Project Evaluation Report

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Notes:

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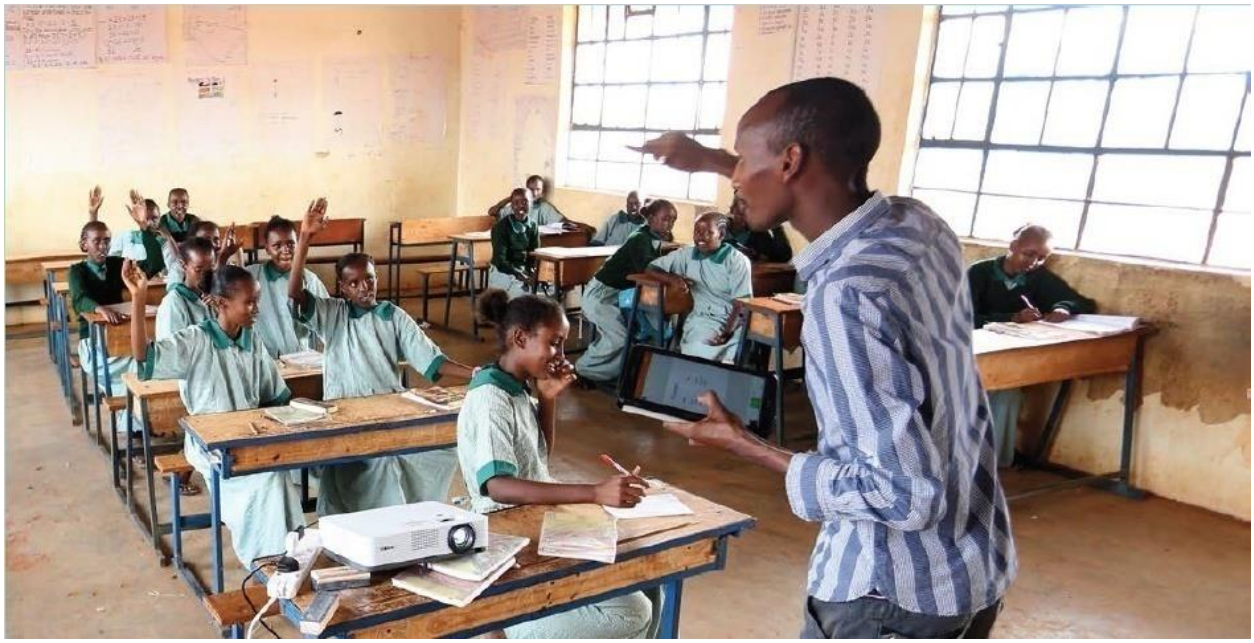
Wasichana Wetu Wafaulu

GEC – T Midline 1 Report

SCW-5252



A teacher in Marsabit County delivering a lesson using a tablet and a projector provided by the project to enhance teaching and learning

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

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

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June 2020

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ACKNOWLEDGEMENT

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LIST OF ACRONYMS AND ABBREVIATIONS

AP	Alternative Pathway
APBET	Alternative Provision to Basic Education
ASALs	Arid and Semi-Arid Lands
BL	Baseline
BOM(s)	Board(s) of Management
CBC	Competency-Based Curriculum
CC(s)	Community Conversation(s)
CDE	County Director of Education
CHV(s)	Community Health Volunteer(s)
CPD	Continuing Professional Development
DiD	Difference in Difference
EARCs	Assessment and Resource Centers
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
FGD(s)	Focus Group Discussion(s)
EO	Education Officer
FGM	Female Genital Mutilation
FPE	Free Primary Education
FSE	Free Secondary Education
GBV	Gender-based Violence
GEC	Girls' Education Challenge
GESI	Gender Equity and Social Inclusion
GRP	Gender Responsive Pedagogy
HH	Household
HoH	Head of Household
ICT	Information Communication Technology
ID	Identification
IGAs	Income Generating Activities
KCPE	Kenya Certificate of Primary Education
KII	Key Informant Interview
KYEOP	Kenya Youth Employment Opportunities Project
LoI	Language of Instruction
MEL	Monitoring Evaluation and Learning
ML	Midline
MoE	Ministry of Education
NITA	National Industrial Training Authority
NGEC	National Gender Equality Commission
NGO	Non-Governmental Organization
NLE	National Leaders of Education
OSS	Outcome Spread sheet
OVC	Orphans and Vulnerable Children

PCG	Primary Caregiver
PTA(s)	Parents Teachers Association(s)
PP	Project Partner
PW	Pathway
ROC	Rights of the Child
SCDE	Sub County Director of Education
SeGMA	Secondary Grade Mathematics Assessment
SeGRA	Secondary Grade Reading Assessment
SNE	Special Needs Education
STI	Sexually Transmitted Infection
SRH	Sexual and Reproductive Health
ToC	Theory of Change
TPAD	Teacher Performance Appraisal and Development
TVET	Technical and Vocational Education and Training
UNFPA	United Nations Population Fund
VfM	Value for Money
WERK	Women Educational Researchers of Kenya
WWW	*Wasichana Wetu Wafaulu*

EXECUTIVE SUMMARY

This is a midline 1 report of the *Wasichana Wetu Wafaulu* (WWW – 'Let Our Girls Succeed) project. The project aims at enabling 70,537 girls in primary school to complete their current phase of education, achieve improved learning outcomes and transition successfully to productive and positive lives. The initiative is being implemented in 488 primary schools, 60 secondary schools, 23 TVET institutions, 35 catch-up centres 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 (ToC): The project is set to influence changes in four dimensions – the **community,** the **home**, the **school** and the **girl herself –** which are perceived to be barriers to girls' education. The project adopts a holistic, integrated approach to behaviour change, combining interventions across the four dimensions in order to overcome the complex and interrelated barriers to girls' education. The ToC remains relevant and should not be modified. The project ToC is still appropriate but there were adaptations to meet emerging needs such as the changes in the TVET pathway that has been affected by the new government policy on primary to secondary 100% transition.

Evaluation Design: The midline used a quasi-experimental (involving intervention and comparison groups) mixed methods evaluation design. Both quantitative and qualitative data was collected to measure the project change.

Midline Tools: Quantitative and qualitative tools were used. The quantitative tools were household and school questionnaires, and calibrated EGMA/EGRA and SeGMA/SeGRA learning assessment tests while the qualitative tools included: classroom observation guide, teacher and Key Informants Interview (KIIs) schedules, Focus Group Discussion (FGD) guide for girls and boys at both primary and secondary schools, and Community Conversation (CC) FGD guide.

Measuring Learning Levels: The midline evaluation had two sets of tests to measure girls' progress in learning levels for both primary and secondary schools. These were EGRA/SeGRA and EGMA/SeGMA.

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

Key Findings

Project Outcomes

The following are the key findings based on the project outcomes of learning, transition and sustainability.

Learning Outcomes

- The project achieved a 0.12 increment in literacy scores against a target of 0.31 which was 39.45% of the target set for the literacy. For numeracy, the project achieved a 0.23 increment against a target of 0.31, a 74.4% achievement of the target.
- Overall there was an improvement in learning in both the comparison and the intervention groups but the project schools performed much better than the comparison schools.
- In EGRA, urban slums schools performed better while in EGMA, the ASALs schools performed better.

Literacy Learning Scores

- Girls in the intervention schools had a slightly better aggregate score in EGRA than those in the comparison schools. The mean EGRA score for girls in the intervention schools (66.7%) was higher than that of girls in the comparison schools (61.7%);
- The urban slums average in EGRA was higher (73.5%) compared to the one in the ASALs (60.2%). However, There was more improvement in the ASALs region (DiD 4.33) compared with the urban slums (DiD -2.13) where the change in learning was more in the comparison schools
- EGRA county results show an overall improvement at midline. County wise, Turkana (14.86), Tana River (10.84), Kwale (3.42), Kilifi (1.74) and Samburu (0.25) intervention schools had positive DiD and performed better than the comparison schools. Marsabit County comparison schools performed better than the intervention schools in the county (DiD -4.23).
- The overall mean score for SeGRA was higher for the intervention group (50.5%) compared to 44.4% for the comparison group. The overall change in the mean score over the comparison group was 2.98. Both ASALs and urban schools had a positive. The intervention schools in six counties (Turkana, Samburu, Mombasa, Nairobi, Kilifi and Kwale) had higher improvement over and above the comparison schools (positive DIDs).

Numeracy Learning Scores

- Girls in the intervention schools registered slightly better scores in EGMA across all grades than those in comparison schools. The overall mean for EGMA for girls in intervention schools stood at 67.9% while their counterparts in the comparison schools had a mean of 65.9%;

- The ASALs intervention schools had better EGMA performance (DiD 2.02) compared to the urban slums (DiD 1.24) (same trend in the EGRA performance where ASALs had better performance (DiD 4.33) compared with urban slums (DiD -2.13);
- For the counties, Marsabit (73), Kilifi (71.9), Nairobi (69.4) and Mombasa (69.4) had the highest EGMA scores while Kwale (60.8), Tana River (61.5) and Turkana (62.3) had the lowest. Overall, five counties (Turkana 11.39, Marsabit 3.81, Mombasa 2.02, Kilifi 1.48 and Nairobi 0.48) had better improvement in EGMA scores compared with their comparison group;
- Girls in the intervention schools had a higher overall SeGMA mean score (30.5%) than those in the comparison schools (23.4%). The mean score in SeGMA (30.5%) was lower than in SeGRA (50.5%);
- Intervention schools in urban slums (34.6) performed better than their counterparts in the ASALs (26.9) in SeGMA; The urban slums (5.80) had better performance over the comparison group (DiD) compared with the ASALs region (2.23)
- In terms of the highest improvement in the comparison schools, all the counties except Kwale (-2.14) and Tana River (-0.96) had better improvement over and above the comparison schools (positive DiD).

Other Findings on Learning

- For subtask 1 (based on classes 4 & 5 curriculum), there are still 9% non-learners in SeGRA and 7% non-learners in SeGMA while only 23% of the girls were proficient in SeGRA and 12% in SeGMA indicating the girls are not learning at the required levels;
- The main characteristics affecting learning are the education and economic status of the head of the household (HoH) and the caregiver. Girls in households where the HoH and the caregiver had no education were more likely to have a lower performance compared with other girls.

Barriers to Learning

There are still barriers to learning. Some of the identified barriers are summarised below:

- There are fewer barriers affecting learning at midline than at baseline. The key barriers affecting learning at midline include low self-esteem (girls who get nervous when they have to read in front of others), economic status (household members going to sleep hungry often for many days), lack of school facilities (no seats for all the learners), use of physical punishment on girls and safety when travelling to/from school;
- The key barriers that consistently affect SeGRA and SeGMA at both baseline and midline are: insecurity while in school, teacher's bias against one gender, teacher absenteeism and early pregnancies.

Transition Outcome:

- The transition target was not met;

- Overall the transition outcome targets for midline were not met (OOS). The DiD for transition was 2%. The baseline transition rate for the project was 94% while the for the comparison group it was 90%. These transition rates were already too high such that the project should focus on maintaining them as the target for the next evaluation. The midline transition rate for the project was 93% while the for the comparison group it was 87%.
- The government policy on 100% transition from primary school to secondary school has greatly influenced, positively, the secondary school transition rates. The current government drive on TVET is also likely to have an influence especially for secondary school leavers who do not achieve the minimum university entry level grades;
- In the ASALs, particularly Turkana County, constant migration that characterises the County's nomadic life in the rural area hinders transition in either of the pathways defined by the project; secondary, TVET and catch-up centres;
- In both urban slums and ASALs, parents perceive transition to TVET institutions as the last option only considered after failing to secure places in secondary school;
- A higher number of boys than girls was reported to transition to TVET institutions because the courses were perceived to be more friendly to boys than to girls.

Sustainability Outcome:

- Overall community level sustainability rating score was 2.4 against a target of 2; the score for school was 2.9 against a target of 2; and the score for system was 2 against a target of 2;
- The community attitudes continue to improve with over 80% indicating willingness to support girls' education. However, only 30% of the communities had initiatives or were implementing action plans to support the education of marginalized girls. At the household level, only 28% of the households indicated that they were supporting marginalized girls in education;
- More households from urban slums (33%) compared to ASALs (25%) indicated that they supported marginalized girls in education. The support was mainly mentorship or moral support (16% urban slums, 11% ASALs) and financial (15% urban slums, 10% ASALs);
- There is improved quality of teaching with more caregivers (ML –90%, BL – 85%) and more girls (ML – 98%, BL– 97%) indicating positive teaching practices. However, cases of physical punishment and verbal abuse of learners are still high and may erode the gains of teachers in the long run;
- Overall, there is general support to the project initiatives by the system (Ministry of Education and the Teachers Service Commission) and other agencies with good progress made on the implementation of NLE (though this was still at initial stages) and support for TVET institutions. However, there seems to be a challenge in monitoring and tracking the effectiveness of gender analysis and reporting behaviours of county education officers.

Intermediate Outcomes

The following are the key findings for the intermediate outcomes (attendance, teaching quality, life skills, household support and community attitudes) and other key project aspects (school management and governance, economic empowerment and child protection).

Intermediate Outcome 1: Attendance

- The attendance at midline, just like at baseline, was established by headcount on the day of visit, focusing on Class 5 to Class 8. Attendance for intervention schools (86%) was slightly lower than that of comparison schools (90%);
- There was a slightly higher attendance level for urban slums (86%) compared to ASALs (85%) in the intervention areas;
- Caregivers (84.3%) indicated that in their opinion attendance had improved compared to 38.3% of the girls who felt it had improved. Teacher support and household support are the main drivers to attendance as cited by both girls and caregivers;
- There are more barriers to attendance in ASALs compared to urban slums.
- Insecurity, cost of education and lack of adequate facilities are the main barriers to attendance across the regions;
- Older girls (secondary school level) are likely to be influenced to attend school by the friendliness and seriousness of the teachers (less discrimination and less absenteeism) while younger girls (primary school level) are likely to be influenced by the safety of the school (less punishment) and adequate facilities.

Intermediate Outcome 2: Quality of Teaching

Midline findings on quality of teaching indicate mixed results on the evaluation proxies used in the GEC-T Project which included teachers' use of gender sensitive pedagogy, teacher support for girls' learning including encouraging participation during lessons and individual studies at school and home, and girls' views on teacher absenteeism.

- Overall quality of teaching was reported to have increased;
- Of the three intermediate outcome indicators for quality of teaching, (i) the target for improved teaching methods of 83% was not achieved as the midline realised a slight increase to 74% from a baseline value of 73%; (ii) quality of lessons target of 55% was achieved and surpassed at midline with 63% compared to the baseline value of 53%; (iii) the proportion of teachers with ICT knowledge, skills and attitudes was only partially evaluated with only the ICT skills of teachers being investigated;
- Overall, the proportion of girls who reported that teachers treat boys and girls differently in the classroom decreased by 5.4%. More girls (74.2%) from intervention schools reported that teachers treat boys and girls equally in the classroom compared to 70.9% from comparison schools. Qualitative data from girls and boys FGDs yielded mixed views in relation to the way teachers treated boys and girls;
- Overall, there was a marginal increase in the proportion of teachers who asked more questions (1.8%) and harder questions to girls (0.4%) than to boys at midline. Conversely, there was a decline (2.3%) in the proportion of teachers who asked more questions and harder questions (1.4%) to boys than to girls.

- Similarly, there was a higher decline (2.4%) in the proportion of teachers who often encouraged learners to participate during lessons from intervention schools compared to comparison schools (0.7%).

Intermediate Outcome 3: Life Skills

- Overall, at midline the level of life skills had increased from the baseline value. However, all the set targets for the indicators under this intermediate outcome were not met;
- Of the three intermediate outcome indicators for life skills, (i) the target on attitudes and awareness on reproductive health was 80% but it was not met because achievement only increased slightly to 71% from a baseline value of 69%; (ii) the target of the revised indicator on the proportion of girls discussing and making decisions on their aspirations was 85% but only 82% was achieved; and (iii) the target on girls demonstrating improved self-confidence was set at 50% but only 48% was achieved;
- Fewer girls (79%) at midline in the intervention schools feel that sexuality education should be taught in schools compared to those at baseline (89%). On the other hand, fewer girls feel embarrassed talking about sexuality with their parents;
- On girls' discussions regarding their aspirations, findings indicate that decisions on the type of professions they want to pursue had the highest agency rates of 89% at midline but decisions to go to school had the highest change of 5%. This points to the possibility that there is more flexibility on girls having a say on their education
- ASALs had higher proportions (ASAL – 84%, urban slums – 77%) and larger changes (ASALs – 4.3%, urban slums – 1.4%) between baseline and midline on issues of discussions and decisions on girls' aspirations;
- On the indicator of self-confidence, the value increased to 49.4% at midline from the baseline value of 48.3% for girls demonstrating self-confidence;
- Overall, on self-confidence, urban slums (BL – 55.8%, ML – 55.9%) had a higher proportion of girls reporting self-confidence compared to the ASALs (BL – 44.2%, ML – 46.2%). However, the intervention ASALs had a higher positive change (2.0) in the proportion of girls who were feeling more confident compared to urban slums that had no change;
- The composite life skills agency score indicates that there was a slight improvement in the rating from 78% to 82% or 3.9 to 4.1 out of a possible 5.

Intermediate Outcome 4: Household Support

- The target for increasing household support (targeted – 75%, achieved – 71%) was not met while the target for reduction of household chore burden (targeted – 4%, achieved – 2%) was met and surpassed;
- The proportion of households with positive attitude or willingness to support girls' education was high (over 70%), however the actual support for girls was low (27.5%) in the intervention areas;
- The proportion of caregivers reporting that chores sometimes prevent girls from attending school or doing homework had reduced by half from the baseline proportion.

While at baseline 4.3% of the households reported that the chores prevented the girls from attending school, this improved to 2.2% at midline.

Intermediate Outcome 5: Community-Based Attitudes and Behaviour Change

- Overall, there was an improvement in community attitudes from the baseline values;
- The targets set by the project for the midline 1 evaluation were not met. For instance, (i) the target on community members willing to support girls' education had been set at baseline +10%, however there was no change from the baseline value of 80%; (ii) for the community initiatives and action plans, the target had also been set at baseline +10% with a baseline value of 24%, which meant the target was at 34% but at midline only 30% was achieved; (iii) for communities expressing willingness to do away with harmful practices, there was no target set because this was a revised indicator. However the baseline value was at 75%;
- The proportion of community members with positive attitude or willingness to support girls' education was high (80%), the actual support through community initiatives and action plans was however low (about 30%);
- There are more reported community initiatives that are initiated to support girls' education in ASALs (33%) compared to urban slums (23%) but there is more actual support from households in urban slums (33%) compared to ASALs (25%);
- Mentorship 13% (ASALs – 11%, urban slums – 16%), financial support 12% (ASALs – 10%, urban slums – 15%) and material support 11% (ASALs – 8%, urban slums – 15%) were the most common types of support given by households to girls;
- Early marriage (75%) is the most prevalent harmful cultural practice that the communities are also willing to do away with. ASALs (79%) and urban slums (67%) want to do away with early marriage;
- FGDs with the CC group members confirmed notable changes in the community's attitudes and behaviour towards girls' education. Notable changes agreed upon by the informants both in urban slums and ASAL areas included decline in the harmful cultural practices such as early marriages, increased community safety and support for girls' education.

Other Key Project Areas

School Management and Governance

- Midline findings established that overall, primary caregivers were of the opinion that there were insignificant improvements in the management of schools, which might reflect the level of effectiveness of the project's investment in this aspect;
- Overall, from baseline, there was a 3.6% increase at midline of the presence of the school councils/BoMs/PTAs or other group that helps with school-related matters in both the comparison and intervention schools.

Economic Empowerment

- The project had made good progress. Income Generating Activities (IGAs) planning had been completed with 270 groups being trained on various skills;
- In the intervention sites, the percentage of households or girls that had reported having received financial support towards girls' education from the project had doubled between midline (20.1%) and baseline (10.5%). This comprised 10.5% who received scholarships/bursaries and 8.6% cash transfer beneficiaries;
- Majority (72.4%) of the respondents in the intervention communities were of the opinion that the support in scholarships/cash transfers/financial support were "more likely" to impact school enrolment and attendance;
- Both girls (90%) and boys (10%) had benefitted from bursary allocations according to KIIs and FGDs;
- Majority (63%) of the families indicated that scholarships and cash transfer benefits are most likely to benefit the education of the girl and other children in the household.

Child Protection

- Majority of girls (56.8%) identified the community as the main area where most violence against children takes place while 27.3% of the girls identified the home;
- 40.2% of girls from intervention and comparison schools were aware of issues touching on child protection which indicated that communities were to some extent unsafe for children;
- Common forms of violence against children included child labour, child marriage, denial of their right to education, teen pregnancy, defilement and physical punishment;
- Girls were four times (9.6%) more likely to suffer defilement compared to boys (2.4%);
- Furthermore, girls were three times (5.3%) more likely to suffer sexual exploitation than boys (1.7%);
- The main perpetrators of violence against children were parents (34.6%) followed by strangers (30.7%), neighbours 13.9% and relatives (13.6%).

School-related, Gender-based Violence

Even though nearly all the girls (99%) indicated that they felt safe at school, quantitative and qualitative data demonstrate that boys and girls from the schools visited were exposed to physical and emotional abuse in the school set up.

- 86.4% and 81.9% of teachers from comparison and intervention groups respectively discipline learners who get things wrong in a lesson by use of physical punishment**;**
- FGDs with boys and girls, interviews with teachers and school walkabouts revealed that bullying, corporal punishment and insults from teachers were rife in schools. FGDs reported that girls and boys were caned regularly due to minor infringements such as making noise in class or not completing assignments.

Conclusions and Recommendations

A summary of the main conclusions are as follows:

- Learning: Generally, girls in the intervention schools had slightly better learning scores in both numeracy and literacy compared to those in the comparison schools. Numeracy has better average scores than literacy with comprehension and composition being the main challenge in literacy.
- Transition: There is only a slight improvement in transition from primary school to the given pathways in spite of the government policy on 100% transition signalling that there still exist barriers to transition, key challenges being poverty and distance to secondary schools and TVET institutions.
- Sustainability: There is a slow but improving perception of girls' education at the community level; good perception of school governance but poor perception of school managers by the caregivers; and improved chances for transition pathways for girls.
- Intermediate outcomes: Attendance seems to remain unchanged though the monitoring data provided was not in the format requested and thus it was hard to integrate and compare with the spot-check attendance data collected; quality of teaching has improved; overall community perceptions on girls' education are better; child protection challenges still pertain though hidden.
- Overall the project indicators are largely relevant but the evaluator has made recommendations for changes on the teaching quality indicator under use of ICT and on the TVET indicator under sustainability. However, the project is to a great extent on track to meet endline targets such as transition, learning and sustainability. However, some targets are too ambitious, e.g. increased awareness among girls about their reproductive health needs; percentage of girls discussing their aspirations with their parents and that is why they were not met. It is recommended that the indicators are reviewed in line with the trend of those achieved.

The main recommendations are as follows:

- Design: The project should enhance the SNE strategy to be a social inclusion strategy; advocate for the government to increase accessibility and relevance of TVET to the hard to reach areas; strengthen child protection systems in the community; and continue addressing the school-related violence by emphasising on child friendly schools.
- Sustainability: The project should support the community groups to document and follow up on their action plans; facilitate positive school and community engagements especially at management level; support the national government administration officers to facilitate and enforce the 100% transition policy and advocate for TVET courses to be more relevant to girls aspirations;
- Monitoring, Evaluation and Learning: The project should consider improving their system of data collection, collation and analysis of monitoring data on attendance and the vulnerability data information; enhance the current mechanisms for tracking transition of girls; strengthen the MEL functions of the partners; and document and share learning of project innovations.
- Learning: Overall, majority of the girls are in established and a proficient foundational learning band which shows good progress in attainment of foundational skills. EGRA and EGMA test scores are tending to be skewed to the right at midline for classes 6 and

7 indicating a ceiling effect at the next evaluation point (midline 2). Consequently, EGRA and EGMA assessment should be dropped for this level and only SeGRA/SeGMA tests should be retained for subsequent evaluations.

- Majority of the girls are still below the expected levels in SeGRA/SeGMA subtask 1 (based on classes 4 and 5 literacy and numeracy), where few girls were at proficiency level (expected level) and yet they were from Class 6 to Form 2. This finding indicated that the girls are not learning at the required levels. It is recommended that the project focuses on improving foundational skills.

CHAPTER ONE: BACKGROUND TO PROJECT

The Project's Theory of Change (ToC), beneficiaries, key activities and targeted outputs, outcomes and assumptions of the project are presented in this section.

1.1 Theory of Change

The project's ToC *(Figure 1.1)* is grounded on the understanding of the **complex, multi-dimensional and interrelated barriers** that are an obstacle to girls' educational attainment and transition at four points: **the girl herself, the girl in school**, **the girl at home** and **the girl in the community**. These barriers exist within each of the three project pathways, and manifest differently between ASALs and urban slum contexts[1]. These barriers are intertwined. For example, girls' limited aspirations are closely related to the low value traditionally placed on their education in their communities and households and linked to their underperformance in schools that are ill-equipped to cater to 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 school into an alternative pathway (AP).

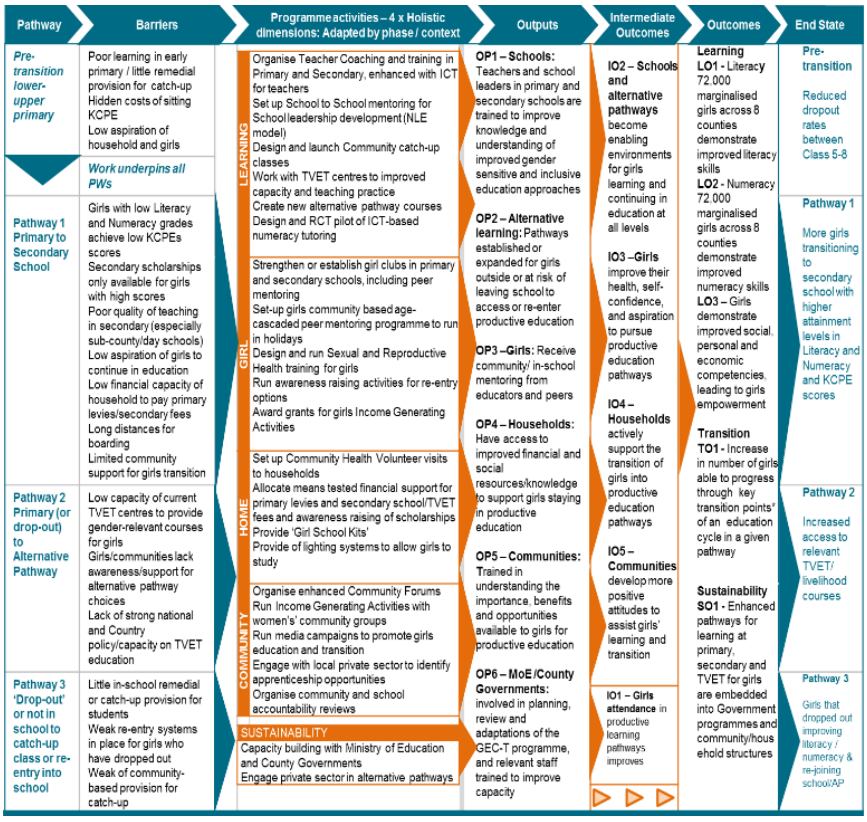


Figure 1.1: Project's Theory of Change

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

Original project assumptions and reasoning

Table 1.1: Project Assumptions and Reasoning

ASSUMPTIONS AND REASONING	
Programme Activities	• Schools and teachers are willing/have time to engage in CPD activities *(this has happened in our existing GEC1 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 course and Catch-Up class creation in the community *(GoK already has Youth Polytechnic and Community Learning centres in place)*
Outputs	• We find 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 MoEST 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 in our existing programme)* • County Government want to commit to improving TVET centres/polytechnics *(we have assurance from MoEST this is the case)*
Intermediate outcomes	• Coaching models improve teacher practice *(existing programme demonstrates 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 programme suggests this is the case)* • Community Groups have a significant influence within the community *(evidence from our current programme shows this)*
Outcomes	• Participatory/inclusive education will achieve effective 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 school/USAID Youth programmes in NE Kenya suggests this)* • Improved learning foundation will increase completion of primary/transition to secondary *(International evidence/GEC1 evidence suggests this)* • Girls taking the APs incentivise County government investment in them *(Increasing TVET demand is a County responsibility which they want to achieve)*

Changes in Theory of Change, Activities, Outputs and Outcomes

Overall the project ToC is valid but there were adaptations to meet emerging needs. There were no changes in the three project outcomes namely, learning, transition and sustainability even though pathway three was adjusted to accommodate the need to support in-school girls catch up on their learning through remedial teaching. As shown in Table 1.2 there were notable changes in intermediate outcomes. The assumptions largely hold true save for the changes in the TVET pathway that have been affected by the new government policy on primary to secondary 100% transition. The changes are outlined below.

Current Changes/Adaptations in Project Activities

- *Use of Guidance and Counselling teachers to support catch-up beneficiaries in place of the initial proposal to hire matrons: S*chools have Guidance and Counselling teachers and the project opted to use them instead of hiring matrons in order to ensure that all the girls under the project have access to the counselling service, and for project sustainability.
- *Setting catch-up centres within the schools instead of being in the community:* Catch-up centres were originally to be established in the communities, but this was changed when buy-in and ownership of the concept by the schools was achieved. This was to help schools have sight of this intervention and facilitate easy re-entry into the formal education.
- *Scaled down on use of ICT in catch-up centres in favour of more tutors in the centres*: Given that girls are in the catch-up programme for a short period coupled with their low ICT proficiency, the project decided to hire more tutors to facilitate targeted learning

support at the right level. Low penetration and usage of ICT by the target girls in the catch-up programme was noted and this informed this decision.

- *Scale down on TVET/Alternative Pathway route*: The new directive on 100% transition from primary to secondary school meant that most girls transited to secondary schools. As a result, the project scaled down interventions that focused on institutional support for TVETs in favour of reaching more girls in additional secondary schools.
- *Scaling down on the number of special target groups the project is working with:* The project is engaging 160 special groups in dialogues as opposed to the initial 521 special groups. Some special groups such as women groups, *morans and boda boda* riders are important in tackling certain barriers not adequately addressed by the generalised groups. This is based on the context and the need in each community and the initial number of 521 groups was based on the total number of school communities. It has been realised that not all schools require the services of special target groups and thus the project adjusted the target to the number of communities that require these services.
- *Hiring primary school teachers for remedial support:* Teachers were hired to support teaching and learning in four counties (Turkana, Marsabit, Tana River and Kwale) which had registered poor performance in numeracy and literacy at baseline, given that there was also shortage of teachers in those schools to support remedial sessions.

1.2 Barriers to Education and Project Activities

The project document stipulates that key contextual issues in urban slums and ASALs that affect education influenced the project design and delivery. These issues manifest in both the ASALs and urban slums in different ways and to different degrees. Below are highlights of the barriers.

- **Poverty** – households struggle to provide basic needs for education and therefore opt to take girls out to work.
- Ingrained **cultural attitudes** – communities place low value on girls' education.
- **Security** – insecurity leads to high risk of sexual violence and exploitation.
- **Workforce capacity** – low numbers of teachers, high rates of teacher attrition and low levels of teacher skills.
- **Infrastructure** – schools in ASALs are far apart (long distances to school) and in the slums there is poor and often unsafe infrastructure.

In response to these barriers, the project designed a Theory of Change and related activities delivered through three pathways:

Pathway 1 (PW1) – Primary to Secondary School barriers: these include households being 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 in schools and piloting ICT support for teachers/learners. This will lead to both primary and secondary school teachers being trained to improve their knowledge of inclusive education. In addition, there will be increased girls' attendance and schools will become enabling environments through improved teacher practice.

- Activities for girls include girls clubs and peer mentoring in the 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 fees support, resulting in improved access to financial resources and contributing to households actively supporting girls' learning, making transition easier.
- Community activities include training forums which will lead to communities understanding the importance of education and positive attitudes/perceptions being established.

Pathway 2 (PW2) – Primary to Alternative Pathway (AP) barriers: they include alternative options for girls not transiting post-primary. There are prevailing negative perceptions of the APs options, 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 being established and contribute to the pathways becoming enabling environments through improved quality and relevance of the options. *This activity was dropped as part of the scale down of this pathway*.
- Activities for girls include mentoring from educators/peers which results in improved confidence and aspiration through peer support.
- Activities in the home include financial support of options and will lead to access of financial resources and raising awareness that will lead to support of APs thus supporting higher rates of AP transition for girls.
- Activities for communities include working with the private sector on new alternative pathways, and community awareness activities leading to communities that are trained in understanding the importance of girls' education/assisting girls' transition to APs.

Pathway 3 (PW3) – School dropouts to catch-up classes/re-entry to education barriers: these address the lack of opportunities for learning for girls who have dropped out of school, have no time or household support for extra study, and few school re-integration processes.

- Activities in learning include setting up catch-up sessions leading to alternative learning pathways being established and resulting in pathways becoming enabling environments through establishment of quality catch-up classes.
- Activities for girls 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 in the home 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.

Project Design and Interventions

Table 1.2 below gives a summary of how the performance or achievement of the project objectives are tracked and monitored.

