region		Total	Region		Total
	ASALs	Urban Slums		ASALs	Urban Slums	
Extremely Well Managed	151	118	269	542	454	996
	25.4%	25.4%	25.4%	23.4%	27.2%	25.0%
Well Managed	373	298	671	1467	1080	2547
	62.7%	64.2%	63.4%	63.4%	64.7%	63.9%
Not Managed well at all	22	21	43	169	96	265
	3.7%	4.5%	4.1%	7.3%	5.8%	6.7%
Don't Know	49	27	76	136	39	175
	8.2%	5.8%	7.2%	5.9%	2.3%	4.4%
Total	595	464	1059	2314	1669	3983
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Notably, 89% of primary caregivers in comparison and intervention schools reported that schools were well managed. There were also no regional differences in the household perceptions on how well school attended by their girls were managed.

Table 5.4 below illustrates how primary caregivers responded when they were asked how the management of schools had changed (that is, whether 'improved', 'stayed the same' or 'gotten worse') over the past one year:

Table 5. 4: Household Views on how School Management has Changed over the Past One Year

	Comparison			Intervention		
Perception	Region			Region		
	ASALs	Urban Slums	Total	ASALs	Urban Slums	Total
Improved	406	311	717	1502	1181	2683
	68.2%	67.0%	67.7%	64.9%	70.8%	67.4%
Stayed the Same	127	112	239	520	362	882
	21.3%	24.1%	22.6%	22.5%	21.7%	22.1%
Gotten Worse	5	6	11	86	49	135
	.8%	1.3%	1.0%	3.7%	2.9%	3.4%
Don't Know	57	35	92	206	77	283
	9.6%	7.5%	8.7%	8.9%	4.6%	7.1%
Total	595	464	1059	2314	1669	3983
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Baseline data show most primary caregivers in both comparison (67.7%) and intervention schools (67.4%) reporting that school management had improved in the past one year. In urban slums, the proportion of caregivers who felt school management had improved in the past one year was higher in intervention (70.8%) than comparison schools (67.4%). Twenty percent of caregivers in both the ASAL and urban slums regions felt that school management had remained the same

The baseline evaluation also sought from households on their rating of on head teachers' performance. Table 5.5 below records caregivers' views on performance of the head teachers:

Table 5. 5: Households' Rating of Performance of Head teachers

	Comparison			Intervention		
	Region			Region		
	ASALs	Urban Slums	Total	ASALs	Urban Slums	Total
Excellent	251	228	479	894	786	1680
	42.2%	49.1%	45.2%	38.6%	47.1%	42.2%
Fair	301	199	500	1092	772	1864
	50.6%	42.9%	47.2%	47.2%	46.3%	46.8%
Poor	7	10	17	99	45	144
	1.2%	2.2%	1.6%	4.3%	2.7%	3.6%
Don't Know	36	27	63	229	66	295
	6.1%	5.8%	5.9%	9.9%	4.0%	7.4%
Total	595	464	1059	2314	1669	3983
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Less than half of the households in comparison (45.2%) and intervention (42.2%) sites surveyed rated the performance of the head teachers as excellent. In both intervention and comparison schools, household ratings on head teacher performance in urban slums was better than for those in for head teachers in ASALs. In the ASAL, approximately 40% (42.2% for comparison and

38.6% for intervention) of primary care givers felt that performance of head teachers was excellent while 48 percent of primary caregivers had a similar opinion in urban slums.
On the question of presence of school councils/BOM/PTA or other groups that helped with school related matters in schools, Table 5.6 below shows responses of the primary caregivers.

Table 5. 6: Household Responses on Presence of School Council/BOM/PTA

Response	Comparison			Intervention		
	Region			Region		
	ASALs	Urban Slums	Total	ASALs	Urban Slums	Total
Yes	480	307	787	1891	1048	2939
	80.7%	66.2%	74.3%	81.7%	62.8%	73.8%
No	47	50	97	134	247	381
	7.9%	10.8%	9.2%	5.8%	14.8%	9.6%
Don't Know	68	107	175	289	374	663
	11.4%	23.1%	16.5%	12.5%	22.4%	16.6%
Total	595	464	1059	2314	1669	3983
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Majority (74%) of the households in intervention and comparison sites reported that schools had school councils/BOM/PTA or other groups that helped with school related matters. Overall, there were more schools in ASALs with management boards than those in urban slums. In the ASAL **r**egions, a high percentage of primary caregivers in comparison schools (80.7%) and intervention schools (81.7%) alike, reported the presence of school councils, BOMs, PTAs or other groups that helped with school related matters. The situation was however, different in the urban slums where a higher percentage of primary caregivers in the comparison (66.2%) than intervention schools (62.8%) were of the similar opinion. A higher percentage of primary caregivers in the urban slums (23.1% for comparison and 22.4% for intervention) than ASALs (11.4% for comparison and 12.5% for intervention) did not know about existence of school councils, BOMs and PTAs. This may be explained by the fact that majority of the schools in urban slums are not public schools and therefore are slow in complying with some of the government directives.

With regard to participation of caregivers in school councils/BOM/PTA or other groups that helped with school related matters, the baseline findings noted that the direct participation of caregivers in school management boards was low. Only 13.3 % (13.8% for comparison and 12.8% for intervention) of primary caregivers replied in the affirmative. This was expected since school management groups could only accommodate a certain small number (14 members) of the various stakeholders. The trend was largely similar across in both urban slums and ASALs. A higher percentage of caregivers in the intervention schools in urban slums than in ASAL regions were not members of school management, while the proportions among comparison schools was nearly similar.

The baseline also sought caregivers' views on how frequently they received communication from the school management on its plans and activities. Table 5.7 below illustrates the findings.

Table 5. 7: Household's Views on Regularity of Communication from the School Management

Frequency	Comparison			Intervention		
	Region			Region		
	ASALs	Urban Slums	Total	ASALs	Urban Slums	Total
Weekly	24	3	27	66	14	80
	5.0%	1.0%	3.4%	3.5%	1.3%	2.7%
Monthly	94	60	154	382	141	523
	19.6%	19.5%	19.5%	20.2%	13.4%	17.8%
Termly	192	187	379	872	690	1562
	40.0%	60.7%	48.1%	46.0%	65.6%	53.0%
Annually	57	31	88	167	92	259
	11.9%	10.1%	11.2%	8.8%	8.7%	8.8%
Never	55	18	73	237	53	290
	11.5%	5.8%	9.3%	12.5%	5.0%	9.8%
Dont Know	58	9	67	170	62	232
	12.1%	2.9%	8.5%	9.0%	5.9%	7.9%
Total	480	308	788	1894	1052	2946
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Majority (comparison, 71.1% and intervention, 73.5%) of primary caregivers reported receiving communication from the school management on its plans and activities at least termly. There were glaring regional disparities in the frequency of communication to caregivers, with more caregivers residing in urban slums receiving communication at least termly from school management than those in ASAL. Approximately 80% (81.2% for comparison and 80.3% for intervention) of primary caregivers in urban slums in the urban slums received communication at least termly compared to 69% (comparison, 64.6% and intervention, 72.4%) who were of a similar opinion. One in every 10 households reported never having any communication from the schools with nearly two times of these being reported from ASALs compared to urban slums..

Across the counties visited, the BOMs purposed to increase participation of parents and the larger community in policy-making through mobilizing them to attend school meetings where they discussed their plans and activities. They also held meetings with teachers to discuss discipline of students and ways of improving performance as reported in Marsabit, Tana River and Kilifi Counties. Table 5.8 below shows actions or initiatives taken by BOM/PTA/School Council in the past one year.

Table 5. 8: Actions or Initiatives taken by BOM/PTA/School council in the Past One Year

	Actions or Initiatives taken by BOM/PTA/School council in the Past One Year	ASALs	Urban Slums	Total
Comparison	Monitor Students Attendance	180	102	282
		37.3%	33.1%	35.7%
	Monitor Teacher Attendance	48	37	85
		9.9%	12.0%	10.7%
	Raise Funding	16	7	23
		3.3%	2.3%	2.9%
	Improved School Infrastructure	178	83	261
		36.9%	26.9%	33.0%
	Support Students Financially	7	8	15
		1.4%	2.6%	1.9%
	Others	54	71	125
		11.2%	23.1%	15.8%
	Total	483	308	791
		100.0%	100.0%	100.0%
Intervention	Monitor Students Attendance	628	250	878
		33.3%	24.4%	30.2%
	Monitor Teacher Attendance	182	62	244
		9.6%	6.1%	8.4%
	Raise Funding	174	77	251
		9.2%	7.5%	8.6%
	Improved School Infrastructure	606	368	974
		32.1%	35.9%	33.4%
	Support Students Financially	31	32	63
		1.6%	3.1%	2.2%
	Others	267	235	502
		14.1%	22.9%	17.2%
	Total	1888	1024	2912
		100.0%	100.0%	100.0%

Percentage of primary caregivers who reported that BOMs monitored student attendance translated to 37.3% for comparison and 33.1% for intervention schools in the ASALs. In the urban slums, those with a similar opinion accounted for 33.3% for comparison and 24.4% for intervention schools. The other key activities undertaken were improving school infrastructure and supporting students financially. A review of the activities raised under “Others” was seen to show that the discussions were on issues of performance of students, in some case with regard to performance in the KCPE examinations; raising resources for school equipment such as desks or for additional teachers; and motivating the students and teachers.

In addition to monitoring teacher attendance, qualitative data from FGDs with BOMs reveals that BOM members in Nairobi, Turkana, Mombasa and Kwale motivated teachers whose subjects or

co-curricular activities performed well. They did this through giving cash awards, field trips for teachers, provision of stationery and textbooks, provision of daily school lunches, especially where feeding programs existed and occasional kind gestures like slaughtering of goats as a way of appreciation in herding communities such as Turkana. Notably, school BOMs found ways of defending teachers whenever there was conflict and misunderstanding between the school and community. In Nairobi, BOMs helped in identifying teachers who had passion about teaching for employment in their schools and organized in-service trainings for the teachers. Similarly, the BOM FGD in one of the schools in Mombasa reported thus: '*We usually hold teacher seminars where we call experts to come and speak to them. We also give the teachers time after classes for further studies if they want. When we have games, we give them time to attend and also give them something'* (March 2018).

It was felt by 3.7% of primary caregivers in comparison and 9.0% in intervention schools in the ASALs that BOMs raised funds for schools. In urban slums, the percentage of caregivers who reported that BOMs raised funds in intervention schools was higher (6.3%) than that of comparison (3.1%). In regard to qualitative research, there was no evidence for writing of funding proposals by BOMs in both urban slums and SAL schools; something that was attributed to lack of skills. In one of the Kilifi schools, a BOM chair with proposal writing skills, acquired from his previous organization, wrote proposals for a community group in which he belonged but not for the school. Notably, the few BOMs who talked of bringing funds to schools mainly did it through fundraising with community members and following up CDF funds.

Percentage of primary caregivers with the view that BOMs improved school infrastructure was 36.2% for comparison and 31.4% for intervention schools. In urban slums, 26.7% of primary caregivers in comparison and 33.8% in intervention schools reported the involvement of BOMs in improvement of infrastructure. Some BOMs in the ASALs reportedly contributed to the development of infrastructure such as school toilets and bore holes through fundraising with parents and community. In Nairobi, BOMs also reported working with the police and local administration to remove traders who could have negative influence on pupils from the school neighbourhood.

Qualitative baseline data reveals cases of BOMs supporting girls' transition to secondary schools in various ways across the counties visited. In Kwale, Nairobi and Marsabit, BOM members organized for fundraising to enable needy girls join secondary schools. They solicited for sponsors, followed up on CDF bursaries and other forms of scholarships for the girls:

> I will give you an example of a girl who performed well. The child had come from a poor family. I went to Equity Bank for 'Wings to Fly' and she got the scholarship, now she is in the university (Marsabit, BOM FGD, March 2018).
>
> Hope International supported four girls to join hairdressing after Standard Eight through our intervention (Nairobi, BOM FGD, March 2018)

One of the other actions taken by BOMs as informed by their FGDs was reaching out to parents in their homes and sensitizing them on the significance of educating children, particularly girls. Additionally, some BOMs in Nairobi reported their involvement in counselling pupils and assigning

them accountability people who could monitor their school activities. In Samburu, BOM FGDs revealed that they encouraged girls to re-enrol in school after child birth.

A high percentage of primary caregivers in both comparison (83.5%) and intervention (80.5%) schools in the ASAL felt that activities of the BOM/PTA/school councils improved the quality of teaching. In the urban slums, the percentage of primary caregivers who felt the activities of BOM/PTA/school councils improved the quality of teaching was slightly higher in comparison (84.4%) than intervention schools (83.0%).

Effective BOMs always seek to improve themselves by building knowledge and values through taking part in team development and training (Barth, 2011). In this study, some BOMs in both ASALs and urban slums reported having received training on governance and leadership as well as the roles and responsibilities of the BOM, head teachers and other school employees as recorded in Marsabit and Nairobi. This could be attributed to the improvement reported in school management over the past one year by primary caregivers. In a few cases, as seen in one of the primary schools in Kwale, BOM members claimed they were not aware of their roles and they sometimes left the running of their schools to the head teachers and chairpersons who were not always sure of what to do. In one school in Tana River, the BOM was only two weeks old and did not have knowledge of the WWW project.

5.3 Quality of Teaching

Table 5. 9: Intermediate Outcome 2 Baseline Values

INTERMEDIATE OUTCOME 2	**IO 2 Indicators**			**Baseline - January 2018**
Schools and alternative pathways become enabling environments for girls learning and continuing in education at all levels	% of girls reporting teaching that is gender equitable and supportive of learning. (CS_1s) *(Dissagregated by ASAL/Urban)*	Girls	Target	
			Actual	72.8% (ASALs = 68.4%, Urban Slums = 78.8%)
		Boys	*Actual*	
	% of lesson observations in supported schools/catch-up centres where the quality of instruction is rated as good or excellent *(Dissagregated by ASAL/Urban)*	ASAL	Target	
			Actual	
		Urban	*Actual*	

The key findings included the following

- That there near parity in the participation of girls and boys in class. Most of the girls in comparison (91%) and intervention (92%) reported that their teacher(s) asked questions equally to boys and girls, during lessons
- That there is rampant punishment in schools during classes at 85% (87% comparison, 85% intervention) that is reported by students but hidden by management. This may be because of the official policy to ban corporal punishment in schools.

Girls Views on Quality of Teaching

The **baseline** sought girls' views on the following proxies of teaching quality: teachers' are sensitive about involving both girls and boys in class, teacher support for girls' learning including encouraging participation in lessons, and individual studies at school and home; punishment of girls who get things wrong during lessons and the nature of punishment meted out.

Most of the girls in comparison (91%) and intervention (92%) reported that their teacher(s) asked questions equally to boys and girls, during lessons. This was through self-reporting in the *"Girls Survey data"* Furthermore, girls reported that their teachers asked harder questions to boys and girls equally and the practice was similar across comparison (89%) and intervention (91%) schools. Qualitative data supports this finding. In most of the lessons observed for both English and Mathematics, in the ASAL and urban slums, teachers encouraged equal participation of boys and girls in all learning activities. Questions asked during lessons were evenly distributed to boys and girls:

> *After writing on the chalkboard, the teacher points and says 'this is an example of an improper fraction. An impropeeeeeer?'(Pupils: Fraaaaaaction!) 'Yes, giiiiiiirls, what is this?' the teacher asks. (Girls: Improper fraction). 'Booooys what is this?' (Boys: An improper fraction). 'Good. Now, I want to appoint some individuals to come and attempt some problems on the chalkboard (A good number of boys and girls are already raising up their hands). Yes Sammy*come forward and a girl should be prepared to come after Sammy*'. Sammy walks to the chalkboard and works out the mathematical problem. 'Is Sammy* right?The teacher asks? All pupils remain quiet and then one male pupil says that Sammy* is wrong. 'So who can come and correct? Girls raise your hands up. Yes Sarah*'. A girl walks to the chalkboard to correct the mathematical problem (Mombasa, Classroom Observation, Class 5 Math, March 2018).*

> *The teacher asks pupils to open Primary English page 44. She asks someone to read the instructions. A girl carries up her hand and reads. She then asks all girls to read the first sentence 'our head teacher doesn't like us breaking the desk' they read. She then asks boys to read the same. She leads boys and girls through reading a number of sentences as they alternate (Nairobi, Classroom Observation, Class 7 English, March 2018).*

It should be noted that in all classes that were observed, save for the teachers' ability to demonstrated gender equality by involving boys and girls equally to respond to questions, there is dearth of data to support gender sensitive teacher interaction with pupils.

Data from the girls' and boys' FGDs supported the above observation when they argued that they were treated equally by their teachers during lessons and given a chance to participate equally in all activities. While commenting on the gender responsiveness of the teachers, one of the education officials observed thus:

> *First, the teaching materials have completely been engendered. It is not like it was Kamau the shopkeeper and Aisha washing utensils and all that has really changed. There is also infusion of gender issues in drama, music and teachers are behind all this. Teachers have also been trained on being gender responsive and are now in the curriculum. The gospel about gender has gone whether in election of student leadership, nomination of BoM only that you might still find that most people do it because of the law but not because they believe in the message… (Marsabit, CDE Interview, March 2018).*

Isolated cases of gender role stereotyping were observed in Nairobi and Kwale:

> *...When a girl constructs a sentence that suggests that she likes food the whole class laughs. Another girl later gives a sentence suggesting that she doesn't like eating githeri and everyone seems to be okay with that. Later on, a boy gives a sentence related to liking eating and there is no negative reaction from the class (CO English, Std 7, baba dogo, Nairobi County).*

> *The teacher asks the learners to bring the books to where (the researcher) is sitting at the back. He looks at the girls and signals them to bring the books to me. "She is a girl like you" he says. (CO Mtaa Primary, English Std 7, Kwale County).*

Table 5.10 below shows girls' views on whether teachers use a different language to help them understand something they have not understood and whether teachers encourage students to participate in the lesson.

Table 5. 10: Teachers Use a Different Language to Help Students Understand and Encourage Participation of Students

		If you don't understand something, do your teachers use a different language to help you understand					Does your teacher (s) encourage students to participate during lessons, for example by asking questions				
		Often	Sometimes	Rarely	Never	Don't know	Often	Sometimes	Rarely	Never	Don't know
ASALs	Comp	335	485	40	18	8	544	308	17	7	10
		37.8%	54.7%	4.5%	2.0%	.9%	61.4%	34.8%	1.9%	.8%	1.1%
	Inter	921	1472	193	163	34	1777	879	63	21	43
		33.1%	52.9%	6.9%	5.9%	1.2%	63.9%	31.6%	2.3%	.8%	1.5%
	Total	1256	1957	233	181	42	2321	1187	80	28	53
		34.2%	53.3%	6.4%	4.9%	1.1%	63.3%	32.4%	2.2%	.8%	1.4%
Urban Slums	Comp	328	201	40	33	3	455	122	17	9	2
		54.2%	33.2%	6.6%	5.5%	.5%	75.2%	20.2%	2.8%	1.5%	.3%
	Inter	1153	785	184	130	8	1638	478	106	23	15
		51.0%	34.7%	8.1%	5.8%	.4%	72.5%	21.2%	4.7%	1.0%	.7%
	Total	1481	986	224	163	11	2093	600	123	32	17
		51.7%	34.4%	7.8%	5.7%	.4%	73.1%	20.9%	4.3%	1.1%	.6%
Total	Comp	663	686	80	51	11	999	430	34	16	12
		44.5%	46.0%	5.4%	3.4%	.7%	67.0%	28.8%	2.3%	1.1%	.8%
	Inter	2074	2257	377	293	42	3415	1357	169	44	58
		41.1%	44.8%	7.5%	5.8%	.8%	67.7%	26.9%	3.4%	.9%	1.2%
	Total	2737	2943	457	344	53	4414	1787	203	60	70
		41.9%	45.0%	7.0%	5.3%	.8%	67.6%	27.3%	3.1%	.9%	1.1%

Overall, 35% of girls (37.1% comparison and 32.91% intervention) reported that teachers often use another language to help them understand something that they cannot understand in the language used for instruction.

Qualitative data shows that the use of a different language to help leaners understand better, though not observed in most classrooms, was recorded in a few cases in urban slums as demonstrated below:

...the teacher goes to the pupils who are carrying up their hands one by one. She marks the book and makes the necessary correction together with the pupil in the book as they discuss. 'Yours doesn't have a decimal. Put it here.' She is heard saying. 'Eight times five. Hii inamaanisha tano mara nane..Jibu ni ngapi? She is heard putting it in Kiswahili for the pupil in question to understand better (Nairobi, Classroom Observation, Class 7 Math,March 2018)

Approximately 68% of the girls indicated that teachers encouraged students to participate during lessons for example by answering questions whereas 31% did not (27% sometimes, and 4% rarely or never). Notably, girls reported that 94% of the teachers in both intervention and comparison schools suggested ways the girls they teach could continue to study at school/home. Similarly, the girls who reported that teachers encouraged students to participate during lessons, for example by answering questions, were fewer 62.5% (60.2% for comparison and 63.3% for intervention) in ASALs compared to the urban slums 72.0% (75.2% for comparison and 71.8% for intervention schools).

It is noteworthy that 85% of the girls (comparison 87% and intervention 85%) reported that teachers discipline or punish students who get things wrong in a lesson. This is an indication of existence of unconducive learning environment in the schools targeted by the project. All girls reported that teachers used physical punishment in the classroom. While detention and shouting were reported by 88% and 84 % of the girls respectively. The percentage of girls in intervention schools reporting use of detention and shouting as forms of punishing students was higher (88%) than that of their counterparts in comparison schools (84%).

Qualitative data shows that in some classrooms in the ASAL, pupils were punished if they answered questions in a language other than English regardless of whether it was wrong or right. In one of the schools in Kilifi, a girls' FGD revealed thus:

Those who speak in mother tongue are punished (How?) They are caned strokes equivalent to the class they are in. If you are in Class 1 you get 1 stroke, Class 2, you get 2 strokes just like that (It means if you are in Class 8 you will get 8 strokes of the cane for speaking mother tongue?) Yes (Kilifi, Girls' FGD, March, 2018).

Table 5.11 below shows girls who reported seeing teachers use physical punishment in that one week.

Table 5. 11: Use of Physical Punishment by Teachers

Region		**In that week, did you see a teacher use physical punishment on other students**			
		Never	Once or twice	Almost every day	Don't know
ASALs	Comp	22.0% (195)	58.7% (520)	16.6% (147)	2.7% (24)
	Inter	22.7% (631)	53.5% (1488)	20.3% (564)	3.6% (100
	Total	22.5% (826)	54.7% (2008)	19.4% (711)	3.4% (124)
Urban Slums	Comp	27.3% (165)	55.0% (333)	14.0% (85)	3.6% (22)
	Inter	30.1% (680)	48.6% (1099)	15.5% (351)	5.8% (130)
	Total	29.5% (845)	50.0% (1432)	15.2% (436)	5.3% (152)
Total	Comp	24.1% (360)	57.2% (853)	15.6% (232)	3.1% (46)

	Inter	26.0% (1311)	51.3% (2587)	18.1% (915)	4.6% (230)
	Total	25.6% (1671)	52.6% (3440)	17.6% (1147)	4.2% (276)

Physical punishment is always degrading and ought not to have a place in schools (UN Committee on the Rights of the Child, 2006). During this study, girls were surveyed on their experiences of punishment and discipline. When asked *In that week, did you see a teacher use physical punishment on other students?* Around 57.2% (59.1% for comparison and 54.1 % for intervention schools) of girls in ASAL areas reported that they had observed teachers use physical punishment while at school once or twice a week. In the urban slums, the percentage of girls with a similar opinion was lower, 51.3 % (54.3% for comparison and 48.2 % intervention schools). Whereas the girls reported that caning or beating was the most popular form of physical punishment, it is worth noting that responses from teachers and BOM consistently underrated how often they used physical violence against the learners. This was mainly because the official policy is that there should be no caning in schools.

There is sufficient evidence from classroom observations and boys' and girls' FGDs across all the counties visited that physical punishment and verbal abuse were commonly used during English and mathematics lessons. Cases were observed of girls and boys being hit by the duster on the head when they did not write correct spellings, failed to write the date, failed mathematical problems or copied the teachers' notes wrongly. Girls' FGDs in Mombasa, Kilifi, Kwale and Nairobi indicated that one of the things that most girls disliked about their schools and teachers was caning, hitting and other forms of punishment. In this connection, data collectors observed teachers walking around with canes in school compounds, an indication that caning was rife.

Other forms of punishment were also reported as demonstrated below:

> And when you come to school late the teachers ask you to look for 50 plastic bottles and fill them with soil. They then expect you to pour water on the bottles and burn them. You have to remain standing there and looking at the bottles until they all burn. If the bottles don't burn then you will not be allowed to go to class. That is the worst punishment because you cannot pour water on bottles and then expect them to burn so easily (Kilifi, Girls' FGD, March 2018).

5.4 Life skills and Reproductive Health

Table 5. 12: Intermediate 3 Baseline Values

INTERMEDIATE OUTCOME 3	**IO 3 Indicators**			**Baseline - January 2018**
Girls improve their health, self-confidence and aspirations to pursue educational Pathways	% of girls who are aware of their reproductive health needs (SRH_2s, "good knowledge+some knowledge") *(Dissagregated by ASAL/Urban)*	Girls	Target	
			Actual	76.4% (ASALs = 76.7%, Urban Slums = 76.0%)
		Boys	*Actual*	
		Girls	Target	

INTERMEDIATE OUTCOME 3	IO 3 Indicators			Baseline - January 2018
	% of girls demonstrating autonomy in decisions affecting their futures (LSCO_s3, "Strongly agree") *(Dissagregated by ASAL/Urban)*		Actual	62.6% (ASALs = 57.7%, Urban Slums = 71.3%)
		Boys (if relevant)	*Actual*	
	% girls demonstrating and expressing improved self-confidence at the community, School and Household (LSCO_s18, "strongly agree") *(Dissagregated by ASAL/Urban)*	Girls	Target	
			Actual	41.5% (ASALs = 37.0%, Urban Slums = 49.4%)
		Boys	*Actual*	

5.4.1 Life skills

The girl tool asked a number of questions that helped determine the life skills that girls possessed. The questions mainly focused on the girls' ability to do things as well as their friends, their desire to do well in school and whether they got nervous when they had to read or do mathematics in front of others, among other indicators. Additionally, the level to which girls reported participating in decision making concerning their education and marriage was also considered. Similarly, the girls' understanding of sexual and reproductive health issues was also put into consideration while determining the life skills they possessed.