Table 1.2: Project Design and Interventions

Intervention types	What is the intervention?	What output will the intervention contribute to?	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	Output 1	Girls' attendance in productive learning pathways improves	Digital monitoring of attendance will provide real-time data for decision making to prevent/reduce drop out. CHVs visits will support early intervention.
Training 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 environments for improved learning outcomes Apply lessons learnt and best practices that drive learning outcomes	Output 1	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) continuous teacher professional development
Training of CHVs, household data collection, tracking of learners, cash transfers, solar lamps	The households to actively support girls' education by addressing socio-economic barriers, attitude and knowledge	Output 4	Households actively support the transition of girls into productive education pathways	Change of attitude, allocation of chores 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 through enhanced self-esteem, aspiration and awareness	Output 2/3/4	Girls improve their aspirations to pursue productive education pathways	Increase understanding of education benefits and rights and reduce household barriers (economic/time for study or re-engagement)
Refurbishment of catch-up centres, enrolment of students in APs (catch-up and TVET), bursaries	Girls re-enrolment and transition to alternative pathways	Output 2	Girls improve their aspirations to pursue productive education pathways	Drop-out girls will re-enrol in accelerated learning centres and transition to mainstream or alternative pathways
Improving sustainability mechanisms for the project interventions	Training of community members on social accountability and training national/sub-national MoE officials on gender analysis and project buy-in	Output 5/6	Communities develop more positive attitudes to enable girls' learning and transition	Communities once trained will conduct social accountability forums as well as MoE staff start taking up the supervision of the project activities at the different levels

Source: Project Data

1.2 Changes in Project Intermediate Outcomes

The following is a summary of pre-midline changes in the project intermediate outcomes.

Table 1.3: Changes in Intermediate Outcomes

	Baseline Indicator	New/Re-worded Indicators
INTERMEDIATE OUTCOME 1	**IO 1 Indicators**	
Attendance	Percentage improvement in attendance rates	No Change
	% of teachers reporting marked improvement in attendance rates as a result of project interventions	Evidence of teachers/pupils attributing an increased level of regular attendance (reduction in barriers) to the project interventions
INTERMEDIATE OUTCOME 2	**IO 2 Indicators**	
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) *(Disaggregated by ASAL/Urban)*	Increased reporting of gender equitable and supportive learning practices by the target teachers. (CS_1s)
	% of lesson observations in supported schools/catch-up centres where the quality of instruction is rated as good or excellent	No change
		Proportion of teachers with improved knowledge, skills and attitudes on use of ICT for teaching and learning (*Disaggregated by ASAL/Urban*)
INTERMEDIATE OUTCOME 3	**IO 3 Indicators**	
Girls improve their health, self-confidence and aspirations to pursue educational pathways	% of girls who are aware of their reproductive health needs	Increased awareness among girls about their reproductive health needs
	% of girls demonstrating autonomy in decisions affecting their futures	% of girls discussing their aspirations with their parents
	% of girls demonstrating and expressing improved self-confidence at the community, school and household	% of girls demonstrating improved self-confidence in school initiatives
INTERMEDIATE OUTCOME 4	**IO 4 Indicators**	
Households actively support the transition of girls into educational pathways	Proportion increase in households supporting girls' learning	Proportion increase in households supporting *(financial, girl safety, time for study, participation in school-related activities such as PTA/AGM/CCs)* girls' learning
	% of caregivers and girls reporting that chores sometimes prevent girls from attending school or doing their homework and other studies	No change
INTERMEDIATE OUTCOME 5	**IO 5 Indicators**	
Communities develop more positive attitudes to assist girls' learning and transition	# of marginalized girls supported through community action plans *(Disaggregated by ASAL/Urban)*	Proportion of girls at risk of dropping out who are supported through implementation of community action plans *(Disaggregated by ASAL/Urban)*

	Baseline Indicator	New/Re-worded Indicators
	% 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 school to continue with further education and training *(Disaggregated by ASAL/Urban)*	No change
		% of communities expressing need to do away with harmful cultural practices that hinder girls from continuing to further their education and training *(Disaggregated by ASAL/Urban)*

Source: Project Data

1.3 Project Outputs

There were no changes in the wording of project outputs at midline as summarised in Table 1.4 below.

Table 1.4: Projects Outputs

OUTPUT	Output Indicator	New/Re-worded Indicators
OUTPUT 1	**Output Indicator 1.1**	
Teachers and school leaders in primary and secondary schools demonstrating gender sensitive and enhanced teaching approaches (ICT and pedagogy) for improved learning	# of primary and secondary school teachers utilizing improved teaching approaches	No change
	Output Indicator 1.2	
	# of head teachers implementing action plans from leadership mentorship programme	No change
	Output Indicator 1.3	
	% of secondary schools' teachers utilizing improved teaching approaches in STEM subjects	No change
OUTPUT 2	**Output Indicator 2.1**	
Alternative learning pathways established or expanded for girls outside or at risk of leaving school	# of girls enrolled and continuing with education in TVET institutions as an alternative pathway (cumulative)	No change
	Output Indicator 2.2	
	Proportion of girls completing catch-up classes (cumulative)	No change
	Output Indicator 2.3	
	Proportion of girls with improved perception on the viability of the alternative education pathways	No change
OUTPUT 3	**Output Indicator 3.1**	
Improved self-confidence and aspirations among the girls in mentorship and scholarship programmes	# girls completing the mentorship programme	No change
	Output Indicator 3.2	
	# of project girls and boys regularly attending girls' clubs or disability clubs	No change
	Output Indicator 3.3	

OUTPUT	Output Indicator	New/Re-worded Indicators
	% of girls with improved understanding regarding their reproductive health risks/needs	No change
OUTPUT 4	**Output Indicator 4.1**	
Household continued support for girls' education including in alternative pathways	# of households with improved investment decision specifically to support girls' education	No change
	Output Indicator 4.2	
	# of HHs reporting that financial/other materials support from the project has helped them keep their daughters in school (*Disaggregated by support package*)	No change
	Output Indicator 4.3	
	# of girls who attribute their continued school attendance to CHVs visits/ advice to the households	No change
OUTPUT 5	**Output Indicator 5.1**	
School catchment communities more aware of the importance, benefits and opportunities available to support girls for productive education	% of catchment communities that develop action plans that address barriers to girl's education	No change
	Output Indicator 5.2	
	# of groups from the catchment communities that have received funding and established functional IGAs that support girl' education	No change
	Output Indicator 5.3	
	# of community groups conducting accountability and tracking the utilization of the education funds available to the schools	No change
OUTPUT 6	**Output Indicator 6.1**	
WWW project aligned to WWW models inform emerging MoE gender and teaching approaches	# of MoE officials trained on and conducting gender analysis and reporting	# of MoE officials trained on and championing WWW learning models and pedagogy
	Output Indicator 6.2	
	Number of review meetings to address girls' education organized by MoE/TSC/County through project support	Number of policy makers attending review meetings organized by MoE/TSC/County to address girls' education
	Output Indicator 6.3	
	# of MoE/TSC utilizing NLE interventions as a means of improving learning and school governance structures	No change

1.4 Current Project Assumptions

The project assumptions are summarised in the Table 1.5 below.

Table 1.5: Current Project 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 APs 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*) ● 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 in 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 improve teacher practice *(existing model demonstrated this)* ● Increased knowledge/awareness shifts girls'/families' choices around education, including APs *(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 suggest this is the case)* ● Community groups have a significant influence on 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)*

Source: Project Data

Project Beneficiaries

Table 1.6 below presents a breakdown of project beneficiaries by age and grade.

Table 1.6: Project Beneficiaries' by Grade and Age Groups

	Age Ranges	Class 4	Class 5	Class 6	Class 7	Class 8	Form 1	Grand Total
Baseline	8-10		3,858	1,508	3,61			**5,727**
	11-13		4,318	5,700	5,582	3,844		**19,444**
	14-16		640	1,350	2,612	4,553	5,938	**15,093**
	17-19		34	57	169	571	1,054	**1,885**
	20-22		1	1	3	19	32	**56**
	23-25			2		3	11	**16**
	26-28			1			1	**2**
	29-31			0			1	**1**
	BL Grand Total		**8,851**	**8,619**	**8,727**	**8,990**	**7,037**	**42,224**[2]
Midline	8-10		3,670	1,511				**5,181**
	11-13		6,832	15,547	7,033	4,246	30	**33,688**
	14-16		1,186	3,834	4,488	6,203	6,238	**21,949**
	17-19		76	189	392	984	1,441	**3,082**
	20-22		5	6	8	39	49	**107**
	23-25			3		3	11	**17**
	26-28			1		1	1	**3**
	29-31					1	2	**3**
	ML1 Grand Total		**11,769**	**21,091**	**11,921**	**11,477**	**7,772**	**64,030**

Source: Project Data

Majority of the girls (33,688) in the project were adolescents aged between 11-13 years followed by girls aged between 14-16 years (21,949). In Kenya, children are expected to join Grade 1 at the age of 6 years. As a result, there were 3,670 and 1,511 underage girls in classes 5 and 6 respectively. In Class 8 there were 4,246 underage girls while in Form 1 the underage girls accounted for 1,134 girls. Overall, the project had many over-age girls cutting across the grades.

1.5 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 quality education and achieving gender parity respectively. SDG 4 specifically notes 'inclusive and quality education for all and promote lifelong learning'.

[2] The number at baseline may be different because by the time we submitted the baseline, we had a pending request to PWC to include the Class 4 of 2018 to boost our numbers in order to push our target closer to the 72,000 envisaged in the project document. This approval was granted and that is why the midline numbers are higher. The midline numbers in the table do not include the out of school girls.

Globally, 31 million primary school aged girls have never been to school. Majority of these girls come from the poorest and most marginalized communities in the most disadvantaged locations, and ethnic groups. Over the last 20 years, primary school enrolments for girls have improved along with those for 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 school 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") targeted to reach 72,000 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. In 2017 when the phase two of the project started, there was uncertainty on the roll out of the Competency-Based Curriculum (CBC). The project delayed implementation of class 4 awaiting the roll out policy of CBC from the government. This policy procurement was delayed and was only given in 2018. As a result of this delay, the project in 2017 profiled 52,004 girls in school and 6,183 out of school girls who had dropped out for various reasons. These were the girls in classes 5 – 8 then. Following the release of the CBC roll out plan and in discussions with the Fund Manager, the project commenced implementation for Grade 4 (12,350 girls) in 2019 and this brought the total number of girls in the project to 70,537. However, due to transition of pupils outside of the project's jurisdiction, by evaluation point 1, the number of girls who were actively being supported and who were in school was 64,030 and an additional 6,507 who were out of school with some having already joined the catch-up classes in readiness for re-joining the mainstream education levels. Through this project, girls will gain the skills, qualifications and confidence required to take control of their lives. Central to that vision is the vast majority of girls who are moving from lower to upper primary and then into secondary, achieving increasingly higher marks that will enable them to attend higher performing secondary schools. This will address the currently high drop-out rates from 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 education 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, they will join community based catch-up classes, with the aim of re-entering school or an AP, and be better prepared for life.

Impact of Gender Inequalities and Marginalization on Girls' 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 marginalization of women in many communities. 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 marginalized 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.

At midline in 2019, the target cohort was in classes 6 – 8 (primary level) and Form 1 and Form 2 (secondary level). Ideally this group would be in ages 11 – 15 years. In reality this group is in ages 10 – 25 years largely owing to late enrolment in schools and repeated classes and/or re-enrolment having dropped out. The bulk of the learners in the project are however in ages 11 – 18 years. They are in the two marginalized contexts of Arid and Semi-Arid Lands and urban slums. The urban slums are in the counties of Nairobi and Mombasa.

Similar to baseline, the project targets the most marginalized girls in what are already highly marginalized areas in Kenya, i.e. ASALs and urban slums. The majority of the girls face multiple layers of social and economic marginalization, such as high levels of poverty, poor health, low household income and limited access to amenities; it is therefore very difficult to group the cohort by one specific type of marginalization. For example, some of the 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.

In ASAL areas, girls face a number of barriers to education including entrenched cultural practices linked to gender roles, such as Female Genital Mutilation (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 that many households are unable to pay school levies charged in primary education or fees in secondary school. For example, Turkana, one of the counties covered by the project, is one of the poorest 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 learners directly or indirectly; as traditional gender roles are still prevalent with girls often required to care for family members.

Historically, inadequate investment in education means that educational resource allocation in these areas is low or not well used, and there is very little provision for SNE. The schools in both ASALs and urban slums 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.

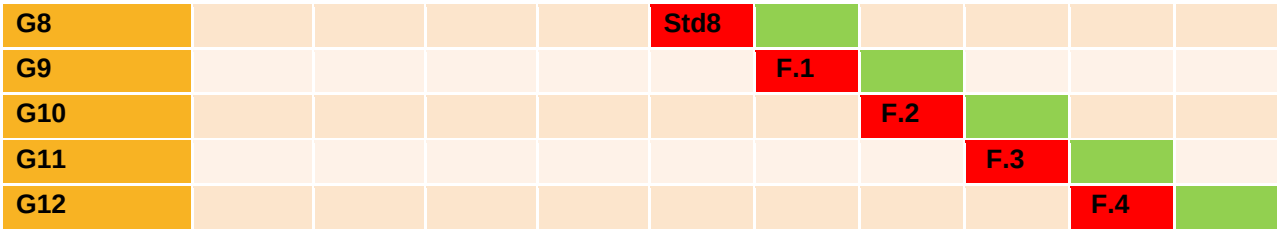
National Educational Policy Context[3]

In Kenya, the primary school education phases have been lower and upper primary (8 years in total) and secondary (4 years). The language of instruction policy is mother tongue for early grades and English from upper primary, however in practice English is used even at early grades. The government provides free primary education for all pupils in public primary schools, but parents contribute through payment of school levies which are still a barrier for marginalized communities. At secondary level, the government covers tuition fees for students in public day schools while parents have to pay for other expenses such as uniforms and lunch. For public boarding secondary schools, the households take on most of the school costs except for tuition. These expenses are a significant barrier to transition from primary to secondary school. Policy exists to encourage pregnant girls/young mothers to return to school, but implementation is challenging due to many factors such as low levels of awareness, stigma, poverty and lack of childcare. National policies currently prioritise improved quality and inclusive education, and a new wider curriculum. The implementation of the new 2-6-3-3-3 competency-based curriculum was envisaged to start in 2017/2018 with the roll out of the early years of education (pre-primary 1 & 2 and Grades 1 to 3). Grades 4 to 6 was expected to be rolled out in 2019[4](KICD, 2017). This has since changed with the roll out from Grade 4 being carried out in one year phases – Grade 4 in 2020, Grade 5 in 2021 and Grade 6 in 2022. The curriculum is then expected to be rolled out progressively to cover lower and senior secondary (grades 7-12) The piloting of CBC has been finalised and the current curriculum implementation plan is a phased roll out from Grade 4 in 2020 and therefore will not affect the WWW project as shown below.

Grade	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
PP1-G1&2										
G3	Std.3									
G4	Std.4									
G5		Std.5								
G6			Std.6							
G7				Std.7						

[3]We have referred to the Basic Education CurriculumFramework No. 14 of 2013 (MoE 2013); National Education Sector Plan (MoE 2015) and Sessional Paper No. ?? of 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.

[4]The proposed curriculum has implication on the transition and subject content and pedagogy. The transition points will be at Grade 6 to Grade 7 and Grade 9 to Grade 10.



Four classifications of secondary public schools exist – national and extra-county schools (usually boarding), county and sub-county[5] schools 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 the KCPE examination only 3.4% of GEC-T target girls joined national schools, 29.4% of them went to county schools, 41.4% to sub-county schools and 25.8% did not transit to secondary school. The percentage of the GEC-T target girls who 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 these institutions is limited due to courses being unattractive to girls (lacking relevance), negative social attitudes for girls' vocational study, and lack of awareness of the pre-tertiary qualification option[6]. Enrolment in TVET institutions is very low with only 53,000 girls enrolled in youth polytechnics nationally in 2015 – 30,000 (government)/23,000 (private). TVET management is decentralised to counties. Currently there are 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.

Special Needs Education Policy and Context in Kenya

The Kenyan Constitution (2010) provides the right to free and compulsory basic education for every child. Specifically, Article 54 of the Constitution provides that persons with disability have a right to access educational institutions and facilities that are integrated into society to the extent compatible with their interests and needs (GOK, 2010). The government provides education for children with disabilities through integrated units in primary schools.

The Special Needs Education (SNE) policy 2009 guides the provision of education for girls and boys with disability. The objective of the SNE policy is **'**To enhance gender mainstreaming in SNE programmes at all levels and ensure increased enrolment, participation and completion rates for both girls and boys, men and women with special needs and disabilities in Education'

[5]Sub-county: Most of the sub-county schools in the country are day schools.

[6]In Kenya, girls who do not complete primary school are able to study for a 'Trade Test' certificate which can lead to an 'Artisan' course which would enable transition to secondary school, or a diploma/further vocational study. However, these options are highly under-utilised.

(RoK 2009). In addition, there are other support policies. For instance, one of the functions of the National Gender Equality Commission (NGEC) which is spelt out in section 8(m) of the Act is to conduct audits on the status of special interest groups (SIGs) including minorities, marginalized groups, **persons with disabilities,** women, youth and children. NGEC also acts as the principal organ of state to ensure compliance with all treaties and conventions ratified by Kenya relating to issues of equality and freedom from discrimination and relating to special interest groups including persons with disabilities and children.

However, lack of a clear implementation framework of the SNE policy, inadequate funding, and inadequate teachers with the right skills to teach children with disabilities hampers access of services by children with disabilities. This is coupled with negative attitudes, poverty, limited awareness by parents, insecurity and unsuitable institutions. The drop-out rate for girls with special needs and disabilities is high due to teachers who may not be sensitive to the needs of these kinds of learners.

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

To address the barrier of teen pregnancy to girls' education, 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.

Contextual Changes at Midline

This section covers both the internal and external environment factors that affected the project implementation. **The factors are significant and may have impacted on project progress**.

Security Issues: The project faced security challenges (cattle rustling, inter-clan clashes) especially in parts of Turkana and Marsabit counties whereas Mombasa County faced threats of terrorism. As a result of insecurity, the project interventions were slowed down.

Prolonged drought: The drought spell in the ASALs affected school attendance in a cross-section of schools in Turkana and Marsabit counties.

Closure of schools: The project targeted 521 schools (476 intervention and 45 comparison schools) that comprised the GEC-1 project intervention and comparison schools. Currently, the project is working in 483 schools after 41 APBET schools were closed down. In Kibra (Nairobi County) some project schools closed down due to demolitions to provide for expansion of the roads in the area.

Policy changes: (i) *Implementation of* ***delocalization policy by*** *Teachers Service Commission (TSC)*: Government implemented a policy of transferring teachers who had stayed in one station for over 10 years. Many project schools were affected by getting new school heads. This affected continuity of project activities in those schools. Coastal region was most affected. (ii) *Implementation of the new Competency-Based Curriculum*: There were uncertainties on the roll out plan of the new curriculum. As a result, there was a delay in starting activities targeting Class 4 (current Class 5).

"…what we didn't envisage is that we would need to do a lot of remedial teaching in our schools; we were expecting that we will only do the catch-up. Now we have the catch-up in two sets; catch-up for those who have dropped - where we are pursuing them for re-entry – and catch-up for those who are still in school but they are really lagging behind."

(KII Interview, Nairobi County)

Delayed approval of learning materials: There was a delay in getting approval of literacy and numeracy learning materials for secondary schools by the Kenya Institute of Curriculum Development (KICD). By the time of midline evaluation, the numeracy and literacy learning materials were yet to be vetted by KICD. This affected implementation of strategies to improve numeracy and literacy at secondary school level. Also, at the primary school level, a lot of time was lost as the project consulted with the Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA) in relation to relevant Science, Technology, Engineering and Mathematics (STEM) module to use at primary level.

High Teacher Turnover: This mostly affected urban slums where a sizeable number of the teachers trained by the project moved to non-project schools. This resulted in continuous and periodic training of new teachers.

Adaptation to catch-up centre model: Originally, catch-up centres were designed to offer accelerated teaching for girls who had dropped out to prepare them for re-entry into the formal education pathway or alternative pathways. The role of catch-up centres is now two-pronged; in addition to serving the drop-out girls, some are being used for remedial teaching for in-school girls who are lagging behind as reported by a key informant:

Non-cohort girls in catch-up centres: In some cases, catch-up centres attracted older people/ adult learners (as old as 39 years) coming to school which posed a challenge since they were interested in learning. An implementation partner explained as this,

'in line with do no harm and we cannot simply tell them to go away. But this means that there is a strain on the resources we have. In addition, teenage girls attend the catch-up centre carrying their young ones further showing their desire to learn despite not having someone to leave the children with. The project has since developed and disseminated criteria for joining catch-up learning'' (KII Interview, Nairobi County).

Tracking transition to secondary schools: Tracking girls under the project who have completed Class 8 posed a challenge to both the project and the external evaluator. Some of the girls had not transited while others transited to non-project schools. It therefore took more time than anticipated for the project to account for all the girls especially those who joined schools outside of the project intervention areas. Mostly affected were those in urban slums, where tracing of parents was also a challenge sometimes due to relocation.

Transfer of beneficiaries to and from the project schools: The transfer of learners to and from the project schools has been happening more frequently. The improved performance in our schools and the appetite by parents to access the project benefits has seen several in-transfers. There have been also some out-transfers of our beneficiaries especially in the urban slums where parents transfer girls when they are unable to raise the fees balances.

1.6 Role of Quantitative and Qualitative Research Methodology

The purpose of the midline evaluation was to assess the overall change caused by the project interventions based on the outcomes, intermediate outcomes and selected qualitative output indicators. This was to provide evidence on the project's progress in achievement of its objectives. Both quantitative and qualitative tools were used to generate midline data. Quantitative tools included: household questionnaires, girl survey, school survey and the learning tests while the qualitative tools consisted of interview schedules, Focus Group Discussions (FGDs) guides, classroom observation guides, and community and school walkabouts. The purpose of combining the qualitative and quantitative methods of data collection was to ensure that the limitations of one type of data were balanced by the strengths of another. The qualitative data was mainly used to triangulate the quantitative data as well as to provide evidence on some log-frame indicators where applicable.

"…What we didn't envisage is that we would need to do a lot of remedial teaching in our schools; we were expecting that we will only do the catch-up. Now we have the catch-up in two sets; catch-up for those who have dropped - where we are pursuing them for re-entry – and catch-up for those who are still in school but they are really

1.7 Key Evaluation Questions

There were specific evaluation questions that were designed to inform the project on the five (5) key areas, namely: process; value for money; effectiveness; sustainability; and impact of the project activities. There have been no changes to the evaluation question at midline.

1. Process: The key evaluation question was to find out the extent to which the GEC-T was successfully designed and implemented. Process evaluation was expected to inform future projects and also enhance accountability. To help the project achieve this, the following process aspects were assessed: How was the project set up, operated and managed? How relevant was the GEC-T ToC? Were the key assumptions of the GEC-T ToC (as identified in the log frame) relevant? Has the GEC-T ToC been able to identify and reach the most marginalized girls? How has the GEC-T ToC integrated gender equality considerations into its design and implementation? What adjustments have the GEC-T ToC undertaken in the design? What were the key barriers to the project delivery?

2. **Effectiveness**: On project effectiveness, the main objective was 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 output indicators. To this extent the questions to guide the evaluation included: What worked (and did not work) to increase the learning and transition of marginalized 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 marginalized girls in primary and secondary schools? What contextual factors affected (positively or negatively) the achievement of expected results? Have there been any unintended effects?

3. **Impact**: What are the long term changes of the project against expected results taking into consideration learning and transition of marginalized 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 marginalized girls (at the individual, school, home/community levels)? To what extent did the GEC-T reduce barriers to educating marginalized girls at their individual and community levels? How and why was this impact achieved?

4. **Sustainability**: The key evaluation question was to establish the existence of inbuilt measures that would guarantee sustainability in post funding phase. The questions that guided the evaluation included: To what extent has the project put in place strategies or mechanisms that will ensure that benefits or interventions continue after the project life? What is the evidence of the project's sustainability based on the sustainability scorecard at the community, school and system levels?

2.3 Approach to Longitudinal Evaluation

The midline evaluation was conducted in July 2019. It adopted a longitudinal, quasi-experimental (with a comparison and a treatment group) mixed methods research design to measure change attributable to the *Wasichana Wetu Wafaulu* project interventions across the three outcomes and five intermediate outcomes as depicted in Table 1.7.

Table 1.7: Outcomes and Intermediate 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 **marginalized** girls supported by GEC with improved learning outcomes)*			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 **marginalized** girls supported by GEC with improved learning outcomes*)			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 **marginalized** girls who have transitioned through key stages of education, training or employment*)	Households	HH survey	Households, unlike schools, will capture the transition of all girls and will also allow simultaneous capturing of 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 Project conducts VfM through the procurement and finance policies and expenditures	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)

Source: Project Data

CHAPTER TWO: CONTEXT, EDUCATIONAL MARGINALIZATION AND INTERSECTION BETWEEN BARRIERS AND CHARACTERISTICS

2.0 Introduction

This section reports the disaggregated midline results based on single social identities (characteristics), e.g. orphan, child mothers, married girls or a combination of characteristics that are commonly held together, i.e. subgroups (e.g. poor girls from families with a female head of household) which may lead to educational marginalization in the project sites.

2.1 Girls' Characteristics[7]

An analysis of the characteristics of cohort girls at midline (refer to Table 1, Annex 4) shows that despite random replacement of lost girls in the evaluation sample with girls of the same age and grade, the characteristics of the girls and primary caregivers in the new sample at baseline are comparable to those at midline. The table below summarises the changes in the characteristics of girls and their households at midline.

Table 2.1: Changes in Girls' Characteristics at Midline

Girls' characteristics that have not changed at midline	Girls' characteristics that have changed at midline
• There was generally no change in the proportion of orphaned girls between baseline and midline. The proportion of cohort girls who were single orphans without a mother remained at 3.4%. • Similar to the baseline, nearly one in every ten girls lived in a household without both the biological mother and father. • Most household heads reported that HHs still find it difficult to afford girls schooling, at midline (comparison 66.1%; intervention 66.3%) similar to baseline (comparison 63%; intervention 65.0%). • There was no change in the proportion of household heads in intervention sites who were unable to meet basic needs without charity between baseline (42.2%) and midline (42.2%). • There was little change in the proportion of girls who were mothers and/or married; less than 1% of the girls in intervention and comparison schools were teen mothers or married.	• The percentage of female headed households increased by 6% and 3.3% in the comparison and intervention sites respectively. • In both the intervention and comparison schools there were more girls at midline (intervention 87.5%; comparison 88.7%) than at baseline (intervention 85.4%; comparison 84.2%) who reported the language of instruction was different from the main language spoken in their households. • In the intervention communities, the percentage of primary caregivers with no formal education rose from 34.6% at baseline to 38.4% at midline This is a proxy indicator that the composition/vulnerability of cohort girls are changing, as a result of the replacement cohort. • In the intervention areas, the number of double orphans reduced marginally by 3% (but the absolute numbers increased from 77 to 79 girls). This implies that the new replacements at midline constituted less double orphans.

[7] It should be noted that the analysis of the characteristics and barriers included all the surveyed girls (the re-contacted, replacement and boost sample) at Midline 1.

2.2 Potential Barriers to Learning and Transition

This subsection presents midline findings on the potential barriers to girls' learning and transition. The analysis draws from quantitative (Table 2.4) and qualitative findings including evidence from walkabouts.

a) Changes in attendance related barriers

There was no change in the percentage of HHs who indicated that cohort girls attended school on most days. Similar to the baseline, in both comparison and intervention schools, approximately 2% of HHs reported that girls either a*ttend school about half the time or less than half the time* on most days that the school was open, in the most recent year, under review.

On the school facilities and safety, except for girls' use of water facilities in the school**,** generally the status of barriers related with school facilities had not changed post baseline:

- The percentage of girls who *do not use drinking water facilities at school* reduced in the intervention schools by 6% from 20.8% to 14.8%. This reduction was twice the percentage in the comparison schools implying that there was more use of drinking water facilities by girls in the intervention schools compared to their counterparts in the comparison schools. However, during the school walkabout in the urban slums and ASALs most of the observed water tanks were empty except for the few which pumped water from a well.
- There was lack of adequate seats for all students in the classrooms in both the comparison (15.6%) and intervention (16.2%) schools though desks labelled with the project's name WWW were seen during classroom observations in both the urban slums and ASAL project schools.
- There was a negligible reduction in the number of girls *who do not use a toilet at school or who do not use areas at school where children play and socialise.*
- Nearly all the girls (99%) indicated they *feel safe at school.* However, it was noted that nearly one in three girls (31%) reported that they had been physically punished during the course of the week at the time of evaluation. This was confirmed from the qualitative findings which indicated that even though the girls said the schools were safer, there was also a strong indication from both boys and girls that physical punishment and use of abusive language was still prevalent in the schools. The teachers said that cases of insecurity were not reported by the learners or even teachers while at school. School walkabouts noted the construction of school fences and gates where in some schools they were watched over but in others they were not.
- Presence of separate toilets for each gender was observed in the schools visited, both in the ASALs and the urban slums. Observations made during the school walkabouts established that generally the toilets were clean and in good condition except for a few that had detached doors and needed repair. However, it was observed that although water tanks had been installed in most schools, they were empty.

b) Changes in teacher related barriers

- In-school barriers such as teacher school attendance and the levels of teacher gender responsiveness and friendliness had improved post baseline. The KIIs with the education officials, the FGDs with the CCs, girls and boys were also in harmony on improved teacher school attendance, the levels of teacher gender responsiveness and friendliness. The classroom observations confirmed teacher gender responsiveness and friendliness in both urban slums and ASALs. However, there were still challenges on issues of teachers in schools
- Overall, for the project, the FGDs with girls and boys and the teacher interviews were in consensus that teachers had become friendlier and treated both boys and girls more equally. In addition, they said that teachers used the same punishments for both boys and girls. However, it was noted that the younger girls (primary school girls) reported punishment being more rampant – even though it had slightly reduced, while the older girls (secondary school girls) reported that the teachers seemed to treat boys and girls differently.
- In the intervention schools, the percentage of girls who '*Agree teachers treat boys and girls differently*' reduced by 5% from 24.1% to 19.2% between midline and baseline. However, as noted above – when disaggregated by school level, the secondary school girls seemed to believe that the teachers were asking more questions and harder questions to girls than to boys.
- Teacher absenteeism measured by the percentage of girls who '*Agree teachers are often absent'* had reduced by 4.3% in the intervention schools whereas it increased by 3.0% in the comparison schools during the period under review.
- There was a marginal increase in the percentage of girls who '*Disagree teachers make them feel welcome in the comparison schools whereas the intervention schools posted a marginal decrease* implying that girls felt teachers were more friendly in the intervention than in the comparison schools

b) Changes in community and household related barriers

- Parental and caregiver support for girls was improving. The amount of time cohort girls spent on chores and other work[8] (more than a quarter a day) had reduced in both the comparison (5.3%) and intervention schools (5.7%). The reduction in the time girls spent on chores and other work was marginally better in the intervention schools.
- There was a marginal increase in the percentage of girls who felt that it was either '*fairly safe or very safe travel to school'.* The converse was true, with the proportion of girls at midline indicating they *'do not feel safe travelling to school'* being marginally lower than at baseline. In spite of this reduction, it was noted that the issue of safety to and from school is considered a major barrier by the younger girls, caregivers and households.

Qualitative data indicated that barriers to learning facing girls in both urban slums and ASALs were similar. The FGDs and the KIIs revealed limited parental support to girls' education,

[8] The focus was on the amount of time girls spent caring for younger or older family members, housework (e.g. cooking or cleaning), fetching water, agricultural work (e.g. guarding livestock, planting, watering or harvesting crops), help with a family business or work outside the home (non-agricultural).

inadequate or lack of sanitary towels and poverty resulting to early marriages and sex for pay as barriers to girls' learning. Further, during the FGD girls explained that some of them are predisposed to sexual relationships with the *boda-boda* riders in an effort to raise funds for their sanitary towels.

There is a general improvement of parental support; however, the desired level is yet to be achieved because girls still complain of household chores but at a lower scale compared to the baseline scale. They noted that house chores limited their time for studying, which was also noted by boys in their separate FGD.

Both girls and boys in their separate FGDs and the KIIs with the teachers and education officials reported that in the last 12 months, more girls were consistently attending school[9]. They attributed the increased number of girls' school attendance to WWW project support through a girls' school kit that included sanitary towels and the cash transfers among others. Further, they indicated that the project community approach reduced harmful cultural practices such as forced early marriages and girls' involvement in *disco matanga* that previously impacted girls' learning and transition. Moreover, beneficiary girls in the FGDs expressed gratitude to the WWW project intervention on sanitary towels noting that they were not only able to consistently attend school but to also improve their performance in class.

In urban slums and ASALs, girls' individual attitudes and perceptions, beside their household income level, hinder their transition. This was confirmed in the FGDs with the girls, boys and CC group members.

According to the KIIs with the education officials and project partner in ASALs, particularly Turkana County, constant migration that characterises the County's nomadic life in the rural area hinders transition in either of the pathways defined by the project; secondary, TVET and catch-up centres. FGDs with the girls and boys revealed that parents and the community provide little or no transition support to girls with truant tendencies in ASAL areas.

Moreover, the FGDs with the girls and boys, CC members, and the teacher interviews confirmed that both in urban slums and ASALs, parents perceive transition to TVET institutions as the last option. There was consensus that parents who cannot afford secondary education or whose daughters have failed in the KCPE or dropped out of primary school consider enrolling them in TVET institutions. As a result, other than the secondary education transition pathway, TVET and catch-up transition pathways are mainly perceived to be for those who have failed in life, thus discouraging girls in taking them up as options. FGDs with the CC group members in the urban slums and ASALs noted a change in attitudes and perceptions of alternative transition pathways among themselves in the last 12 months. They reported that the WWW project educated them on the different transition pathways informing them that none of the pathways was an inferior option. As a result, they supported all the alternative transition pathways and encouraged the other parents in the community to do the same.

[9] Qualitative findings contradict quantitative findings suggesting that girls' daily school attendance largely remained the same or dropped marginally. Refer to Intermediate Outcome 1 - Attendance) for more details on the ML1 findings.

2.3 Changes in Barriers Identified for Key Subgroups since Baseline

Generally, the project model is working for all the girls in the targeted schools. There is little monitoring data that is disaggregated by subgroups. It is commendable that the project is adapting to address the needs of the subgroups as evidenced by the vulnerability study that had been conducted just before this evaluation. The study covered all the eight counties and sought to determine the critical issues facing the girls including their household status. The findings of the study would be critical in targeting the marginalized subgroups with appropriate project interventions.