Table 5.13 below shows summarises girls' perceived 'ability to do things'

Table 5. 13: Girls' Ability to Do 'Things'

learning to learn		Under 12's	Age 12 and Above	In school girls	Out of school girls	Sample size (valid responses)
I am able to do things as well as my friends	Comparison	42.90%	95.30%	100%	0%	1225
	Intervention	89.80%	93.10%	100%	0%	3994
I want to do well in school	Comparison	100%	99.00%	100%	0%	1225
	Intervention	100%	98.90%	100%	0%	3994
I get nervous when I have to read in front of others	Comparison		32.40%	100%	0%	1225
	Intervention		29.10%	100%	0%	3994
I get nervous when I have to do Math in front of others	Comparison		32.10%	100%	0%	1225
	Intervention		29.00%	100%	0%	3994
I feel confident answering questions in class	Comparison		80.30%	100%	0%	1225
	Intervention		83.50%	100%	0%	3994
I can stay focused on a goal despite things getting in the way	Comparison		88.60%	100%	0%	1225
	Intervention		86.80%	100%	0%	3994

Girls had relatively low confidence levels; nearly one third of the girls surveyed in comparison and intervention school reported that they 'get nervous when they have to read in front of others' or 'get nervous when they have to do Math in front of others'. It is instructive that when given tasks that demand lower self-confidence levels, the score was much higher. For instance, 80.2% and 83.4% of the girls in comparison and intervention schools respectively agreed that that 'I feel confident answering questions in class. The classroom observations also confirmed that the girls who answered the questions in class were just as confident as the boys, there was no noted differences in the way they answered the questions as compared to the boys.

Asked about being focussed, a high number of girls (comparison, 88.5% and intervention, 86.8%) surveyed also agreed that they 'can stay focused on a goal despite things getting in their way'. However, it must be noted that this question was about their perspectives and there was no follow up questions to confirm the focus. It is hoped that future evaluations, after interventions, will see this perception increase with more girls being more focussed and aware of their personal goals.

- Would like to continue studying/ attending school after this year
- Can put a plan in place and stick with it
- Recognise that choices they about their studies can affect their life in the future.

- Can describe my thoughts to others when I speak
- If someone does not understand me I try to find a different way of saying what is on my mind
- When others talk they pay attention to their body language, gestures and facial expressions
- Can work well in a group with other people
- When they have the opportunity, they can organize my peers or friends to do an activity.
- Often feel lonely at school
- Ask the teacher if I don't understand something
- When they succeed at school it is because they worked hard
- If they do well in a test it is not because they are lucky

5.4.2 Decision-Making

Families/parents make most decisions related to girls' education. When asked who makes decisions on whether or not a girl will go to school, majority of the girls (58%) indicated the is jointly made with the family while only 37% make the decision independently.

Table 5.14 below shows how girls participate in decision making about going to school

Table 5. 14: Girls' Participation in Decision Making About Going to School

	Comparison	Intervention	Total
I decide	**36.8% (7)**	**52.5% (53)**	**50.0% (60)**
I decide jointly with my family	**57.9% (11)**	**23.8% (24)**	**29.2% (35)**

My family decides for me	**5.3% (1)**	**21.8% (22)**	**19.2% (23)**

Regarding making decisions on when/what age the girl gets married, most 69% of the girls indicated they decide while 30% reported their family decides for them (15%) or they decide jointly with their families (15%).

Data from the girls FGDs revealed that in most cases parents made major decisions about education of most girls both in urban slums and the ASALs. The decisions included how long girls could remain in school and when to attend school or remain absent. They also pointed out that parents, who were the main sources of support, had the power to either support or not to support the girls to continue with their education.

> Parents are the ones who decide whether girls and boys will go to school or not because they are the ones who pay fees. When you are send home to bring fees they can tell you to stay there for two weeks so that they can look for fees and you have to do that because you don't have money of your own (Nairobi, Girls FGD, March 2018)
>
> Many parents make decision for their girls. ... Nowadays girls are allowed to continual with education. The elders in the community are working together with chiefs to ensure girls are not married off at young age" (Tana River, Secondary girls FGD, March 2018)
>
> We are not the ones who make decisions about our education (Who does?) Our parents. There was another girl in class six last year, the mother told her to stop coming to school so that she can work as a house help and she stopped coming (Nairobi, Babadogo girls sec, FGD).

Further, the girls observed that parents would not allow them to give their views on the above major decisions about education. In one FGD with primary school girls in Kwale, it was observed thus *'...it will depend on how the parents decide. You are not allowed to decide on your own its purely the decision of parents'.*

Notably, the girls attested to making some decisions that were considered 'minor' by the parents. This included when to do personal study and/or homework, requesting for school necessities and working hard in school.

A few girls reported that they made joint decisions with their families about their education through discussions with parents:

> *For me, we talk with my mother about my education and performance, She always the one to say what she wants me to do, but she loves education, so she encourages me to work harder so that I get a better future (Kwale, Primary Girls' FGD, March 2018)*

Table 5.15 below shows how girls participated in making decisions on when and at what age they will get married.

Table 5. 15: Girls' Participation in Decision Making on Their Marriage

Decision Making on When and at What Age to Get Married			
	Comparison	**Intervention**	**Total**
I decide	**69.2% (9)**	**44.2% (23)**	**49.2% (32)**

I decide jointly with my family	**15.4% (2)**	**17.3% (9)**	**16.9% (11)**
My family decides for me	**15.4% (2)**	**38.5% (20)**	**33.8% (22)**
Total	**100.0% (100)**	**100.0% (52)**	**100.0% (65)**

More girls in comparison (69.2%) than intervention (44.2%) households reported making their own decisions in regard to when to get married and at what age.

Cases of primary school girls being lured into early pregnancies and marriages without the knowledge of parents were reported in CCs and BOM FGDs in the ASAL areas. While the CCs and BOMs in the urban slums remained silent on early marriages, they indicated that there were some cases of early pregnancies. In both urban slums and ASAL regions, early marriages and pregnancies were blamed on *bodaboda* operators who reportedly created an impression to the girls that they had plenty of money.

The FGDs with primary school girls in the ASAL region demonstrated that some parents made decisions concerning when the girls would get married. While girls in Samburu reported cases of parents chasing them from home to get married, the girls in Kilifi and Turkana argued thus:

> *When you ask for money, some fathers say that they don't have and then they bring a mature man to marry you (How common is that?) it is not very common but it happens in a few cases. (So what do you do when that happens?). You just perish (Kilifi, Primary Girls' FGD, March, 2018).*

> *Some parents think educating girls is a good thing but others do not think so. This is because when a man comes looking for a girl to marry, some parents take their girls from school and marry them off. (Has this happened in this school last year?) No, it was a few years ago not now (Turkana, Primary Girls' FGD, 03/2018).*

5.4.3 Sexual Reproductive Health Risks/Needs

An analysis of baseline quantitative data shows that most girls (91%), were of the opinion that reproductive health education was important. The proportion of girls who indicated that reproductive health education was important was similar across comparison (92%) and intervention (90%) schools. Table 5.20 below shows the percentage of girls who felt Sexual and Reproductive Health (SRH) awareness was important.

Table 5. 16: Girls Who Reported that SRH Awareness was Important

SRH Awareness: Is Reproductive Health Education Important				
	Important	Not Important	Don't Know	Total
Comparison	91.7% (1360)	8.2% (122)	.1% (1)	100.0% (1483)
Intervention	90.8% (4526)	9.2% (461)	0.0% (0)	100.0% (4987)
Total	91.0% (5886)	9.0% (583)	.0% (1)	100.0% (6470)

Notably, a high percentage of girls (91.7% for comparison and 90.8%) reported that SRH was important. Table 5.17 below shows the levels of girls' understanding regarding their reproductive health risks.

Table 5. 17: Girls' Understanding of their Reproductive Health Risks

SRH Awareness: Is Reproductive health education important				
	Good knowledge	Some knowledge	Don't know	Total
Comparison	29.4% (436)	46.6% (691)	24.0% (356)	100.0% (1483)
Intervention	31.5% (1569)	44.8% (2236)	23.7% (1182)	100.0% (4987)
Total	31.0% (2005)	45.2% (2927)	23.8% (1538)	100.0% (6470)

When girls were asked, whether they 'are you aware about sexually transmitted diseases and how they are transmitted', only 31% (comparison 29% and intervention, 32%) indicated they had 'good knowledge' while 69percent either had 'some knowledge' (45%) or do not know (23%).

When asked further whether they were aware of ways of preventing sexually transmitted disease diseases, baseline finding relatively low knowledge levels;

- Overall, nearly 55% (comparison 57% and intervention 54%) mentioned abstinence as a way of preventing sexually transmitted diseases
- Only 21 percent (comparison 25% and intervention 20%) mentioned use of condoms as a way of preventing sexually transmitted diseases
- Being faithful to one partner was mentioned by a mere 15 percent of the girls (17 % comparison and 15% intervention) as a way of preventing sexually transmitted diseases

Regarding the sources of information about their body changes, the following were mentioned

- 67% of the girls (comparison 70% and intervention 66%) reported that teachers were the source of information about their body changes. Teacher interviews across all the counties revealed that the main source of SRH awareness was subjects taught by teachers in class and in which SRH was integrated. One of the teachers in Nairobi had this to say:

> *The children in this school, both boys and girls have some knowledge of sexual and reproductive health matters. They are taught this in science, home science and CRE. It has been integrated there, mainly in Class 6, 7 and 8. (What are your views concerning the teaching of SRH education?) ... I feel SRHE should be taught. The girls need to be taught how to use sanitary towels and the proper way of disposing them because they need this information for their day to day living. They also need information on the use of condoms, abstinence and the like to help them take care of themselves. If we don't give them the right information here someone else will give them wrong information outside there and that would actually mess them up. It is also important for them to learn about relationships. It is quite an issue as I told you, some of the girls even fight for boys around here (Nairobi, Teacher Interview, March 2018).*

Teachers pointed out that they needed support in terms of training on SRH matters so that they could effectively address issues affecting their male and female pupils. It was felt by the teachers and education officers alike that what was integrated in the various subjects though useful was not sufficient. This was made worse by the fact that clubs, which could supplement creation of SHR awareness remained inactive in most schools visited across the counties. Other ways in

which teachers created SHR awareness included guidance and counselling and general talks to the adolescent girls and boys. The talks were mainly done by female teachers to single sex groups. In this connection, girls' FGDs show that ASAL schools were disadvantaged since they were grossly understaffed with female teachers.

- Further, 57% (comparison 64% and intervention 55%) of the girls indicated that parents were also a source of information about their body changes. In their FGDs, girls explained that they mainly talked to their mothers whenever they had problems and questions related to SRH including lack of sanitary towels and experiences of sexual advances and harassment. The mothers were said to provide solutions for the girls' problems and questions to the extent they could. Sometimes the mothers discussed the issues with female teachers, especially in cases where girls remained absent as a result of SRH issues such as menstruation, early pregnancies and child marriages. In a few cases, as pointed out in the urban slums, girls who said with single male parents felt uncomfortable discussing with them SRH issues hence engaged their female teachers.
- Peers/friends were also said to be a source of information about their body changes by some 27% (comparison 32% and intervention 26%) of the girls). Primary and secondary school girls in the ASALs and urban slums reported that they had no trust in their female peers and could therefore not discuss sensitive information with them. In one of the secondary schools in Nairobi, it was argued that fellow girls could laugh at their friends and talk negatively about them rather than helping them to find answers and solutions to SRH issues that affected them. Boys across the counties visited were said to look at girls and laugh when the topic of discussion in the classroom touched on female reproductive issues. Consequently, the girls could not seek information on the same from the boys. In a few cases as seen in some schools in Kwale, girls FGDs indicated that some girls discussed SRH issues with their boyfriends and sought assistance from them in terms of buying sanitary towels and braziers. One DQASO in Nairobi had this to say when asked about sources of SRH information among school children: "Of course there is peer to peer information. Young people also pick more information from movies or internet. They also read magazines"
- In addition, sources of information about body changes mentioned by the girls included, written materials, 10% (comparison 14% and intervention 9%) and Mass media, 5% (comparison 6% and intervention 5%). Qualitative data shows that Girls in both ASALs and urban slums did not talk about mass media as a source of information on SRH in their FGDs. However, teacher interviews from urban slums show that girls were exposed to videos and TV programmes that sometimes-aired sexual content. In one of the Nairobi schools, a female teacher described how girls spent their time watching TV programmes over the weekend and concentrated on discussing the same in their classrooms on Mondays. Also mentioned were Faith-based Organisations (comparison 8% and intervention 6%) and Youth organisations that accounted for 5% of the responses: evidence from BOM and girls' FGDs in a few schools from urban slums, show youth organizations helping in the creation of SRH awareness. In one primary schools in Nairobi: 'We can also use self-defence. We have been taught how to do it. We were told that when someone attacks you can use fingers, attack their groin, you can also attack their throat. We were taught this by an organization called No Means No Worldwide'. In Mombasa, an organization known as *Hatua Likoni* provided guidance and

counselling to girls on boys on SRH and other issues. The organization also gave the children access to diverse reading material on different topics in their library. Surprisingly Internet was the least mentioned, by a mere 1% of the girls who responded. Data from education officers in Nairobi point to the fact that school boys and girls have ways of using internet to access different kinds of information, some of which may be sexual in nature. Parents and teachers are often not aware of this even in cases where their phones are being used by the children.