Table 2.2 below summarises the barriers by subgroup.

Table 2.2: Summary of Barriers by Subgroup

	Barriers
Overall	• Household chores • Un-conducive classroom environment • Un-conducive school environment • Economic status of households • Household attitudes towards education
Girls from poor households	• Spend more time on household chores • Feel unsafe travelling to school • Are likely to have little or no access to facilities at school • Are prone to being teased at school or on the way to school • Are likely to be engaged in paid work • Are likely to be married off early • Are likely to have challenges paying for any costs for education • Have more challenges meeting basic needs
Orphans (mainly partial orphans with no father) OR Father is not a member of the HH	• Spend more time on household chores • Are likely to be engaged in paid work • Are likely to have challenges paying for any costs of education • Are likely not to attend school if they have a child • Have more challenges meeting basic needs
Households with a head or caregiver who has no education	• Spend more time on household chores • Feel unsafe travelling to school • Are likely to feel unsafe at school • Are likely to have little or no access to facilities at school • Are likely to be engaged in paid work • Are likely to be married off early • Are likely to be stopped from going to school if they are older than other girls • Are likely to drop off if they are considered slow learners or their unique learning needs are not met • Are likely to have challenges paying for any costs of education • Are likely to drop out if they become mothers • Have more challenges meeting basic needs

At midline there were still significant barriers for key subgroups that the project is targeting;

- There were many girls from poor households and the household socio-economic status had not improved. Majority (66.3%) of HoHs in the intervention communities find it difficult to afford girls' schooling. This implies that households need to be still supported

to afford taking and retaining their girls in school. It is noteworthy that at the time of the midline evaluation, issuing of community grants to support girls' education was at an advanced stage.

- Orphans exist in the target project areas. Furthermore, midline findings show that double orphans feel some exclusion by their teachers and had the highest percentage of girls who disagreed with the statement that *'My teachers make me feel welcome in the classroom'.* The project has effectively involved counselling teachers to respond to this reality and this should continue post midline.
- More primary caregivers (38.4% from 34.6% at BL) and HoHs (32.5% up from 29.1% at BL) lack formal education at midline than at baseline. This implies that household support systems for girls' education may be weaker. The project needs to provide more resources for appropriate interventions that may include up-scaling of the surrogate parents' initiative.
- There is an increase in the number of female headed households from 34.7% at BL to 38% at midline.
- In the intervention schools there has been a marginal decrease in the proportion of girls who are married whereas a marginal increase was recorded in the proportion of teen pregnancies/child mothers. The project needs to interrogate further why there are slightly fewer girls who are getting married but at the same time slightly more of the girls are getting pregnant. These subgroups should be identified, and initiatives designed to support their learning.

Girls with Disability (GWD): Description, Prevalence, Barriers and Shift since Baseline

According to project data, a total of 63,815 in-school beneficiaries, comprising 764 (1.2%) disabled girls, are targeted. The project has not disaggregated these girls by domain of difficulty.

The *Wasichana Wetu Wafaulu* Project evaluations adopted the GEC definition of a disability which states, '*that the population identified as having a disability should include all those with* difficulty *in at least one domain* recorded as *a lot of difficulty* or *cannot do at all'***.** The (six) Washington Group short set of questions were used to generate data on disability from the cohort girls and primary caregivers. This cut-off point was used to provide the most accurate representation of the population that has an impairment which may interact with barriers leading to educational marginalization. It is noteworthy that the number of girls with disability reported by the project was derived from in-school girls who had been assessed by EARCs while the external evaluator data was based on the Washington Group short set of questions as self-reported by cohort girls and primary caregivers. Midline 1 findings on the disability prevalence are summarised below and show that:

- Overall, there are slightly more girls with disability in the intervention schools (8.6%) than in the comparison schools (6.5%).
- The three most prevalent disability domains among girls attending intervention schools were difficulty seeing (2.6%), difficulty remembering or concentrating (2.3%) and difficulty walking or climbing steps (2.2%) while among their comparison school

counterparts, difficulty seeing (2.9%), difficulty hearing (1.9%) and difficulty remembering or concentrating (1.8%) were the three most prevalent.

Project Responses to Subgroups

Due to their vulnerability, existing strategies to continue for the various subgroups including household visits and cash transfers. Focused attention will be paid to especially the double orphans who will take priority in IGA benefits, surrogate parents for learners with parents who have little education. Clubs to dissuade girls from early pregnancy and marriage, and community liaison to ensure poor households including those from female headed households benefit from community support mechanisms. Work through the BoMs to ensure initiatives that address hunger and sanitation in school. The social accountability strategy will address parental support for girls' education both in the rural and urban contexts. For learners with disabilities recording low literacy performance, the project is going to carry out a survey in the special needs schools to profile the individual learner's performance. Against this, remedial strategies will be put in place.

According to the project, overall, the ToC holds for all the interventions and still focuses on the home, the girl herself, school, community and system strengthening. With the government push for 100% transition from primary to secondary and improved remedial strategies in school, there is likely to be less interest in the catch-up and TVET options for primary school girls.

The project to outline specific actions for cost of schooling and vulnerability assessment

IGA programming intends to have the IGA groups support learners financially from their profit to enable them meet the schooling cost. The groups are therefore supported to ensure the business proposals are viable and have good business case and that there is follow up and accountability at the local level. In the urban areas, the project has revised the strategy so that, instead of community IGA groups, the project will work directly with parents in the schools who are already carrying out income generating activities. This is a promising approach since the parents have a direct interest with the learners and benefits accrued from business ventures will be directed to the learners in their own school. Currently, 30 groups have been identified in Nairobi and they are going through capacity building before funds are disbursed.

The project involved key stakeholders in the development of the vulnerability assessment tool. This is in use in the project and is helping in identifying the most vulnerable girls for project targeted interventions. The project will continue using this approach for disbursing funds and targeting of interventions including household visits by CHVs.

2.4 Intersection between Barriers and Characteristics

Table 2.3: Cross tabulation of barriers and characteristics (statistically significant)

Barriers	Female HoH	Female PCG	HH with other children	Orphan - no father	Father is not a member of HH	HoH has no education	PCG has no education	HH has no income	PCG has no income	Girl is a mother	Girl is in primary	Girl is in secondary
Time spent on chores and other work (more than a quarter a day)	27.2%**			28.3%*		30.6%*	31.2%*	26.8%*		51.9%*	21.7%*	36.7%*
Fairly unsafe or very unsafe travel to school		17.1%*				13.6%*	13.2%*	13.6%*	18.6%*	5.6%*		
Attended school less than half the time		29.8%*									25.8%*	40%*
Does not feel safe at school	1.7%*					2.2%*	0.8%*		1.7%**			
No seats for all students	19.1%*	16.7%*					20.3%*	19.8%*	20%*		20.2%*	9.0%*
Difficult to move around school	8.7%*									16.7%*	8.4%**	6.4%*
Does not use drinking water facilities at school	13.6%**	16.1%*			13%*	13.4%**	13.1%**	12.7%*	18.8%*		18.2%*	5.6%*
Does not use areas where children play/socialize at school						2.5%*	2.8%*	3.3%**			3.3%*	5.1%*
Agree teachers treat boys and girls differently			19.7%**		17.7%**						18.7%*	23.2%*
Agree teachers are often absent			18.7%*		15.3%*			20.6%**			18.3%**	21.2%*
The child may be physically harmed or teased at school or on the way to/from school								25.9%*	21%**	35.6%*	24.3%**	21.1%*
The child needs to work		11.8%*		11.8%**	10.5%*	15.5%*	14.5%*	13.7%*			6.7%*	10.8%*
The child needs to help at home		16.4%*	17.4%*		14.7%*	21%*	19.8%*	18.7%*				
The child is married/is getting married			14.7%**			20%*	19.6%*	14.8%**	18.6%*			
The child is too old				17%*		19.4%*	18.9%*	15.2%**			15.7%**	12.9%**

Barriers	Female HoH	Female PCG	HH with other children	Orphan - no father	Father is not a member of HH	HoH has no education	PCG has no education	HH has no income	PCG has no income	Girl is a mother	Girl is in primary	Girl is in secondary
The child has physical or learning needs that the school cannot meet					21.6%*	29.2%*	28.8%*	26.3%*	26.1%*		25%*	21.1%*
The child is unable to learn					15.7%*	21.8%*	21%*	19.2%*			18.6%*	14.6%*
Education is too costly		22.3%*		25.6%**		28.2%*	27.3%*	24.6%*	25.8%*		21.6%*	26.6%*
The child is a mother			15.9%**	16.6%**	14.3%**	21.9%*	21.4%*	16.6%*	19.6%*			
Difficult to afford girl' education	67.3%**	66%*	65.3%*		72.6%*	57.3%*	58.3%*	62.7%*		54.5%**	63.3%*	70.4%*
HH unable to meet basic needs	47.8%*			50.9%**	47.9%*	50.5%*	49.3%*	42.1%*				
Gone to sleep feeling hungry	56.9%*				52.1%*	50.5%*	50.9%*	57.9%*	50.9%*			
Gone without clean water for use for many days						10.9%**	11%*	8.3%*	10.4%*			
Gone without cash income for many days	72.2%*			74.6%**	72.2%*	73.7%*	72.9%*	70.5%*	71.4%*			
Girls who have been punished physically						36.6%*	36.2%*	33.9%*			34.8%*	23.1%*
LoI different from main language that the girl speaks			90.2%*			94.5%*	93.9	91.7%*	92.3%*			

* Statistically significant at 0.01, ** statistically significant at 0.05

Source: Midline Evaluation Data

From Table 2.3, the following are the key highlights of the statistically significant intersections of the characteristics and barriers:

- The most critical characteristic that drives marginalization of girls is lack of source of income for the HoH. Households with a head having no source of income are likely to experience majority of the barriers. These barriers would include the girls being expected to work (child labour), to spend more time on housework (household chores) and the girls are also likely to lack basic needs, money for education and eventually they are likely to drop out and get married early;
- The second most critical characteristic is the education status of the HoH followed by that of the caregiver. Girls from households with HoH and carers who have no education are likely to experience barriers at home, community and school. At home – the girl is likely to experience an extra burden of household chores or is expected to work for money, in the community – the girl is likely to delay enrolling in school and may get married early. In addition, girls from these households are likely to feel insecure at school and have low self-esteem;
- For primary school girls or younger girls, they were most likely to be affected by inadequate school facilities (including for special cases), feel insecure or unsafe at school, be susceptible to physical punishment and if they are older than other girls, they would be perceived as unable to learn;
- For secondary school girls or older girls, they were likely to be affected by more household chores leading to frequent absenteeism and they may also be expected to work for money. These girls, while at school are the most likely to be affected by teacher absenteeism and the unequal treatment by the teachers. Where the households have no source of income, these are the girls that are most likely to drop out first because of their capability to take other responsibility.

The following is a summary of the significant characteristics and barriers by project outcomes and intermediate outcomes.

Table 2.4: Summary of the Significant Characteristics and Barriers

	Barriers	**Characteristics**
Overall	• Household chores • Un-conducive classroom environment • Un-conducive school environment • Economic status of households • Household attitudes towards education	• Head of household with no income • Caregiver with no income • Head of household with no education • Caregiver with no education • Father not a member of the household
Learning	• Un-conducive school environment • Economic status of household • Household chores • Un-conducive classroom environment	• Household head with no income • Caregiver with no income • Household head with no education • Father not a member of the household
Transition	• Economic status of the household • Household chores • The motherhood status of the girl	• Household head with no income • Caregiver with no education • Household head with no education
Attendance	• Un-conducive school environment • Economic status of the household • Un-conducive classroom environment	• Head of household with no income • Caregiver with no education • Head of household with no education • Father not a member of the household

	Barriers	Characteristics
Teaching quality	• Teacher absenteeism • Unequal treatment of boys and girls	• Older girls • Secondary school girls
Life Skills	• Un-conducive school environment • Unsafe schools (punishment)	• Younger girls • Primary school girls
Household support	• Economic status of the household • Household chores • Household attitude towards education	• Household head with no income • Caregiver with no education • Household head with no education
Community attitudes	• Motherhood status of the girl • Age of the girl (over-age) • Early marriage	• Household head with no income • Caregiver with no education • Household head with no education

2.5 Statistically Significant Changes

2.5.1 Significant Changes in Barriers

Significant Changes in Barriers between Baseline and Midline on Specific Girl Characteristics

Table 2.5: Barriers to Education

	Comparison				Intervention			
Barrier	Baseline	Midline	Difference	p-value	Baseline	Midline	Difference	p-value
Safety								
Fairly safe or very safe travel to school (PCG_9 = 1 & 2)	84.3% (445)	85.6% (445)	1.3%	0.56	81.7% (1568)	82.6% (1434)	0.9%	0.48
Does not feel safe travelling to school (CS_W13s = 2)	10.6% (65)	8.5% (52)	-2.1%	0.21	10.9% (1614)	10.1% (235)	-0.8%	0.25
Parental/caregiver support								
Time spent on chores and other work (more than a quarter a day) (PCG_26G = 1,2,3)	40.7% 194)	32.4% (166)	-8.3%	0.01	30.6% (534)	21.1% (354)	-9.5%	0.00
Attendance								
Attends school half the time (PCG_6enr = 2)	0.4% (2)	1% (5)	0.6%	0.25	0.5% (10)	0.9% (15)	0.4%	0.14
Less than half the time (PCG_6enr = 3)	1.1% (6)	1.0% (5)	-0.1%	0.87	1.4% (26)	1.6% (28)	0.2%	0.62
Does not feel safe at school (CS_W14s = 2)	1.0% (6)	0.8% (5)	-0.2%	0.71	0.9% (20)	0.9% (18)	0.0%	1.00
School facilities								
No seats for all students (CS_W5s =2)	21.9% (135)	16.8% (103)	-5.1%	0.02	17.5% (379)	16.7% (337)	-0.8%	0.49
Difficult to move around school (CS_W6s =2)	6.5% (40)	8.0% (49)	1.5%	0.31	7.9% (171)	7.8% (158)	-0.1%	0.90
Does not use drinking water facilities (CS_W7s =2)	26.1% (161)	23.6% (145)	-2.5%	0.31	22.2% (480)	17.9% (362)	-4.3%	0.00
Does not use toilet at school (CS_W9s =2)	1.5% (9)	1.5% (9)	0.0%	1.00	0.8% (17)	0.4% (9)	-0.4%	0.09
Does not use areas where other children play/socialize (CS_W11s =2)	7.8% (48)	2.9% (18)	-4.9%	0.00	4.6% (99)	3.2% (64)	-1.4%	0.02
Teachers								
Disagrees teachers make them feel welcome (CS_WA = 3,4)	1.5% (9)	2.3% (14)	0.8%	0.31	2.7% (59)	1.8% (36)	-0.9%	0.05
Agree teachers treat boys and girls differently (CS_1s = 1,2)	24.4% (150)	19.5% (120)	-4.9%	0.04	25.1% (541)	17.1% (345)	-8.0%	0.00
Agree teachers are often absent (CS_2s = 1,2)	22.1% (136)	23.8% (146)	1.7%	0.48	25.0% (541)	17.3% (350)	-7.7%	0.00

Source: Midline Evaluation Data

Barriers with Significant Change between Baseline and Midline

The following girl' characteristics represented as variables were found to have a statistically significant change from baseline to midline.

Table 2.6: Barriers to Education (Significant)

Comparison (p-value less than 0.05)	Intervention (p-value less than 0.05)
● Time spent on chores and other work (more than a quarter a day) ● No seats for all students ● Does not use areas where other children play/socialise ● Agrees teachers treat boys and girls differently	● Time spent on chores and other work (more than a quarter a day) ● Does not use drinking water facilities ● Does not use toilet at school ● Disagrees teachers make them feel welcome ● Agrees teachers treat boys and girls differently ● Agrees teachers are often absent

Source: Midline Evaluation Data

The rest of the characteristic variables had no significant change between baseline and midline. These include finding it *difficult to move around* school, and girls who *do not use toilet at school*.

2.5.2 Significant Changes in Characteristic between Baseline and Midline

Table 2.7: Characteristics of the Evaluation Cohort

	Comparison				Intervention			
Characteristic	Baseline	Midline	Diff	p-value	Baseline	Midline	Diff	p-value
Single orphans (No mother) (PCG_11g)	3.8% (20)	3.7% (19)	-0.1%	0.93	3.1% (59)	2.8% (49)	-0.3%	0.60
Single orphans (No father) (PCG_13g)	11.4% (60)	10.6% (55)	-0.8%	0.68	12.4% (238)	11.7% (203)	-0.7%	0.52
Double Orphans (orphan)	1.3% (7)	1.2% (8)	-0.1%	0.88	1.6% (30)	1.1% (23)	-0.5%	0.17
Living without both parents	8.7% (46)	6.1% (41)	-2.6%	0.08	7.4% (141)	6.1% (131)	-1.3%	0.10
A. Household								
Female headed households (HH_8)	34.0% (180)	39.0% (203)	5.0%	0.09	35.1% (678)	37.2 (646)	2.1%	0.19
HH finds it difficult to afford girls schooling (PCG_7enr)	63.9% (336)	73.2% (377)	9.3%	0.00	64.9% (1640)	63.4% (1095)	-1.5%	0.32
HH doesn't own land (pcg_11econ=4)	48.0% (252)	40.5% (210)	-7.5%	0.01	41.9% (800)	46.5% (806)	4.6%	0.01
HH roofed by iron sheets (pcg_2econ=4)	65.0% (341)	67.8% (351)	2.8%	0.34	61.1% (1167)	65.1% (1129)	4.0%	0.01
HH unable to meet basic needs (pcg_5econ=1)	44.0% (231)	35.5% (184)	-8.5%	0.01	42.6% (814)	41.2% (714)	-1.4%	0.39
HH has slept hungry (many days) (pcg_7econ=3)	30.5% (160)	32.2% (167)	1.7%	0.55	35.5% (679)	32.9% (570)	-2.6%	0.10
B. Girls								
Girl is married (PCG_22g)	0.9% (5)	1.2% (6)	0.3%	0.63	0.8% (15)	0.5% (8)	-0.3%	0.28
Girl is a mother (PCG_23g)	0.2% (1)	0.8% (4)	0.6%	0.18	1.1% (21)	0.8% (14)	-0.3%	0.35
C. School Related								
Language of Instruction at school not spoken at home (PCG_2enr)	84.2% (443)	87.6% (453)	3.4%	0.11	86.0% (1639)	88.2% (1525)	2.2%	0.05
HoH has no education (HH_13)	32.5% (172)	33.0% (172)	0.5%	0.86	29.3% (567)	29.3% (509)	0.0%	1.00
PCG has no education (PCG_6)	37.7% (199)	38.1% (198)	0.4%	0.89	34.9% (670)	36.2% (629)	1.3%	0.41

Source: Midline Evaluation Data

The following characteristics were found to have a statistically significant change from baseline to midline, i.e. the characteristics between baseline and midline had a statistically significant difference between the baseline and midline characteristics.

Table 2.8: Characteristics of the Evaluation Cohort (Significant)

Comparison (p-value less than 0.05)	Intervention (p-value less than 0.05)
● Female headed households ● HH finds it difficult to afford girls' schooling ● HH does not own land ● HH unable to meet basic needs	● HH does not own land ● HH roofed using iron sheets ● LoI at school not spoken at home

Source: Midline Evaluation Data

The rest of the variables did not have statistically significant change from baseline to midline. These variables include HH has slept hungry (many days) and primary caregiver (PCG) has no education.

2.6 Appropriateness of Project Activities to the Key Barriers and Characteristics

Project activities have resulted to positive changes in the girl's life, home, school and community. FGDs with girls in both urban slums and ASALs reported the effect of the project activities. Girls' participants in the FGDs indicated that the project supported school clubs enhanced their self-confidence; project provision of sanitary towels, as part of the girl school kit, aided their consistency in school attendance; and their teachers had become more gender responsive and clearer in their teaching in the last 12 months. Overall, both the girls (19.3%) and caregivers (27.3%) reported that teacher support was the main driver of daily attendance. This had the highest proportion.

> *According to me the teachers have changed because I was surprised that our class teacher asked us to form a group discussion which helped us a lot to improve in Cat 2 exams (Girls FGD, Nairobi)*

> *In our Std. 8 many pupils like Maths because our teachers like teaching us a lot. They also teach well and ask boys to show us when we get stuck" (Girls FGD, Turkana)*

The FGD with the CC group members further confirmed that the community attitudes towards girls' education had improved. There was consensus among the members that the changed community members' attitude resulted to a decline in the harmful cultural practices such as early marriages in the community, both in urban slums and ASAL areas.

The KIIs with the project partners revealed a scaling down of some of the implementation activities on transition. The project has effectively adapted to emerging contextual changes such as the 100% primary to secondary transition policy. In addition, the KIIs together with the project partners further indicated a scaling down of some of the implementation of the catch-up and primary to TVET transition pathways options given the low numbers of girls dropping out from primary schools. Some girls also noted that the established catch-up centres were used for remedial purposes failing to serve the intended purposes.

Even though most girls indicated feeling safe in school, lack of safety in both urban slum and ASAL communities limits learners' school attendance. According to the FGDs with girls and boys and KIIs with teachers in both urban slums and ASALs, community safety determined learner's consistency in school attendance. Safety was a specifically key issue for the younger girls and sometimes led to them commencing school late or attending school irregularly if the caregivers or household heads felt that the journey to and from school was not safe for the girl.

In ASALs, the nomadic way of life also threatens learners' attendance and thus affects learning outcomes. Further, the FGDs with girls and boys revealed that learners who were not living with their biological parents, especially girls, were likely to miss school often as they are required to take care of the host family home chores. Consequently, this led them to attend school inconsistently and to perform poorly in their examinations.

In addition, harmful cultural practices such as early marriages were confirmed to be declining in ASALs and in the urban slums during the FGDs with the girls, boys and the CCs but were still in practice by some families. Other deep-rooted cultural practices such as FGM in some ASAL communities had become hidden making it harder to track changes. There was consensus that some cultural practices impede learning achievements as a result of inconsistency in school attendance.

EE Comments on Appropriateness of Project Activities

Generally, the project has been flexible and has adapted effectively to emerging contextual changes by innovatively delivering appropriate activities. Most of the envisaged changes in project activities have been made or are planned. Some of the adaptations include: hiring primary school teachers for remedial support in response to the learning gap in a context of serious teacher understaffing; scaling down on use of ICT in catch-up centres in favour of more tutors in the centres; scaling down on TVET/APs route since the new government directive for 100% transition from primary to secondary resulted in low supply for the pathway; setting catch-up centres within the schools instead of being in the community and use of Guidance and Counselling teachers to support catch-up beneficiaries in place of the initial proposal to hire matrons. Some of the planned activities include review of the coaching model and use of surrogate parents to counter the high number of PCGs with no formal education. The External Evaluator commends the project for the planned review of the teacher coaching implementation approach that will: 1) document how coaching is currently being delivered in the primary and secondary schools under the project; 2) establish whether the current coaching model for the project is effective; 3) review the overall coaching implementation approach for project and propose areas of improvement and value addition to the current model, and; 4) assess sustainability of the coaching model beyond the life cycle of the project.

An emerging challenge is that the girls may require more psycho-social support than they are currently receiving. It was noted that majority of the girls may be facing immense pressure at home with household related demands coupled with their poverty status and the school demands. The project has adapted and is using Guidance and Counselling teachers; this is a good strategy but there is need to ensure that the teachers are adequately trained to give

counselling services in a manner that would enhance the girls' confidence in sharing their challenges.

2.7 Gender Equity and Social Inclusion Analysis

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 creating sustainable changes in the lives of the GEC cohort of girls as well as those who will 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 2.9 gives a summary of the GESI analysis of the six outputs.

Table 2.9: Comparison of Baseline and Midline WWW Project GESI Assessment

Actuals	Impact weighting from log-frame	Gender rating			Social Inclusion rating	
		Baseline	Midline		Baseline	Midline
Output 1	25%	GESI Accommodating	GESI transformative		GESI Accommodating	GESI Accommodating
Output 2	15%	GESI Accommodating	GESI Accommodating		GESI Accommodating	GESI Unresponsive
Output 3	20%	GESI Transformative	GESI transformative		GESI Accommodating	GESI Accommodating
Output 4	15%	GESI Accommodating	GESI transformative		GESI Accommodating	GESI Accommodating
Output 5	15%	GESI Accommodating	GESI Accommodating		GESI Accommodating	GESI Accommodating
Output 6	10%	GESI Accommodating	GESI Accommodating		GESI Accommodating	GESI Accommodating

Source: Midline Evaluation Data

Gender Rating

From Table 2.9, the project undertook a self-assessment of their gender rating of the different outputs of the project. Three of the six outputs were rated as *GESI Accommodating* with the other three being rated as *GESI Transformative*. It was noted that the project reported that it was GESI sensitive with majority of the ratings being on the Gender Accommodating or Transformative level of the scale. The trend from baseline to midline indicates that the project had more GESI transformative approaches and results at midline than at baseline. For instance,

i. Output 1 (on gender sensitive and enhanced teaching approaches): the project indicated improvements in teaching approaches that were gender inclusive hence rating changed from GESI accommodating to GESI transformative;
ii. Output 2 (on alternative learning pathways): the project acknowledged that there were some missing drop-out girls that were not accounted for and therefore these were currently being excluded;

iii. Output 3 (on improved self-confidence and aspirations): the project was using local community resource persons to serve as mentors and this enhanced the preservation of community values and wisdom passed down to the girls;
iv. Output 4 (on household support for girls): the project reported that the CHVs were being used to engage households on education issues and this is leading to positive changes especially in Turkana and Marsabit where the male HHs are now supporting re-entry of young mothers back to school;
v. Output 5 (on community support): it was noted that the project was using some innovative ways to engage community members such as *morans* in Marsabit and Turkana areas to support girls' education;
vi. Output 6 (on informing MoE gender and teaching approaches): the project was using evidence and data to engage with MoE officials on issues affecting girls in their areas and these have elicited discussions through joint review and planning meetings that address hidden factors.

However, the evaluation noted that the effects of some of these engagements are long term in nature and the changes or their impact will take time to manifest clearly in the households, community and schools.

The overall findings by the evaluation were as follows:

- The teaching approaches have been noted to be gender inclusive. There is less opinion at school level that the focus is on boys only because both genders are more involved. However, there were instances during the observations where the teachers seemed to confuse involving more girls to mean gender equality. For instance, older girls reported that the teachers were asking more questions to girls than to boys and also harder questions. There should be emphasis that gender engagement is not equal to girls' engagement.
- The perception by the communities is that the project is focusing on the girls at the exclusion of the boys. This was in spite of the fact that there are components of the project that target both boys and girls. The community in mostly urban areas therefore view the project generally as not gender inclusive.
- The lack of active involvement of males from the communities in majority of community special groups may enhance the perception that the project is only focused on girls/women issues. This perception may lead to the men becoming impediments to girls' learning as opposed to supporting the girls in education. Majority of the community conversations were composed of women across the counties visited for qualitative data.

Social Inclusion

Overall, the project assessment of the social inclusion rating remained the same from baseline to midline. However, the project noted that there were challenges in accounting for girls who dropped out of school or engaging them in alternative pathways. The following is a summary of the social inclusion comments as presented by the project.

Table 2.10: Summary of Social Inclusion Comments by Project

Outputs	Baseline (Project comments)	Midline (Project comments)
Output 1: Teachers and school leaders in primary and secondary schools demonstrating gender sensitive and enhanced teaching approaches (ICT and pedagogy) for improved learning	Sensitive to the needs of special needs children. Teacher training includes adaptive content for teaching children with special needs.	Adaptive content on SNE is integrated in the teacher training manuals, teacher training and delivery recognizes the diverse needs of learners, e.g. over age girls; young mothers and children with disabilities. Instructional coaches have been trained on how to support school teachers to address these differences and marginalization. However, SNE assessments are yet to be completed to allow for individualized and targeted learning The project has provided SNE equipment to learners and increased textbook accessibility for learners with disability through the use of orbit readers which converts print material into Braille.
Output 2: Alternative learning pathways established or expanded for girls outside or at risk of leaving school		The project is acknowledging that there are missing drop-out girls who are not accounted for, therefore we are blind to their exclusion factors, and no current interventions seem to be attracting them.
Output 3: Improved self-confidence and aspirations among the girls in mentorship and scholarship programmes	The selection criteria for scholarship was transparent and mindful of special needs children, orphans, MVC, child headed households.	Local community resource persons are engaged in identifying marginalized girls and then serve as mentors during community theme days and holiday mentorship forums; this ensures that the positive values and community resources are utilised, and their positive interests are safeguarded. The project is yet to establish if there are any social groups underserved by the local resource persons. The project is cognisant of the diverse mentorship needs of the beneficiaries and is working towards greater understanding on how to customise the mentorship sessions to meet unique individual needs.
Output 4: Households continued support for girls' education including in alternative pathways	CHVs are part of the community and locality thus speaks the native language. Information collected at HH level also on social wellbeing to continued support of girls and boys	The project has adopted a whole community approach for engaging households to support girls' education. The project is yet to determine if the community approach is socially inclusive as the project might be blind sighted if there are community exclusions for example if some tribal and/ or social group is not included in the community groups.
Output 5: School catchment communities more aware of the importance, benefits and opportunities available to support girls for productive education	CFs selected by the community based on those who know how to read and write. No data on the number of people with disabilities involved in groups, or number of CFs with disability or how inclusion is covered in	The project facilitates community dialogue but is unaware if there are any social groups not participating in the process. The project believes all groups are involved but needs to confirm this.

Outputs	Baseline (Project comments)	Midline (Project comments)
	conversations.	
Output 6: WWW project aligned to WWW models inform emerging MoE gender and teaching approaches	Stakeholders meetings done in some counties. Stakeholders' forums do not have an agenda for gender dimension nor social inclusion. The forums are mainly used for coordination and information sharing.	The project is also implementing dormant policies such as non-formal education and back to school policy for teen mothers, community of practice among teachers as well as school-community linkages programmes. Through this, the project is evidencing modalities of implementing these policies and lessons for policy makers' learning. With continuous implementation, documentation and research, the project stands to have evidence that can be used in the revision of these same policies. Through this, the project can then stand as a thought leader in the evolving formulation and roll out of these policies that focus on the marginalized.

Source: Midline Evaluation Data

Both in GEC-1 and GEC-T, the project has specifically targeted Girls with Disabilities (GWD) as a marginalization sub-category. Other categories of marginalization singled out by the project are girls living in poor communities in ASALs and urban slums, OVC girls, teen mothers and over-age girls. A total of 764 (1.2%) of project in-school beneficiaries were girls with disabilities. There was an increase in the number of GWD in the intervention schools at midline.

From the discussions with key informants, the evaluation noted the following key findings on issues of social inclusion[10]:

- *There is need to expand the SNE strategy to address more issues of social inclusion*: The evaluation noted that the project has incorporated some schools with learners with disability. The project has supplied assistive devices in Mombasa because of the large concentration of learners with disability. Furthermore, there has been some progress on building capacity of teachers to support learners with disability effectively participate. However, for the other counties, it was difficult to isolate the specific interventions that the project was undertaking to support these girls. This is largely because there was no evidence of comprehensive assessments of learners to understand their needs across the other seven counties. This may be because of limited internal capacity, spread across all the counties, to address learners with special needs. The evaluation noted that some of the teachers and coaches have been given specialised training on special needs, but the findings indicate that more needs to be done to target the girls with difficulties or other special needs.
- *The costs of schooling still acts as an exclusion for some girls*: The evaluation found that in as much as the project teams have put in place systems to mobilise and ensure girls

[10] Social inclusion was defined (according World Bank Group) as the process of improving the ability, opportunity, and dignity of those disadvantaged on the basis of their identity to take part in **society.** It encompasses more than just material poverty. Further, it also comprises other forms of **social** disadvantage including unequal access to such things as education, health care, employment and housing.

are attending school, the school environment still remains exclusionist because of the regular levies required for the lunch programme, support staff and extra teachers. These costs combined often lead to the most vulnerable girls missing school and eventually dropping out.

- *The vulnerability assessments are key in addressing social inclusion*: The evaluation noted that the project had done a commendable job of undertaking a vulnerability assessment for all the girls in the project areas. This had brought additional information about the girls that are more at risk of dropping out. These vulnerability assessment needs to be critically analysed and used to improve on targeting the girls. The information gathered needs to expand to identifying households where the care giver and head have no education, those that do not have a father as a member of the household, and households where specifically the head and carer has no income.

GESI Minimum Standards

Table 2.11: Evaluators Comments on GESI

GESI Minimum Standard	Evaluators Comments
1.1 Culture and Capacity: The project is resourced with staff, partners and contractors who have appropriate gender and social inclusion expertise	The evaluator noted that the project requires internal capacity to support in mainstreaming social inclusion into their project implementation. Given the effect of this to the overall project, the evaluator's opinion is that getting the required internal capacities should be given priority in the project. The EE recognises that the project is implementing strategies for the special needs education, this needs to be expanded to ensure there is comprehensive social inclusion beyond SNE.
2.1 Analysis: A gender and social inclusion analysis of the context is conducted and used to inform the project's design and Theory of Change	There was a GESI analysis undertaken and shared with the evaluator. It was noted that the analysis was backed with evidence of the rating. There was clear progress in the gender equality aspects but little or no improvement of the social inclusion aspects of the analysis from baseline to midline.
3.1 Data: Sex, age and disability disaggregated data is collected and analysed at baseline and subsequent evaluation points. Disability data references both the domain and level of difficulty experienced by beneficiaries	The data available is mostly only by gender and age. There is little analysis by disability. The M&E department should design tools that will capture more parameters that can be used in monitoring and tracking of GESI related indicators. This will help in analysis (2.1 above) and redesign and shaping of the project.
3.2 Data: Monitoring and evaluation reporting differentiate girls from a variety of subgroups	There is little data by subgroups since the project is working with all the girls in the targeted schools. In addition, there has been an extensive vulnerability analysis that covered all the eight counties and sought to determine the critical issues of the girls including their household status. This data would be critical in designing and targeting the marginalized subgroups.
4.1 Indicators: Project log frames include gender-sensitive and disability-focused quantitative and qualitative indicators	The project log frame indicators are only gender sensitive and not disability focused. The output indicators are largely quantitative.
5.1 Do No Harm: Do no Harm, child and staff safeguarding, and risk analyses are informed by a gender	The project documents and manuals have focus on ensuring gender sensitivity. The policy documents are also explicitly clear on the steps to be followed to ensure the child safeguarding rules are well adhered to.

GESI Minimum Standard	Evaluators Comments
and social inclusion lens	
6.1 Accountability: Projects are able to articulate their monitoring response to drop out. This should include beneficiary tracking to capture who is dropping out, reasons why, and any follow-up support provided	The use of CHWs and coaches to track and identify potential drop-out cases has helped the project keep track of beneficiaries. However, the lack of regular analysis of attendance data means that the data may not be informing the planning or shaping of the project. The data received for both attendance and tracking of transition was not complete since there was some pupils' data from high volume schools which was still being updated.
6.2 Accountability: Quarterly and annual reporting documents progress towards meeting GESI sensitive project planning and implementation.	The progress reporting documents were available. There is need for the project to ensure all the documents focus on social inclusion (beyond special needs education).

Source: Midline Evaluation Data

Conclusions on GESI

The following are the key conclusions on GESI

- The perception of the communities about the project being for "issues of girls" may in the long run hinder the success of the initiatives by the project. The project should continue informing communities on project objectives so that the project interventions are not deduced to be targeting only girls. The initiatives that reach boys need also to be publicized in the communities.
- The project requires specific emphasis on vulnerable and marginalized groups as informed by the vulnerability assessment report. This data can be used to have more targeted interventions to address the socially excluded girls from challenging environments.
- The project needs to adapt the monitoring data collection tools to be more GESI sensitive to help monitor the progress of the project towards being GESI transformative.

Reflections on Characteristics and Barriers

- On effect of changes on girls' characteristics since baseline, the increase in female headed households, primary caregivers with no education and the language of instruction was in both the intervention and the comparison areas. These characteristics have significant influence on the learning levels of the girls. However, since they increased in both the intervention and the comparison areas, there is likely to be no effect on the overall evaluation.
- The main subgroups of girls targeted by the project have been orphans and vulnerable children, girls from poor households, pastoralist girls and girls with disabilities. However, it is emerging that further differentiation of these subgroups for project targeting may be important. For instance, girls from households whose caregivers and HHs have no education are more likely to face more challenges (barriers) than the other girls.

Similarly, girls from households whose carer and head have no source of income face more barriers. In addition, the households with no father (either orphaned or he is not a member of the household) have significantly more challenges. The project needs to factor these variables in the vulnerability analysis monitoring data collected so as to have an accurate profile of the cases that need to be targeted more frequently.

- Issues of school and classroom environment have significantly improved from baseline. However, it is the evaluator's view that more needs to be done to create more conducive learning environments. The use of physical punishment, the high levels of girls who seem to have low self-esteem and the relatively unsafe journey to and from school may impact on attendance and learning. Ensuring the school and classroom is absolutely safe and child friendly is paramount in enhancing the learning of the girls in a sustainable manner.

CHAPTER THREE: KEY OUTCOME FINDINGS

The section discusses findings on the three project outcomes; learning, transition and sustainability.

3.1 Learning Outcome

Evaluation Tests

The midline evaluation assessed math/numeracy and literacy. There were two sets of learning assessments (Early Grade Reading Assessment (EGRA)/Early Grade Math Assessment (EGMA) and Secondary Grade Reading Assessment (SeGRA)/Secondary Grade Math Assessment (SeGMA)

Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA) Learning Tests and Scoring

EGRA tests had four subtasks; Invented Words, Familiar Words, Oral Passage and Comprehension. EGMA tests had 6 subtasks, namely: missing numbers, addition level 1, subtraction level 1, addition level 2, subtraction level 2, and word problems. The scoring for each of the EGRA/EGMA subtasks was as shown in Table 3.1.

Table 3.1: 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 to 100 points.
4	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 to 100 points.
	EGMA Tests		
1	Missing Numbers	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 to 100 points.
2	Addition Level 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 to 100 points.
3	Subtraction Level 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 to 100 points.
4	Addition Level 2	There were 5 items.	The score for every girl calculated by taking the correct scores/5 and then converted to 100 points.

EGRA			
No	**Subtasks**	**Number of Items**	**Scoring**
5	Subtraction Level 2	There were 5 items.	The score for every girl calculated by taking the correct scores/5 and then converted to 100 points.
6	Word Problems	There were 6 items.	The score for every girl calculated by taking the correct scores/6 and then converted to 100 points.
Ultimately, an average aggregate numeracy and literacy score for all the tasks/subtasks for each child was computed. These score(s) were used to estimate the project impact on learning.			

Source: Midline Evaluation Data

Secondary Grade Reading Assessment (SeGRA) and Secondary Grade Math Assessment (SeGMA) Learning Tests and Scoring

The SeGRA and SeGMA tasks and scoring was as shown in Table 3.2.

Table 3.2: Tasks and Scoring for SeGRA and SeGMA Tests

SeGMA 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	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	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

SeGMA Tests					
No	**Subtasks**	**Grade**	**Skills/Competencies involved**	**Item development guidelines**	**Scoring**
			out the value of algebraic expressions through substitution, solving equation in one unknown and Forming and solving equations in one unknown)		
3	Task 3	Grade 8-9	Data skills, Time, Speed, distance and average speed, Commercial arithmetic, Applying the knowledge of fractions to real life problems	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
Ultimately, an average aggregate numeracy and literacy score for all the tasks/subtasks for each child was computed. These score(s) were used to measure the project impact on learning					

Source: Midline Evaluation Data

Midline Literacy Scores

This section presents the learning scores for the girls re-contacted between baseline and midline.

Changes in Literacy Scores – Baseline to Midline

(a) EGRA: The literacy scores for the girls who had taken EGRA were determined at midline and compared with the baseline results. The girls' scores for grades 6 and 7 are as shown in Table 3.3 below.

Table 3.3: EGRA Scores – Baseline to Midline

REGION	BL Grade	ML Grade	Category	N	Baseline EGRA Scores	N	Midline EGRA Scores	Difference (ML-BL)	DiD	P-value
ASALs	Grade 5	Grade 6	Comparison	116	38.55	129	50.96	12.41	2.38	0.062
			Intervention	295	42.29	337	57.09	14.79		
			Total	411	41.24	466	55.39	14.15		
	Grade 6	Grade 7	Comparison	102	49.40	105	60.08	10.67	6.20	0.001
			Intervention	269	46.72	301	63.59	16.87		
			Total	371	47.46	406	62.68	15.23		
	Total	Total	Comparison	218	43.63	234	55.05	11.42	4.33	0.000
			Intervention	564	44.40	638	60.16	15.75		
			Total	782	44.19	872	58.79	14.60		
Urban Slums	Grade 5	Grade 6	Comparison	82	51.45	85	68.72	17.27	-1.42	0.457
			Intervention	301	54.94	305	70.79	15.85		
			Total	383	54.19	390	70.34	16.15		
	Grade	Grade	Comparison	75	59.84	73	74.97	15.13	-2.78	0.032

	6	7	Intervention	318	63.83	314	76.18	12.35		
			Total	393	63.07	387	75.95	12.88		
	Total	Total	Comparison	157	55.46	158	71.61	16.15	-2.13	0.037
			Intervention	619	59.50	619	73.52	14.02		
			Total	776	58.69	777	73.13	14.45		
Total	Grade 5	Grade 6	Comparison	198	43.89	214	58.01	14.12	0.80	0.259
			Intervention	596	48.68	642	63.60	14.92		
			Total	794	47.49	856	62.20	14.71		
	Grade 6	Grade 7	Comparison	177	53.82	178	66.19	12.36	1.67	0.182
			Intervention	587	55.99	615	70.02	14.03		
			Total	764	55.49	793	69.16	13.67		
	Total	Total	Comparison	375	48.58	392	61.72	13.14	1.29	0.105
			Intervention	1183	52.31	1257	66.74	14.43		
			Total	1558	51.41	1649	65.55	14.14		

Source: Midline Evaluation Data

Overall performance

The overall mean for intervention schools was 66.7 compared to 61.7 posted by comparison schools. Between BL and ML, intervention schools had a better improvement compared to comparison schools (DiD 1.29). Intervention schools in urban slums (73.5) had a much higher mean compared to their counterparts in ASALs (60.2).

DiD Results for EGRA

The results indicate that overall there was an improvement in learning in both the comparison and the intervention groups. In both grade 6 and 7 the improvement was higher in the intervention schools (DiD for Grade 6 is 0.80 while for Grade 7 is 1.67). There was more improvement in the ASALs region (DiD 4.33) compared with the urban slums (DiD -2.13) where the change in learning was more in the comparison schools. This is despite the fact that the urban slums schools had higher average scores than ASALs (for instance, urban slums Grade 7 intervention schools had a mean score of 76.18 compared to their counterparts in the ASALs who had a mean score of 63.59).

The results were also tabulated by the intervention counties and the results are as shown on Table 3.4.

Table 3.4: EGRA Scores – Baseline to Midline by Counties

County 1	BL Grade	ML Grade	Category	N	Baseline EGRA Scores	N	Midline EGRA Scores	Difference (ML-BL)	DiD	P-value
Kilifi	Grade 5	Grade 6	Comparison	37	45.81	41	61.98	16.17	-0.53	0.966
			Intervention	116	48.99	128	64.63	15.64		
			Total	153	48.22	169	63.98	15.76		
	Grade 6	Grade 7	Comparison	39	54.26	38	65.26	11.00	3.60	0.142
			Intervention	87	55.14	94	69.74	14.60		
			Total	126	54.87	132	68.45	13.58		
	Total	Total	Comparison	76	50.14	79	63.56	13.42	1.74	0.266
			Intervention	203	51.63	222	66.79	15.16		

			Total	279	51.22	301	65.94	14.72		
Kwale	Grade 5	Grade 6	Comparison	26	32.92	31	44.48	11.56	2.56	0.224
			Intervention	61	32.08	79	46.20	14.12		
			Total	87	32.33	110	45.72	13.39		
	Grade 6	Grade 7	Comparison	24	42.54	24	54.54	12.00	4.19	0.567
			Intervention	76	40.72	81	56.91	16.19		
			Total	100	41.16	105	56.37	15.21		
	Total	Total	Comparison	50	37.54	55	48.87	11.33	3.42	0.222
			Intervention	137	36.88	160	51.63	14.75		
			Total	187	37.05	215	50.92	13.87		
Marsabit	Grade 5	Grade 6	Comparison	4	35.00	4	64.75	29.75	-15.12	0.137
			Intervention	26	38.04	30	52.67	14.63		
			Total	30	37.63	34	54.09	16.46		
	Grade 6	Grade 7	Comparison	10	53.80	11	70.91	17.11	2.13	0.934
			Intervention	32	42.66	29	61.90	19.24		
			Total	42	45.31	40	64.38	19.07		
	Total	Total	Comparison	14	48.43	15	69.27	20.84	-4.23	0.370
			Intervention	58	40.59	59	57.20	16.61		
			Total	72	42.11	74	59.65	17.54		
Mombasa	Grade 5	Grade 6	Comparison	28	50.61	29	65.48	14.87	-0.45	0.802
			Intervention	92	56.87	91	71.29	14.42		
			Total	120	55.41	120	69.88	14.47		
	Grade 6	Grade 7	Comparison	30	60.00	29	73.38	13.38	-2.65	0.374
			Intervention	89	62.82	94	73.55	10.73		
			Total	119	62.11	123	73.51	11.40		
	Total	Total	Comparison	58	55.47	58	69.43	13.96	-1.32	0.465
			Intervention	181	59.80	185	72.44	12.64		
			Total	239	58.74	243	71.72	12.98		
Nairobi	Grade 5	Grade 6	Comparison	54	51.89	56	70.39	18.50	-2.02	0.412
			Intervention	209	54.09	214	70.57	16.48		
			Total	263	53.63	270	70.54	16.91		
	Grade 6	Grade 7	Comparison	45	59.73	44	76.02	16.29	-3.21	0.029
			Intervention	229	64.22	220	77.30	13.08		
			Total	274	63.48	264	77.08	13.60		
	Total	Total	Comparison	99	55.45	100	72.87	17.42	-2.82	0.025
			Intervention	438	59.38	434	73.98	14.60		
			Total	537	58.66	534	73.77	15.11		
Samburu	Grade 5	Grade 6	Comparison	10	22.80	12	26.75	3.95	3.31	0.894
			Intervention	32	50.00	34	57.26	7.26		
			Total	42	43.52	46	49.30	5.78		
	Grade 6	Grade 7	Comparison	4	25.00	3	53.00	28.00	-16.56	0.435
			Intervention	19	45.89	21	57.33	11.44		
			Total	23	42.26	24	56.79	14.53		
	Total	Total	Comparison	14	23.43	15	32.00	8.57	0.25	0.641
			Intervention	51	48.47	55	57.29	8.82		
			Total	65	43.08	70	51.87	8.79		
Tana River	Grade 5	Grade 6	Comparison	12	39.50	14	52.64	13.14	7.85	0.077
			Intervention	10	35.70	13	56.69	20.99		
			Total	22	37.77	27	54.59	16.82		
	Grade	Grade	Comparison	10	40.40	10	55.00	14.60	15.36	0.031

	6	7	Intervention	13	40.77	11	70.73	29.96		
			Total	23	40.61	21	63.24	22.63		
	Total	Total	Comparison	22	39.91	24	53.63	13.72	10.84	0.004
			Intervention	23	38.57	24	63.13	24.56		
			Total	45	39.22	48	58.38	19.16		
Turkana	Grade 5	Grade 6	Comparison	27	39.96	27	49.52	9.56	10.20	0.012
			Intervention	50	37.82	53	57.58	19.76		
			Total	77	38.57	80	54.86	16.29		
	Grade 6	Grade 7	Comparison	15	57.33	19	54.21	-3.12	22.27	0.001
			Intervention	42	45.43	65	64.58	19.15		
			Total	57	48.56	84	62.24	13.68		
	Total	Total	Comparison	42	46.17	46	51.46	5.29	14.86	0.000
			Intervention	92	41.29	118	61.44	20.15		
			Total	134	42.82	164	58.64	15.82		

Overall EGRA performance by county

EGRA county results show an overall improvement at midline. Nairobi (74), Mombasa (72.4) and Kilifi (66.8) had the highest scores while Kwale (51.2), Marsabit (57.2) and Samburu (57.3) had the lowest.

The DiD results in Table 3.4 indicate that Turkana (14.86), Tana River (10.84), Kwale (3.42), Kilifi (1.74) and Samburu (0.25) intervention schools had positive DiD and performed better than the comparison schools. Marsabit County comparison schools performed better than the intervention schools in the county (DiD -4.23).

(b) SeGRA: The literacy scores for the girls who had taken SeGRA were determined at midline and compared with the baseline results. The girls' scores for Class 8and forms 1 and 2 are as shown in Table 3.5 below. There were very few evaluation girls traced from 2018 Grade 8 cohorts to Form 1 (Annex 3.1).

Table 3.5: SeGRA Scores – Baseline to Midline

REGION	BL Grade	ML Grade	Category	N	Baseline SEGRA Scores	N	Midline SEGRA Scores	Difference (ML-BL)	DiD	P-value
ASALs	Form 1	Form 2	Comparison	47	33.40	46	53.37	19.97	-4.25	0.105
			Intervention	236	35.25	236	50.97	15.72		
			Total	283	34.94	282	51.37	16.43		
	Grade 7	Grade 8	Comparison	100	17.87	101	31.68	13.81	5.58	0.001
			Intervention	265	21.87	265	41.26	19.39		
			Total	365	20.77	366	38.62	17.85		
	Grade 8	Form 1	Intervention	5	39.67	5	54.00	14.33		
			Total	5	39.67	5	54.00	14.33		
	Total	Total	Comparison	147	22.83	147	38.47	15.64	2.00	0.133
			Intervention	506	28.28	506	45.92	17.64		
			Total	654	27.06	653	44.24	17.18		
Urban Slums	Form 1	Form 2	Comparison	32	50.89	32	59.48	8.59	12.82	0.005
			Intervention	12	52.69	13	74.10	21.41		

			Total	45	51.41	45	63.70	12.29		
	Grade 7	Grade 8	Comparison	83	33.92	83	49.16	15.24	2.24	0.197
			Intervention	330	38.99	330	56.47	17.48		
			Total	413	37.97	413	55.00	17.03		
	Total	Total	Comparison	115	38.64	115	52.03	13.39	4.24	0.005
			Intervention	343	39.51	343	57.14	17.63		
			Total	458	39.29	458	55.86	16.57		
Total	Form 1	Form 2	Comparison	79	40.49	78	55.88	15.39	0.63	0.586
			Intervention	249	36.16	249	52.18	16.02		
			Total	328	37.20	327	53.06	15.86		
	Grade 7	Grade 8	Comparison	183	25.15	184	39.57	14.42	3.90	0.001
			Intervention	595	31.37	595	49.69	18.32		
			Total	778	29.90	779	47.30	17.40		
	Grade 8	Form 1	Intervention	5	39.67	5	54.00	14.33		
			Total	5	39.67	5	54.00	14.33		
	Total	Total	Comparison	262	29.77	262	44.42	14.65	2.98	0.003
			Intervention	849	32.82	849	50.45	17.63		
			Total	1111	32.10	1111	49.03	16.93		

Overall SeGRA performance

The average score for intervention schools (50.5) was higher than for comparison schools (44.4). The improvement in SeGRA scores between baseline and midline was better in the intervention schools compared to the comparison school. Intervention schools in urban slums (57.14) performed much better than their counterparts in the ASALs (45.9).

DiD SeGRA Results

The overall change in the mean score over the comparison group was 2.98. Both ASALs and urban schools had a positive.

SeGRA scores were further analysed by counties. Table 3.6 shows the results for the counties under the project compared with their comparison counterparts.

Table 3.6: SeGRA Scores – Baseline to Midline by Counties

County	BL Grade	ML Grade	Category	N	Baseline SEGRA Scores	N	Midline SEGRA Scores	Difference (ML-BL)	DiD	P-value
Kilifi	Form 1	Form 2	Comparison	11	32.27	10	44.67	12.39	3.31	0.325
			Intervention	67	38.61	67	54.30	15.70		
			Total	78	37.71	77	53.05	15.34		
	Grade 7	Grade 8	Comparison	36	21.16	37	35.54	14.38	1.51	0.656
			Intervention	97	26.43	97	42.32	15.89		
			Total	133	25.00	134	40.45	15.45		
	Grade 8	Form 1	Intervention	3	45.00	3	55.56	10.56		
			Total	3	45.00	3	55.56	10.56		
	Total	Total	Comparison	47	23.76	47	37.48	13.72	2.00	0.411
			Intervention	167	31.65	167	47.37	15.72		

			Total	214	29.91	214	45.19	15.28			
Kwale	Form 1	Form 2	Intervention	37	34.77	37	54.95	20.18			
			Total	37	34.77	37	54.95	20.18			
	Grade 7	Grade 8	Comparison	19	18.07	19	35.79	17.72	1.22	0.705	
			Intervention	44	16.44	44	35.38	18.94			
			Total	63	16.93	63	35.50	18.57			
	Total	Total	Comparison	19	18.07	19	35.79	17.72	1.79	0.533	
			Intervention	81	24.81	81	44.32	19.51			
			Total	100	23.53	100	42.70	19.17			
Marsabit	Form 1	Form 2	Intervention	44	32.27	44	45.53	13.26			
			Total	44	32.27	44	45.53	13.26			
	Grade 7	Grade 8	Comparison	6	28.06	6	45.00	16.94	1.81	0.793	
			Intervention	8	15.95	28	34.70	18.75			
			Total	34	18.09	34	36.52	18.43			
	Total	Total	Comparison	6	28.06	6	45.00	16.94	-1.55	0.788	
			Intervention	72	25.93	72	41.32	15.39			
			Total	78	26.09	78	41.60	15.51			
Mombasa	Form 1	Form 2	Comparison	16	48.54	16	53.65	5.10	14.16	0.022	
			Intervention	9	55.00	9	74.26	19.26			
			Total	25	50.87	25	61.07	10.20			
	Grade 7	Grade 8	Comparison	33	30.66	33	43.74	13.08	1.92	0.482	
			Intervention	82	34.31	82	49.31	15.00			
			Total	115	33.26	115	47.71	14.45			
	Total	Total	Comparison	49	36.50	49	46.97	10.48	4.94	0.040	
			Intervention	91	36.36	91	51.78	15.42			
			Total	140	36.40	140	50.10	13.69			
Nairobi	Form 1	Form 2	Comparison	16	53.23	16	65.31	12.08	14.17	0.044	
			Intervention	4	47.50	4	73.75	26.25			
			Total	20	52.08	20	67.00	14.92			
	Grade 7	Grade 8	Comparison	50	36.07	50	52.73	16.67	1.62	0.466	
			Intervention	248	40.54	248	58.84	18.29			
			Total	298	39.79	298	57.81	18.02			
	Total	Total	Comparison	66	40.23	66	55.78	15.56	2.86	0.147	
			Intervention	252	40.65	252	59.07	18.42			
			Total	318	40.57	318	58.39	17.82			
Samburu	Form 1	Form 2	Comparison	4	20.83	4	47.08	26.25	-12.72	0.024	
			Intervention	17	44.61	17	58.14	13.53			
			Total	21	40.08	21	56.03	15.95			
	Grade 7	Grade 8	Comparison	8	16.04	8	16.04	0.00	19.29	0.000	
			Intervention	21	20.48	21	39.76	19.29			
			Total	29	19.25	29	33.22	13.97			
	Total	Total	Comparison	12	17.64	12	26.39	8.75	7.96	0.056	
			Intervention	38	31.27	38	47.98	16.71			
			Total	50	28.00	50	42.80	14.80			
Tana River	Form 1	Form 2	Comparison	20	31.83	20	53.08	21.25	-7.46	0.070	
			Intervention	55	30.33	55	44.12	13.79			
			Total	75	30.73	75	46.51	15.78			
	Grade 7	Grade 8	Comparison	10	11.50	10	24.17	12.67	4.83	0.323	
			Intervention	16	22.71	16	40.21	17.50			
			Total	26	18.40	26	34.04	15.64			

	Total	Total	Comparison	30	25.06	30	43.44	18.39	-3.77	0.245
			Intervention	71	28.62	71	43.24	14.62		
			Total	101	27.56	101	43.30	15.74		
Turkana	Form 1	Form 2	Comparison	12	41.25	12	63.19	21.94	-0.59	0.920
			Intervention	16	37.40	16	58.75	21.35		
			Total	28	39.05	28	60.65	21.61		
	Grade 7	Grade 8	Comparison	21	12.86	21	26.90	14.05	12.28	0.001
			Intervention	59	21.50	59	47.82	26.33		
			Total	80	19.23	80	42.33	23.10		
	Grade 8	Form 1	Intervention	2	31.67	2	51.67	20.00		
			Total	2	31.67	2	51.67	20.00		
	Total	Total	Comparison	22	23.18	33	40.10	16.92	8.21	0.008
			Intervention	77	25.06	77	50.19	25.13		
			Total	110	24.50	110	47.17	22.67		

Source: Midline Evaluation Data

Overall SEGRA County Performance

Nairobi (59.1), Mombasa (51.2) and Turkana, (50.2) had the highest scores while Marsabit (41.3), Tana River (43.2) and Kwale (44.3) had the lowest.

DiD County SeGRA Results

The results indicate that in six counties (Turkana, Samburu, Mombasa, Nairobi, Kilifi and Kwale) the intervention schools had higher improvement over and above the comparison schools. The grades that exhibited better results were Samburu Grade 8 (19.29), Nairobi Form 2 (14.17) and Mombasa Form 2 (14.16).

Regression Analysis

Standardising Scores

The evaluation cohort of girls spanned across several grades across primary and secondary schools and different tests (and subtasks) appropriate to the learning levels of specific grades were administered. Thus, the scores were based on fundamentally different learning skills depending on what test was taken. Consequently, the scores would not be able to rigorously rank learning levels between girls that had taken different tests. In addition, the distribution of the different scores would not have the same standard deviations. Standardizing makes it easier to compare scores, even if those scores were measured on different scales. It also makes it easier to read results from regression analysis and ensures that all variables contribute to a scale when added together.

To obtain the final aggregate score the following steps were followed:

- Girls who took the same test in the cohort were identified by grade excluding the benchmark sample and keeping treatment and comparison group together;
- For each test group, the aggregate scores over all subtasks that the girls had taken for baseline and midline were calculated; Each test group (grade) was considered separately;

- For each test group, the mean and the standard deviation of this group at baseline was taken;
- For each test group, the standardised score was calculated using the Z-formula:

$$y = \frac{x - \mu}{\sigma}$$

  Where μ and σ are respectively the baseline mean and standard deviation mean of x;
- The new baseline and midline scores were generated taking the standardised scores. This was done for both literacy and numeracy scores.

Simple Regression Analysis – Literacy Score Changes

To establish if there was a statistically significant achievement of learning outcomes (literacy) over and above the comparison, the DiD Estimator was computed using the standardised scores. The estimator was computed at 95% confidence level (Table 3.6). The standardised score changes (Y_i) were modelled by the following equation:

$$Y_i = \beta_0 + \beta_1 D^{tr} + \varepsilon_i$$

Where:

Y_i are the changes in standardised learning scores for each cohort between baseline and midline,
β_0 is an intercept,
β_i is the achievement of the project,
D^{tr} is a 'dummy' variable taking value 0 for girls in the comparison schools and taking value 1 for girls in intervention schools
ε_i is a residue term.

The model key assumption is that the changes in literacy scores for the girls in the intervention and comparison schools would have been the same over time in the absence of the project interventions. The baseline and the midline learning scores for the cohort girls for computing the model were horizontally merged using unique IDs (and names). The statistical significance of the β coefficient is based on a test statistic t:

$$\boldsymbol{t} = \frac{\beta}{SE(\hat{\beta})}$$

Where: $SE(\hat{\beta})$ is the standard error of the estimated beta coefficients.

The table below shows the regression coefficient (0.124) and the p-value. The scores for Grade 9 were excluded from the regression since only 4 girls were re-contacted. The p-value is less than 0.05. This means that the data has evidence that the score changes between intervention and comparison schools are significantly different.

Table 3.7: Regression Coefficient – Literacy

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.779	.032		24.126	.000
	CATEGORY1	.124	.037	.064	3.352	.001

a. Dependent Variable: Change_Literacy

Source: Midline Evaluation Data

Regression Analysis with Additional Covariates – Literacy Score Changes

Further analysis of the DiD estimator with additional control variable (covariates) was performed to enhance robustness of the literacy results.

To obtain a more precise DiD estimator, additional control variables were included in the regression model. These were the household characteristics that the girls' scores differed significantly between the re-contacted and the lost girls within the intervention and comparison groups.

The final predictors in the Model are CATEGORY1, HH_NoIncome_Dummy (households in which HoH does not have an occupation), PCG_10_Dummy (households in which mother is not a member of the household), Married_Dummy (girls who are married), Chores_Dummy (girls who spent a quarter a day or more doing household chores), D4s_Dummy (girls who have difficulty remembering things or concentrating) and the constant.

The DiD estimator was computed at 95% confidence level and the DiD estimator (0.127) at P = 0.000 (which is less than 0.05). This confirmed robustly that the score changes between intervention and comparison schools were statistically significantly different.

Table 3.8: Literacy Regression Analysis – Additional Covariates

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.794	.056		14.285	.000
	CATEGORY1	.127	.043	.064	2.968	.003
	HH_NoIncome_Dummy (households in which HoH does not have an occupation (HH_11=96))	-.034	.046	-.016	-.746	.456

PCG_10_Dummy (households in which mother is not a member of the household (PCG_10g=5))	.085	.058	.032	1.468	.142
Married_Dummy (girls who are married (PCG_22g=1))	-.300	.231	-.028	-1.298	.194
Chores_Dummy (girls who spent a quarter a day or more doing household chores (PCG_26g=3&4))	.031	.043	.016	.719	.472
D4s_Dummy (girls who have difficulty remembering things or concentrating (CS_D4s=3&4))	.228	.131	.037	1.744	.081

a. Dependent Variable: Change_Literacy

Project Achievement against Target – Literacy

The project literacy achievement (0.124) versus the target (0.31) in the Outcome Spread sheet (OSS) (Annex 6) for evaluation point II was partially achieved (65%).

Table 3.9: Project Achievement –Literacy

Weighted Evaluation Point II Target	Weighted Evaluation Point II Performance	Evaluation Point II Performance Versus Target
0.31	0.124	39.45%

Changes in Numeracy Scores – Baseline to Midline

(a) EGMA: The numeracy scores for the girls who had taken EGMA were determined at midline and compared with the baseline results. The girls' scores for classes 6 and 7 are as shown in Table 3.10 below.

Table 3.10: EGMA Scores from Baseline to Midline

REGION	BL Grade	ML Grade	Category	N	Baseline EGMA Scores	N	Midline EGMA Scores	Difference (ML-BL)	DiD	P-value
ASALs	Grade 5	Grade 6	Comparison	116	53.68	128	61.52	7.84	2.91	0.083
			Intervention	294	53.32	338	64.07	10.75		
			Total	410	53.42	466	63.37	9.95		
	Grade 6	Grade 7	Comparison	102	60.69	107	70.64	9.95	1.07	0.262
			Intervention	269	58.06	288	69.08	11.02		
			Total	371	58.78	395	69.51	10.73		
	Total	Total	Comparison	218	56.96	235	65.74	8.78	2.02	0.061
			Intervention	563	55.58	626	66.38	10.80		
			Total	781	55.96	861	66.20	10.24		
Urban Slums	Grade 5	Grade 6	Comparison	82	53.95	85	62.51	8.56	2.14	0.185
			Intervention	299	56.92	303	67.62	10.70		
			Total	381	56.28	388	66.50	10.22		

	Grade 6	Grade 7	Comparison	75	63.00	72	70.51	7.50	0.20	0.963
			Intervention	317	63.41	312	71.11	7.70		
			Total	392	63.33	384	71.00	7.67		
	Total	Total	Comparison	157	58.28	157	66.18	7.90	1.24	0.373
			Intervention	616	60.26	615	69.39	9.14		
			Total	773	59.86	772	68.74	8.89		
Total	Grade 5	Grade 6	Comparison	198	53.79	213	61.91	8.12	2.50	0.031
			Intervention	593	55.13	641	65.75	10.62		
			Total	791	54.79	854	64.79	10.00		
	Grade 6	Grade 7	Comparison	177	61.67	179	70.59	8.92	0.26	0.420
			Intervention	586	60.95	600	70.14	9.18		
			Total	763	61.12	779	70.24	9.12		
	Total	Total	Comparison	375	57.51	392	65.91	8.40	1.45	0.052
			Intervention	1179	58.02	1241	67.87	9.85		
			Total	1554	57.90	1633	67.40	9.50		

Overall Performance

The overall mean for intervention schools was 67.8 compared to 65.8 posted by comparison schools. Intervention schools in urban slums (69.4) were higher than their counterparts in ASALs (66.4).

DiD Results for EGMA

The results indicate that overall there was an improvement in learning in both the comparison and the intervention groups, but it was higher in the intervention schools (1.45). In both grades 6 and 7 the improvement was more in the intervention schools (Positive DiDs). The ASALs intervention schools had better performance (DiD 2.02) compared to the urban slums (DiD 1.24), unlike in the EGRA performance.

Further EGMA analysis by counties is shown in Table 3.11.