The baseline also established generally positive girls' perceptions on sexual reproductive health:

- Eighty nine percent of the girls (comparison 91% and intervention 89%)agreed that reproductive health education should be taught in schools
- Eighty three percent of the girls (comparison 86% and intervention 83%) agreed that schools should have rule that support adolescent and youth on sexual and reproductive health
- Only 40% of the girls (comparison 33% and intervention 42%) disagreed with the statement 'I feel embarrassed to talk about sexuality with my parents'. This is in tandem with the cultural inhibitions on discussing sexuality between parents and their children in the target communities
- 53% of the girls (comparison 53% and intervention 55%)disagreed with the statement 'Any girl who falls pregnant while still in school should not be allowed to continue with her
- Though 74 per cent of the girls (comparison 72% and intervention 75%) agreed with the statement, 'A girl should be allowed to come to the same school after delivery to complete her education'

5.5 Community-based attitudes and behavior change

Table 5. 18: Intermediate Outcome 4 Baseline Values

INTERMEDIATE OUTCOME 4	**IO 4 Indicators**			**Baseline - January 2018**
Households actively support the transition of girls into educational Pathways	Proportion increase in households supporting girls learning [PCG_32g, "strongly agree"] *(Dissagregated by ASAL/Urban)*	Girls	Target	
			Actual	73.2% (ASALs = 64.3%, Urban Slums = 87.1%)
		Boys (if relevant)	*Actual*	
	% of caregivers and girls reporting that chores sometimes prevent them from attending school or doing their homework and other studies *(Dissagregated by ASAL/Urban, and by boys and girls)*	Caregivers	Target	
			Actual	4.3% (ASALs = 5.38%, Urban Slums = 3.06%)
			Actual	

Table 5. 19: Intermediate Outcome 5 Baseline Values

INTERMEDIATE OUTCOME 5	IO 5 Indicators			Baseline - January 2018
Communities develop more positive attitudes to assist girls' learning and transition	# of marginalised girls supported through community action plans *(Dissagregated by ASAL/Urban)*	Girls	Target	
			Actual	0
		Boys	*Actual*	
	% of community members willing to support (through money, time or other forms of support) girls who have not been selected for secondary/ dropped out of primary to continue in further education and training *(Dissagregated by ASAL/Urban)*	Female members	Target	
			Actual	0
		Male members	*Actual*	

In order to understand community-based attitudes and behaviours change, the household tool solicited views of primary caregivers on the level of schooling they would like their girls to attain. The tool also asked the extent to which primary caregivers agreed that "even when funds are limited it was worth investing in [GIRL]'s education".

The following key findings were noted

- There are high expectations by parents for their children to achieve the highest level of education. Over 90% of primary caregivers in both ASALs (94.5% for comparison and 91.7% for intervention) and urban slums (95% for comparison and 96.0% for intervention) would like their girls to achieve college/university level
- The majority of the parents/guardians (over 97%) accept it is important to invest in girl's education but there are still some major differences (23% difference) between the urban slums parents (86%) who strongly agree and their counterparts in ASALs (63%) from intervention schools with similar trends in comparison schools.

Tables 5.20 below illustrates views of primary caregivers on the levels of schooling they would like girls to attain.

Table 5. 20: Levels of Schooling Caregivers Would Like GIRLs to Achieve

Category		ASALs - Percent (Count)	Urban Slums - Percent (Count)
Comparison	Primary	1.2 (9)	2.1 (12)
	Secondary	3.3 (25)	2.2 (13)
	College / University	94.5 (719)	95.0 (554)
	Don't Know	1.1 (8)	.7 (4)
	Total	100.0 (761)	100.0 (583)
Intervention	None	.2 (6)	
	Primary	1.8 (47)	1.0 (22)
	Secondary	4.6 (124)	1.7 (25)
	College / University	91.7 (2455)	96.0 (2020)
	Don't Know	1.7 (46)	1.3 (28)
	Total	100.0 (2678)	100.0 (2105)

Over 90% of primary caregivers in both ASALs (94.5% for comparison and 91.7% for intervention) and urban slums (95% for comparison and 96.0% for intervention) would like their girls to achieve college/university level.

Table 5.21 below shows the extent to which primary caregivers agreed that it was worth investing in girls' education even when funds were limited.

Table 5. 21: The Extent to Which Primary Caregivers Agreed it was Worth Investing in Girls' Education Even When funds Were Limited

		ASALs - Percent (Count)	Urban Slums - Percent (Count)
Comparison	Strongly agree	63.5 (483)	88.0 (514)
	Agree	33.4 (254)	10.1 (59)
	Neither agree or disagree	1.6 (12)	1.5 (9)
	Disagree	1.3 (10)	
	Strongly disagree	0.3 (2)	0.3 (2)
	Total	100.0 (761)	100.0 (584)
Intervention	Strongly agree	63.0 (1687)	86.3 (1818)
	Agree	31.6 (846)	12.3 (260)
	Neither agree or disagree	2.9 (78)	0.9 (18)
	Disagree	2.2 (60)	0.3 (7)
	Strongly disagree	0.3 (7)	0.1 (3)
	Total	100.0 (2678)	100.0 (2106)

The majority of primary caregivers in both ASALs (97% for comparison and 94.6% for intervention) and urban (98.1% for comparison and 98.6% for intervention) slums agreed that it was worth investing in girls' education even when funds were limited.. However, it was noted that there was an almost 23% difference on the urban slums respondents who indicated they 'strongly agree' compared to their counterparts in the ASALs. This may be indicative of the higher levels

of gender biases in the ASALs on education in favour of boys than girls compared to that of urban slums respondents.

The FGDs with CCs and school BOMs provide data to demonstrate that communities in the ASALs and urban slums demonstrated some understanding of the need to take girls to school and support them through their education. They appreciated that educated girls could take care of themselves and their families and stand for their rights even in marriage. However, it was generally felt that parents who took girls to school, in both ASALs and urban slums, were still reluctant to offer financial, moral and material support to the schools. 'Also, some parents do not help teachers. Once they bring their children, it is the work of the teacher, (*Kazi ya mwalimu kufunza mtoto*) so the performance is still down' (Kwale, CC FGD, March 2018). Additionally, there were still some isolated cases of parents withdrawing girls from school for forced child marriages in the ASAL regions.

In order for the *Wasichana Wetu Wafaulu* alternative pathway to transition of girls to succeed, communities have to embrace TVET institutions while understanding the special role such institutions play in socio-economic development. Data from community conversations (CCs) and BOM FGDs in both urban slums and ASALs reveal negative attitudes towards TVET institutions by community members who seem to see secondary schools as the only valuable alternative for transition. The TVET institutions are seen as only good for KCPE failures, the poor who cannot afford secondary school education and those who are too mature to be taken to secondary schools. Parents also preferred to take their girls to secondary schools because they would offer avenues for further studies unlike polytechnics which were understood to be an end in themselves. An isolated case was reported in Kilifi County (CC FGD) where some, parents seemed to prefer making their children who had performed poorly to repeat Class Eight rather than transit to TVET institutions. In this regard, majority the primary school girls argued in their FGDs that the only acceptable way of transition was moving from primary through secondary schools to colleges and universities. They felt that after Class Eight one was not mature enough to handle the rigors of any training. The county and sub-county directors of education in both urban slums and ASALs felt that TVET was outside their mandate and so they did not have anything to comment on the topic. This is because under the current policy framework, TVET is under the county government just as early childhood education.

5.6 School-Related, Gender-Based Violence

Girls FGDs in both urban slums and ASALs revealed the presence of gender-based violence (GBV) in schools across the counties visited. The GBV was perpetrated by boys, teachers and community members and tolerated by BOMs as demonstrated by the following excerpts:

> *The boys in our class are bullies. They always use abusive language (Give an example) They can take your pencil and when you ask them to give it back to you they tell you 'unakaakaamatako' (everyone in the laughing and saying yes, yes, they are very bad)... Sometimes they even beat us without any reason (What do you do when they beat you?). We report to the teacher and they are beaten. (Nairobi, Girls FGD, Babadogo Primary, March 2018)*

When a girl becomes pregnant she is beaten ''lightly'' (By the teachers) so as to name the culprit responsible (Kwale, BOM FGD, Mtaa Primary, March 2018).

In one secondary school in Nairobi, Where girls had been separated from boys through streaming, GBV perpetuated by boys was reported to be minimal. In fact, the girls felt it would be better for them to be put in mixed gender streams since they could engage with boys in academic discussions.

The GBV perpetuated by boys also happened during co-curricular activities such as games and was exacerbated by lack of resources. This was mainly reported in Samburu and Marsabit where balls were few and priority was given to boys. In one of the primary schools in Marsabit, ' *Girls hardly participate in co-curriculum activities like football because there is only one ball and boys always take it away from us'* (Girls' FGD, March 2018). In some cases, boys were said to extent gender-based violence to the teachers. In one of the primary schools in Tana River, a case was documented of a boy stoning a female teacher and running yet there is no record of this having been done to male teachers.

Girls in the ASALs generally believed that they were to blame for the violence and harm that affected them. In the coastal counties, the girls commonly said '*hapa wasichana wanajidhulumu wenyewe"* which can be loosely translated to mean 'here girls abuse themselves'. In one of the schools in Kilifi, it was explained thus:

There are also girls who seduce boys (How?) They intentionally open buttons of their skirt and walk around exposing some parts of their body so that boys can admire them. Some even just drop the skirt and pick. They pretend it is accidental and yet they know what they are doing. There are those who wear short skirts that go above the knee and they go bending before the boys while pretending that they don't know what they are doing and yet they know (Kilifi, Girls' FGD, March 2018).

Girls here are responsible for the harm caused to them. They are responsible for the rape and violence they experience (How?) You can find a girl flirting with boys, sometimes asking for ten shillings to buy potatoes, next she will ask for twenty and then thirty. When she can't repay the money then she has to give the boy sex. You see that one she has caused it herself and she doesn't feel that there is anything wrong with that (Kilifi, Girls' FGD, March 2018).

There was scanty information on how schools dealt with gender-based violence in the urban slums and ASALs. However, in one of the primary schools in Nairobi, a number of strategies were used to protect girls from GBV:

If someone threatens you that they will beat you, you just inform the class teacher. She will tell you 'go and meet that person where he has asked you to meet him', the teacher will then come there and that person is caught and he is taken to the chief (Nairobi, Girls FGD, Babadogo Primary, March 2018).

We can also use self-defence. We have been taught how to do it. We were told that when someone attacks you can use fingers and attack their groin; you can also attack their throat. We were taught by an organization called No Means No Worldwide (Nairobi, Girls' FGD, Babadogo Primary, March 2018).

Other forms of GBV happened to girls on their way to and from school. Across the counties, this form of GBV was mainly perpetrated by *bodaboda* men who forced school girls into sexual activities in exchange for money.

5.7 Economic Empowerment

In order to understand the level of economic empowerment for communities, the household tool posed a number of questions to the primary caregivers. The questions touched on the situation of the household in terms of the ability to meet basic needs, meet basic needs plus non-essentials, purchase non essentials and/or have plenty of disposable income. Additionally, the household tool looked at the percentage households where members went to sleep at night feeling hungry and where members went without medicine or medical treatment. Other indicators of economic empowerment included ownership of land, going without money and girls within household benefiting from scholarships.
Table 5.22 illustrates household situation in regard to the ability to meet basic needs.

Table 5. 22 : Household Situation

		Unable to meet basic needs	Able to meet basic needs	Meet basic needs plus some non-essentials	Able to purchase most non essentials	Plenty of disposable income	Refusal	No response	
ASALs	Comparison	43.7% (332)	38.0% (289)	14.1% (107)	1.1% (8.)	0.5% (4)	0.7% (5)	2.0% (15)	100.0% (760)
	Intervention	43.4% (1160)	39.2% (1048)	13.3% (356)	1.5% (41)	0.2% (2)	1.0% (28)	1.3% (35)	100.0% (2673)
	Total	43.5% (1492)	38.9% (1337)	13.5% (463)	1.4% (49)	0.3% (9)	1.0% (33)	1.5% (50)	100.0% (3433)
Urban Slums	Comparison	38.4% (224)	53.5% (312)	7.2% (42)	0.3% (2)	0.2% (1)	0.2%(1)	0.2%(1)	100.00%
	Intervention	41.5% (875)	43.3% (912)	13.2% (277)	0.7% (15)	0.0% (1)	0.6% (13)	0.6% (13)	100.0% (2106)
	Total	40.9% (1099)	45.5% (1224)	11.9% (319)	0.6% (17)	0.1% (2)	0.5% (14)	0.5% (14)	100.0% (2689)
Total	Comparison	41.4% (556)	44.8% (601)	11.1% (149)	0.7% (10)	0.4% (5)	0.4% (6)	1.2% (16)	100.0% (1343)
	Intervention	42.6% (2035)	41.0% (1960)	13.2% (633)	1.2% (56)	0.1% (6)	0.9% (41)	1.0% (48)	100.0% (4779)
	Total	42.3% (2591)	41.8% (2561)	12.8% (782)	1.1% (66)	0.2% (11)	0.8% (47)	1.0% (64)	100.0% (6122)

Overall, more intervention households were unable to meet basic needs (42.6%) as compared to comparison households (42.3%). While the percentage of comparison households unable to meet their basic needs in the ASALs (43.7%) was slightly higher than the intervention households (43.4%), the situation was different in urban slums where more intervention households (41.5%) as compared to comparison (38.4%) were unable to meet basic needs. Table 5.23 below shows percentage households where members went to sleep at night feeling hungry.