Table 3.11: EGMA Scores from Baseline to Midline by Counties

County 1	BL Grade	ML Grade	Category	N	Baseline EGMA Scores	N	Midline EGMA Scores	Difference (ML-BL)	DiD	P-value
Kilifi	Grade 5	Grade 6	Comparison	37	59.86	41	65.78	5.92	3.71	0.037
			Intervention	115	60.59	128	70.21	9.63		
			Total	152	60.41	169	69.14	8.73		
	Grade 6	Grade 7	Comparison	39	64.39	38	76.14	11.75	-0.70	0.367
			Intervention	87	63.17	91	74.22	11.05		
			Total	126	63.55	129	74.80	11.25		
	Total	Total	Comparison	76	62.18	79	70.89	8.71	1.48	0.484
			Intervention	202	61.70	219	71.89	10.19		
			Total	278	61.83	298	71.62	9.79		
Kwale	Grade 5	Grade 6	Comparison	26	54.35	31	60.83	6.47	1.47	0.552
			Intervention	61	48.33	80	56.26	7.94		
			Total	87	50.13	111	57.54	7.41		
	Grade	Grade	Comparison	24	54.36	24	70.84	16.48	-6.33	0.045

	6	7	Intervention	76	55.28	79	65.43	10.15		
			Total	100	55.06	103	66.73	11.67		
	Total	Total	Comparison	50	54.36	55	65.30	10.94	-2.31	0.350
			Intervention	137	52.19	159	60.82	8.63		
			Total	187	52.77	214	61.98	9.22		
Marsabit	Grade 5	Grade 6	Comparison	4	61.89	4	72.40	10.51	0.80	0.819
			Intervention	26	56.45	30	67.76	11.31		
			Total	30	57.17	34	68.30	11.13		
	Grade 6	Grade 7	Comparison	10	66.63	12	73.97	7.34	6.58	0.249
			Intervention	32	64.48	29	78.40	13.92		
			Total	42	64.99	41	77.10	12.11		
	Total	Total	Comparison	14	65.27	16	73.58	8.30	3.81	0.435
			Intervention	58	60.88	59	72.99	12.11		
			Total	72	61.73	75	73.11	11.38		
Mombasa	Grade 5	Grade 6	Comparison	28	55.24	29	65.22	9.98	0.34	0.858
			Intervention	92	59.04	91	69.36	10.32		
			Total	120	58.15	120	68.36	10.21		
	Grade 6	Grade 7	Comparison	30	62.73	29	63.74	1.01	3.31	0.322
			Intervention	88	65.08	93	69.40	4.32		
			Total	128	64.48	122	68.06	3.57		
	Total	Total	Comparison	58	59.11	58	64.48	5.37	2.02	0.362
			Intervention	180	61.99	184	69.38	7.39		
			Total	238	61.29	242	68.21	6.92		
Nairobi	Grade 5	Grade 6	Comparison	54	53.28	56	61.10	7.82	3.08	0.156
			Intervention	207	55.97	212	66.87	10.90		
			Total	261	55.42	268	65.67	10.25		
	Grade 6	Grade 7	Comparison	45	63.18	43	75.07	11.88	-2.81	0.234
			Intervention	229	62.77	219	71.84	9.07		
			Total	274	62.84	262	72.36	9.53		
	Total	Total	Comparison	99	57.78	99	67.17	9.38	0.48	0.794
			Intervention	436	59.54	431	69.40	9.86		
			Total	535	59.22	530	68.98	9.77		
Samburu	Grade 5	Grade 6	Comparison	10	29.92	12	46.72	16.80	-2.70	0.124
			Intervention	32	47.39	34	61.49	14.10		
			Total	42	43.23	46	57.64	14.40		
	Grade 6	Grade 7	Comparison	4	44.55	3	84.37	39.81	-25.64	0.711
			Intervention	19	54.49	21	68.66	14.17		
			Total	23	52.76	24	70.63	17.86		
	Total	Total	Comparison	14	34.10	15	54.25	20.15	-5.96	0.270
			Intervention	51	50.04	55	64.23	14.19		
			Total	65	46.61	70	62.09	15.48		
Tana River	Grade 5	Grade 6	Comparison	12	55.25	13	60.02	4.77	-0.73	0.626
			Intervention	10	52.96	13	57.00	4.04		
			Total	22	54.21	26	58.51	4.30		
	Grade 6	Grade 7	Comparison	10	59.64	11	68.59	8.94	-0.37	0.674
			Intervention	13	58.18	11	66.75	8.57		
			Total	23	58.81	22	67.67	8.85		
	Total	Total	Comparison	22	57.25	24	63.95	6.70	-1.14	0.908
			Intervention	23	55.91	24	61.47	5.56		
			Total	45	56.56	48	62.71	6.14		

Turkana	Grade 5	Grade 6	Comparison	27	51.44	27	61.53	10.09	7.47	0.147
			Intervention	50	44.77	53	62.32	17.56		
			Total	77	47.11	80	62.06	14.95		
	Grade 6	Grade 7	Comparison	15	62.26	19	55.76	-6.50	19.04	0.005
			Intervention	42	49.17	57	61.71	12.54		
			Total	57	52.61	76	60.22	7.61		
	Total	Total	Comparison	42	55.30	46	59.14	3.84	11.39	0.006
			Intervention	92	46.78	110	62.01	15.23		
			Total	134	49.45	156	61.16	11.71		

Overall EGMA Performance by County

EGMA county results show an overall improvement at midline. Marsabit (73), Kilifi (71.9), Nairobi (69.4) and Mombasa (69.4) had the highest scores while Kwale (60.8), Tana River (61.5) and Turkana (62.3) had the lowest.

DiD EGMA results

Overall five counties (Turkana 11.39, Marsabit (3.81), Mombasa (2.02), Kilifi 1.48, and Nairobi (0.48) had better improvement compared to their comparison groups.

(b) SeGMA: The numeracy scores for the girls who had taken SeGMA were determined at midline and compared with the baseline results. The girls' scores for Class 8 and Form 2 are as shown in Table 3.12 below. There were very few re-contacted girls in Form 1 and none in the comparison schools.

Table 3.12: SeGMA Scores from Baseline to Midline

Region	BL Grade	ML Grade	Category	N	Baseline SEGMA Scores	N	Midline SEGMA Scores	Difference (ML-BL)	DiD	P-value
ASALs	Form 1	Form 2	Comparison	33	20.51	32	23.64	3.14	0.00	0.946
			Intervention	209	25.71	209	28.85	3.14		
			Total	242	25.00	241	28.16	3.16		
	Grade 7	Grade 8	Comparison	98	12.02	99	19.09	7.07	6.14	0.000
			Intervention	208	12.40	208	25.61	13.21		
			Total	306	12.28	307	23.51	11.23		
	Grade 8	Form 1	Intervention	4	18.43	4	38.90	20.47		
			Total	4	18.43	4	38.90	20.47		
	Total	Total	Comparison	131	14.16	131	20.21	6.05	2.23	0.101
			Intervention	421	19.06	421	27.34	8.28		
			Total	552	17.90	552	25.65	7.75		
Urban Slums	Form 1	Form 2	Comparison	25	21.63	25	28.59	6.96	5.46	0.319
			Intervention	11	40.96	11	53.38	12.42		
			Total	36	27.54	36	36.16	8.62		
	Grade 7	Grade 8	Comparison	84	14.01	84	26.51	12.49	4.69	0.024
			Intervention	311	16.75	311	33.93	17.18		
			Total	395	16.17	395	32.35	16.18		

	Total	Total	Comparison	109	15.76	109	26.98	11.22	5.80	0.002
			Intervention	322	17.57	322	34.59	17.02		
			Total	431	17.12	431	32.67	15.55		
Total	Form 1	Form 2	Comparison	58	20.99	57	25.81	4.82	-1.21	0.530
			Intervention	220	26.47	220	30.08	3.61		
			Total	278	25.33	277	29.20	3.87		
	Grade 7	Grade 8	Comparison	182	12.94	183	22.50	9.55	6.04	0.000
			Intervention	519	15.01	519	30.59	15.59		
			Total	701	14.47	702	28.48	14.01		
	Grade 8	Form 1	Intervention	4	18.43	4	38.90	20.47		
			Total	4	18.43	4	38.90	20.47		
	Total	Total	Comparison	240	14.89	240	23.28	8.40	3.67	0.002
			Intervention	743	18.42	743	30.48	12.07		
			Total	983	17.56	983	28.73	11.17		

Source: Midline Evaluation Data

Overall SeGMA performance

The improvement in SeGMA scores between baseline and midline was higher in the intervention schools (12.1) compared to the comparison schools (8.4). Intervention schools in urban slums (34.6) performed much better than their counterparts in ASALs (27.3). It is worth noting that the SeGMA (30.5) mean scores were much lower than for SeGRA (50.5).

DiD SeGMA Results

The results indicate that overall there was an improvement in learning in both the comparison and the intervention groups. Grade 8 exhibited better improvement with a change in the mean over the comparison group of 6.04. Region wise the urban slums (5.80) had better performance over the comparison group compared with the ASALs region (2.23)

Further SeGMA analyses by county are shown in Table 3.13 below.

Table 3.13: SeGMA Scores from Baseline to Midline by Counties

County	BL Grade	ML Grade	Category	N	Baseline SEGMA Scores	N	Midline SEGMA Scores	Difference (ML-BL)	DiD	P-value
Kilifi	Form 1	Form 2	Comparison	10	18.58	9	22.24	3.66	-2.53	0.520
			Intervention	57	27.09	57	28.22	1.13		
			Total	67	25.82	66	27.40	1.59		
	Grade 7	Grade 8	Comparison	36	14.01	37	21.13	7.12	3.66	0.206
			Intervention	87	12.72	87	23.50	10.78		
			Total	123	13.10	124	22.79	9.69		
	Grade 8	Form 1	Intervention	3	21.79	3	44.07	22.28		
			Total	3	21.79	3	44.07	22.28		
	Total	Total	Comparison	46	15.00	46	21.35	6.34	0.93	0.686
			Intervention	147	18.47	147	25.75	7.27		
			Total	193	17.65	193	24.70	7.05		
Kwale	Form 1	Form 2	Intervention	23	25.93	23	32.64	6.71		
			Total	23	25.93	23	32.64	6.71		

	Grade 7	Grade 8	Comparison	17	14.96	17	27.03	12.07	-0.30	0.931
			Intervention	40	11.40	40	23.17	11.77		
			Total	57	12.46	57	24.32	11.86		
	Total	Total	Comparison	17	14.96	17	27.03	12.07	-2.14	0.515
			Intervention	63	16.70	63	26.63	9.93		
			Total	80	16.33	80	26.71	10.38		
Marsabit	Form 1	Form 2	Intervention	43	31.35	43	34.91	3.55		
			Total	43	31.35	43	34.91	3.55		
	Grade 7	Grade 8	Comparison	7	15.82	7	21.93	6.11	13.79	0.025
			Intervention	20	13.17	20	33.07	19.90		
			Total	27	13.86	27	30.18	16.32		
	Total	Total	Comparison	7	15.82	7	21.93	6.11	2.63	0.644
			Intervention	63	25.58	63	34.32	8.74		
			Total	70	24.60	70	33.08	8.48		
Mombasa	Form 1	Form 2	Comparison	11	13.16	11	20.69	7.52	8.70	0.280
			Intervention	7	45.41	7	61.63	16.22		
			Total	18	25.71	18	36.61	10.90		
	Grade 7	Grade 8	Comparison	34	12.41	34	19.04	6.63	4.97	0.103
			Intervention	76	13.30	76	24.90	11.60		
			Total	110	13.03	110	23.09	10.06		
	Total	Total	Comparison	45	12.60	45	19.44	6.85	5.14	0.062
			Intervention	83	16.01	83	28.00	11.99		
			Total	128	14.81	128	24.99	10.18		
Nairobi	Form 1	Form 2	Comparison	14	28.29	14	34.80	6.51	-0.75	0.926
			Intervention	4	33.18	4	38.94	5.76		
			Total	18	29.37	18	35.72	6.35		
	Grade 7	Grade 8	Comparison	50	15.10	50	31.58	16.48	2.50	0.349
			Intervention	235	17.86	235	36.84	18.98		
			Total	285	17.38	285	35.92	18.54		
	Total	Total	Comparison	64	17.99	64	32.28	14.30	4.46	0.065
			Intervention	239	18.12	239	36.88	18.76		
			Total	303	18.09	303	35.91	17.82		
Samburu	Form 1	Form 2	Comparison	4	15.62	4	18.31	2.69	-2.21	0.601
			Intervention	16	19.94	16	20.42	0.48		
			Total	20	19.08	20	20.00	0.92		
	Grade 7	Grade 8	Comparison	8	4.95	8	7.99	3.04	6.72	0.298
			Intervention	19	13.93	19	23.68	9.76		
			Total	27	11.27	27	19.03	7.77		
	Total	Total	Comparison	12	8.51	12	11.43	2.93	2.59	0.548
			Intervention	35	16.68	35	22.19	5.52		
			Total	47	14.59	47	19.45	4.85		
Tana River	Form 1	Form 2	Comparison	19	22.55	19	25.43	2.88	-2.28	0.424
			Intervention	54	23.12	54	23.72	0.60		
			Total	73	22.97	73	24.17	1.20		
	Grade 7	Grade 8	Comparison	10	8.69	10	10.74	2.05	3.54	0.371
			Intervention	14	9.70	14	15.28	5.59		
			Total	24	9.27	24	13.39	4.11		
	Total	Total	Comparison	29	17.77	29	20.36	2.59	-0.96	0.676
			Intervention	68	20.35	68	21.98	1.63		
			Total	97	19.58	97	21.50	1.92		

Turkana	Form 1	Form 2	Intervention	16	19.79	16	35.11	15.32		
			Total	16	19.79	16	35.11	15.32		
	Grade 7	Grade 8	Comparison	20	9.12	20	16.22	7.10	17.08	0.000
			Intervention	28	12.62	28	36.80	24.18		
			Total	48	11.16	48	28.23	17.06		
	Grade 8	Form 1	Intervention	1	8.33	1	23.40	15.06		
			Total	1	8.33	1	23.40	15.06		
	Total	Total	Comparison	20	9.12	20	16.22	7.10	13.73	0.000
			Intervention	45	15.07	45	35.90	20.83		
			Total	65	13.24	65	29.84	16.60		

Overall SeGMA County Performance

Nairobi (36.9), Turkana (35.9) and Mombasa (34.3) had the highest scores while Tana River (22), Samburu (22.2) and Kilifi (25.8) had the lowest.

DiD County SeGMA Results

The results indicate that all the counties except Kwale (-2.14) and Tana River (-0.96) had better improvement over and above the comparison schools (positive DiD). The grades that exhibited better results were Turkana Grade 8 (17.08), Marsabit Grade 8 (13.79), Mombasa Form 1 (8.70) and Samburu Grade 8 (6.72) while Kilifi Form 2 had the least improvement (negative DiD).

Simple Regression Analysis – Numeracy Score Changes

The numeracy DiD estimator was calculated using the standardised scores and the results are as shown below. The scores for Grade 9 were excluded from the regression since only 4 girls were re-contacted. The p-value (0.002) was less than 0.05. This means that the data has evidence that the numeracy score changes between intervention and comparison schools were statistically significant.

Table 3.14: Simple Regression Coefficient – Numeracy

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.794	.063		12.665	.000
	CATEGORY1	.227	.072	.061	3.151	.002

a. Dependent Variable: Change_Numeracy

Regression Analysis with Additional Covariates – Numeracy Score Changes

Further analysis of the DiD estimator with additional control variable (covariates) was performed to enhance robustness of the numeracy results.

To obtain a more precise DiD estimator, additional control variables were included in the regression model. These were the household characteristics that the girls' scores differed significantly between the re-contacted and the lost girls within the intervention and comparison groups.

The final predictors in the Model are CATEGORY1, HH_NoIncome_Dummy (households in which HoH does not have an occupation), PCG_10_Dummy (households in which mother is not a member of the household), Married_Dummy (girls who are married), Chores_Dummy (girls who spent a quarter a day or more doing household chores), D4s_Dummy (girls who have difficulty remembering things or concentrating) and the constant.

The DiD estimator was computed at 95% confidence level and the DiD estimator (0.236) at P = 0.004 (which is less than 0.05). This confirmed robustly that the score changes between intervention and comparison schools were statistically significantly different.

Table 3.15: Numeracy Regression Analysis – Additional Covariates

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.414	.428		.967	.333
	CATEGORY1	.236	.082	.063	2.868	.004
	HH_NoIncome_Dummy	.022	.090	.005	.241	.810
	PCG_10g_Dummy	.307	.399	.017	.769	.442
	PCG_22g_Married_Dummy	-.323	.442	-.016	-.731	.465
	Chores_Dummy	.063	.128	.011	.490	.624
	CS_D4sDummy	.731	.254	.063	2.878	.004

a. Dependent Variable: Change_Numeracy

Project Achievement – Numeracy

The project adjusted literacy achievement (0.23) versus the target (0.31) in the Outcome Spread Sheet (Annex 6) for evaluation point II was surpassed (74.4%).

Table 3.16: Project Achievement – Numeracy

Weighted Evaluation Point II Target	Weighted Evaluation Point II Performance	Evaluation Point II Performance versus Target
0.31	0.23	74.4%

Notably, the numeracy achievement was higher than the literacy achievement. Empirically, girls trail boys in literacy. With no boys included in the evaluation, this would not be affirmed.

According to discussions with the project, this may partly be attributable to teacher coaching which emphasised more on numeracy than on literacy.

Scoring Bands for Literacy and Numeracy

The evaluation performed foundational skills diagnosis by categorising the learners arbitrary 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%). The proportion of girls in each band at midline is shown in tables below while the change between baseline and midline is in bracket for panel data.

a) Scoring Bands in Literacy Skills – EGRA

Tables **3.17 and 3.18** summarise the foundational literacy skills gaps.

Subtask 1 (Familiar Words): The number of proficient learners increased by 16% in the comparison schools and by 7% in the intervention schools. In both intervention and comparison schools, the proportion of girls at established and proficient bands were 87% (both improving by 9%). The proportion of non-learners reduced by 5% in the intervention schools and by 3% in the comparison schools.

Subtask 2 (Invented Words): The number of proficient learners increased by 35% in both intervention and comparison schools as the number of non-learners decreased by an equal margin (4%). However, the proportion at proficient band is slightly higher (73%) in the intervention schools compared to the comparison schools (68%).

Subtask 3 (Oral Reading Fluency): The number of proficient learners for oral reading fluency increased by 28% in the comparison schools and by 22% in the intervention schools. However, the proportion of girls at proficient band was higher in the intervention schools compared to the comparison schools.

Subtask 4 (Comprehension): Most of the girls at subtask 3 were at emergent band (77% in comparison and 76% in intervention schools). The proportions of girls at the band increased equally (by 1%) in the intervention and comparison schools. There was a notable increase in the proportion of non-learners in this subtask in both the intervention (from 31% to 36%) and comparison (28% to 30%) groups. This subtask had the highest proportion of non-learners compared with the other tasks. The non-learners in this subtask comprised learners who scored none out of the possible 6 questions. It could not be established why more learners at midline could not score at least one out of six comprehension questions compared to baseline.

a) Scoring Bands in Numeracy – EGMA

Subtask 1 (Missing Numbers): The number of proficient learners increased by 13% in both intervention and comparison schools, however most of the girls (55% in both intervention and comparison schools) are at established band.

Subtask 2 (Addition Level 1): The proportion of proficient learners increased by 28% in the intervention schools and by 24% in the comparison schools. Nearly all the girls (98% in both intervention and comparison schools) are in established and proficient bands.

Subtask 3 (Subtraction Level 1): The proportion of non-learners decreased by 6% in the intervention schools and by 4% in the comparison schools. The proportion of established learners increased by 25% in the intervention schools and by 14% in the comparison schools.

Subtask 4 (Addition Level 2): Half of the girls are proficient in this subtask (intervention 51% and comparison 52%). The proportion of proficient learners at this subtask increased by 12% in the comparison schools and decreased by 3% in the intervention schools.

Table 3. 17: Foundational Literacy Skills Gaps – EGRA

Categories	Subtask 1		Subtask 2		Subtask 3		Subtask 4		Subtask 5	
	Familiar Word		**Invented Word**		**Oral Reading Fluency**		**Comprehension**		**Short essay**	
	Comp	**Inter**	**Comp**	**Inter**	**Comp**	**Inter**	**Comp**	**Inter**	**Comp**	**Inter**
Non learner (0%)	2% (-4%)	1% (-4%)	1% (-3%)	2% (-5%)	1% (0%)	1% (-2%)	**36% (+5%)**	**30% (+2%)**	1% (0%)	0% (-1%)
Emergent learner (1% - 40%)	7% (-7%)	8% (-7%)	12% (-5%)	11% (-4%)	7% (-9%)	7% (-6%)	**34% (-17%)**	**35% (-14%)**	**77% (+1%)**	**76% (+1)**
Established learner (41% - 80%)	**23% (-23%)**	**18% (-24%)**	**37% (-7%)**	**34% (+2%)**	**21% (-19%)**	**17% (-15%)**	**30% (+12%)**	**35% (+14%)**	21% (-2%)	23% (0%)
Proficient learner (81% - 100%)	**68% (+35%)**	**73% (+35%)**	**50% (+16%)**	**53% (+7%)**	**70% (+28%)**	**75% (+22%)**	0% (-1%)	1% (-1%)	1% (0%)	0% (0%)
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: Midline Evaluation Data

Table 3.18: Foundational Numeracy Skills Gaps – EGMA

Categories	**Subtask 1**		**Subtask 2**		**Subtask 3**		**Subtask 4**		**Subtask 5**		**Subtask 6**	
	Missing Numbers		Addition Level 1		Subtraction level 1		Addition Level 2		Subtraction level 2		Word problems	
	Comp	**Inter**	**Comp**	**Inter**	**Comp**	**Inter**	**Comp**	**Inter**	**Comp**	**Inter**	**Comp**	**Inter**
Non learner (0%)	1% (-1%)	1% (0%)	0% (-1%)	0% (0%)	0% (-4%)	0% (-6%)	1% (-1%)	2% (-1%)	3% (-3%)	4% (-4%)	6% (-2%)	7% (-6%)
Emergent learner (1% - 40%)	15% (-6%)	11% (-9%)	2% (-5%)	2% (-3%)	15% (-2%)	13% (-2%)	11% (-5%)	8% (-3%)	18% (-8%)	17% (-2%)	29% (-2%)	25%(-7%)
Established learner (41% - 80%)	55% (-7%)	55%(-4%)	28%(-19%)	25%(-24%)	58% (+14%)	58% (+25%)	35%(-6%)	39% (+2%)	43% (3%)	42% (0%)	36%(-2%)	34%(-1%)
Proficient learner (81% - 100%)	29% (+13%)	34% (+13%)	70% (+24%)	73% (+28%)	26% (-8%)	29% (-17%)	52% (+12%)	51% (-3%)	36% (+8%)	37% (+6%)	29% (+6%)	34% (+14%)
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: Midline Evaluation Data

Subtask 5 (Subtraction Level 2): The proportion of proficient learners increased by 8% in the comparison schools and by 6% in the intervention schools while the proportion of non-learners decreased by 3% in the comparison schools and by 4% in the intervention schools.

Subtask 6 (Word Problems): The proportion of non-learners decreased by 6% in the intervention schools and by 2% in the comparison schools while the proportion of proficient learners increased by 14% in the intervention schools and by 6% in the comparison schools.

b) Scoring Bands in Literacy – SeGRA

The scoring band for SeGRA tests were also computed and are shown in Table 3.19. The SeGRA test had 3 subtasks with incremental difficulty.

Subtask 1: This subtask was testing the comprehension skills that include retrieval of information, inferences, summary evaluation and vocabularies. Twenty-three per cent of girls in the intervention schools were proficient compared with 40% in the comparison schools. Urban slums had a higher proportion of girls (29.8%) in this band compared with ASALS (18.8%).

Subtask 2: The subtask was testing the complex inferences on language use and style, literary appreciation, authors' intention/purpose, plot and subject matter and stylistic devices. Only 5.1% of learners in the intervention schools were proficient compared to 2.8% in the comparison schools. The proportion of non-learners in this subtask was 21.3% in the intervention schools and 30.2% in the comparison schools. The proportion of girls in intervention schools in urban slums at proficient level in this subtask was nearly twice higher than for their counterparts in ASALs.

Subtask 3: This subtask was testing short essay composition (guided) writing. The proportion of girls at proficient level in this subtask was less than 1% while most of the learners in this subtask were in the emergent band (intervention schools 70.9% and 79.9% in comparison schools). The proportion of girls in intervention schools in urban slums at proficient level in this subtask was higher than for their counterparts in ASALs.

Overall girls lacked foundational secondary grade literacy skills as most of them were not proficient.

c) Scoring Bands in Numeracy – SeGMA

SeGMA test had 3 subtasks as outlined in Table 3.20.

Subtask 1: This subtask was testing the aspects of multiplication and division, fraction and proportion, geometry and measurement based on grades 4 and 5 levels. The proportion of girls

at proficient level in the intervention schools (12.4%) was twice higher than in the comparison schools (6.4%). More girls in urban slums (14.7%) than ASALs (11.1%) were at proficient level.

Subtask 2: This subtask was testing aspects of 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 equations in one unknown and forming and solving equations in one unknown). Only a few of the learners were proficient in this subtask (4.5% in intervention schools and 2.1% in comparison schools). The proportion of girls in intervention urban and ASALs schools who were proficient was nearly similar (4.8% and 4.3% respectively).

Subtask 3: The subtask was testing on data skills, time, speed, distance, commercial arithmetic and applying the knowledge of fractions to real life problems. Most of the learners in this subtask were non-learners (intervention 56.1% and comparison 68.1%). Less than 1% of girls in the intervention schools in both urban slums and ASALs were proficient.

Table 3.19: Foundational Literacy Skills Gaps – SeGRA

	Midline						Change from Baseline					
REGION-Level	Subtask 1		Subtask 2		Subtask 3		Subtask 1		Subtask 2		Subtask 3	
	Comp	Inter	Comp	Inter	Comp	Inter	Comp	Inter	Comp	Inter	Comp	Inter
ASALs												
Non learner 0%	12.6%	10.1%	30.2%	21.3%	6.9%	6.8%	9.0%	6.9%	-31.6%	-30.3%	6.0%	5.4%
Emergent learner (1% - 40%)	34.8%	24.6%	51.4%	52.4%	76.9%	70.9%	-17.9%	-24.0%	19.3%	12.9%	-10.5%	-14.9%
Established learner (41% - 80%)	40.8%	46.5%	16.6%	22.4%	16.2%	22.0%	0.7%	4.0%	11.1%	14.0%	4.4%	9.4%
Proficient learner (81% - 100%)	11.8%	18.7%	1.8%	3.9%	0.1%	0.3%	8.2%	13.1%	1.2%	3.4%	0.1%	0.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%						
Urban Slums												
Non learner 0%	5.7%	6.6%	17.6%	15.2%	3.0%	4.1%	3.6%	5.1%	-9.1%	-5.8%	3.0%	3.5%
Emergent learner (1% - 40%)	21.3%	18.5%	54.0%	46.7%	65.7%	56.0%	-9.1%	-14.1%	3.0%	-4.3%	7.2%	1.3%
Established learner (41% - 80%)	49.6%	45.1%	24.0%	31.0%	30.1%	38.8%	-9.8%	-9.6%	4.4%	5.1%	-10.8%	-4.6%
Proficient learner (81% - 100%)	23.4%	29.8%	4.4%	7.1%	1.3%	1.1%	15.3%	18.6%	1.7%	4.9%	0.6%	-0.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%						
TOTAL												
Non learner 0%	9.9%	8.8%	25.3%	19.1%	5.4%	5.8%	6.9%	6.3%	-23.0%	-20.0%	4.9%	4.7%
Emergent learner (1% - 40%)	29.6%	22.3%	52.4%	50.3%	72.5%	65.4%	-14.6%	-19.7%	13.1%	6.1%	-3.7%	-7.7%
Established learner (41% - 80%)	44.2%	46.0%	19.5%	25.6%	21.5%	28.3%	-3.3%	-1.5%	8.6%	10.0%	-1.4%	3.0%
Proficient learner (81% - 100%)	16.3%	22.9%	2.8%	5.1%	0.5%	0.6%	11.0%	14.9%	1.4%	3.9%	0.3%	0.0%

Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 3.20: Foundational Numeracy Skills Gaps – SeGMA

	Midline						Change from Baseline					
REGION-Level	Sub Task 1		Sub Task 2		Sub Task 3		Sub Task 1		Sub Task 2		Sub Task 3	
	Comp	Inter	Comp	Inter	Comp	Inter	Comp	Inter	Comp	Inter	Comp	Inter
ASALs												
Non learner 0%	10.7%	6.4%	50.8%	40.2%	67.9%	53.6%	4.1%	-2.6%	-9.0%	-2.3%	19.5%	28.8%
Emergent learner (1% - 40%)	61.6%	50.8%	37.1%	38.2%	30.9%	41.9%	-1.1%	-5.0%	4.6%	11.5%	-0.6%	2.7%
Established learner (41% - 80%)	21.9%	31.8%	10.3%	17.3%	0.9%	4.1%	-1.0%	3.7%	1.5%	3.9%	0.3%	0.2%
Proficient learner (81% - 100%)	5.7%	11.1%	1.7%	4.3%	0.3%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%						
Urban Slums												
Non learner 0%	10.1%	7.7%	53.1%	46.0%	68.4%	60.2%	2.9%	5.4%	-12.0%	-18.4%	22.6%	20.7%
Emergent learner (1% - 40%)	57.1%	49.2%	34.1%	33.1%	29.1%	34.9%	-2.7%	-13.3%	4.1%	6.1%	0.7%	2.5%
Established learner (41% - 80%)	25.3%	28.4%	10.0%	16.0%	2.3%	4.3%	1.3%	2.3%	2.1%	4.0%	0.1%	0.4%
Proficient learner (81% - 100%)	7.5%	14.7%	2.8%	4.8%	0.1%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%						
Total												
Non learner 0%	10.5%	6.9%	51.7%	42.4%	68.1%	56.1%	3.6%	0.8%	-10.2%	-14.6%	20.7%	25.7%
Emergent learner (1% - 40%)	59.8%	50.2%	35.9%	36.2%	30.2%	39.2%	-11.7%	-8.3%	4.4%	9.3%	-0.1%	2.6%
Established learner (41% - 80%)	23.3%	30.5%	10.2%	16.8%	1.4%	4.2%	-0.1%	3.0%	1.8%	3.9%	0.2%	0.3%
Proficient learner (81% - 100%)	6.4%	12.4%	2.1%	4.5%	0.2%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%						

Differences in Learning across Key Subgroups – Girls with Disabilities

The number of girls with disabilities (using the Washington group of questions) was low. However their scores for literacy and numeracy are highlighted below.

Literacy – EGRA and SeGRA

Overall the change over and above comparison group for EGRA and SeGRA was positive. The change was higher in SeGRA (1.73) than in EGRA (0.02). The DiDs for different domains of disabilities are shown in Table 3.21.

Table 3.21: Literacy Scores by Key Subgroup – Girls with Disabilities

	Mean	SEGRA				EGRA				
	CATEGORY1	BL	ML	Change from BL	DiD	CATEGORY1	BL	ML	Change from BL	DiD
All girls average	**Comparison (262)**	**29.77**	**44.42**	**14.65**	**2.98**	**Comparison (375)**	**48.58**	**61.72**	**13.14**	**1.29**
	Intervention (849)	**32.82**	**50.45**	**17.63**		**Intervention (1183)**	**52.31**	**66.74**	**14.43**	
	Total	**32.10**	**49.03**	**16.93**		**Total**	**51.41**	**65.55**	**14.14**	
Difficulty seeing	Comparison (10)	42.50	55.00	12.50	6.85	Comparison (10)	45.90	62.89	16.99	-3.53
	Intervention (18)	38.80	58.15	19.35		Intervention (37)	53.86	67.32	13.46	
	Total	40.12	57.02	16.90		Total	52.17	66.46	14.29	
Difficulty hearing	Comparison (3)	26.67	49.44	22.78	-9.44	Comparison (7)	47.00	65.29	18.29	-5.51
	Intervention (15)	38.33	51.67	13.33		Intervention (19)	50.89	63.67	12.77	
	Total	36.39	51.30	14.91		Total	49.85	64.07	14.23	
Difficulty walking or climbing steps	Comparison (3)	30.56	46.67	16.11	7.33	Comparison (4)	57.50	78.25	20.75	-2.75
	Intervention (16)	31.15	54.58	23.44		Intervention (27)	41.04	59.03	18.00	
	Total	31.05	53.33	22.28		Total	43.16	61.36	18.20	
Difficulty remembering or concentrating	Comparison (2)	41.67	45.83	4.17	15.50	Comparison (9)	40.78	55.00	14.22	-0.05
	Intervention (15)	39.67	59.33	19.67		Intervention (24)	45.42	59.59	14.17	
	Total	39.90	57.75	17.84		Total	44.15	58.33	14.17	
Difficulty with self-care	Comparison (2)	30.00	60.83	30.83	-15.00	Comparison (3)	35.33	48.00	12.67	3.41
	Intervention (8)	38.33	54.17	15.83		Intervention (22)	52.14	68.21	16.07	
	Total	36.67	55.50	18.83		Total	50.12	65.96	15.84	
Difficulty communicating	Comparison					Comparison (3)	51.00	61.00	10.00	10.36
	Intervention (14)	33.33	48.57	15.24		Intervention (22)	48.05	68.41	20.36	
	Total					Total	48.40	67.27	18.87	
Disability (at least	Comparison (9)	30.37	46.11	15.74	1.73	Comparison (15)	50.73	65.33	14.60	0.02

one)	Intervention (29)	37.64	55.11	17.47		Intervention (71)	51.06	65.68	14.62	
	Total	35.92	52.98	17.06		Total	51.00	65.62	14.62	

Numeracy – EGMA and SeGMA

The change over and above comparison groups for EGRA and SeGRA was positive and higher compared with the one on literacy (just like for all the girls). Similar to literacy (SeGRA and EGRA), the change was higher in SeGMA (7.70) than in EGMA (1.86). The DiDs for different domains of disabilities are shown in Table 3.22.

Table 3.22: Numeracy Scores by Key Subgroup – Girls with Disabilities

	Mean	SeGMA				EGMA				
	CATEGORY1	BL	ML	Change from BL	DiD	CATEGORY1	BL	ML	Change from BL	DiD
All girls average	Comparison (240)	14.89	23.28	8.40	3.67	Comparison (375)	57.51	65.78	8.27	1.55
	Intervention (743)	18.42	30.48	12.07		Intervention (1180)	58.02	67.84	9.82	
	Total	17.56	28.73	11.17		Total	57.90	67.35	9.45	
Difficulty seeing	Comparison (9)	21.61	27.94	6.33	10.97	Comparison (9)	52.64	59.96	7.32	-2.87
	Intervention (16)	17.45	34.76	17.30		Intervention (37)	60.31	64.77	4.46	
	Total	18.95	32.30	13.35		Total	58.68	63.83	5.15	
Difficulty hearing	Comparison (3)	19.02	23.66	4.65	7.98	Comparison (9)	59.74	64.86	5.13	4.56
	Intervention (15)	15.93	28.56	12.63		Intervention (19)	57.83	67.52	9.69	
	Total	16.44	27.74	11.30		Total	58.34	66.80	8.46	
Difficulty walking or climbing steps	Comparison (3)	9.19	23.13	13.94	-0.78	Comparison (4)	68.14	70.63	2.49	6.30
	Intervention (16)	14.09	27.25	13.16		Intervention (27)	53.32	62.11	8.79	
	Total	13.32	26.60	13.28		Total	55.23	63.14	7.91	
Difficulty remembering or concentrating	Comparison (2)	14.98	31.89	16.91	2.55	Comparison (9)	47.82	61.30	13.48	-5.00
	Intervention (12)	16.96	36.42	19.46		Intervention (24)	52.98	61.46	8.48	
	Total	16.68	35.77	19.09		Total	51.57	61.42	9.85	
Difficulty with self-care	Comparison (2)	15.06	31.33	16.27	4.71	Comparison (3)	48.71	63.65	14.94	-1.87
	Intervention (8)	19.31	40.28	20.98		Intervention (22)	52.36	65.43	13.07	
	Total	18.46	38.49	20.04		Total	51.92	65.23	13.31	
Difficulty communicating	Comparison					Comparison (3)	58.29	57.22	-1.07	10.04
	Intervention (13)	16.13	29.77	13.64		Intervention (22)	58.37	67.34	8.97	
	Total	16.13	29.77			Total	58.36	66.13	7.76	
Disability (at least	Comparison (9)	14.69	22.79	8.10	7.70	Comparison (15)	58.02	64.06	6.04	1.86

one)	Intervention (26)	14.44	30.24	15.80		Intervention (71)	59.70	67.60	7.91
	Total	14.50	28.32	13.82		Total	59.41	67.02	7.62

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. The scores presented below are for the intervention group of girls.