Table 5. 23: Percentage of households where members went to sleep at night feeling hungry

Region		PCG_7econ						Total
		Never	One or Two days	Many days	Most days	Refusal	Don't know	
ASALs	Comparison	23.2% (176)	43.6% (331)	21.1% (160)	12.0% (91)	0.1% (1)	0.1% (1)	100.00%
	Intervention	17.7% (472)	46.5% (1244)	22.6% (603)	12.7% (339)	0.0% (0)	0.6% (15)	100.0% (2673)
	Total	18.9% (648)	45.9% (1575)	22.2% (763)	12.5% (430)	0.0% (1)	0.5% (16)	100.0% (34330
Urban Slums	Comparison	34.8% (203)	38.9% (227)	18.7% (109)	7.4% (43)	0.0% (0)	0.2% (1)	100.00%
	Intervention	34.3% (721)	30.7% (646)	23.8% (501)	10.6% (224)	0.3% (7)	0.3% (6)	100.0% (2105)
	Total	34.4% (924)	32.5% (873)	22.7% (610)	9.9% (267)	0.3% (7)	0.3% (7)	100.0% (2688)
Total	Comparison	28.2% (379)	41.5% (558)	20.0% (269)	10.0% (134)	0.1% (1)	0.1% (1)	100.0% (1343)
	Intervention	25.0% (1193)	39.6% (1890)	23.1% (1104)	11.8% (563)	0.1% (7)	0.4% (21)	100.0% (4778)
	Total	25.7% (1572)	40.0% (2448)	22.4% (1373)	11.4% (697)	0.1% (8)	0.4% (23)	100.0% (6121)

Overall, more households from the urban slums (34.4%) had members going to sleep at night feeling hungry than their counterparts (18.9%) in the ASALs. Comparison schools recorded a higher percentage of households with members who went to sleep feeling hungry (28.2%) than the intervention schools (25.0%).

Data from teacher interviews and CC FGDs in both urban slums and ASALs show that some girls, whose families could not afford regular meals, often depended on school meals. It was argued that the main reason why some girls and boys enrolled in and attended schools regularly was so that they could benefit from the school meals. In Turkana, one of the teachers mentioned that some pupils liked boarding so as to get food. In Mombasa, teacher interviews also revealed that children commonly went without meals, hence reported to school hungry and informed teachers who sometimes helped. In one of the Nairobi schools, it was explained thus:

> *Yes we have a feeding programme. There is a certain Indian who always brings food here as his contribution to the school. I may not know where he comes from but I know that the head teacher can tell you. When the vehicle that brings that food has a problem and the food fail to reach here it becomes a big challenge. There are children who rely entirely on that. They don't eat anything at home. So even when you tell them to go home for lunch they still come back hungry (Nairobi, Mathematics teacher interview, March 2018).*

Table 5.24 below shows percentage households where members went without money.

Table 5. 24: Percentage Households where Members had gone without Money

Region		PCG_10econ						Total
		Never	One or Two days	Many days	Most days	Refusal	Don't know	
ASALs	Comparison	10.8% (82)	24.5% (186)	25.4% (193)	38.6% (293)	0.5% (4)	0.3% (2)	100.0% (760)
	Intervention	7.5% (201)	23.7% (633)	31.5% (841)	35.9% (959)	0.6% (15)	0.9% (24)	100.0% (2673)
	Total	8.2% (283)	23.9% (819)	30.1% (1034)	36.5% (1252)	0.6% (19)	0.8% (26)	100.0% (3433)
Urban Slums	Comparison	11.1% (65)	33.1% (193)	32.4% (189)	23.0% (134)	0.0% (0)	0.3% (2)	100.0% (583)
	Intervention	9.7% (204)	24.4% (513)	38.2% (805)	27.3% (575)	0.1% (2)	0.3% (6)	100.0% (2105)
	Total	10.0% (269)	26.3% (706)	37.0% (994)	26.4% (709)	0.1% (2)	0.3% (8)	100.0% (2688)
Total	Comparison	10.9% (147)	28.2% (379)	28.4% (382)	31.8% (427)	0.3% (4)	0.3% (4)	100.0% (1343)
	Intervention	8.5% (405)	24.0% (1146)	34.4% (1646)	32.1% (1534)	0.4% (17)	0.6% (30)	100.0% (4778)
	Total	9.0% (552)	24.9% (1525)	33.1% (2028)	32.0% (1961)	0.3% (21)	0.6% (34)	100.0% (6121)

Overall, only 9.0% (10.9% for comparison and 8.5% for intervention) of households reported having never gone without money. Economic empowerment that results from access to financial services such as loans, resources including land, businesses and employment is necessary if communities are to effectively meet their basic needs and support the education of girls. Community conversations (CCs) in both urban slums and ASALs revealed that community members in both ASALs and urban slums were trying out various strategies in search for economic empowerment. Reportedly, there were community-based support groups and SACCOs, mainly dominated by women, that sought to uplift the living standards of members in both ASALs and urban slums. In Nairobi for instance, members of a community group made cash contributions which were saved and shared after a given duration or loaned to members. Notably, the contribution was as low as twenty shillings per week since most group members were women who only did casual jobs such as washing clothes or entirely depended on their husbands. Accordingly, the loans could be as low as two thousand shillings that was to be repaid in a few months. Those who took the loans used them to begin small businesses like vegetable selling or bought basic and home necessities for their children, including girls. In Kwale, county women would contribute and save in SMEs, so as to enable them to take a loan to educate their children. One women group was beginning a dance group that would target state functions and general entertainment so as to generate income which would then be shared and used to support education of boys and girls.

An FGD with CC members in Kilifi County indicated that a community-based group with more than 90 per cent women membership was promoting economic empowerment in a number of ways. Apart from contributing money and doing table banking and borrowing, the group had written a proposal that was funded. The funds had been used to buy plastic seats and utensils which were used for income generating. Consequently, the group had around four hundred thousand shillings in revolving fund and high hopes of empowering its members economically.

In both ASALs and urban slums, group income generating activities were not devoid of challenges. One of the CCs in Kwale revealed thus:

We have a few women groups who are loaned money to do business. The women guarantee loans for each other, but it is usually difficult for most women to pay back the loans. So, the lenders come for the borrowers animals to compensate the loans. In the long run the families become poorer than before (Kwale, CC FGD, March 2018).

Apart from community groups, other sources of income for women in the coastal counties of Kwale, Kilifi and Mombasa, included casual jobs such as washing clothes in homes and hotels, being house helps and waiters in hotels. Men on the other side went fishing and sold the fish or worked as beach boys to earn money that would later pay school fees for girls and boys. In the urban slums of Nairobi and Mombasa, young women, who could not transit to secondary schools, sometimes engaged in hair dressing, modelling and tailoring to earn a living. The young men worked at construction sites, did carpentry, mechanics, electrical wiring, catering and *bodaboda* operation.

5.8 Child Protection and Well-being

The household tool sought to establish the awareness of primary caregivers on instances of a number of issues touching on child protection within their communities. The issues in question included instances of physical violence against children, defilement, child labour, child neglect and early pregnancies and marriages among others. The qualitative findings were triangulated with qualitative data from FGDs with CCs, BOMs and teacher interviews to inform this section. Table 5.25 below shows primary caregivers' awareness of physical violence against children in their communities.

Table 5. 25: Caregivers Awareness of instances of physical violence against children in the community

Category		ASALs - Percent (Count)	Urban Slums - Percent (Count)
Comparison	No	82.6 (626)	81.8 (477)
	Yes	17.4(132)	18.2 (106)
	Total	100.0 (758)	100.0 (583)
Intervention	No	87.6 (2336)	80.4 (1690)
	Yes	12.4(332)	19.6 (413)
	Total	100.0 (2668)	100.0(2103)

When asked if they knew of instances of physical violence against children in their communities, the majority of primary caregivers in both ASALs (82.6% for comparison and 87.6% for intervention) and urban slums (81.8% for comparison and 80.4% for intervention) responded affirmatively.

Girls' FGDs in both ASALs and urban slums revealed that physical violence against girls happened at home, in the community and within schools. Parents and guardians assaulted girls physically in the name of disciplining them. The situation was reportedly worse for the orphaned and /or vulnerable girls who stayed with their relatives such as aunties and uncles. They were beaten up whenever they did not accomplish household chores allocated to them to the

satisfaction of their guardians. Additionally, the girls were denied food and made to remain absent from school until they accomplished the household chores.

In their FGDs, girls reported that there were cases of teachers using excessive corporal and other forms of punishment in school. This happened when the girls failed to answer questions correctly in class, did not have learning material such exercise books or other school necessities such as shoes. In Kilifi County for example, girls who used sandals because they could not afford shoes were beaten up and their sandals confiscated. Consequently, it became difficult for the girls to visit dirty toilets on bare feet. Table 5.26 below illustrates caregivers' awareness of instances of child defilement in their communities.

Table 5. 26: Awareness of Instances of Defilement of Children in the Community

Category		ASALs - Percent (Count)	Urban Slums - Percent (Count)
Comparison	No	88.9 (674)	77.7 (463)
	Yes	11.1 (84)	22.3 (139)
	Total	100.0 (758)	100.0 (583)
Intervention	No	89.7 (2394)	78.9 (1660)
	Yes	10.3 (274)	21.1 (443)
	Total	100.0 (2668)	100.0 (2103)

Notably, more primary caregivers in the ASALs (88.9% for comparison and 89.7% for intervention) than urban slums (77.7% for comparison and 78.9% for intervention) who were aware of instances of violence against children in their communities had not heard about defilement.

Qualitative data from FGDs with CCs demonstrated that among the main perpetrators of child defilement in both ASALs and urban slums were step-fathers who stayed with the girls in the same household and *bodaboda* (motor bike riders) operators who interacted with the girls on the way to and from school. Girls who were by defiled step-fathers often failed to report the cases in good time due to fear of being victimised by the perpetrators or the shame that was going to be experienced by their families. In one case in Nairobi slums, teachers who learned that a Class Seven girl was being repeatedly defiled by the step father advised the mother to transfer her daughter to a school in the rural area where she stayed with her maternal grandmother.
The *bodaboda* operators were said to offer free rides to girls on the way to and from school. They also gave girls money for lunch and sanitary towels to lure them into sexual relationships. Some of the unsuspecting girls were then eventually defiled by the *bodaboda* operators. Table 5.27 below illustrates caregivers' awareness of instances of child marriages in their communities.

Table 5. 27: Awareness of Instances of Child Marriage in the Community

Category		ASALs - Percent (Count)	Urban Slums - Percent (Count)
Comparison	No	72.8 (552)	90.4 (527)
	Yes	27.2 (206)	9.6 (56)
	Total	100.0 (758)	100.0 (583)
Intervention	No	73.5 (1960)	91.2 (1917)
	Yes	26.5 (708)	8.8 (186)
	Total	100.0 (2668	100.0 (2103)

The percentage of primary caregivers who knew about instances of violence against children in their communities and had heard about child marriages was significantly high in the ASALs (27.2% for comparison and 26.5% for intervention) as compared to urban slums where they were below 10% (9.6% for comparison and 8.8% for intervention).

Qualitative data from FGDs with CCs and BOMs, as well as interviews with teachers point to the existence of child marriages in both ASALs and urban slums. Some girls got married when they were sent away from school frequently as a result of failure to pay school dues or buy school necessities. Others got married when they became pregnant. This was sometimes encouraged by parents who felt that the perpetrators of early pregnancies needed to take responsibility for the girl and her child. There were also girls who were asked by parents to get married while others just got married because their friends were getting married.

CHAPTER SIX: CONCLUSIONS

Profile of the Projects beneficiaries and barrier's to learning and transition

The cohort girls are from disadvantaged backgrounds in either ASAL regions or urban slums. Baseline line findings indicate that cohort girls form ASAL region are faced with challenges related to long distances to schools, retrogressive cultural practices, communities, extreme poverty and parental negative attitudes towards their education. The counties that fall into this category include Kilifi, Kwale, Marsabit, Samburu, Tana River, and Turkana. On the other hand, the backgrounds of cohort girls from urban slums are plagued by poverty, unsafe environments occasioned by violence against children. The project counties that are within this category are Nairobi and Mombasa. Remarkably, communities pose the greatest hindrance to the girls achieving their full learning potential in education as evidenced by reports of child abuse against girls (ASAL- child marriage and Urban Slums – defilement) among other barriers. Notwithstanding, poverty remains the greatest impediment for households to cater for girls' education. This has an influence on most of the other barriers.

Foundational literacy and numeracy skills mastered or lacked

Generally, girls in intervention schools had slightly better learning scores in both numeracy and literacy than comparison schools. For instance, in class 5, the mean literacy score for girls in intervention school was 48.6 while that in comparison was 43.8. The same trend was observed in class 6 girls (intervention school had a mean of 54.6 while comparison had 51.2). In numeracy, the mean for class five and class six in intervention school was 54.58 and 60.25 respectively while in comparison schools class five had a mean of 52.59 and class five had 58.56. However, even though girls in intervention schools demonstrated better numeracy learning skills than those in comparison schools in word problem subtask, girls in class 5 in comparison schools posting better scores (a mean of 44.3 in comparison and a mean of 42.1 in intervention schools).

Notably, girls' performance improved progressively across the grades in both literacy and numeracy. On the other had SeGRA baseline scores show that Nairobi (42.1%) and Mombasa (40.8%) has the highest scores while Kwale (20.3%) and Turkana (22.8%) posted the lowest, while in SeGMA the highest scores were recorded in Marsabit (25%) and Nairobi (21.3%).