- The main characteristics affecting learning are the education status and the economic status of the HoH and the caregiver. Girls in the household where the HoH and the carer had no education are more likely to have lower performance compared with other girls.
- Another likely characteristic at the household is the orphanage status of the girl. Girls who do not have a father are also more likely to have lower performance compared with other girls.

Table 3.23: Literacy Learning Scores by Key Characteristics (by Categories)

		EGRA		SEGRA		EGMA		SEGMA	
Characteristic	**Category**	BL	ML	BL	ML	BL	ML	BL	ML
All girls (surveyed)	**Comparison**	**48.58**	**61.72**	**29.77**	**44.42**	**57.51**	**65.78**	**14.89**	**23.28**
	Intervention	**52.31**	**66.74**	**32.82**	**50.45**	**58.02**	**67.84**	**18.42**	**30.48**
Living in female headed household (HH_8=2)	**Comparison**								22.57
	Intervention	50.52	64.91		48.7	56.89	66.19**	16.38**	28.26
Caregiver (Female) (RS_4=2)	**Comparison**								
	Intervention				50.04			18.02	30.31
Household has other children (HH_3=1)	**Comparison**			29.75	44.29				
	Intervention				49.92	57.67		17.75	
Orphaned (Mother) (PCG_11g =2)	**Comparison**				40.33		61.37		19.39
	Intervention	40.32**	57.6			51.5	61.41	14.22**	25.7
Orphaned (Father) (PCG_13g =2)	**Comparison**	45.9					67.84		
	Intervention	47.41**	61.30*			54.14**	64.73**		
Double orphan (PCG_11g =2 & PCG_13g =2)	**Comparison**				40.56		61.16		20.8
	Intervention	32.67**	48.17**			51.72	58.22	16.59	24.89
Mother not member of HH (PCG_10g =5)	**Comparison**				42.97		65.15	14.17	18.35
	Intervention	50.57				57.88			
Father not member of HH (PCG_12g =5)	**Comparison**								
	Intervention		65.88		50.18	57.39	66.21	17.91	29.87

		EGRA		SEGRA		EGMA		SEGMA	
Characteristic	**Category**	BL	ML	BL	ML	BL	ML	BL	ML
Living without both parents (PCG_10g =5 and PCG_12g =5)	**Comparison**								19.72
	Intervention	50.49			49.77	57.35			
HOH no education (HH_13=0)	**Comparison**	43.31*	54.18*	20.19*	37.92**	56.51	63.86	12.74	19.3
	Intervention	40.22*	56.93*	25.80*	43.93*	54.22*	64.70*	18.29**	28.63
Carer no education (PCG_6=0)	**Comparison**	43.79*	54.84*	21.32*	38.08**	56.53	64.41	13.44	20.13
	Intervention	41.36*	58.19*	26.44*	45.08*	54.43*	65.09	18.4	28.19
HoH not employed (HH_11=96)	**Comparison**	45.00**	57.37**	28.14*	43.29	56.6	63.92		22.59
	Intervention	49.34*	65.29	29.05*	45.72*	57.79	68.85	17.82	29.48
Carer not employed (PCG_5=96)	**Comparison**	45.34	56.62	26.53	39.86	55.09	61.50*	12.1	16.94**
	Intervention	48.56*	63.22*	28.94*	46.51*	56.36	65.99	15.74**	27.2
Girl is married (PCG_22g=1)	**Comparison**	31.67	35	28.33	36.67	37.68	48.97	6.25**	16.77
	Intervention	46	57			47.4	52.92		22.69
Girl is a mother (PCG_23g=1)	**Comparison**	43.5	48		34.17		69.91	6.25	13.54
	Intervention		65				61.85		26.48
Disability (at least one difficulty)	**Comparison**								
	Intervention	48	65.17			55.18	54.18		
HH unable to meet basic needs (PCG_5econ=1)	**Comparison**	46.19	59.16	28.28	41.44		65		20.99
	Intervention	51.12	66.16		50.34	57.59	67.58	17.27	28.55

Source: Midline Evaluation Data

The following are the statistically significant characteristics influencing the performance of each of the four tests.

Table 3.24: Summary of Key Characteristics at Midline

EGRA	SeGRA	EGMA	SeGMA
Head of the household has no education	Head of the household has no education	Head of the household has no education	Head of the household has no education
Carer has no education	Carer has no education	Carer has no education	Carer has no education
Head of the household is not employed	Head of the household is not employed	Head of the household is not employed	Head of the household is not employed
Carer is not employed	Carer is not employed	Girl is a single orphan (no father)	Girl is a single orphan (no Father)
Girl is a double orphan	Girl is a double orphan	Girls living in female headed households	Girl is a single orphan (no mother)
Girl is a single orphan (no mother)	Girl is a single orphan (no father)		Carer is not employed
Girl is a single orphan (no Father)			Girls living in female headed households

Differences in Learning across Barriers

In understanding the barriers that may have an impact on levels of learning, an analysis of the relationship between the potential barriers and the learning levels was undertaken. Table 3.25 below gives a summary of the findings at baseline.

Table 3.25: Literacy Learning Scores by Key Barriers

		EGRA		SEGRA		EGMA		SEGMA	
Barriers		BL	ML	BL	ML	BL	ML	BL	ML
All girls (surveyed)	**Comparison**	**48.58**	**61.72**	**29.77**	**44.42**	**57.51**	**61.74**	**14.89**	**23.28**
	Intervention	**52.31**	**66.74**	**32.82**	**50.45**	**58.02**	**66.72**	**18.42**	**30.48**
Time spent on chores and other work (More than a quarter a day) (PCG_26G = 1,2,3)	**Comparison**		59.33	26.36	38.10*		59.46		21.71
	Intervention	47.18*	64.54	29.03*	47.62	56.44			
Fairly safe or very safe travel to school (PCG_9 = 3&4)	**Comparison**					57.09			
	Intervention	50.23	62.82**	31.82	49.72	54.63*		16.86	
Doesn't feel safe travelling to school (CS_W13s = 2)	**Comparison**	44.37				56.02			
	Intervention	49.16	64.46	32.07	48.08	56.44			29.38
Less than half the time (PCG_6enr = 3)	**Comparison**	40.00	52.00			49.54	52.00		
	Intervention	46.70				53.63		29.19	32.30
Doesn't feel safe at school (CS_W14s = 2)	**Comparison**	48.00		17.50**	17.50			8.33	4.17
	Intervention			18.89*	35.00**			15.02	16.49**
No seats for all students (CS_W5s =2)	**Comparison**	48.32	61.32	28.41			61.37		
	Intervention	45.21*	62.76*	30.86	46.79**	55.33**		13.74**	27.33
Difficult to move around school (CS_W6s =2)	**Comparison**	48.19							
	Intervention	51.43		32.20	48.98	57.55		18.29	28.55
Doesn't use drinking water facilities (CS_W7s =2)	**Comparison**	43.02**	57.84			56.78	57.88	13.78	
	Intervention		66.65		50.32			15.04**	30.29
Doesn't use toilet at school	**Comparison**	31.40	55.86		28.33	43.17	53.50	17.95	

		EGRA		SEGRA		EGMA		SEGMA	
(CS_W9s =2)	Intervention		64.60		46.25			10.54	16.35
Doesn't use areas where children play/socialize (CS_W11s =2)	Comparison					56.42		13.77	
	Intervention							17.42	
Disagrees teachers make them feel welcome (CS_WA = 3,4)	Comparison	44.10	56.64	12.22**	24.44**		56.64	5.56**	5.72**
	Intervention		69.55	27.42	38.94**			13.74	24.16**
Agree teachers treat boys and girls differently (CS_1s = 1,2)	Comparison	47.45	58.69				58.69**	13.04	22.90
	Intervention			29.62**	46.57**	57.64		16.08	28.70
Agree teachers are often absent (CS_2s = 1,2)	Comparison	48.07	61.49	31.44			61.29*		
	Intervention	51.91	65.63	29.12	46.77	56.90		17.46	28.92
Disability (at least one disability)	Comparison								
	Intervention	48.00	65.17			55.18			
The child may be physically harmed or teased at school or on the way to/from school (WG_AT2a)	Comparison								
	Intervention			29.99	48.52				
The child may physically harm or teas other children at school (WG_AT2b)	Comparison							13.86	19.93
	Intervention			29.16**	49.12				
The child needs to work (WG_AT2c)	Comparison		60.35	22.78	30.00	55.95	61.04		23.13
	Intervention	47.38**	64.30	27.13**	46.73	57.01			
The child needs to help at home (WG_AT2d)	Comparison			26.73	37.65				20.32
	Intervention	50.74		28.44**	49.65	57.85			29.71
The child is married/is getting married (WG_AT2e)	Comparison		61.36	17.62**	29.29*		61.36	10.12**	18.33
	Intervention	47.59**	65.88	27.06*	46.85			15.87	27.85
The child is too old (WG_AT2f)	Comparison	42.72	53.62**	18.33*	27.88*	54.92	53.62	7.43*	11.16**
	Intervention	49.02	66.46	29.56	46.50	56.05			
The child has physical or learning needs that the school cannot meet (WG_AT2g)	Comparison	47.69	57.87		43.99		57.87	14.56	
	Intervention	49.69	66.46	30.66	49.27	57.36		17.51	30.17
The child is unable to learn(WG_AT2h)	Comparison	46.64	58.98	19.92*	33.49*	55.85	58.98	10.22**	17.35
	Intervention	47.65*	65.69	28.91**	48.94	57.34		16.13**	
Education is too costly (WG_AT2i)	Comparison	47.50	57.36	24.52**	36.05**		57.58	14.23	21.04
	Intervention	48.52	66.11	29.45**	48.49	55.64**		17.75	
The child is a mother (WG_AT2j)	Comparison		60.23	22.69	33.61*	54.23	60.23	11.94	19.86
	Intervention	47.43*	65.15	25.93*	44.94**	55.69		14.95**	28.07
Difficult to afford girl education (PCG_7enr (1)	Comparison								
	Intervention	52.00	66.67			57.85			
Gone to sleep feeling hungry (PCG_7econ 2&3)	Comparison	46.20	56.92**				57.09		
	Intervention	49.04*	64.40**	30.99	49.24	56.56		18.16	30.00

		EGRA		SEGRA		EGMA		SEGMA	
Gone without clean water for use for many days (PCG_8econ 3&4)	**Comparison**	47.00	60.61				60.61*		
	Intervention		64.54	28.48**	46.82	56.03		17.99	28.58
Gone without cash income for many days (PCG_10econ 3&4)	**Comparison**	48.22	60.54	29.71			60.64		
	Intervention	50.51	65.86	31.32	49.53	57.20		17.88	30.27
Girls who been punished physically (TQ_9s (1)	**Comparison**	47.05	58.26	27.71	42.55	57.43	58.08*	12.86	
	Intervention	49.30*	64.55**	30.83	48.19	56.72		16.19	29.97
Girls who get nervous when they have to read in front of others (LSCO_s3 1&2)	**Comparison**	43.84*	56.27*	28.55	41.75	54.72	56.17	13.50	22.16
	Intervention	47.49*	61.02*	30.30**	48.13	55.42*	61.13*	15.91*	26.75*
LoI different from Main language the girl speaks (PCG_2enr (1)	**Comparison**	48.18	61.17		44.34		61.20*		
	Intervention	51.29	66.24	32.17	50.23	57.51		17.93	

Effects of barriers on

(a) EGRA

- There are few barriers affecting learning at midline compared with baseline. The key barriers affecting learning at midline include low self-esteem (girls who get nervous when they have to read in front of others), economic status (household members going to sleep hungry for many days), lack of school facilities (no seats for all students), use of physical punishment on girls and safety to school.
- At baseline, the safety to schools was not a key barrier unlike at midline.
- The following barriers are still consistent between baseline and midline: low self-esteem (girls who get nervous when they have to read in front of others), economic status (household members going to sleep hungry for many days), lack of school facilities (no seats for all students) and use of physical punishment on girls.

(b) SeGRA

- There are few barriers affecting SeGRA scores at midline compared with baseline.
- The key barriers that consistently affect SeGRA at both baseline and midline are: girls' insecurity while in schools, teacher's bias against one gender, teacher absenteeism and early pregnancy.
- Some of the barriers affecting learning at baseline and no longer a significant factor at midline include: time spent on household chores (more than a quarter a day), low self-esteem, child being unable to learn, early marriages, child labour, the child may harm or tease others

(c) EGMA

- There are relatively few barriers affecting EGMA compared with EGRA at midline.
- Only low self-esteem (girls who get nervous when they have to read in front of others) was a significant barrier affecting EGMA at midline. This was also a barrier at baseline. Other baseline barriers which are no longer significant include cost of education, school facilities (seats) and insecurity in school.

(d) SeGMA

- There are relatively few barriers affecting SeGMA compared with SeGRA at midline.
- There were new significant barriers affecting SeGMA at midline. These include insecurity in school and unfriendly teachers. The barriers which are no longer significant at midline are physical punishment, early pregnancy, child being unable to learn and lack of school facilities like seats and drinking water.

Other Barriers to Learning

Barriers associated with learning were generally the same with some being regional specific. General barriers as revealed by FGDs and KIIs included: inadequate teaching /learning materials; lack of school uniform, food, and sanitary pads for girls; and parents' inability to raise money to pay school/exam fee for their children. Poor foundation at early grade that made it difficult for learners to conceptualize some concepts at upper level classes was also reported in a KII interview. Retrogressive cultural practices that lead to absenteeism (*disco matanga* and wedding ceremonies) causing learners to miss out on the topics covered while out of school were also reported. Low self-esteem, illiteracy, lack of resilience and negative attitude toward some subjects (especially math, sciences and English) and teachers who teach these subjects was a hindrance to performance. According to KIIs, lack of adequate lesson preparation by the teacher thus poor delivery method, lack of adequate trained teachers, demoralised teachers due to high teaching loads and poor/inadequate infrastructure were other barriers. In addition, prostitution and boy-girl relationships also featured during a KII. However, as much as this was reported in both the ASALs and urban slums, learners involved in these vices were reported to be few.

Learning scores –Ceiling at Midline

The histograms in Figure 3.1 show the distribution of the scores and the number of girls. The graphs for the EGRA and EGMA are tending to be skewed to the right at midline for grades 6 and 7. At the next evaluation point, ceiling effect would be expected for the EGRA and EGMA tests in grades 7 and 8 and thus the recommendation is that the EGRA and EGMA tests be dropped in the next evaluations.

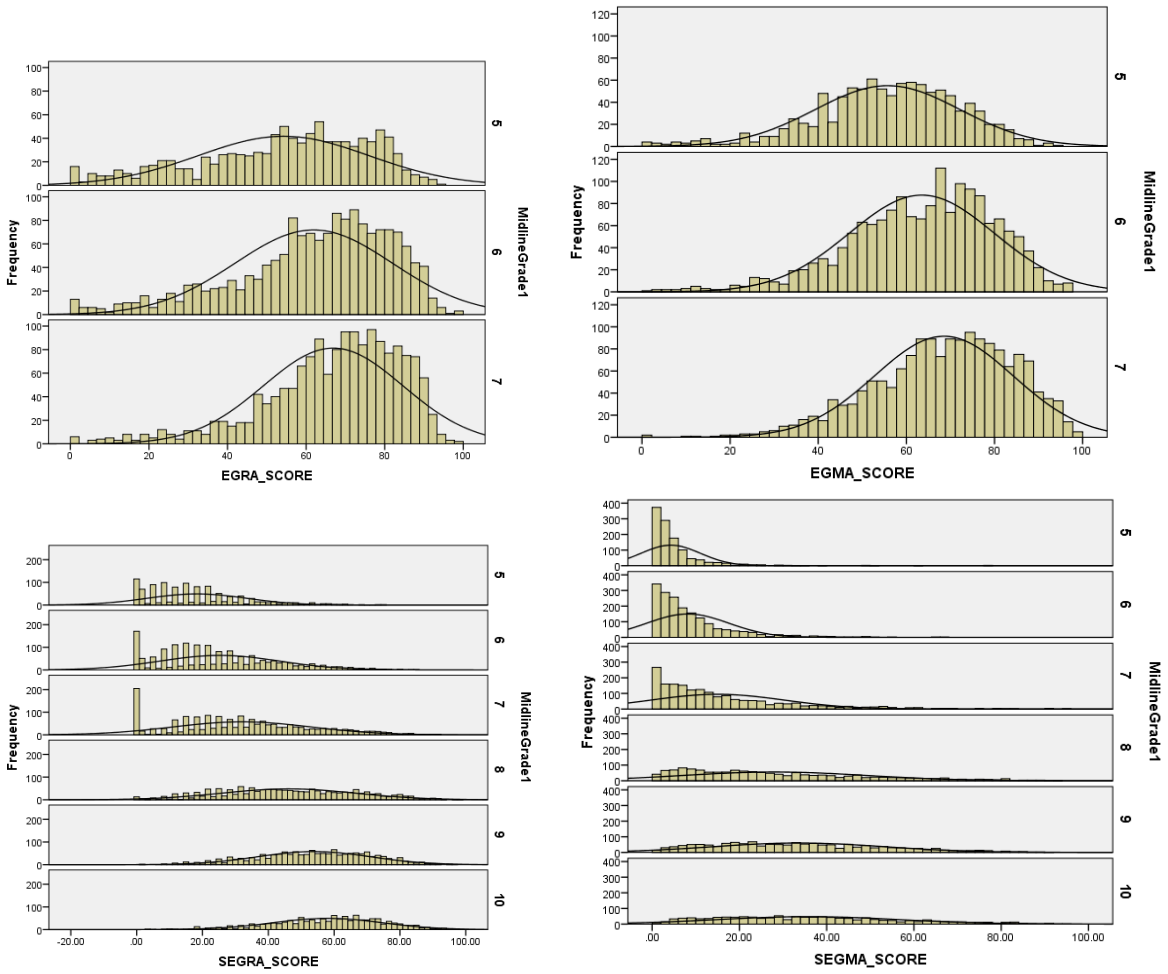


Figure 3.1: Distribution of Learners by Tests

National Examination Performance

Below are the KCPE results for the project girls for the year 2018. The results cover 14,875 (5,726 boys and 9,147 girls).

Table 3.26: KCPE Summary Results

COUNTY	Gender	Count	Mathematics	English	Kiswahili	Science	SSTRE	MSS
National Average	Boys	527,294	54.76	52.90	49.65	52.97	53.90	264.18
	Girls	525,070	44.12	54.68	54.52	49.13	50.56	253.01
	Total	1,052,364	51.11	53.79	52.11	51.05	52.23	260.29

Kilifi	Boys							
	Girls	1996	44.27	45.12	53.50	44.52	44.30	231.71
	Total	1996	44.27	45.12	53.50	44.52	44.30	231.71
Kwale	Boys	523	47.88	41.27	52.49	50.37	44.59	236.59
	Girls	567	43.63	39.05	50.59	40.41	38.78	212.47
	Total	1090	45.67	40.12	51.50	45.19	41.57	224.04
Marsabit	Boys	211	52.13	42.92	44.51	53.53	53.33	246.42
	Girls	227	45.22	39.65	38.68	44.93	44.38	212.86
	Total	438	48.55	41.23	41.49	49.07	48.69	229.03
Mombasa	Boys	470	47.96	53.03	53.54	47.50	48.17	250.20
	Girls	747	45.59	54.37	54.20	43.21	44.65	242.03
	Total	1217	46.50	53.85	53.95	44.87	46.01	245.18
Nairobi	Boys	2827	48.39	52.72	48.96	49.37	50.70	250.15
	Girls	3765	46.64	53.52	49.60	44.69	47.92	242.29
	Total	6592	47.39	53.18	49.32	46.70	49.11	245.66
Samburu	Boys							
	Girls	277	42.91	42.25	44.13	43.73	41.96	214.97
	Total	277	42.91	42.25	44.13	43.73	41.96	214.97
Tana River	Boys	1025	46.13	40.44	48.24	48.33	47.00	230.14
	Girls	1078	42.57	37.67	47.19	42.72	41.37	211.52
	Total	2103	44.30	39.02	47.70	45.45	44.12	220.59
Turkana	Boys	670	48.97	43.75	51.01	54.87	55.05	253.66
	Girls	490	44.14	39.96	47.93	47.19	48.24	227.46
	Total	1160	46.93	42.15	49.71	51.62	52.17	242.59
Total	Boys	5726	48.11	48.09	49.61	49.92	49.88	245.61
	Girls	9147	45.09	47.58	50.08	44.14	45.27	232.14
	Total	14875	46.25	47.78	49.89	46.37	47.05	237.32

Source: Project Data

Status of Learning

Interviews with key informants, educational officers and teachers in general revealed performance to be average. Interviews with secondary school teachers from ASAL areas revealed that few students passed their exams with quality grades. In one of the schools, the mean score was 4 points while in the other it was a grade 'D' which is equivalent to a mean score of 3. In urban slums, similar performance was reported as it was described as 'average', 'above average' and 'slightly low'. This performance was confirmed by responses from MoE officials in the two regions (ASALs and urban slums). On the contrary, FGDs with boys and girls

reported the performance to be generally good. However, it can be concluded that performance in both primary and secondary is average. Important to note is that interviews with key informants and FGDs with boys and girls reported an improvement in the 2018 KCPE performance compared to the 2017 performance. The same is the case in reference to internal exams done in the course of the year (2019). KIIs and FGDs also reported the performance of boys to be better than for girls though the girls were improving. Additionally, the KIIs and the FGDs revealed that boys were performing better in maths and science, compared to girls but girls' performance in English was better than for boys.

Changes in Learning and Performance

KIIs and FGDs for boys and girls reported an improvement in the 2018 KCPE results in comparison to the 2017 performance in both urban slums and ASALs. The report emanating from KIIs with MoE officials revealed that boys had performed better than girls though the girls had improved. In reference to internal exam performance, KIIs with teachers and FGDs with boys and girls reported some improvement in math and English. The uptake of STEM subjects by girls was also reported to have gone up in KIIs with teachers. Further, the interviews revealed that learning levels in English and STEM subjects had improved and that more learners were able to work out math problems unlike what was the case before. A report given by an official from MoE during a KII was that girls had started participating in science projects in secondary schools. Most of the schools that did well in Mombasa were found to be project schools. This change in learning may imply that the project's interventions in schools had impacted positively on performance.

The positive changes noted may also be as a result of enhanced mentorship by WWW where role models are invited to give talks to girls. Also, the adoption of improved teaching approaches in gender responsive and child-centred/participatory pedagogies may have contributed. This is expected to have led to improved lesson content delivery approaches and in the way the teachers related with the learners in school. Girls supported by the project with cash transfers and BTS kits may have contributed to the improved performance in the 2018 KCPE results.

Interventions Targeted to Improve Learning

KIIs with Project Partners (PPs), education officials and FGDs for girls and boys reported Child to Child clubs which promoted positive behaviour change in learners and mentorship provided by teachers. Theme days which provided an avenue for mentoring learners was another concept reported during an interview with implementing partner. In addition, an interview with a PP and an education official noted that the capacity building of teachers facilitated by WWW project was re-sharpening teaching methodology especially of BoM teachers thus improved learning. From KIIs with PPs, teachers, education officials and FGDs with boys and girls, it was

established that the WWW project had provided learning materials to improve learning. These included textbooks for English and science subjects. This was reported to have made teaching/learning better as on average the ratio of books was 1:1 in most cases. So learners were able to do their homework with ease. ICT equipment which included tablets and projectors were also reported in the interviews and in girls and boys FGDs. Teachers were integrating ICT in their teaching which was reported to have improved learning where this was done. The integration of ICT had made teaching /learning more interesting and this was reported to be enhancing learners' understanding of the concepts taught hence improving learning. Interviews with PPs, education officials and teachers also reported training of teachers on teaching practices/methodology which had improved their lesson content delivery in class and the way they interacted with learners. The interviews also reported the support of teachers by teacher coaches and recruitment of remedial teachers (a component of the WWW project targeted to improve learning) to have improved learning.

The WWW project had also provided desks for learners which had made it more comfortable for them in the classroom and this was reported to have improved learning according to FGDs for boys and girls, PPs, KIIs and teachers' interviews. Before then, a desk that was supposed to be used by a maximum of three pupils was being shared by four or five pupils which was quite uncomfortable and made it difficult for them to concentrate and write.

EE Reflections on Learning Outcome

As the project transits more girls to the secondary level, there is need for more focus towards characteristics and barriers affecting older girls. The evaluation noted that some of the key barriers that seemed to relate to girls getting lower than average scores in SeGRA and SeGMA included girls' insecurity, girls feeling that teachers are biased against them (asking more questions and harder questions), teacher absenteeism, and early pregnancy. Generally, there seems to be more barriers affecting reading scores than numeracy scores.

To inspire self-confidence that would lead to improved learning, the project needs to work towards making the interventions for older girls more life skills focussed to enable them have more confidence (as they get into the critical adolescent-teenage stage). The girls at this level are likely to be more sensitive to discrimination (hence the view that the teachers are focussing more on girls); more sensitive to teacher absenteeism since they want to succeed more; and more likely to get pregnant if not given adequate knowledge on self-esteem, sexual reproductive health and children's rights. The project should take more advantage of the life skills lessons and the government mentorship and life skills manuals launched in 2019 to demand for actualisation of the lessons in the schools.

The trends for the DiD in EGRA, EGMA, SeGRA and SeGMA level data by county did not have a clearly defined trend that was consistent. However, it was noted that Turkana County had very positive DiD literacy and numeracy scores for all grades except for Form 1 to Form 2. This could partly be explained by the comparatively higher level of exposure to the interventions, perhaps due to higher fidelity of implementation and higher focus on the teaching quality interventions such as teacher observations and integration of ICT in teaching. For Form 1 and Form 2, it was clear that the secondary level interventions had not taken off by the time of the evaluation. On the other hand, the evaluation could not find direct evidence explaining why Marsabit and Kwale counties had the lowest DiD across all the literacy and numeracy combined scores. This was because their interventions exposure was comparable to other ASALs counties.

3.2 Transition Outcome

Transition Outcome Achievement

Overall the transition outcome targets for midline were not met (OOS). The DiD for transition was 2%. The baseline transition rate for the project was 94% while the for the comparison group it was 90%. These transition rates were already too high such that the project should focus on maintaining them as the target for the next evaluation. The midline transition rate for the project was 93% while the for the comparison group it was 87%.

The midline evaluation captured findings on the transition outcome: progression by grade and transition from primary to secondary. 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 transition sample at ML does not include girls that could not be tracked at the school. Only girls that could be re-contacted for learning were contacted at the HH to be included in the transition sample. The transition sample was also topped up with girls in the school sample traced to the HH to collect transition data – this is because EDT is a long project and has two more evaluation points where the replaced cohort will be re-tracked to the HHs at ML2 and EL.

Table 3.27: Transition Outcome Achievement

IO	IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Transition	Proportion increase in transition rates among	94%	98.5%	93%	N	90%	Y

	marginalized girls

Main qualitative findings

- KIIs with education officials and teachers indicated that poverty, insufficient number of schools, cultural practices and negative attitudes to education as were the main barrier to transition.
- Majority of the informants also indicated that the government's policy of 100% transition has positively impacted transition. KIIs held with teachers, education officials and project partners confirmed that the introduction of the FPE, FSE and county government bursaries to TVET institutions had resulted in a significant increase in the number of successful transition for boys and girls.

The project considers three transition points, namely transition from primary to secondary school (**PW1)** – **the** preferred pathway; transition from primary school to an alternative learning pathway **(PW2);** and transition from having dropped out of school back into primary school or to an alternative learning pathway **(PW3)** as shown in Table 3.28.

Table 3.28: Project Transition Pathways for the Cohort Girls

	Grades	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 - 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 to18)	Dropped out	Re-enrol in appropriate grade level in basic education Enrols into technical & vocational education & training (TVET)	Remains out of school

Source: Project Data

Transition Outcome of Cohort Girls

Tables 3.29 and 3.30 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 intervention girls as at midline 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.
- Column C represents girls that were in school.
- Column D represents girls who were repeating the class they were in the previous year (unsuccessful progression/transition).
- Column F constitutes successful transition.

Tables 3.29 and 3.30 show the transition rates for intervention and comparison groups.

Table 3.29: Distribution of Re-contacted Intervention Girls by Transition Pathways

Age (A)	Sample size (#) (B)	In school sample (C)	Repeating the class (D)	Successful transition rate per age (%) – Midline (F)	Successful transition rate per age (%) – Baseline
9					100%
10	2	2	0	100%	97%
11	75	74	1	99%	96%
12	237	226	11	95%	96%
13	329	312	17	95%	92%
14	436	392	44	90%	93%
15	292	256	36	88%	90%
16	168	149	19	89%	90%
17	125	108	17	86%	92%
18	40	31	9	78%	89%
19	23	19	4	83%	100%
20	1	0	1	0%	100%
Overall	1728	1569	159	93%	94%

Overall, the transition rate in intervention schools decreased by 1% (from 94% at baseline to 93% at midline). Notably, 9.2% (159 out of 1,728) of the girls were repeating the grade they were in the previous year (unsuccessful progression/transition). Relatively more girls (17%) repeated Grade 7 in both intervention (21%) and comparison (16%) schools. This could be attributed to their preparation for the national examinations just before joining Grade 8. From the

re-contacted sample, 12 girls with disabilities (using the Washington group of questions) had successful transitions (out of 13).

Table 3.30: Re-contacted Girls Repetition Rates by Grade and Region

	ASALs			Urban			Overall		
	Comp (47)	Inter (130)	Total (178)	Comp (17)	Inter (29)	Total (46)	Comp (65)	Inter (159)	Total (224)
Form 2	5% (1)	9% (12)	9% (13)	4% (1)	0% (0)	3% (1)	4% (2)	9% (12)	8% (14)
Grade 6	22% (19)	21% (51)	22% (70)	11% (6)	3% (8)	5% (14)	18% (25)	12% (59)	13% (84)
Grade 7	29% (21)	28% (57)	29% (78)	11% (6)	6% (14)	7% (20)	21% (27)	16% (71)	17% (98)
Grade 8	11% (7)	5% (10)	6% (17)	6% (4)	3% (7)	4% (11)	9% (11)	4% (17)	5% (28)

Table 3.31: Distribution of Re-contacted Comparison Girls by Transition Pathways (Grade)

Age (A)	Sample size (#) (B)	In-school sample (C)	Repeating the class (E)	Successful transition rate per age (%) – Midline	Successful transition rate per age (%) – Baseline
9					100%
10	3	2	1	67%	98%
11	18	16	2	89%	100%
12	51	46	5	90%	92%
13	78	73	5	94%	91%
14	138	117	21	85%	81%
15	107	86	21	80%	92%
16	62	55	7	89%	73%
17	41	39	2	95%	92%
18	13	12	1	92%	60%
19	4	4	0	100%	
20	1	1	0	100%	
21	1	1	0	100%	
Overall	517	452	65	87%	90%

Overall, the transition rate for comparison schools dropped from 90% to 87%. The proportion of girls repeating the class they were in the previous year was 12.6% (compared with 9.2% in intervention schools).

Table 3.32: Grade Progression/Transition rates

	Intervention		Comparison	
Grade	**Successful transition rate per age (%) –Midline**	**Successful transition rate per age (%) – Baseline**	**Successful transition rate per age (%) –Midline**	**Successful transition rate per age (%) – Baseline**
Form 1	100%	99%		97%
Form 2	92%	92%	96%	100%
Grade 5		93%		91%
Grade 6	90%	89%	86%	89%
Grade 7	87%	92%	83%	85%
Grade 8	97%	91%	92%	90%
Overall	91%	92%	87%	90%

Overall the grade to grade progression rates are high in both intervention (90.8%) and comparison (87.4%) schools. It should be noted that the midline evaluation was school based and the evaluation of grade to grade progression was based on whether one was in school the year preceding the evaluation and if one was repeating the current grade.

Transition Rates by Key Subgroups

The table below shows the different transition rates for key subgroups for the re-contacted girls. The average transition rates were 87.4% for the comparison group and 90.8% for the intervention group. Overall, the transition rates for most of the characteristics are below the average.