Baseline transition rates in project areas

Transition pathways were to be established but at this stage the evaluation only established baseline points of the different school categories of girls that the project is working with. The project categories were; upper primary group (class 5, 6, 7 and 8), secondary group that comprised Form 1 to Form 4girls, the dropped out, and never enrolled. However, the baseline evaluation captured the Kenya Certificate for Primary Education (KCPE) transition rates for primary schools both in comparison and intervention areas that indicated that more than a half of pupils sitting for KCPE (2017) in the project area do not transit to the next cycle of education. The

transition rate for intervention schools was 49% and 41% for comparison schools. In intervention schools, transition of girls was slightly more (50%) than boys (48%). Transition rate of boys in comparison schools was better (43%) as compared to girls (38%).

When the transition data was analysed per region, the findings shows that ASAL counties have better transition rates (comparison-54% and intervention-50%) than Urban Slum counties (comparison-31% and intervention-48%). The source of the findings was school data. Urban schools might not account for all the pupils transiting.

In terms of county specific data, Turkana (comparison at 75% and intervention at 68%) and Marsabit counties (comparison at 72% and intervention at 61%) had the highest transition rates. The coastal counties of Mombasa, Tana River, Kilifi and Kwale counties had transition rates of less than 45% for both intervention and comparison schools.

Baseline sustainability score of the project at community, school, and system level

Based on a five point Likert rating scale ranging from 0 (negligible) to 4 (Established (where the changes are institutionalised), the project rating at baseline was 1.20. As guided by the Fund Managers MEL Guidance 2, the external evaluator proposes the indicators and scores for measuring sustainability outcome as shown in Table 2.2. 3: Table 2.2. 3: Sustainability Outcome for Measurement based on. The score for was highest at the School Level (1.67 or Emerging changes in behavior) and lowest at Community Level (0.67 or latent changes in behavior) while The System had a score of 1.25 (also with latent changes in behavior).

Project sub-components that built on GEC-T structures such as with upskilling teachers through institutionalized coaching model utilization existing MoE Quality Assurance structures (the Quality Assurance Officers and Curriculum Support Officers, community dialogues driven by CFs and CHVs, empowerment of the girls through school clubs had higher sustainability scores. Expectedly, the new project innovations such as NLE, TVET systems, wider financial accountability mechanisms had resulted in negligible or latent changes since most of the activities were at preparatory stages. There is need therefore for the project to ensure timely and full implementation of the sustainability plan.

Baseline levels of intermediate outcomes indicators

The following is a summary of the key baseline values for the Intermediate outcome indicators

Summarised Intermediate Outcome Indicators Baseline Values

Outcome Indicator	Total	ASAL	Urban Slums
IO1: Attendance **Percentage improvement in attendance rates**	88%		
% of Teachers reporting marked improvement in attendance rates as a result of project interventions			
IO 2: Quality of Teaching **% of girls reporting teaching that is gender equitable and supportive of learning.**	72.8	68.4	78.8
% of lesson observations in supported schools/catch-up centres where the quality of instruction is rated as good or excellent			
IO3 Life Skills and Reproductive Health **% of girls who are aware of their reproductive health needs**	76.4	76.7	76.0
% of girls demonstrating autonomy in decisions affecting their futures	62.6	57.7	71.3
% girls demonstrating and expressing improved self-confidence at the community, School and Household	41.5	37.0	49.4
IO 4&5: Community based attitudes and behaviour change **Proportion increase in households supporting girls learning**	73.2	64.3	87.1
% of caregivers and girls reporting that chores sometimes prevent them from attending school or doing their homework and other studies	4.3	5.4	3.1
# of marginalised girls supported through community action plans	0	0	0
% of community members willing to support (through money, time or other forms of support) girls who have not			

been selected for secondary/ dropped out of primary to continue in further education and training			

The intermediate outcome data is discussed below in summary

Although overall school attendance was generally good (83%), intervention schools did better (88%) than comparison (77%), with boys and girls being almost at par. This good attendance was generally due to the existence of some forms of feeding programme in both ASAL and urban slums and the enforcement of the FPE policy. Intervention schools might have had some advantage in regard to management of SFP and other programmes as a result of the GEC-1 impact. Notably, qualitative data reveal that school attendance still faced numerous challenges that may need to be addressed if improvement has to be realized. They included fluctuations in attendance in the absence of food, variations in morning and afternoon attendance and girls' absenteeism when they lacked sanitary towels. Additionally, girls who bore a disproportionate burden of household chores and school children in the coastal counties who attended funeral discos often remained absent from school.

All schools visited had BOMs or some forms of committees whose role in management was reportedly good. However, while the BOMs seemed to utilize good strategies on motivating teachers, the only resource mobilization activity they clearly understood was fundraising with parents and community members. Accordingly, they needed training on more resource mobilization strategies including proposal writing.

While teachers demonstrated gender responsiveness in teaching through encouraging equal participation of girls and boys and asking difficult questions to boys and girls equally, some gender insensitive language was still being used in some schools.

Communities and girls in both urban slums and ASALs demonstrated a negative attitude towards TVET institutions, regarding them as only good for the poor who cannot afford secondary schooling or poor performers.

Gender based violence was evident in schools. In addition, there were numerous cases of violence and harm against children including child marriage, physical violence and defilement within the larger community.

While economic situations of families and communities in the ASALs and urban slums were wanting, some economic empowerment strategies were already being tried by community members. They included merry-go-rounds and table banking by community-based groups that were mainly dominated by women. However, the groups had limited resources and clearly in need of support.

The main sources of information on sexual and reproductive health for girls were teachers through teaching school subjects and offering guidance and counselling. Notably, health clubs that could empower girls in the area of SRH were mainly inactive.

Baseline Values verses Project Design

The baseline levels were not overly surprising though there were a few outliers:

- Girls in higher grades not performing better than those in lower grades on some tasks e.g. invented words and familiar words
- Higher of households finding it difficult to afford girls schooling (intervention at 63.0% and 65.0% among comparison counterparts)
- The relatively higher progression rates (98%) than known national estimates
- Persistence of corporal punishment - that 85% of the girls (comparison 87% and intervention 85%) reported that teachers discipline or punish students who get things wrong in a lesson
- Relatively high self-reporting of girls on decision-making
- The mismatch between the number of caregivers who reported support for girls' education (The majority of primary caregivers in both ASALs (97% for comparison and 94.6% for intervention) and urban (98.1% for comparison and 98.6% for intervention) slums agreed that it was worth investing in girls' education even when funds were limited) with the national data on GER and NER for girls especially in in ASALs
- The relatively higher poverty levels than what the project projected
- The relatively high number of caregivers with no formal education (35.5% of the primary care givers (40% female primary caregivers) had no formal education)

Viability of TVET

Though Communities and girls, in both urban slums and ASALs ,demonstrated a negative attitude towards TVET institutions, regarding them as only good for the poor who cannot afford secondary schooling or poor performers, the pathway is still viable. There are efforts by development partners, national and county governments to revitalise the sector. TVET is a top national and county government development priority and The Technical and Vocational Training Authority is being revamped while county governments are investing in infrastructure development. The project is engaging the Council of Governors. These are opportunities for the project to exploit. There may be need to build awareness to change prevailing negative attitudes and stereotypes in the project area. Working with the private sector would be an opportunity too.

CHAPTER SEVEN: RECOMMENDATIONS

1. **Monitoring evaluation and learning of the project**

   The theory of change adapted from GEC -1 is suitable to address the barriers facing marginalised girls. However, activities leading to the main pathway are clear and proven to have worked this is not the case for the alternative pathways. For instance, in regard to transition pathway 2 (Primary to an Alternative Pathway or TVET) baseline findings indicate that transition to TVET institutions is an unpopular transition option especially for girls. Further, transition to pathway 3 dropping out of school to a catch-up class/re-entry to education is equally unclear given the 10% girls identified having dropped out are spread throughout the projects sites making it difficult to plan for catch-up centres. It is recommended that:

   - The project refines its approach of identification of venues for catch up centres since this will help in communities accepting this approach. Furthermore, the communities' sensitisation should include aspects of the value of TVET institutions and their role in socio-economic development. This would help cultivate a positive attitude that would support the project's alternative pathway of transition of girls to TVET institution
   - The project should clearly document the implementation strategies used to influence the communities to take up the TVET alternatives. The lessons learned, best practices and knowledge generation would be critical in influencing the engagement of other stakeholders in TVET including the county governments that are mandated to address TVET issues.

2. **Project Design**

   The evaluation is of the opinion that the project design is robust and largely able to meet its intended objective if implemented as per the design. However, the following are further recommendations to the project:

   - *Strengthening economic empowerment*: Poverty remains the main characteristic that negatively influences the learning and transition of girls across grades and transition points. The project has previously and effectively implemented interventions relating to issues of livelihoods at household level. The evaluation recommends that more collaborative efforts be undertaken with other stakeholders in the communities to help strengthen, deepen and broaden the reach of the economic empowerment outputs. More community led initiatives would have an effect to more households.
   - *Inclusion of food provision and infrastructure*: The evaluation is aware that the project has not planned interventions for infrastructure support or food provision. However, given the level of influence of this to learning, retention and attendance, it is recommended that the project should reviews the project design to incorporate those two interventions
   - *Refocusing on child protection*: Broadly, the project needs to refocus the strategies on child protection especially for the school and community. For the school, the level of physical punishment may affect the gains made in learning and transition. This is even more critical because this may be the hidden factor that may affect the transition rates

because the children may associate higher learning with more severe punishment. It is therefore recommended that the project infuses in teacher coaching and other teacher interaction avenues the strategies of positive discipline since most teachers are unaware on the effectiveness of alternative ways of discipline. For the communities, the journey to the school was mainly identified as the possible avenue for child abuse and qualitative discussions brought out motor bike transport operators (*boda boda*) as the main perpetrators. It is therefore recommended that the project continues to find innovative strategies that would convert these perpetrators to child protection activists.

- *Education of care givers/household heads*: The project should seek to integrate the activities for parental engagement with adult education for these target groups given their critical influence on the girls learning and transition. The strategies adopted should have a component of acquiring critical skills. For example, an intervention teaching them on bee keeping should also include numeracy skills so that they are able to count and have proper finance management.
- *The learning experience*: Even though almost all girls indicated that they felt safe at school, it is the opinion of the evaluation that the project needs to critically look at the school set ups and the classroom interactions. This is especially the case for the ASAL areas where the likelihood of having a teacher who will come late to class was almost two times compared to the urban slums. This means that the learning experience is not maximised. The gender biasness also persists, though not very overtly. Therefore, the recommendation is that the project relooks at the GESI self-assessment tool and ensures that all the project teams (at the coach level) evaluates the schools they are engaged with objectively and critically and then the issues on learning be brought to the fore for appropriate intervention.

3. Scalability and sustainability

- *Partnerships for development at school level*: The evaluation recognises that the project has not planned interventions for infrastructure support or food provision. However, given the level of influence of this to learning, it is recommended that the project forms strategic partners with other stakeholders that can provide these aspects to the school. In addition, the project needs to continue training the Boards of Managements to raise resources locally and from the corporates or devolved funds to address these issues
- *Promotion of Community Child Protection Structures:* The communities have their own mechanisms of child protection and these mechanisms should be discussed during community conversations and action plans put in place on how to activate them, implement them and monitor their progress. Communities should be able to continuously audit themselves on how well they are progressing with regard to issues of child protection.
- As recommended above, the evaluation emphasises that given the influence that the care givers have on the girls learning. The project should design a strategy that will help the care givers improve their education level. This may be through working with

county governments to have adult learning classes that can also integrate economic empowerment for care givers. This should be practical so that the strategy is successful.

- The project model on interaction and influencing the acceptability of TVET as an alternative pathway should be documented for possibility of scale up by the county government and other agencies. This is because the community has little or no knowledge on this pathway as an alternative to the formal schooling pathway.

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ANNEXES

Annex 3: Key Findings on Output Indicators

The project has the following outputs, means of verification and frequency of their collection;

Table 25: Output indicators

Logframe Output Indicator	Means of verification/sources	Collection frequency
Output 1: Teachers and school leaders in primary and secondary schools demonstrating gender sensitive and enhanced teaching approaches (ICT and pedagogy) for improved learning		
Output 1.1: # of primary and secondary school teachers utilizing improved teaching approaches	Lesson observation proforma (electronic) applied to both live and videoed lessons	Quarterly These observations haven't stated yet since the baseline was delayed.
Output 1.2: # of head teachers implementing action plans from leadership mentorship programme	School survey- interview with HTs and teachers	Annually This indicator is tied to activities within the workplan that will be implemented in year 2 of the project
Output 1.3: % of secondary schools' teachers utilizing improved teaching approaches to STEM subjects	Lesson observation proforma (electronic) applied to both live and videoed lessons	Semi-Annually Secondary school activities will be implemented in year 2 of the project.
Output 2: Alternative learning pathways established or expanded for girls outside or at risk of leaving school		
Output 2.1: # of girls enrolled and continuing with education in TVET institutions as an alternative pathway	Review of records of enrolment at TVET centres, cohort survey. School leaver survey	Monthly All alternative pathways activities will be implemented in year 2 of the project
Output 2.2: Proportion of girls completing catch up classes (cumulative)	Review of records of completion rates at catch-up centres.	Quarterly/Monthly All alternative pathways activities will be implemented in year 2 of the project
Output 2.2: Proportion of girls with improved perception on the viability of the alternative education pathways	HH survey (to capture dropouts) girls citing TVET or catch up in response to the questions "if a girl drops out of primary/ fails to get selected from secondary, what should she do?	Annually/ at evaluation points All alternative pathways activities will be implemented in year 2 of the project.
Output 3: Improved self-confidence and aspirations among the girls in mentorship and scholarship programmes		
Output 3.1: # girls completing the mentorship programme	Mentoring logs validated by interviews and FGDs HH/ School survey	Annually/ at evaluation points All mentorship activities will be implemented in year 2 of the project
Output 3.2: # of project girls and boys regularly attending girls Clubs or disability clubs	Patrons/Matron's records, FGDs, KIIs and In-depth interviews.	Semi-Annually
Output 3.3: Percentage of girls with improved understanding regarding their reproductive health risks/needs	FGDs, KIIs and In-depth interviews.	Annually/ at evaluation points
Output 4: Household continue supporting girls' education including in alternative pathways		

Logframe Output Indicator	Means of verification/sources	Collection frequency
Output 4.1: # of households with improved investment decision specifically to support girls education.	Project management documentation (Financial logs, disbursement records/School records) validated by spot checks and survey data	Annually/ at evaluation points Households will start receiving IGAs from Year 2 of the project implementation.
Output 4.2: # HHs reporting that financial/ other materials support from the project has helped them keep their daughters in school (disaggregated by support package)	HH survey and interviews	Continuous monitoring, CHVs will continuously make household visits and use the CHV logbook developed by the project in year one of implementation.
Output 4.3: # girls who attribute their continued attendance to school as a result of CHV visits/ advice to the Households	HH survey & interviews	Annually/ at evaluation points
Output 5: School catchment communities more aware of the importance, benefits and opportunities available to support girls for productive education		
Output 5.1: % of catchment communities that develop action plans that address barriers to girl's education.	Coaches reports and CC logs and minutes	Quarterly and Semi-annually
Output 5.2: # of groups from the catchment communities that have received funding and established functional IGAs that support girls education	Coaches reports and CC logs and minutes, validated by evaluator interviews and FGDs	Annually Community groups will be given the IGAs during the year 2 of implementation.
Output 5.3: # of community groups conducting accountability and tracking the utilization of the education funds available to the schools	Coaches reports and CC logs and minutes, validated by evaluator interviews and FGDs	Annually The community groups will start doing the accountability in year 2 when they start evaluating their action plans.
Output 6: WWW project aligned to models that inform emerging MoE gender and teaching approaches		
Output 6.1: # MoE officials trained on and conducting gender analysis and reporting	Training logs/ registers	Quarterly These trainings will be conducted in year 2 of project implementation.
Output 6.2: Number of review meetings to address girls' education organized by MoE/TSC/County through project support	Training logs/ registers	Annually
Output 6.3: Number of MoE/TSC utilizing NLE interventions as a means of improving learning and school governance structures	Event documentation	Annually

Below is the reflection of the outputs and the baseline findings and what that means to the project;

Table 26: Baseline status of output indicators

Log frame Output Indicator	Baseline status/Baseline values Relevance of the indicator for the project ToC	Baseline status/Baseline values
Output 1: Teachers and school leaders in primary and secondary schools demonstrating gender sensitive and enhanced teaching approaches (ICT and pedagogy) for improved learning		
Output Indicator 1.1: # of primary and secondary school teachers utilizing improved teaching approaches (Disaggregated by ASAL/Urban)	This indicator addresses the teaching pedagogy utilization in the school set up. Currently the teachers have not been trained and/or provided with the tablets in order to start utilizing the learning.	Baseline value 0
Output 1.2: # of head teachers implementing action plans from leadership mentorship programme (Disaggregated by ASAL/Urban)	The NLE will be rolled out in year 2 of the project and it will target head teachers at school through a mentorship approach.	Baseline value 0
Output 1.3: % of secondary schools teachers utilizing improved teaching approaches to STEM subjects (Disaggregated by ASAL/Urban)	The project realizes the need to promote the STEM subjects among the girls to build on their aspiration and self-confidence. These activities have not started yet but will be evaluated during the mid-line	Baseline value 0
Output 2: Alternative learning pathways established or expanded for girls outside or at risk of leaving school		
Output 2.1: # of girls enrolled and continuing with education in TVET institutions as an alternative pathway (cumulative) (Disaggregated by ASAL/Urban)	The project realizes the need to promote the transition of all girls through all pathways including TVET. Enrolment of the project beneficiaries to TVET will commence in Year 2 and is geared towards equipping the girls with livelihood courses for career aspirations and entrepreneurial skills. These activities have not started yet but will be evaluated during the mid-line	Baseline value 0
Output 2.2: Proportion of girls completing catch up classes (cumulative) (Disaggregated by ASAL/Urban)	The project envisions a 100% transition of the girls through Pathway 1, however, it still acknowledges the possibility of this not happening and thus to try and provide re-entry strategies, the project will establish catch-up centres with the sole purpose of re-entry to any of the other two pathways. The drop outs are in the process of being profiled and enrolled into these centres.	Baseline value 0
Output 2.3: Proportion of girls with improved perception on the viability of the alternative education pathways (Disaggregated by ASAL/Urban)	The project intends to popularise the other two pathways to provide the girls with options for transition and prevent a case where a girl thinks that because they haven't achieved the prerequisite marks for entry to secondary, it's the end of the road. This perception will best be evaluated during the mid-line	Baseline value 0

Log frame Output Indicator	Baseline status/Baseline values Relevance of the indicator for the project ToC	Baseline status/Baseline values
Output 3: Improved self-confidence and aspirations among the girls in mentorship and scholarship programmes		
Output Indicator 3.1: # girls completing the mentorship programme (Disaggregated by ASAL/Urban)	Mentorship for the girls will be done through club activities and at the households. This will be geared towards building the girls self-confidence, self-esteem and knowledge of their RH needs and changes. The holiday mentorship and clubs are just beginning and thus this will be evaluated at Mid-line	Baseline value 0
Output Indicator 3.2: # of project girls and boys regularly attending girls Clubs or disability clubs (Disaggregated by ASAL/Urban)	The project uses the clubs as an avenue for building the confidence of the girls and boys as well as communicating and educating them on their roles in shaping their future lives. The club activities will continue, and the project intends to continuously engage the girls through the child to child clubs.	Baseline value 16,000
Output Indicator 3.3: Percentage of girls with improved understanding regarding their reproductive health risks/needs (Disaggregated by ASAL/Urban)	Knowledge of the Girls of their RH risks/needs is important to avoid early pregnancies and have confidence on what certain changes in them could lead. This still gives them the courage to verify and address lines used by boys to lure them to early sexual interactions. The project targets 100% of the girls are aware and thus 31.5% with knowledge is on the right path.	Baseline value 31.5%
Output 4: Household continued support for girls education including in alternative pathways		
Output Indicator 4.1: # of households with improved investment decision specifically to support girls' education. (Disaggregated by ASAL/Urban)	This is a sustainability initiative to equip the households with the necessary skills and resources to invest on venture that enables the continued support for the girls' education. This element will be best evaluated through the subsequent evaluations.	Baseline value 0
Output Indicator 4.2: # HHs reporting that financial/ other materials support from the project has helped them keep their daughters in school (disaggregated by support package)	This is a sustainability initiative to equip the households with the necessary skills and resources to invest on venture that enables the continued support for the girls' education. This element will be best evaluated through the subsequent evaluations.	Baseline value 0
Output Indicator 4.3: # girls who attribute their continued attendance to school as a result of CHV visits/ advice to the Households (Disaggregated by ASAL/Urban)	Community Health Volunteers (CHVs) continuously visit the households to ensure that any girl dropping out of school is reinstated through any of the pathways. The CHVs will continually work with the communities and schools to ensure that the girls at risk of dropping out are identified and mitigated in time.	Baseline value 0
Output 5: School catchment communities more aware of the importance, benefits and opportunities available to support girls for productive education.		

Log frame Output Indicator	Baseline status/Baseline values Relevance of the indicator for the project ToC	Baseline status/Baseline values
Output Indicator 5.1: % of catchment communities that develop action plans that address barriers to girl's education. (Disaggregated by ASAL/Urban)	Community conversations continue to be the project's pillar of sustainability by ensuring that the conversation yield some action plans geared towards girl's education programs. This will auger well with the learning outcome.	Baseline value 0
Output Indicator 5.2: # of groups from the catchment communities that have received funding and established functional IGAs that support girls education (Disaggregated by ASAL/Urban)	Communities will be provided with entrepreneurial skills before being supported to start IGAs where part of the proceeds will ease their burdens for the education and improve their economic status. These IGAs will be provided in year 2 and 3	Baseline value 0
Output Indicator 5.3: # of community groups conducting accountability and tracking the utilization of the education funds available to the schools	The same communities will be expected to police the schools' administration regarding how they use the funds allocated for education.	Baseline value 0
Output 6: WWW project aligned to WWW models inform emerging MoE gender and teaching approaches		
Output Indicator 6.1: # MoE officials trained on and conducting gender analysis and reporting	These trainings will be geared towards ensuring there is use of gender sensitive approaches in teaching. These national and county govt officials will be the supervisors of gender equity initiatives and will be able to conduct gender analysis during and beyond the life of the project.	Baseline value 0
Output Indicator 6.2: Number of review meetings to address girls education organized by MoE/TSC/County through project support	The project will support the officials to organize review meetings as a sustainability initiative beyond the life of the project.	Baseline value 0
Output Indicator 6.3: Number of MoE/TSC utilizing NLE interventions as a means of improving learning and school governance structures	NLE are mentorship approaches where teachers from two schools are paired to ensure learning and mentorship takes place. The idea is to have a good performing school paired with a fairly performing school and the objective would be to try to uplift the learning outcomes of the fairly performing school.	Baseline value 0

The table below shows the outputs and areas that require adaptations and changes within the project;

Table 27: 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: Teachers and school leaders in primary and secondary schools demonstrating gender sensitive and enhanced teaching approaches (ICT and pedagogy) for improved learning		
Output 1.1: # of primary and secondary school teachers utilizing improved teaching approaches	No Issues currently	Leave as is for now
Output 1.2: # of head teachers implementing action plans from leadership mentorship programme	No Issues currently	Leave as is for now
Output 1.3: % of secondary school teachers utilizing improved teaching approaches to STEM subjects	No Issues currently	Leave as is for now
Output 2: Alternative learning pathways established or expanded for girls outside or at risk of leaving school		
Output 2.1: # of girls enrolled and continuing with education in TVET institutions as an alternative pathway	No Issues currently	Leave as is for now
Output 2.2: Proportion of girls completing catch up classes (cumulative)	No Issues currently	Leave as is for now
Output 2.2: Proportion of girls with improved perception on the viability of the alternative education pathways	No Issues currently	Leave as is for now
Output 3: Improved self-confidence and aspirations among the girls in mentorship and scholarship programmes		
Output 3.1: # girls completing the mentorship programme	No Issues currently	Leave as is for now
Output 3.2: # of project girls and boys regularly attending girls Clubs or disability clubs	No Issues currently	Leave as is for now
Output 3.3: Percentage of girls with improved understanding regarding their reproductive health risks/needs	No Issues currently	Leave as is for now
Output 4: Household continue supporting girls' education including in alternative pathways		
Output 4.1: # of households with improved investment decision specifically to support girls education.	No Issues currently	Leave as is for now
Output 4.2: # HHs reporting that financial/ other materials support from the project has helped them keep their daughters in school (disaggregated by support package)	No Issues currently	Leave as is for now
Output 4.3: # girls who attribute their continued attendance to school as a result of CHV visits/ advice to the Households	No Issues currently	Leave as is for now

Logframe Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
Output 5: School catchment communities more aware of the importance, benefits and opportunities available to support girls for productive education		
Output 5.1: % of catchment communities that develop action plans that address barriers to girl's education.	No Issues currently	Leave as is for now
Output 5.2: # of groups from the catchment communities that have received funding and established functional IGAs that support girls education	No Issues currently	Leave as is for now
Output 5.3: # of community groups conducting accountability and tracking the utilization of the education funds available to the schools	No Issues currently	Leave as is for now
Output 6: WWW project aligned to models that inform emerging MoE gender and teaching approaches		
Output 6.1: # MoE officials trained on and conducting gender analysis and reporting	No Issues currently	Leave as is for now
Output 6.2: Number of review meetings to address girls' education organized by MoE/TSC/County through project support	No Issues currently	Leave as is for now
Output 6.3: Number of MoE/TSC utilizing NLE interventions as a means of improving learning and school governance structures	No Issues currently	Leave as is for now

Annex 4: Beneficiaries Table

Please fill in the tables below. Individuals included in the project's target group should be direct beneficiaries of the project.

Direct beneficiaries

Beneficiary type	Total project number	Total number of girls targeted for learning outcomes that the project has reached by Endline	Comments
Direct learning beneficiaries (girls) **– girls in the intervention group who are specifically expected to achieve learning outcomes in line with targets. If relevant, please disaggregate girls with disabilities in this overall number.**	70,537	56,000	This may vary with expected attritions from time to time

Table 1: 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.**	56,000	The project hopes to reach similar number of boys with teaching and other indirect activities
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.**	70,537	The project hopes to reach similar number of boys with teaching and other indirect activities
Broader student beneficiaries (girls) **– girls who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.**	95,000	Estimates that the project girls will reach an estimated 30% with messages and other benefits such as books, solar lighting, club activities and other.
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.**	2,000	These will be the total number of teachers to be trained
Broader community beneficiaries (adults) **– adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.**	60,000	521 communities with an average of 10 members each will be expected to pass the messages through to their households and neighbourhoods. This will include the adults reached through the household visits by CHVs

Annex 9: Learning Test pilot and Calibration

Provide a brief summary of pre-Baseline activities in preparing to measure learning (designing of learning tests, calibrating, establishing where girls were year before Baseline etc.). This would include:

- Design of the learning test (e.g. against what guidance paper was test designed on, how many versions designed, which subtasks designed etc.)