Table 3.33: Transition Rates by Key Subgroups – Re-contacted Girls

	Transition Rate	
Characteristic	Comparison	Intervention
Overall (452 comparison, 1570 intervention)	87.4%	90.8%
HH no education (141 comparison, 438 intervention)	82.0%	86.2%
PCG no education (163 comparison, 541 intervention)	82.3%	86.3%
HH no income (81 comparison, 294 intervention)	86.2%	87.5%
PCG no income (109 comparison, 386 intervention)	87.2%	88.1%
HH finding it difficult to afford girls' education (327 comparison, 998 intervention)	86.7%	91.1%
Female headed households (173 comparison, 584 intervention)	85.6%	91.4%
Male headed households (279 comparison, 985 intervention)	88.6%	90.4%
Orphaned (no mother) (16 comparison, 42 intervention)	84.2%	85.7%

Orphaned (no father) (46 comparison, 181 intervention)	83.6%	90.0%
Double orphan (7 comparison, 21 intervention)	87.5%	91.3%
Living without both parents (35 comparison, 122 intervention)	85.4%	93.1%
Girl is married (6 comparison, 8 intervention)	100.0%	100.0%
Girl is mother (4 comparison, 12 intervention)	100.0%	85.7%
Girls who spend more than a quarter a day doing HH chores (436 comparison, 1407 intervention)	87.4%	90.6%
Girls whose HH are unable to meet basic needs without charity (161 comparison, 638 intervention)	88.0%	89.9%
Difficulty seeing (15 comparison, 47 intervention)	93.8%	97.9%
Difficulty hearing (6 comparison, 28 intervention)	85.7%	90.3%
Difficulty walking or climbing steps (5 comparison, 34 intervention)	83.3%	89.5%
Difficulty remembering or concentrating (8 comparison, 29 intervention)	80.0%	87.9%
Difficulty with self-care (5 comparison, 24 intervention)	100.0%	96.0%
Difficulty communicating (2 comparison, 32 intervention)	66.7%	100.0%
Disability (at least 1) (15 comparison, 92 intervention)	83.3%	94.8%

Transition Logistic Regression

Logistic regression analysis (dependent variable – Transition, is a dichotomous variable) was run to explain the relationship between transition and the predictors (selected subgroup characteristics and barriers) that had been found to be statistically significant. The regression reports a likelihood ratio chi-square value, which indicates whether the specified model is better than a base model with no predictors. The output tables include the regression coefficients, their standard errors, the z-statistic, associated p-values, and the 95% confidence interval of the coefficients.

The education level of the head of the caregiver (p-value = 0.008) had a statistically significant effect on having a successful transition on girls.

Table 3.34: Logistic Regression Analysis – Transition Outcome

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1[a]	HH_NoEduc_Dummy	.230	.228	1.018	1	.313	1.259
	PCG_NoEduc_Dummy	.591	.224	6.943	1	.008	1.807
	HH_NoIncome_Dummy	.020	.218	.008	1	.927	1.020

	CG_NoIncome_Dummy	.132	.199	.444	1	.505	1.142
	DifficultAfford_Dummy	.102	.152	.451	1	.502	1.107
	Constant	1.577	.173	83.554	1	.000	4.843

a. Variable(s) entered on step 1: HH_NoEduc_Dummy, PCG_NoEduc_Dummy, HH_NoIncome_Dummy, CG_NoIncome_Dummy, DifficultAfford_Dummy.

Transition into Secondary School

On average the transition rate to secondary schools for girls in all the counties was 73% while that of boys was 70%. The summary for the specific regions is shown in Table 3.35.

Table 3.35: Project Transition Data

Year 2018 (Baseline)	County	Girls Transited	Total Girls Sat KCPE	Girls Transition Rate	Boys Transited	Total Boys Sat KCPE	Boys Transition Rate
	Kilifi	1178	2059	57.2%	1270	2312	54.9%
	Kwale	352	502	70.1%	454	590	76.9%
	Marsabit	91	171	53.2%	109	184	59.2%
	Mombasa	184	735	25.0%	180	529	34.0%
	Nairobi	1160	3302	35.1%	1143	3008	38.0%
	Samburu	73	132	55.3%	106	184	57.6%
	Tana River	1267	2018	62.8%	1552	2135	72.7%
	Turkana	175	451	38.8%	147	696	21.1%
	Total	4480	9370	47.8%	4961	9638	51.5%
Year 2019 (Midline)	**Kilifi**	212	288	73.6%			
	Kwale	300	476	63.0%	307	461	66.6%
	Marsabit	150	166	90.4%	103	115	89.6%
	Mombasa	238	347	68.6%	152	256	59.4%
	Nairobi	2508	3277	76.5%	1832	2474	74.1%
	Samburu	243	277	87.7%			
	Tana River	697	1119	62.3%	602	1108	54.3%
	Turkana	421	542	77.7%	628	751	83.6%
	Total	4769	6492	73.5%	3624	5165	70.2%

Source: Project Data

Challenges to Transition

The caregivers indicated that one of the main challenges to the in-school progression and transition from one level to another was the financial burden that comes with schooling. It was noted that even though the government has made significant strides in reducing the financial burden on schooling through the capitation grants, the schools still have to bear some financial burden that is passed on to parents and guardians.

The table below gives a summary of some of the main financial expectations of schools on households related to schooling.

Table 3.36: Financial Costs to Progression and Transition for Re-contacted Girls

	School Level	Comparison			Intervention		
		ASALs	Urban Slums	Total	ASALs	Urban Slums	Total
Paid for in-school tuition	Primary	28%	58%	41%	25%	59%	38%
	Secondary	13%	7%	11%	15%	5%	12%
Paid for teacher incentives	Primary	39%	42%	40%	30%	35%	32%
	Secondary	12%	2%	8%	15%	5%	11%
Paid for school materials and supplies	Primary	32%	54%	41%	25%	51%	34%
	Secondary	13%	14%	14%	17%	8%	14%
Paid for school meals	Primary	25%	33%	29%	22%	47%	31%
	Secondary	20%	16%	18%	24%	9%	19%

Source: Midline Data

From Table 3.36, the following key findings were noted:

- For urban slums primary schools, the in-school tuition was the main cost that the caregivers cited with 59% of the caregivers in intervention schools and 58% from comparison schools indicating that this was the main cost. Majority of the schools in the sample are from informal settlements and therefore the parents take their children to low cost private schools because of inadequate public schools;
- For ASALs primary schools, which were mainly public schools, the main cost cited was that of incentives to teachers. These incentives include payment for the teachers employed by the BoMs and other incentives often termed as “motivation” expenses that are paid by parents and guardians to teachers – especially for purposes of enhancing performance in KCPE;
- For secondary schools in both ASALs and urban slums, the cost of school meals was the main cost cited by the caregivers as the main burden.

KIIs with education officials and teachers indicated that poverty, insufficient number of schools, cultural practices and negative attitudes to education were the main challenges to transition. In

the urban areas, girls and boys who performed poorly in school were reported to have the lowest transition as they were often encouraged by their parents or peers to drop out in favour of marriage or to seek low paying jobs. However, practices such as early marriage and early pregnancy were found to greatly influence transition of girls in the ASALs with informants reporting that girls were valued based on the number of children they could bear for their husbands. Girls were also expected to stay home and take care of their younger siblings and sick or elderly parents.

KIIs with education officials revealed that the gender parity ratio was higher among learners in the ASALs. However, more boys than girls transitioned to the tertiary level in both the ASAL and urban regions. FGDs and KIIs held with CC groups, female learners, and teachers indicated that poor performance and the low number of girl friendly courses in TVET institutions greatly influenced girls' transition to the tertiary level. Early marriage, teenage pregnancy, and negative attitudes to education were again cited as the other factors influencing girls' transition.

With most households being unable to afford the cost of education, there was consensus among all informants that projects' support for education through the provision of cash transfers, scholarships and school supplies such as uniforms and textbooks has contributed to a significant decrease in the number of girls dropping out of school. FGDs conducted with CC groups also indicated that the project was empowering community members to engage in IGAs to enable them afford the costs of schooling.

Majority of the informants also indicated that the government's policy of 100% transition has positively impacted transition. KIIs held with teachers, education officials and project partners confirmed that the introduction of the FPE, FSE and county government bursaries for TVET had resulted in a significant increase in the number of successful transition for boys and girls. However, some education officials expressed their discontent with the policy and called for its reversal. They were of the opinion that the no repeat policy was encouraging unsuccessful transitions because majority of learners were transitioning without being able to read or write.

KIIs with project partners confirmed that tracking girls' attendance has positively influenced transition numbers. They reported that the project, with the support of teacher coaches and CHVs, has been working with school and households to track girls' attendance and follow up on drop out cases. Teacher coaches were also tasked with supporting teachers to incorporate gender sensitive learning approaches and learner centred methodologies which motivated girls to remain in school.

Preferred Alternative Pathways

The evaluation asked both caregivers and girls on the preferred APs as conceptualised by the project. The table below summarises the opinions of the girls and their caregivers.

Table 3.37: Preferred Alternative Pathways by Girls and Caregivers

	Girl Survey			Household Survey		
	ASALs	Urban Slums	Total	ASALs	Urban Slums	Total
Prefer TVET Pathway	74.1%	82.8%	77.3%	78.6%	90.0%	82.8%
Prefer Apprenticeship	61.2%	66.4%	63.0%	39.4%	53.7%	44.6%
Prefer Catch-up Centre	50.3%	45.7%	48.7%	25.0%	23.3%	24.4%

Source: Midline data

From Table 3.37, it is noted that:

- The most preferred alternative pathways to formal schooling are TVET. More caregivers (82.8%) would prefer TVET compared to the girls (77.3%);
- More caregivers (urban slums – 90%; ASALs – 78.6%) prefer TVET compared to girls (urban slums – 82.8%; ASALs – 74.1%) who prefer the same;
- More girls (63%) prefer apprenticeship as the second alternative compared to caregivers (44.6%);
- There are significantly more girls from urban slums who prefer TVET and apprenticeship compared to their counterparts in the ASALs. Whereas there are significantly more girls in ASALs who prefer catch-up centres compared to the girls from urban slums;
- Significantly more caregivers from urban slums prefer both TVET and apprenticeship compared to their counterparts from ASALs. There is no significant difference in the preference of catch-up centres amongst the caregivers in the different regions.

Table 3.38 shows the number of girls enrolled in catch-up centres and TVET institutions by the time of Evaluation 1.

Table 3.38: Population of Girls in Catch-up Centres and TVET institutions

	No. of catch ups	Enrollment	No. of TVET	Enrollment
Nairobi	2	**123**	4	23
Marsabit	4	**158**	2	23
Samburu	2	**43**	1	9
Turkana	12	**293**	3	40
Kilifi	4	**9**	4	155

Kwale	3	**58**	2	73
Mombasa	1	**15**	0	0
Tana River	3	**6**	2	31
Total	31	**705**	18	357
Midline 1 Target:		1000		

Source: Midline data

FGDs with CC groups and KIIs with teachers, project partners and education officials, revealed that the projects' support for transition through catch-up centres has motivated over-age girls and teenage mothers to continue with school. Such girls normally dropped out of school because they felt shy or embarrassed when placed in a normal learning environment.

There was consensus among all informants that alternative pathways to transition had the potential to positively impact transition. KIIs and FGDs with teachers, learners, education officials and CC groups showed that learners who would have otherwise dropped out of school due to poor performance or poverty were motivated to pursue TVET courses because of their low entry points and affordability. However, the evaluation was not able to confirm or corroborate the number of girls from the project who had joined TVET institutions since there was no reliable data from the project documenting the pathways of all the girls that had completed Grade 8. On the other hand, information on catch-up centres was readily available and the evaluation team was able to visit some of the catch-up centres.

Nevertheless, the increase in the number of TVET centres was also cited as likely to lead to positive effect on transition because currently the number of TVET institutions was low and concentrated more in urban centres. KIIs with project partners and education officials also revealed that the project has also been partnering with various organizations such as KYEOP (Kenya Youth Employment Opportunities Project) and NITA (National Industrial Training Authority) to support learners to pursue various TVET and apprenticeship programs through sponsorships.

KIIs and FGDs held with education officials and CC groups indicated that the increase in uptake for alternative transition pathways to was also attributed to the lack of formal jobs and the oversaturated job market. They reported that more learners were interested in alternative transition pathways because they were able to learn practical skills that they could use for self-employment. They also shared that alternative transition pathways offered youths a competitive advantage in the employment world because some jobs required vocational skills which can only be learnt through TVET courses or apprenticeship programs. Despite the increased uptake in APs, all informants reported that community attitudes towards APs were generally poor as

most believed that such courses were meant for drop outs, poor performers, and learners from poor households.

Majority of the informants indicated that the projects efforts to influence girls and community's' perceptions and attitudes towards education have also had a positive impact on transition. KIIs and FGD's held with learners, CC groups and teachers revealed that there has been a reduction in the number of drop outs linked to barriers such as early marriage, teen pregnancy, and household chores because of project activities such as community awareness and mentorship programs which are aimed at educating girls and community members about the importance of education.

Reflections on Transition Outcome

The project has been designed to intervene in a holistic way through interrelated activities that affect more than a single isolated outcome, intermediate outcome or output. Nevertheless there are interventions specifically targeting improved transition into the project pathways. The project transition model is transition from primary to secondary school (PW1) – the preferred pathway; transition from primary school to an alternative learning pathway (PW2); and transition from having dropped out of school back into primary school or to an alternative learning pathway (PW3). The new directive for the 100% transition from primary to secondary meant that most girls are likely to transit to secondary schools. Consequently, the EE notes that the project scaled down interventions that focused on institutional support for TVET programmes in favour of reaching more girls in additional secondary schools.

Project activities that can improve transition post midline are:

- Community awareness activities that have led to communities trained in understanding the importance of girls' education/assist girls' transition to APs. Before the intervention, lack of awareness on alternative options was a particular barrier to transition from primary into an AP. FGDs with the CC group members in the urban slums and ASALs noted a positive change in attitudes and perceptions towards alternative transition pathways such as TVET. The change was attributed to awareness drives by the project. But this was not so effective at household levels. FGDs with the girls and boys, community conversation members, and the teacher interviews show that both project sites, parents perceive transition to TVET institutions as "the last option";
- The use of CHWs and coaches to track and identify potential drop outs was working. However, the evaluation noted that the project had faced difficulties collecting data of girls within the project primary schools who had transited to secondary schools in spite of closely working with CHWs. Strengthening the use of CHWs to support in this process is planned by the project and the EE agrees that this should be emphasised to enable

the project have accurate data on the transition rates especially to TVET and to other non-project schools;

- Secondary school fees support, resulting in improved access to financial resources and contributing to households actively supporting girls' learning, make transition easier. School levies are still a barrier for marginalized communities despite the government free tuition fees policy. As parents pay for other expenses (like uniforms and lunch) in day secondary schools and majority of school costs other than the tuition in boarding secondary schools, the households take on the. Supplementing such levies had led to increased attendance and transition, directly;
- The project achieved a 0.12 increment in literacy scores against a target of 0.31 which was 39% of the target set for the literacy. For numeracy, the project achieved a 0.23 increment against a target of 0.31, an 74% achievement of the target;
- By indirect inference, the improved learning outcomes will lead to improved learning foundation thus increasing completion of primary and eventually transition to secondary. The evaluation notes that with the 100% transition policy by the government, all Grade 8 learners are expected to transit to secondary school. However, most caregivers and girls themselves aspire to go to the top national and extra county schools which require top marks and therefore improving their learning outcomes would enhance their achievement of this aspiration;
- The project was less effective in the use of digital tracker for school attendance to provide real-time data for decision making to prevent/reduce drop out. The project has planned to improve this system and is exploring the possibility of linking it up with the MoE system. The evaluation recommends that the project optimises the system use and debugs any system glitches to enhance the effectiveness when it is linked to the MoE system.

3.3 Sustainability Outcome

The Sustainability Score was calculated using values derived from both the qualitative and quantitative data. The sustainability indicators did not change from baseline. The questions to generate the scores were spread across the various tools with selected informants requested to rate (self-reporting) the various components and give reasons for their rating. The rating scores for the project components ranged from 1 to 4 where 1 represented latent or underdeveloped (poor), 2 represented emerging (average), 3 represented becoming established (good) while 4 represented established (or very good). The actual scores were largely an average of the scores from the different informants asked specific questions relating to community, school and system. However in a few instances, the external evaluator moderated the scores. The project was on track in terms of the achievement of the sustainability outcome. The sustainability score

at midline was 2 at par with the set midline score (2). The school level target score (2) was surpassed at midline while the community and system targets set at a score of 2 were met. The score at the school, the community and system level were a score of 2.9, 2.4 and 2.9 respectively.

Table 3.39 below gives a summary of the indicators for community, school and system as per the log frame and the relevant values at baseline and midline.

Table 3.39: Sustainability Indicators

	Community			School			System		
Indicator 1:	**Sustainability score card rating on community action plans**	**Baseline Score**	**1**	**Sustainability scorecard rating on school leadership**	**Baseline Score**	2	**Sustainability scorecard rating on county education officer gender analysis and reporting behaviours**	**Baseline Score**	**1**
		Midline score	**2**		**Midline score**	**2.6**		**Midline score**	**2**
		Midline Target	**2**		**Midline Target**	**2.0**		**Midline Target**	**2**
Indicator 2:	**Sustainability scorecard rating on household support for adolescent girl's education**	**Baseline Score**	**2**	**Sustainability scorecard rating on teaching practice**	**Baseline Score**	**2**	**Sustainability scorecard rating on MoE/ TSC uptake of NLE**	**Baseline Score**	**NA**
		Midline score	**2.7**		**Midline score**	**3.2**		**Midline score**	**2**
		Midline Target	**2.0**		**Midline Target**	**2**		**Midline Target**	**2.0**
Indicator 3:				**Sustainability scorecard rating on co-curricular activities**	**Baseline Score**	**2**	**Sustainability scorecard rating on national systems support to TVET for adolescent girls**	**Baseline Score**	**2**
					Midline score	**2.9**		**Midline score**	**2.0**
					Midline Target	**2**		**Midline Target**	**2**
Baseline Sustainability Score (0-4)	**1**			**2**			**1**		
Overall BL Sustainability Score (0-4, average of the three level scores)	**1**								

	Community	School	System
Midline sustainability Target (0-4)	**2**	**2**	**2**
Midline score (0-4)	**2.4**	**2.9**	**2.0**
Overall ML sustainability Score (0-4, average of the three level scores)	**2.4**		

Source: midline data

From Table 3.39, it was noted that all the sustainability scores targets set at baseline were achieved at midline. Whereas the external evaluator could explain the scores for community and school to a large extent, the high system scores could not be fully explained and therefore the External Evaluator adjusted the system score from 3 to 2.

Analysis by Region

The sustainability scores were analysed by region (ASALs, urban slums) and it was noted that ASALs with an overall score of 2.7 had a higher rating than urban slums (2.5) as shown in the table below.

Table 3.40: Analysis by Region for Sustainability Scores

Region	Community	School	System	Total
ASALs score	2.8	3.2	2.1	2.7
Urban slums score	2.7	2.8	2.0	2.5

Source: Midline Data

It should be noted that most of the sustainability scores were based on the qualitative data which had been sampled from selected counties and not all counties but there was regional representation.

The findings by region indicated that there were more supportive structures for both community and school in ASALs compared to the urban slums. Some of the supportive structures included more acceptance of the leadership programmes to support both the management and governance structures at school level. The communities were more communal and cohesive in following up decisions made through the CCs in ASALs compared to those in the urban slums. The county government structures were also more cooperative in the ASALs than in the urban slums.

3.3.1 Community Level Rating:

Overall Rating = 2.4

This rating was calculated from different qualitative data where the informants were asked to rate the community participation **on community action plans and on household support for adolescent girls' education**. Quantitative data indicated that 30% of the households visited had community initiatives to support education and training of marginalized girls in the community. Furthermore, it was noted that only 28% of the households had or were supporting girls' education. The External Evaluator is of the opinion that there has been good progress on the attitude towards support for girls' education; there has not been much progress on the actual support.

Families and Households Support for Girls

Nearly 80% of the households from intervention areas indicated that they were willing to support a girl who had not been selected to join secondary school or one who had dropped out to further their education and training. Further, 56% of the households indicated that the household support had improved in the last 12 months. However, only 28% (ASALs –25%; urban slums – 33%) indicated that they had actually supported girls. The KIIs with the PPs, MoE officers and the FGDs with community group members indicated that the established community groups have been empowered to support primary, secondary and TVET institutions. They noted that the project team popularised the essence of the education support for the vulnerable children particularly girls in the already established community groups. The community group members in urban slums and ASALs were in consensus that at least a boy or a girl was being supported by the group members. The groups indicated that members identified the vulnerable children in the community with focus on the girls and contributed to pay their fees in either primary, secondary or TVET institutions. In addition, the informants indicated that CHVs in the community groups visited households to ensure that households support school age going children to attend school. However, the survey with the caregivers did not confirm this with the CHVs visits having the lowest rating on contribution to attendance from the caregiver's perspective. Nevertheless, community level support was reported to have contributed to the increase in primary school attendance in the visited project schools. There was also increased primary to secondary transitions and improved attitudes on TVET institutions as alternative transition pathways thus this component was rated as good. Generally, the support undertaken by most households in intervention areas was in terms of financial support 12% (ASAL–10%; urban slums –15%); mentorship or mentoring support 13% (ASAL–11%; urban slums–16%) and material support 11% (ASAL–8%; urban slums – 15%).

Community Action Plans Supporting Girls' Education

The key informants and FGDs rated the household and community support. There was a lower rating for support of TVET both at community (2.6) and household level (2.3) compared to primary (community score – 2.8, household level score – 3.0) and secondary (community level score – 2.8, household level score – 3.1) schools action plans at family and community level respectively with secondary schools having a slightly higher rating. FGDs with the CC groups also revealed that 50% of the CC groups had community action plans. However, 25% had no written community action plans but were in agreement on the community actions to undertake. One of the CC group with no written community action plan confirmed in the FGDs that the group members had planned to support vulnerable girls in the community school with sanitary towels and were already doing it. According to qualitative data from 7 CC FGDs representing an estimated 80 households, approximately 45 girls at risk of dropping out had been identified and supported through implementation of community action plans. However, it was only two CC groups that reported having initiatives supporting girls (one CC was supporting 40 girls while another reported supporting 5 girls); the rest did not have any initiative yet. FGDs with the CC group members indicated that households supporting girls' education had increased in both urban slum and ASAL project areas. They noted that more parents in the community were concerned with their girls' education and either sought loans in the group to pay their school fees and/or advise on best ways to support their girls' education.

An analysis of the support by households indicated that at midline, 28% of households indicated that they had supported a girl in education. It was noted that there were more households from urban slums (33%) compared to ASALs (25%). Regional disaggregated data indicated that more households (15%) from urban slums reported to give financial support compared to ASALs (10%). The same trend was noted in other forms of support such as mentorship (urban slums – 16%; ASALs – 11%) and material support (urban slums – 15%, ASALs – 8%).

Some of the initiatives that the community groups indicated as the ways they are organising themselves to support girls' education are as follows: in Mombasa, some women groups indicated that they have contribution groups (merry-go-round) that support the women to produce soaps which they sell and then support girls' education (for instance, one group reported buying solar lamps so that the girls can study later into the evening/night after household chores); in Kilifi, the community groups indicated that they contributed money and started to farm maize and green grams. The sale of the produce has helped improve the incomes of the households and enhanced the retention of girls in schools.

Community Support for Project Approach

Community members seemed to accept the project approach. This was shown through the KIIs with the PPs and the FGDs with the CC group members. These revealed that some

communities had changed their market days from Friday to Saturday since Fridays are school days which made most girls miss school as they have to be left at home while their mothers go to the market. FGDs with the CC group members established that there were some improved changes in parents' support for victims of teenage pregnancy. For instance, there were cases of successful school re-entry in Muslim dominated communities that previously resisted the re-entry indicating the community's acceptance of the project approach. Community change in attitude was further demonstrated by the community's increased funding of girls' education at secondary or college level. Both the KIIs with the PPs and the FGDs with the CC group members demonstrate that in urban slums and ASALs, communities increasingly finance girls' post primary education. Consistent with the KIIs with the PPs and the FGDs with the CC group members, some families that benefited from the cash transfers in the ASALs invested some of their money in goat rearing. They believed that reproduction of the goats and the milk production would help supplement the family income and also be used to support girls' education.

3.3.2 School Level Rating:

Overall Rating = 2.9.

There was evidence to indicate that indeed the quality of teaching had improved from the qualitative and quantitative data collected during the evaluation.

Quality of Teaching

On quality of teaching, there was general agreement among the caregivers that the quality of teaching had improved compared to the status at baseline. More caregivers (90%) described the quality of teaching at midline as either good or very good compared to 85% at baseline. In addition, more caregivers (62%) indicated that there were changes in teaching practices at midline compared to 60% at baseline. The girls also indicated that their teachers make them feel more welcome with a slight improvement (98%) at midline compared to 97% at baseline. There was also less (20%) reporting by girls of teacher absenteeism from class compared to 24% at baseline. KIIs with the PPs, education officials and the FGDs with the CC group members noted a positive change in the last 12 months on the overall quality of teaching. However, it should be noted that these opinions varied when analysed across regions and age groups. The teachers in ASALs were more likely to be absent compared to those in urban slums whereas the younger girls reported the teachers being friendlier than the older girls.

According to the KIIs with the education officials, teachers in the project schools had become more gender sensitive in their teaching. They noted that learners were more engaged during

learning and required to participate. FGDs with the girls and boys revealed that learning had become more interesting in school.

School Leadership and Management of the Schools

On the *management of the schools*, opinion was divided with caregivers indicating that there was a slight drop noted between baseline (42%) and midline (40%) on the proportion of caregivers rating the head teachers or principals as *excellent*. Furthermore, there was a slight decrease in the opinion of the caregivers on how well managed the schools attended by the girls were with 87% of the households at midline indicating that the schools were well managed compared to 89% at baseline. On the other hand, KIIs with the PPs, education officials and the FGDs with the CC group members noted a positive change in the last 12 months on the overall schools' leadership and management.

The KIIs with education officials also revealed that the project received support from the relevant government departments. These also confirmed that although most of the head teachers showed improved leadership in their schools, they needed to improve on ensuring inclusivity of the vulnerable children in education. It was noted that head teachers send children with fees balances home making them not to attend school. According to the KIIs with the education officials and the PPs, some of the BoMs do not understand their roles and require capacity building. They explained that the BoMs experienced difficulties in resolving school conflicts between the community members and the head teachers.

Extra-curricular Activities in the Schools

Some girls and boys participating in the FGDs were also members of school clubs supported by the project. They reported participation in school club activities which enhanced their career choices, knowledge on reproductive health and their future life goals. According to the FGDs with girls and boys, teachers had become friendlier. This was also mentioned in the KIIs with PPs, education officials and FGDs with CC group members where they reported improvement of school activities promoting girls' self-confidence and knowledge about sexual and reproductive health and rights that were run entirely by schools without project support.

3.3.3 System Level Rating:

Overall Rating = 2.

The KIIs with both the PPs and the education officials revealed different status of county education officers' gender analysis and reporting behaviours. Some reported that the county education officers' data was gender disaggregated as well as the reporting while others withheld their comments. In consensus, the KIIs with the education officials and PPs noted the need for

the national systems to popularise TVET for adolescent girls and provide financial support to the existing TVET institutions.

On gender reporting analysis, the informants reported that there was generally an increment in understanding that reporting gender disaggregated data was important, especially in terms of enrolment, attendance and performance at school level. At county level, there was more gender disaggregated data at enrolment level with TSC and MoE requiring that the data be remitted monthly. However, other than conveyance of the data to the headquarters, there was little utilisation of the data at the county offices for analysis and targeting. Most of the county and sub county offices were reported to be understaffed with many schools to monitor and little or no time to do critical analysis of the data available.

On the NLE model, there was generally positive feedback on the uptake of the model by the county heads indicating that they were aware of the benefits of the model to the schools management. The experience sharing by the schools was impacting positively to the schools even though the implementation had begun late in 2018 and for some schools in early 2019. The project staff and county heads were optimistic that the sharing by the schools will lead to improved results.

On support for TVET by the counties, the evaluation noted that majority of the county officers were focussed on implementing the 100% transition directive that had just been launched by the government. For the hard to reach areas, it was noted that the lack of facilities for TVET coupled with the relatively negative perspectives by communities – terming TVET as inferior, made it harder for officials to encourage communities to embrace this option.

The EE recommends that the indicator on “county education offices routinely conduct gender analysis reporting” should be changed to “*county education office demonstrates improved support towards inclusive education*”. This indicator will help the EE to triangulate the information from the county officers with how they are perceived by the schools and possibly the communities. The evaluation noted across all the informants responding on this aspect of the indicator that there is generally increasing support towards girls’ education and that it would be possible for the project to design tools to collect data that indicates trends on focus on girls, disability and vulnerable learners in the education system. In the inclusion concept recommended, the project would continue to monitor the gender, disability and other vulnerability (by orphan-hood, poverty status) status of the learners but also work towards infusing this aspect in the county level. The government, through its 100% transition policy is indeed advocating for inclusivity and therefore the project could help in supporting this government initiative by designing tools that will capture the learners in the school system who would otherwise have not been in the system.

3.3.4 Recommendations in Relation to Targets:

All the targets set at baseline (see Table 3.23) were achieved except sustainability scorecard rating on county education officer gender analysis and reporting behaviours. The following recommendations could enable the project to achieve higher results at community, school and system levels.

- At the community level, the External Evaluator noted that there was expressed willingness of the households to support girls who have either dropped out or failed to proceed to secondary school. The project needs to test the expressed willingness by introducing discussions on specific ways that the households and communities can support the girls and then monitor actions agreed. Other than financial support, it was noted that mentorships and supporting school supplies were common methods that households could engage. For ASALs, the project should emphasise on informing the communities that support for girls' education is not limited to only financial support and that there are many other ways such as mentorship (or moral support) and material support in which they can give support to the girls. It was noted that a higher number of households from the ASALs felt that only financial support was important for the girls. For the urban slums, there is need for emphasis on communal support – there is need for the community to work together (pooling together) more to support girls' education as opposed to the individualised approach. Special interest groups such as the women groups should be assisted to be more cohesive and to have a broader focus rather than just focussing on their "own" girls.
- At school level, there has been good progress noted by the girls and the community on the delivery of content and teaching approaches in general. However, there still remains high prevalence of girls reporting use of physical punishment and abusive language in and outside the classroom by teachers. For sustainability, the project needs to focus or emphasise in their trainings or refreshers the importance of having a whole school being friendly, and especially the teachers. There should be focus on these approaches especially as the cohort of girls joins the higher grades and secondary school that are more sensitive to the friendliness of the environment.
- At the system level, there seems to be lack of clarity for the MoE officials on the specific interventions from the project especially in relation to the MoE. Even though the officers were ready to be interviewed, they were not ready to rate the components relating to the system. The project should work on continuous interactions with the MoE officers so that they understand clearly the contribution of the project to the system. This is because there is continuous transfer of MoE officials and therefore the new officers have to be inducted on the project.

Table 3.41: Changes Needed for Sustainability

	Community	School	System
Change: What change should happen by the end of the implementation period?	Link community led mentorship program with school based counselling and psychosocial interventions. Redirect project's learner follow up from the CHVs to school led formal channels including use of the PTA members. Refine criteria for bursary beneficiaries and cash transfer. Also ensure families and communities put in place mechanisms to continue paying fees after the project commitment of at most two years is over. Redefine the appropriate community conversation groups especially in urban centres that can reach the girls and their families directly. Some may be mothers or parents, groups of learners in our project schools and not necessarily community groups. Institute child led advocacy and intervention programs that inspire confidence and willingness to build lifelong aspirations and confidence.	Tracking learners: School led initiative to track learners including those at threat of dropping out. Head teachers to champion this follow up and not CHVs. Learning: (1) Focus on improving individual learner learning results in primary and secondary level through subject panels, peer outreach and teaching at right level strategies. (2) Focus on a system that holds school accountable to delivery of gender responsive education Alternative pathway: Replace catch-up centres with whole school remedial program in a way that prevents drop outs that would otherwise be mediated through the catch ups. Life skills: Have whole school reach with SRH and self-confidence messaging through life skills lessons to complement club outreach. Have cross regional learning on SRH and girls' ambition/ aspiration. More direct engagement of parents in following up on learning, attendance and transition.	Need to revise the ambition of the project to have interventions embedded in government systems.
Activities: What activities are aimed at this change?	Parent involvement in holiday mentorship and later follow up at school level to track behaviour change. Hold reflection meetings with club patrons to reflect on club implementation	Tracking learners: Work with parent representatives in PTAs to do the follow up of learners who miss classes. The members can reach out to CHVs and other local mechanisms that are currently working to help them with the follow up. Learning outcomes: (1) Coach	Joint interrogation of the practices in WWW that can be adapted by the system at national, county and school level. Some in school will involve integration as part of school culture. Redefine the indicators

	Community	School	System
	and behaviour change school programs. School to champion follow up of its absent learners through the PTA channels who in turn can reach out to community available channels including CHVs, chiefs, children's office. Cash transfer beneficiaries link to saving groups to increase savings from moneys received from the project. Work with groups of parents as the community conversation groups. They have the direct reach to the learners and discussions and interventions will directly benefit the project girls.	teachers on remedial strategies that will be applied in all classes and subjects. (2) Train teachers to teach at the right level. (3) Support teachers in improving their ability to develop authentic assessments. (4) Intense follow up of school and cluster led coaching in secondary schools. (5) Initiate integration of learning gaps in out of class activities in clubs and even at community level. This includes use of buddy system to support peer to peer strategies and holiday reading camps. (6) Band learners by proficiency in math and English and against this tailor remedial support. (7) Coaching role to shift to subject panels supervised by the head teacher who is the recognised instructional leader in the education system. (8) Embed gender responsive school in school accountability checklist. Self-confidence/ Life skills: Life skills lessons delivered per class according to the government policy. Online forum (children's summit) to discuss girls' education across regions. Overall, parent engagement needs to be enhanced to support girls' education. In many instances the parents may not be aware of the actual actions they can take to support their girls' education or may not be able to due to factors like illiteracy or low income that requires them to engage more in income generation at the expense of follow up of learners and their performance. Overall, the project together with the MoE at county level will ensure schools hold mandatory parents meetings to discuss learners' progress and their role in supporting them. The project will initiate academic clinics where parents have face to face discussions with subject teachers to understand their daughters' performance and the support that schools require from	that show uptake of WWW practices by the system.