    - Four samples of learning tests were designed using the guidance. The four samples were piloted in Class 4 – Form 4. The samples were for EGRA, EGMA, SEGRA and SEGMA. The EGMA/EGRA and SEGMA/SEGRA tests were piloted in Class 4 – Class 8 while Class 4 – Form 4 had most girls attempting SEGRA and SEGMA. A total of 155 girls (Nairobi) and 160 girls (Kajiado) participated in the EGRA and EGMA pilot. While for SEGRA and SEGMA, a total of 200 girls (Kajiado) and 522 girls (Nairobi) participated in undertaking SEGRA and SEGMA (subtask 1 and 2).

    - The following were the pilot results:
        i. EGMA was piloted in class 4 – 8 and it was found that:
            - Item analysis was found to be fine
            - Ceiling effects were found on number identification and discrimination
            - There was consistent progression of the scores across the grades (with lower grades having lower scores and upper grades having upper scores)
        ii. EGRA was piloted in class 4 – 8 and it was found that:
            - There were no ceiling or floor effects
            - All tests were calibrated equally with the Words Per Minute variance of 10 WPM between the 4 tests
        iii. SEGMA was piloted from Class 4 to Form 4 and it was found that:
            - There were no ceiling or floor effects
            - The difficulty of subtasks progressed logically with SEGMA 1 having higher scores then SEGMA 2 and SEGMA 3 having the least scores
            - SeGMA 1: Test 2,3,4 were calibrated well (38% correct) Test 1 was too easy(44%) – recommendation for adjustment;
            - SeGMA 2: Test 1,2,3 are calibrated well (29-32% correct) Test 4 is slightly too hard (24%) and *recommended for adjustment*
            - SeGMA 3: Test 2,3,4 are calibrated well (14-16% correct) Test 1 is too hard (10%) and *recommended for adjustment*
            -
        iv. SEGRA was piloted from Class 4 to Form 4 and it was found that:
            - There was no ceiling effect on the item analysis;

- There was neither ceiling nor floor effects on overall subtask scores
- Some samples had wider variances that required to look at specific questions for example : Test 2 Question 5a and 5b – they are only scoring 19% and 13% correct respectively compared to other questions scoring much higher
- SeGRA 1: Test 1 (58% correct) and Test 2 (46% correct) were too difficult compared to Test 3 (68%) and Test 4 (70%). *Test 1 and 2 were adjusted*
- SeGRA 2: Test 1, 2, 4 were all calibrated well (49% correct). However Test 3 was too easy (58% correct) *this was adjusted*

v. On marking: It was noted that whereas marking of SEGMA (all subtasks) and SEGRA (subtask 1 and 2) could be done by the regular data entry clerks following a discussed marking scheme, SEGRA subtask 3 required persons with experience in marking compositions.

vi. On timing: It was noted that 45 minutes was generally sufficient timing to undertake SEGMA but because of SEGRA subtask 3 (composition writing), an additional 5 minutes was added such that the full time for SEGRA was 50 minutes while SEGMA was 45 minutes.

- Implications of the pilot results on the final tests

i. Main decision points were as follows:

- EGRA and EGMA were to be administered only in Grade 5 & 6 since the main cohort to be tracked from 2018 was Grade 5 which had been Grade 4 in 2017.
- SEGRA & SEGMA (all subtasks) were to be administered from Grade 7 to the upper levels (Form 4).
- SEGRA & SEGMA subtask 1 was to be administered for all the girls from Grade 5 to Form 4.
- For EGMA: Number recognition was dropped due to higher ceiling effect.

ii. Baseline tests: The tests were adjusted based on the above findings and one sample selected (Sample 2) selected as the baseline test.

iii. Midline and other tests: The other tests were also recalibrated under labelled as Midline and Endline tests.

- The methodology for aggregating the subtask scores is discussed in detail in section 4 of this report.

Annex 11: Control Group Approach Validation

This annex serves to reflect on the adequacy of the learning and transition cohort samples, particularly the control group one, for the evaluation of outcomes at midline and endline.

In selecting the control sample, the evaluation used similar parameters as those used in selecting the project intervention sample. The selection of the sample took into consideration the following:

- **Performance in national examination**: These ensured schools with an average mean-score of below 250 from each county were selected.
- **Locality**: The selection of schools was in such a way that schools from different zones were included in the sample.
- **School population**: The priority was given to schools with medium to large population.

The risks to comparability of the intervention and control group at midline and endline were identified as follows:

- **The inadequate coordination between different GEC projects**: There is possibility that the different GEC T consortia will select different schools for different areas. For instance in coast region, *Wasichana Wetu Wafaulu, Jielimishe* and Avanti have running programmes in the different counties of the Coast. In these areas some schools are designated as intervention and others as control. The challenge will be mainly at secondary school level where at one point all the consortia partners will be working in the same schools and communities in these counties. There has not been any centralised coordination to determine which consortia partners work in which secondary school or community as either intervention or comparison and there is likelihood during the implementation or even at midline to have a school designated as control in one consortia being an intervention school in another consortia.
- **Contamination or spill over effects**: The main risk is to the learning sample especially when the cohort group moves from primary level to secondary level. The main assumption that has been made in this project is that all the girls will move from the project primary schools to project secondary schools and the same will apply to the comparison primary to comparison secondary. However, given the unstructured nature of the transition from primary to secondary level, there is a chance that there will be girls who will move from comparison primary schools to intervention secondary schools. This is especially the case in ASAL counties (Turkana, Marsabit and Samburu) where the preferred secondary schools are few and mostly are boarding schools. For Nairobi and Mombasa counties, there is ease of movement within the county and therefore distance is usually not a factor in deciding the school that a girl joins for secondary level education.

    - **Intervention and control samples composition**: Tables 3.2.1 to 3.2.5 (in section 3) show the compositions by comparison and intervention by site (county), grade, age and disability. There is no major variation between these two compositions in

all the categories indicating general similarity in the compositions. However, the only exception is the secondary school samples for Nairobi (where there were fewer secondary schools reached due to refusal than planned for) and Samburu (where the targeted comparison secondary school refused to participate).

The evaluator makes this conclusion on the samples selected:

- **Conclusion on comparability of samples**: Based on the current samples, it is the opinion of the evaluator that if the attrition rates at midline follow similar trends at midline and endline for both control and comparison groups, there will be no major difference between the control and the intervention groups and that the difference in difference approach would be applicable without controlling for any aspect. Hence the current samples do not require any mitigation strategies except for Nairobi and Samburu secondary school samples where there is need to identify and engage secondary schools before midline.

Annex 12: External Evaluator Declaration

Name of Project: WASICHANA YETU WAFAULU (LET OUR GIRLS SUCCEED)

Name of External Evaluator: Women Educational Researchers of Kenya - WERK

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8. Mary Chepkemoi
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11. Florence Itegi
12. Winfred Kithinji
13. Tabitha Mbenge
14. Evelyne Njurai
15. Amos Kirui
16. Dennis Odhiambo
17. Francis Kirimi
18. Mike Brian
19. Roselyne Moraa
20. Clarice Wairimu Gathura
21. Hibo Bishar Abdi
22. Edin Mohamed Wario
23. John Kamau Ngamau

406 Data collectors

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

Specifically:

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

SOPHIA YIEGA

WOMEN EDUCATION RESERCHERS OF KENYA

14th May 2018

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)

- The overall evaluation findings confirm the contextual factors postulated by the project as affecting the cohort of girls. It confirms the theory of change as appropriate and that it responds to the barriers of girls' education in the context of the marginalised urban slums and ASALs areas. The three pathways under the project provide a viable way of addressing girls' progression and transition to productive learning and livelihoods pathways. The findings confirm:

    - ✓ Transition from primary to secondary is low and indeed lower than the national average confirming that the project is targeting the marginalized areas and the need of targeting girls
    - ✓ Learning attainments in literacy and numeracy are still low, confirming the low quality of education in these areas.
    - ✓ About 15% of the targeted leaner population are special needs and total orphans and hence the need for inclusive education and targeted support to girls to succeed (including economic support)
    - ✓ Elevated levels of vulnerability and poverty hence the need for targeted interventions
    - ✓ School feeding is important in school retention of learners. This is an assumption identified at the project design and is a risk if the school feeding programme is not sustained

- The findings have also nuanced project understanding including:

    - ✓ A correlation of girls' confidence and the caregiver's status of education and poverty levels.
    - ✓ Literacy attainments in comprehension and word problems in numeracy were particularly low
    - ✓ Infrastructure is still a major issue and though the project is providing desks (the number one problem identified by learners), other infrastructure needs such as building are still required
    - ✓ Whereas girls generally feel safe in school, there are still high incidences of physical punishment and GBV in the school communities
    - ✓ Gender responsive teaching has been taken up but there are still gaps

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.

The table below summarises the project responses:

Conclusions/Recommendations	**Response**	**Explanations**
Theory of Change holds but requires nuancing of some strategies	Agree	The findings confirm the understanding of the context and the assumptions. Some nuanced changes are proposed to the strategies of implementation.
Improve learners experience – gender biases persist	Agree	Project will explore ways of Gender Responsive Pedagogy for the various subsets. The project will work with TSC towards enhancing the pedagogy. Currently the project has integrated these gender responsiveness into the classroom observations tool.
Implementation of Alternative pathways (TVET/Livelihoods and Catch-up) will be a challenge • Involve communities in identification of catch up centres • Document approaches of influencing uptake of Alternative Pathways	Agree	The project postulated low acceptance and uptake of these pathway. In project scope, we have planned on • Enhancing and raising awareness for in-school and within communities • Tackling barrier to TVET access through improving relevance of course for girls and the labour market • Providing bursaries to TVET girls For catch-up, see the attached on the project approach.  Catch-Up Concept Note - FINAL.pdf The project will closely with the communication unit to document any positive effects noticed during the implementation to influence uptake of these alternative pathways.
Strengthening of economic empowerment of households/groups	Agree	The project is providing grants for Income Generating Activities (IGAs) to communities to enhance the their income base and with full motive of the extra income partly going to the support of the girls' education. The project is also providing bursaries and cash transfers targeting girls in all pathways. The project is also strengthening child-friendly support such as school accountability and imbedded into the child to child clubs.

Child protection • Refocusing on CP • Activation of Child Protection structures	Agree	CP will be mainstreamed in all project activities, activation of CP structures is, however, to a considerable extent out of current scope. Project will review the extend this is an impediment and what the project can do without serious diversion of the resources and outcomes and make recommendations for future adaptations. On activation of the community CP structures, the project can only promote and advocate for their establishment (not responsible for establishment under the project scope). The project would like the statement rephrased since the mandate of the project in regards to CP is mainstreaming and not activation.
Develop interventions (education) for caregivers	Agree	There is a clear correlation between learner's behaviour and learning attainment with the caregivers' knowledge and attitude. The project will research and adopt proven strategies that address the education and self-esteem of caregivers. The strategies when fully formulated and costed to be presented as part of the project adaptations.
Schools to be sensitised on all forms of violence	Agree	Physical and gender violence still rampant. The project will develop and cost strategies of sensitisation of schools and communities on GBV and physical punishment in schools. To the extent possible this will be integrated into existing activities.
School Development • Train BOM on SDPS and resource mobilisation • Partnerships for school infrastructure	Agree	Training of BOMs was done in GEC1 but there have been reconstituted of BOMS across board. Will require adaptation for this to be taken in. The project will also improve the leveraging from other stakeholders especially in infrastructure and provision of food. The first partnership will be the line ministries within GoK. Partnership for infrastructure where feasible will be forged and captured as leverage but in reality, these are hard to come by in the context we work in.

- Does the external evaluator's conclusion of the projects' approach to gender correspond to the projects' gender ambitions and objectives?

  The finding on low learning attainments is likely to be affecting both boys and girls albeit with some differences. As we did not collect data on boys, this can only be inferred. The key response to this will be to improve the quality of teaching and this will benefit both boys and girls. The qualitative findings indicate deeply entrenched negative cultural practices that affect girls and both boys and men are perpetuators of these practices including GBV. The project in GECT re-designed its approach to community engagement by targeting already existing and functioning groups and specific target groups of men such as the elders and boys. The project expects that change in

attitude and behaviours of boys and men will significantly to girls' welfare and successful completion of learning cycle.

Given the deep poverty, elevated levels of vulnerability (orphans), the project is proposing to target about 10-15% of direct intervention activities to boys for parity and community buy-in and support.

Strides have been made on gender responsive pedagogy but there are still gaps – girls reporting that boys are treated differently. The project will explore avenues of strengthening classroom practices and materials and going outside the classroom to school practices and behaviour.

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).

  Minimal changes to the log frame are anticipated which include:

  - ✓ Some indicator targets to be adjusted based on these findings for example the transition rates to secondary and APs
  - ✓ Some indicators may require changing and or replacements to get more sensitive/measurable indicators for example the interventions on caregivers might need to be captured following adaptation changes.
  - ✓ The logic and flow of activities may require changes in the logframe for example the emphasis on the challenges of the Alternative pathways may mean more time is spent in sensitizing the community about these pathways.
  - ✓ A re-look on the risks and assumptions, their probability and impact for example the impact on school feeding programme on retention, physical punishments in schools etc.