	Community	School	System
		parents. In instances where parents are unavailable or to also augment existing parents involvement, the project is working at involving parents representatives, significant adult at household level including older siblings to act as surrogate parents with specific targets on how to follow up on the learners. This, together with the usual community conversations and household visits, should result in reduced absenteeism of learners and overall better academic results. Parent engagement including: academic clinics, surrogate parents to support those with no parents/ illiterate/academically unsupportive parents not able to closely follow performance, in governance through active participation in social accountability, participate in mechanisms of learner follow up to reduce absenteeism.	
Stakeholders: Who are the relevant stakeholders?	Local authority including chiefs, children officers, PTA members, parents, cash transfer stakeholders including local savings and loans committees, parents, community members CC groups to be formed of parents especially in urban set ups.	Tracking learners: Parent representatives from the classes and members of the school PTA, parents, head teachers Learning: Teachers, CSOs, subject panels, head teachers, buddies in school and community level, head teachers, parents Life skills: Class teachers, parents	MoE, TSC, teacher coaches, KICD, county governments
Factors: What factors are hindering or helping achieve changes? Think of people, systems, social norms etc.	School patrons unwilling to participate in school-based activities since there is no monetary return. The resistance is expected to be higher when called to involve in community meetings. Head teachers and BoMs take on the challenge of tracking their own learners and addressing factors	Tracking Learners: Parent representatives are PTA members and therefore elected members of the school management with mandate that includes following up on learners. Challenge: Parent representatives are volunteers with other full time engagements that may hinder effective follow up of learners at household level. Learning: (1) teacher retention especially in APBET schools	There is government bureaucracy that impedes its ability to adapt practices permanently. However, beginning of adoption of these practices includes WWW expanding training components of BoM training and STEM training for national training.

	Community	School	System
	that push learners out of school. Community members, including parents, take on the leadership role of holding the schools accountable in reducing absenteeism of learners and improving the school environment including reducing physical punishment. Participation of cash beneficiary families in savings and loans is a voluntary process. This can only hold with advocacy and linkage of such groups with funds external to the project. CC groups of parents own the children and are personally interested in the well-being of the girls. They therefore will engage more with agendas such as following up on attendance and holding schools accountable.	(2)Availability of data by learning proficiency skills gaps that will be utilised in remedial strategies (3) Conducive environment and school culture that is geared towards support of individual learners. (4) Availability of mentors to secondary school heads of department. Life-skills/ self-confidence: Government policy that requires life skills lessons allocated time on the timetable. A subject panel on life skills will ensure implementation and follow up of teachers. Have school based and online children summit to deliberate on girls' education realities and ambition. This will help open up learners' experience of girls in other contexts.	

Source: Project team

3.3.5 External Evaluator's Comments on Changes Needed for Sustainability (Table 3.30):

The External Evaluator had the following comments after reviewing the changes proposed by the project team in Table 3.41.

Community Level:

Intermediate Outcome Indicator: Households and communities actively support marginalized adolescent girls continuation with education and/or training beyond primary school

The project proposed to shift the follow up of learners through the school system (BoM led) to complement the existing community system (CHV led). The evaluation found that the households could not identify the CHVs as champions for attendance even though the project was using them for this purpose. The EE is of the opinion that rather than do a total shift, there is need to have the school and community systems working together. There should be a way of

ensuring that the primary responsibility still falls on the school managers but the CHVs are also utilized because of their wider reach and frequent engagement with the households. The CHVs should remain an important stakeholder for the project but there should be more engagement of the school managers in the process.

The project proposed to improve parental engagement by utilizing or instituting academic clinics, surrogate parents among the community members to support girls' learning. The EE believes that this strategy is good and can be effective with the support of the community. The project has been in these communities for some time (at least one year) and therefore getting parental support should be emphasized. The strategies for the urban and the rural areas should be different to ensure that they are sensitive to the realities on the ground.

School:

Intermediate Outcome Indicator: School leadership is more effective, gender sensitive and supportive of girls' learning and retention

The project has proposed to include school leaders in the follow up of attendance of girls. This strategy is supported by the EE. In addition, the school leaders need to be trained to be more effective by ensuring they are aware of their roles. This is because of the changes occurring in the board constitution.

For girls who dropped out of school, the project had organised catch-up centres which as actual classes with designated teachers who would use accelerated curriculum to enable the learners catch up with the missed content. Through community mobilisation, the project seems to have attracted the cohort girls into the centres and are not either sitting for the national examination and transitioning to secondary and TVET or those in the non-examination classes are been integrated into the regular school. The project does not seem to be getting other girls expressing interest to join the catch-up centres. These centres will therefore be absorbed into the regular school with the teacher now reassigned the duty of a remedial teacher and donated books being redistributed to the classes and library. To eliminate possibility of girls dropping out to eventually re-join through catch-up, the project is now focused on holding remedial sessions. Many of the girls would drop out partly because they are failing in school and parents do not see the need for them to stay in school. To reduce this failure therefore, the project will be carrying out an assessment for every learner to profile their subject specific areas that need reinforcement. Remedial programs will therefore be focused on specific topics and reinforcement strategies specific to a learner. Once a learner has received this support from the teacher through in-class and after class sessions, the teacher can focus on a different difficulty area. Ultimately, the learner will be at par with the expected academic performance for their class and will therefore not need to drop out as a result. Learners will continue participating in community led

mentorship programs where girls are assigned an older girl who will offer both academic and psychosocial support.

The project also proposed to replace catch-up centres with targeted school remedial programs among the cohort girls. This approach is important for as long as proper mechanisms are put in place to ensure that there is no additional cost to the school (teachers) which may necessitate additional levies being charged to the learners. If well implemented, this approach is more sustainable, but controls need to be factored in the roll out. The project should also recognize that the catch-up centres were not only serving girls who had ambition to go back to school but also generally the girls who would want to pursue other pathways such as entrepreneurship. Replacing the catch-up centres entirely may not augur well with the communities and there is need for a process of discussion with communities on the best way forward so that there is no negative unintended effect of their replacement.

Intermediate Outcome Indicator: Teachers are more effective and gender sensitive in their teaching

The current teacher coaching strategies in primary and secondary schools are effective. The project needs to continue supporting the coaching and have a plan to sensitize or train them more on supporting teachers to identify and address learners with difficulties (over and above special needs). The use of Guidance and Counselling teachers should also be applauded because the learners have other difficulties that relate to their social economic status or health such as anxiety and depression which also affects their learning. The child centred approach proposed would help address some of these issues. In addition, soft skills such as the use of modest language, respect for the girls' opinions and elimination of physical punishment would enhance learning further.

The principle of using the head teachers or school heads as the primary persons responsible for teacher coaching is good at management level. However, it is important that the project identifies the potential pitfalls of this strategy and the preventive mechanisms that will ensure that the gains made are not eroded. For instance, school heads are often very busy with administrative work to implement pedagogical activities. An alternative would be for the head teachers to retain primary responsibility but appoint a teacher to be in charge of all coaching or teacher support activities and report directly to the school manager. The project would then get into a mutual agreement with the school head to be getting briefings and reports directly from the head. This might help ensure the head teacher is briefed and updated on the teacher support activities, even if not directly implementing them.

The whole school remedial approach, in spite of the eminent challenges, if successful is a more sustainable and inclusive approach that would reduce some of the learners feeling excluded by the project.

Intermediate Outcome Indicator: Extra-curricular activities that build girls' self-confidence and knowledge about sexual and reproductive health and rights are run entirely by schools without project support

The project proposed to advocate for the life skills lessons as a method of ensuring the whole school is reached with messages of self-confidence and sexual reproductive health. The EE is of the opinion that this is a good strategy that would ensure that the benefits of life-skills learning are for the whole school. The government has already launched the mentorship manual that includes life skills. The schools are already required to implement life skills lessons every week and therefore this approach already has government policies in place to sustain it. The project may consider partnering with the MoE to launch the mentorship manuals in the eight counties where the project is being implemented as a way of getting government buy in. The teachers may also need to be trained by the MoE trainers on mentorship since this has already been launched in Nairobi and some officials trained.

System:

Intermediate Outcome Indicator: County education offices routinely conduct gender analysis and reporting

The EE is of the opinion that there is need for the redefinition of this indicator.

The EE therefore recommends that the indicator on “county education offices routinely conduct gender analysis reporting” should be changed to “*county education office demonstrates improved support towards girls’ education*”. This indicator will help the EE to triangulate the information from the county officers with how they are perceived by the schools and possibly the communities.

Intermediate Outcome Indicator: MoE/TSC demonstrate understanding of NLE model at a sub national or national level

The NLE model is currently being taken up by the secondary schools. There is need for in-depth analysis of the schools so that there is some guidance to the schools based on their needs and aspirations. Whereas leaving the schools to choose who to twin with gives more ownership, the project can support a process of schools understanding their needs and defining which schools will be a good fit for them. The relevance and sustainability of this approach will increase beyond the current initial success.

Intermediate Outcome Indicator: County offices demonstrate increased support to TVET for girls as an alternative to secondary education

The current intermediate outcome indicator is in contravention to the 100% transition policy of the government. The project may need to reconsider this indicator to read “County offices demonstrate increased support of marginalized girls transition to secondary education”. Through this indicator, the project can ensure that girls who have transited to secondary school are supported by government to remain in school and that the government system, such as the national government administrative officers, support the tracking and re-enrolment of those who drop out. This will be in line with the preferred project pathway of majority of the girls transiting from primary to secondary.

CHAPTER FOUR: KEY INTERMEDIATE OUTCOME FINDINGS

This section summarises the key intermediate outcome findings. The section further discusses other areas of interest to the project.

4.1 Intermediate Outcome 1: Attendance

Table 4.1 gives the summary of the attendance indicators.

Table 4.1: Summary of Attendance Indicators

INTERMEDIATE OUTCOME 1	**IO Indicator 1**			**Baseline – January 2018**	**Midline – 2019**
Attendance	Percentage improvement in attendance rates	Girls	Target		89%
			Actual	88%	86%
		Boys	*Actual*	*88%*	*85%*
	Evidence of teachers/learners attributing an increased level of regular attendance (reduction in barriers) to the project interventions	Female	Target	NA	50%
			Actual		
		Male	*Actual*		

Source: Midline Evaluation Data

The key findings on attendance are as follows:

- Attendance for intervention schools is slightly lower than that of comparison schools however the difference is not significant.
- There are more barriers to attendance in ASALs compared to urban slums.
- Insecurity cost of education and lack of adequate facilities are the main barriers to attendance across the regions.
- Teacher support and household support are the key drivers to attendance.
- Secondary school age (older) girls are likely to be influenced to attend by the friendliness and seriousness of the teachers (less discrimination and less absenteeism) while younger girls (primary school level) are likely to be influenced by the safety of the school (less punishment) and adequate facilities.

Table 4.2 illustrates midline findings on primary school attendance based on a headcount on the day of visit in both ASALs and urban slums schools.

Table 4.2: Girls School Daily Attendance – Day of Visit

		Baseline			Midline			Change		
		Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Kilifi	Comparison	82%	84%	83%	92%	91%	92%	10%	7%	9%
	Intervention	97%	98%	98%	87%	89%	88%	-10%	-9%	-10%
Kwale	Comparison	87%	89%	88%	76%	77%	76%	-11%	-12%	-12%
	Intervention	88%	92%	90%	84%	89%	87%	-4%	-3%	-3%
Marsabit	Comparison	83%	95%	88%	92%	88%	90%	9%	-7%	2%
	Intervention	81%	82%	81%	97%	99%	98%	16%	17%	17%
Samburu	Comparison	86%	84%	85%	80%	77%	79%	-6%	-7%	-6%
	Intervention	79%	86%	82%	85%	90%	88%	6%	4%	6%
Tana River	Comparison	93%	80%	87%	83%	92%	87%	-10%	12%	0%
	Intervention	91%	87%	89%	83%	89%	86%	-8%	2%	-3%
Turkana	Comparison	66%	55%	61%	86%	88%	87%	20%	33%	26%
	Intervention	82%	79%	80%	74%	73%	74%	-8%	-6%	-6%
ASALs	Comparison	**80%**	**78%**	**79%**	88%	88%	88%	8%	10%	9%
	Intervention	**88%**	**89%**	**88%**	83%	85%	84%	-5%	-4%	-4%
Mombasa	Comparison	63%	66%	64%	95%	97%	96%	32%	31%	32%
	Intervention	91%	96%	94%	85%	88%	87%	-6%	-8%	-7%
Nairobi	Comparison	89%	86%	88%	90%	86%	88%	1%	0%	0%
	Intervention	86%	86%	86%	87%	86%	86%	1%	0%	0%
Urban Slums	Comparison	**73%**	**75%**	**74%**	93%	93%	93%	20%	18%	19%
	Intervention	**87%**	**88%**	**87%**	87%	86%	86%	0%	-2%	-1%
Total	Comparison	**77%**	**77%**	**77%**	91%	90%	91%	14%	13%	14%
	Intervention	**88%**	**88%**	**88%**	85%	86%	85%	-3%	-2%	-3%

Source: Midline Evaluation Data

The midline evaluation computed learners' school attendance in Class 5 to Class 8 through a 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 at a specified time. Overall, intervention schools had slightly lower attendance rates (86%) than comparison (90%) schools. In the intervention schools, there was a 2-point drop in attendance from baseline while in the comparison schools

there was a 13-point increase. In both the ASALs and urban slums, comparison schools had higher attendance rates than intervention schools. According to the project data, the attendance rate for the period when the evaluation was carried out was 93%, a 2-point drop from the previous school term.

Table 4.3: Monitoring Attendance Data

	Term 1 2019					Term 2 2019					Term 3 2019				
County	**5**	**6**	**7**	**8**	**Total**	**5**	**6**	**7**	**8**	**Total**	**5**	**6**	**7**	**8**	**Total**
Kilifi	96%	96%	99%	100%	97%	**93%**	**95%**	**98%**	**98%**	**96%**	**86%**	**96%**	**100%**	**100%**	**94%**
Kwale	91%	93%	96%	96%	93%	**90%**	**91%**	**91%**	**93%**	**92%**	**75%**	**82%**	**94%**	**95%**	**88%**
Marsabit	82%	92%	92%	91%	88%	**90%**	**96%**	**88%**	**93%**	**91%**	**87%**	**95%**	**91%**	**96%**	**91%**
Mombasa	35%	43%	68%	52%	41%	**71%**	**80%**	**85%**	**85%**	**81%**	**89%**	**84%**	**89%**	**91%**	**88%**
Nairobi	91%	92%	91%	98%	92%	**91%**	**94%**	**98%**	**97%**	**95%**	**90%**	**91%**	**92%**	**92%**	**92%**
Samburu	94%	96%	84%	89%	94%	**92%**	**92%**	**89%**	**87%**	**92%**	**96%**	**97%**	**97%**	**94%**	**96%**
Tana River	96%	97%	97%	97%	96%	**94%**	**95%**	**95%**	**93%**	**94%**	**95%**	**93%**	**81%**	**77%**	**92%**
Turkana	89%	91%	94%	100%	91%	**92%**	**91%**	**88%**	**94%**	**91%**	**78%**	**74%**	**68%**	**81%**	**75%**
Grand Total	**89%**	**92%**	**95%**	**94%**	**91%**	**91%**	**93%**	**93%**	**95%**	**93%**	**90%**	**91%**	**91%**	**92%**	**91%**

FGDs with girls and boys, CCs and the KIIs with MoE officials, PPs and interviews with primary and secondary school teachers reported that learners' school attendance was good. This, according to teacher interviews and FGDs with girls and boys from both ASAL and urban slums, is because majority of the learners attended school on a daily basis consistently. Where a school had boarding facilities, attendance was reported to be more stable because the learners were safe from possible barriers to attendance such as assignment of chores back at home by their parents. In secondary schools and primary schools where there were boarding facilities, teacher interviews and FGDs with girls reported minimal cases of absenteeism except where a learner was sent home for school fees, discipline issue or permitted to go home by the school authority for personal reasons.

Changes in attendance

The midline sought to establish from the caregivers and girls if there have been changes in the daily school attendance for the last 12 months. The findings are as shown in Table 4.4. Most of the caregivers (78%) from the intervention areas indicated that there has been a positive change. This was contradicted by the girls (59%) who felt that their school attendance had not

improved for the last one year with only 38% of the girls from the intervention schools indicating that their attendance had improved.

Table 4.4: Status of School Attendance

	Girl Survey			HH Survey		
	ASALs	Urban slums	Total	ASALs	Urban slums	Total
Comparison	41.8%*	29.7%	36.7%	73.0%	71.5%	72.4%
Intervention	43.2%*	29.4%	38.3%	80.2%	72.6%	77.6%*

Source: Midline Evaluation Data

Teachers and household support were rated highly by both the girls and the caregivers as the major drivers of daily school attendance. CHVs household visits were rated lowest by the girls while club activities were rated lowest by the caregivers. This could be due to the fact that the project activities at household, girl herself and community level do not benefit all the girls which limit the level of girls' awareness and their ability to attribute changes in their school attendance directly or indirectly to the project activities.

Potential Barriers to Attendance

The caregivers indicated that some of the factors that would lead them to not allowing their girls to attend school included insecurity to and from school (unsafe communities), high cost of education, and lack of adequate facilities (especially for those households with girls with learning difficulties). Details of some of the potential barriers to attendance are shown in Table 4.5.

Table 4.5: Barriers to Attendance

		Baseline			**Midline**			**Change**		
Barriers to Attendance		**ASALs**	**Urban Slums**	**Overall**	**ASALs**	**Urban Slums**	**Overall**	**ASALs**	**Urban Slums**	**Overall**
Insecurity to and from school	Comparison	32.4%*	22.8%	28.1%	20.0%	24.6%**	21.9%	-12.4%	1.8%	-6.2%
	Intervention	33.4%*	19.1%	27.2%	23.3%	23.6%	23.4%	-10.1%	4.5%	-3.8%
Cost of Education	Comparison	28.2%*	15.1%	22.3%	26.8%*	12.0%	20.7%	-1.3%	-3.1%	-1.6%
	Intervention	32.3%*	13.0%	23.9%	27.1%*	16.3%	23.1%	-5.2%	3.4%	-0.8%
Lack of facilities for girls with	Comparison	25.1%*	10.4%	18.6%	20.4%	24.1%	21.9%	-4.7%	13.6%	3.3%
	Intervention	25.7%*	12.7%	20.1%	27.2%*	18.2%	23.9%	1.5%	5.6%	3.9%

		Baseline		Midline			Change			
difficulties										
Insecurity at school	Comparison	14.7%	16.4%	15.4%	8.4%	17.4%*	12.1%	-6.3%	1.0%	-3.3%
	Intervention	23.7%*	11.2%	18.3%**	16.0%	17.1%	16.4%*	-7.7%	5.9%	-1.9%
Household chores	Comparison	18.0%*	7.2%	13.2%	18.9%*	9.5%	15.0%	0.9%	2.3%	-1.8%
	Intervention	23.2%*	7.2%	16.2%*	20.6%*	12.6%	17.6%**	-2.7%	5.4%	1.4%
Early Marriage	Comparison	16.1%*	9.5%	13.2%	12.8%	11.7%	12.3%	-3.3%	2.1%	-0.8%
	Intervention	20.8%*	6.5%	14.6%	18.2%*	9.1%	14.9%*	-2.6%	2.6%	0.3%
Inability to learn (slow learner)	Comparison	13.4%*	5.8%	10.0%	15.9%*	10.8%	13.8%	2.6%	5.0%	3.8%
	Intervention	19.8%	7.4%	14.4%*	20.2%*	12.8%	17.5%*	0.4%	5.4%	3.1%
Girl is a Mother	Comparison	18.9%*	8.3%	14.1%*	11.6%	9.3%	10.7%	-7.2%	1.1%	-3.4%
	Intervention	16.4%*	6.2%	12.0%	19.6%*	10.0%	16.0%*	3.1%	3.7%	4.0%
Child Labor	Comparison	9.9%	7.0%	8.6%	11.1%*	3.6%	8.0%	1.3%	-3.4%	-0.6%
	Intervention	17.3%	4.2%	11.6%*	15.1%*	8.6%	12.7%*	-2.1%	4.4%	1.2%
Overage	Comparison	10.2%*	4.9%	7.8%	13.5%*	7.2%	10.9%	3.4%	2.3%	3.1%
	Intervention	14.1%*	5.2%	10.2%*	17.1%*	10.7%	14.8%*	3.0%	5.5%	4.5%

* Significant at 0.01; ** Significant at 0.05

To determine the significance level, the proportions of ASALs were compared to those of urban slums while the overall proportions of comparison schools were compared to those of intervention schools for those caregivers who indicated they would not allow their girls to attend school.

From the table above, the following are the key findings:

- Barriers to attendance are more prevalent in ASALs compared to urban slums;
- Cost of education, early marriage and inadequate facilities (especially for girls with learning difficulties or special cases) remain the main barriers to attendance in ASALs. Other significant barriers affecting ASALs are the motherhood status of the girl and the age of the child (over-age girls);

- Insecurity or safety issues at school, household chores and the perception from caregivers that some girls are unable to learn (slow learners) were barriers to attendance that seemed to be more prevalent in intervention schools compared to comparison schools;
- Caregivers from ASALs (BL–18%, ML–18.9%) were noted to still consider household chores as a barrier for girls not to attend school. This was significantly higher compared to caregivers from urban slums (BL–7.2%, ML–9.5%).

FGDs with boys and girls reported the following as the main barriers of school attendance: lack of food, lack of money for exam fee, sanitary towels, school uniform, peer pressure, hindrances, the feeling that one is a grown up especially for girls, drug and alcohol use, fear of being punished (for example due to failure to complete homework), early pregnancy, self or parent health related issues and death in the family. The boys and girls also mentioned child labour where parents ask their children not to go to school so as to assist them with home chores or engage them in their businesses. These barriers were also mentioned in the interviews with teachers, education officials and PPs. KIIs with education officials also reported 'side hustle' jobs, involvement in boy-girl relationships and prostitution as barriers which affected a few cases.

Unique to ASAL areas, FGDs with boys and girls reported long distances to school, beading of girls, early marriages and herding while for urban slums, parents' disagreements /fights whereby children found themselves not in a position to go to school. Others mentioned that some of their parents, especially step parents or guardians, would sometimes tell them not to go to school after torturing them.

Interventions Exposure and Drivers to Attendance

The project data was analysed to determine the level of intervention exposure for each of the counties for attendance related interventions. Table 4.6 below gives the details of exposure to the back-to-school kits and bursaries.

Table 4.6: Exposure of the Population on Attendance Related Interventions

Girls Support	Girls beneficiaries (Total)	Back to school kits distributed	Bursaries
Turkana	4794	11.5%	12.5%
Kwale	4201	6.0%	8.0%
Nairobi	23208	1.9%	2.4%
Marsabit	1825	11.4%	9.9%
Kilifi	14118	2.1%	4.5%

Tana River	7993	0.0%	9.0%
Mombasa	4783	0.0%	3.5%
Samburu	2214	5.4%	12.6%
Total	**63136**	**3.0%**	**5.5%**
ASAL	**55.7%**	**4.1%**	**7.8%**
Urban	**44.3%**	**1.6%**	**2.6%**

Source: Project Data

The midline evaluation sample for the girls who reported receiving back-to-school kits was 21% with more from ASALs (25%) compared to urban slums (15%) as represented in the table below.

Table 4.7: Exposure of the Sampled Girls to the Back-to-School Kits

Kilifi	Kwale	Marsabit	Mombasa	Nairobi	Samburu	Tana River	Turkana	Total	ASAL	Urban
11.8%	30.7%	24.1%	18.4%	14.0%	27.8%	26.6%	32.5%	21.3%	24.8%	15.1%

Source: Midline Evaluation Data

There was no significant difference (0.884) among the girls who indicated that exposure to back –to-school kits had resulted in improved attendance and those who did not receive back-to-school kits.

Table 4.8: Exposure to Back-to-School Kits and CHV Visits – All girls verses Re-contacted Girls

	Overall	ASALs	Urban slums
CHVs household visit (All Girls)	1.0%	1.3%	0.5%
CHVs household visit (Re-contacted Girls)	1.2%	1.6%	0.8%
Back-to-school kits (All Girls)	6.5%	8.5%	6.4%
Back-to-school kits (Re-contacted Girls)	7.8%	10.2%	5.0%

Nearly 1% (ASALs –1.3%, urban slums – 0.5%) of the sampled cohort girls indicated that CHVs visits had influenced their attendance compared to 1.2% (ASALs –1.6%, urban slums – 0.8%) who were traced from baseline. For the back-to-school kits, 6.5% of the sampled girls indicated that back-to-school kits had influenced their attendance whereas 7.8% of the traced girls indicated that the kits had influenced their attendance. However, there was no significant difference (p = 0.884) among the girls who indicated that exposure to back-to-school kits had resulted in improved attendance and those who did not receive the kits. The attendance data was collected based on whole class attendance (numbers present vis a vis enrolment) on the day of the visit and therefore there was no data to analyse the individual girl attendance trends.

The caregivers and the girls were also asked to indicate some of the drivers to attendance in the previous year. Table 4.9 shows the main drivers of attendance as stated by the caregivers and the girls.

Table 4.9: Drivers of Daily School Attendance

	Girls Survey			HH Survey		
	ASALs	Urban Slums	Overall	ASALs	Urban Slums	Overall
Teachers support	22.8%	13.1%	19.3%	31.0%	20.9%	27.3%
Household support	12.2%	7.5%	10.5%	23.1%	19.6%	21.8%
Back-to-school kits	8.5%	2.8%	6.5%	11.6%	5.0%	9.2%
Cash transfer/Financial support	7.7%	2.6%	5.9%	8.4%	3.6%	6.6%
Mentorship support	3.8%	1.6%	3.0%	5.8%	3.0%	4.8%
Club activities	2.6%	1.4%	2.2%	2.2%	2.0%	2.1%
CHVs household visits	1.3%	0.5%	1.0%	2.4%	0.7%	1.8%

Source: Midline Evaluation Data

The evaluation noted that:

- The girls and caregivers were in consensus that *teacher support* and *household support* were the main drivers of attendance in schools. This support included the level of support given to the girls to attend school by the households (home environment and facilitation to be in school or do school work) and the conducive school and classroom environment;
- ASALs had significantly higher proportions of girls and caregivers indicating that the project activities (such as *back-to-school kits*, *cash transfers* and *mentorship*) had influenced attendance compared to those from urban slums;
- Whereas majority (21%) of the girls sampled (ASALs –25%, urban slums – 15%) reported to have benefitted from back-to-school kits, only 7% (ASALs – 9%, urban slums – 3%) indicated that back to school kits had influenced their attendance;
- Nearly all the girls (6%) that reported benefiting from cash transfers also indicated that this had influenced their attendance with urban slums having lower proportions (4% who benefited but only 3% who reported influencing attendance);
- Slightly more girls (7.7%) from ASALs reported cash transfers influencing attendance compared to those who reported benefiting (7.4%) pointing to the possibility that the ASAL areas had other financial support – other than cash transfer – that the girls benefitted from, possibly from the IGAs influenced by the project.

The positive change in school attendance was collaborated by the KIIs with teachers, education officials and the FGDs. The change was for both girls and boys in both primary and secondary schools. Attendance was also reported to have become more regular in all the schools according to interview reports from teachers and education officials. Attendance of girls in particular was reported to have improved compared to attendance by boys and this was the case especially in ASALs. KIIs with education officials, PPs and teachers attributed this change to the government policy on 100% transition and fees subsidy in secondary schools. Teacher interviews, KIIs and FGDs with boys and girls reported that the change could be as a result of the WWW project interventions such as ICT materials provided to project schools. The integration of ICT into teaching is reported to be making learning more interesting hence attracting more learners to attend school. KIIs established that in the past, more boys than girls were attending school because girls were not empowered to go to school as it is the case now and the presence of many organizations that have interest in promoting the girl-child. From a teacher interview, it was reported that the support given by WWW had enabled girls to be in school who initially were not able to due to lack of school fees.

From the qualitative data, it was evident that the communities had started to embrace education particularly through CC interventions and thus were facilitating their children to attend school. An FGD with CC group, for example, revealed the members had contributed money to support some needy girls in their community. Interventions reported include school uniform, fees payment and cash transfers by the WWW project for the very needy girls in interviews with key informants, PPs, teachers and in FGDs with boys and girls. CC groups reported parental monitoring of children and community sensitization on importance of education and community attitude change. Provision of food to children in school by the government and consistent follow up of children who are not going to school at the household level by the CHVs. Interviews with teachers revealed that the coaching from the WWW project meant to improve teachers are helping them to make the classroom environment more comfortable by being friendly to the learners. For the girls who have received scholarships from the project, they are very stable in school unlike the ones who are not supported and come from poor families. For such, their school attendance may not be consistent as they have to be sent home to collect fees or may be to bring personal effects. Households have been educated on the importance of consistent school attendance. Learning environments have been made learner friendly courtesy of the Child Protection and Gender Responsive Pedagogy training both to the BoM and focus teachers. There is discipline in the school. Teachers do not entertain absenteeism:

> *We have tried to counsel them [parents/communities] on how that girl child can go to school and we have tried through Concern and they have been able to help us.*

There are those things that make girls when they are in their periods not to go to school but now they have and there is no way they will fail to go to school.

KIIs with PPs, education officials and teachers reported that the School Feeding Program implemented in most of the schools in ASAL areas motivated learners to attend school on a daily basis. On the same note, FGDs with girls reported that the need to run away from home chores motivated them to attend school. From FGDs and interviews with PPs and teachers, it was reported that girls were changing their attitude towards education following the support they received from their teachers and some from their parents too. Provision of sanitary towels to girls by the government, and the WWW project and cash transfers to the very needy girls encouraged the beneficiaries to attend school regularly. Positive attitude towards education, good teacher-learners relationship, teaching approaches employed by teachers and security at school were also reported to be a motivation for school attendance during a FGD with boys and girls. From school observation, a friendly school environment, clean spacious and well-ventilated classes were thought to be a motivation for school attendance. KIIs with PPs, teachers and FGDs with both boys and girls reported text books provision by the WWW project to have encouraged school attendance. The need to be empowered through education so as to have a better life in future and to be able to support their parents motivated girls to be in school. Some girls reported their hope to be considered for support by the WWW project through secondary school during a FGD with girls.

FGDs with boys and girls further reported the fear of getting punished by the school authority for failing to go to school without a valid reason as a motivator to attend school in addition to the fact that CHVs made follow ups on learners who were not going to school particularly girls. The CHVs were reported to demand an explanation and would sometimes take the girl back to school which the girls found uncomfortable. Some learners also reported that their parents were strict and they could not allow them to stay at home during school days. Those in Class 8 reported having realized the need to be serious with their studies since they were preparing for their KCPE exams. So they had to attend school regularly. The support given by the WWW project and the need to realize ones education aspirations or exploit one's academic potential were also some factors given in the FGDs with boys and girls and also reported in KIIs with PPs and teachers. The PPs also reported the pull factors; activities that are carried out in the schools that children enjoy. These included the child to child clubs and other clubs in the schools, the catch-up centres, text books, and integration of ICT into teaching which had made school more attractive to learners according to the KIIs with PPs, teachers and the FGDs for boys and girls. Finally, an interview with a teacher reported intrinsic motivation as a factor contributing to school attendance for some learners.

EE Reflections on Attendance

The emphasis of the project design needs to have more focus on the older girls and more so the secondary school girls with their issues addressed because majority of the cohort girls continue to transit from primary to secondary school. The attendance issues in secondary schools need to be focussed on. The evaluation noted that the older girls are more sensitive to softer issues such as the absenteeism of teachers and the way the teachers teach and these issues influence their attendance. Teacher support was mentioned by both girls and caregivers as the highest driver of attendance.

At the community and household levels, the responsibility burden on the older girls is higher and therefore, the project needs to continue emphasising the importance of balancing the household chores and the school work for the girls. Because of the age of these girls, they are likely to also work for money and especially from households that have both caregiver and HoH with no income. These households need to be closely monitored through the use of CHVs and other community structures. It should be noted that household support was mentioned by both girls and caregivers as the second highest driver of attendance.

As for the barriers, the findings indicate that insecurity or safety issues at school, household chores and the perception from caregivers that some girls are unable to learn (slow learners) were barriers to attendance which seemed to be more prevalent in intervention schools compared to comparison schools. The project needs to continue emphasising the importance of safety and security of girls within the community and in the schools, importance of sharing household chores equitably among the family members (including boys), and countering attitudes that older girls are supposed to be married and are incapable of learning in school.

4.2 Intermediate Outcome 2: Quality of Teaching

This section compares baseline and midline views from various respondents and informants in relation to quality of teaching.

Table 4.10 gives a summary of the quality of teaching indicators.

Table 4.10: Summary of Intermediate Outcome 2 Indicators

INTERMEDIATE OUTCOME 2	**IO 2 Indicators**		**Baseline - January 2018**	**Midline –June 2019**
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) *(Disaggregated by ASAL/Urban)*	Target		83%
		Actual	72.8% (ASALs = 68.4%, Urban Slums = 78.8%)	74.2% (ASALs = 71.9%, Urban Slums = 78.1%)

INTERMEDIATE OUTCOME 2	IO 2 Indicators		Baseline - January 2018	Midline –June 2019
	% of lesson observations in supported schools/catch-up centres where the quality of instruction is rated as good or excellent *(Disaggregated by ASAL/Urban)*	Target		55%
		Actual	53%	63%
	Proportion of teachers with improved knowledge, skills and attitudes on use of ICT for teaching and learning (Disaggregated by ASAL/Urban)			Data for this indicator was not collected. Projects to Consider indicators to measure use of physical punishments in schools *'Proportion of girls reporting not being physically punished'*

Source: Midline Evaluation Data

The project made tremendous progress in achieving the set targets under this intermediate outcome:

- The percentage of lesson observations in supported schools/catch-up centers where the quality of instruction is rated as good or excellent increased by 10 percentage points from 53% at baseline to 63% at midline, thus surpassing the set target of 55%.
- However, the midline target (83%) for the proportion of girls reporting teaching that was gender equitable and supportive of learning was not met.

The project interventions earmarked for this intermediate outcome include: training of teachers, teacher coaching, catch-up center renovation, teaching and remedial teaching as well as mentorship in the STEM subjects at secondary schools.

There is no doubt that quality teaching by teachers has a bearing on learners improved learning outcomes and is a great motivation to class attendance by learners. From FGDs with boys and girls, it was established that most learners enjoyed attending mathematics lessons, followed by

science, Kiswahili and English in that order. This was mainly the case for primary schools in both urban slums and ASALs. In secondary school, students reported enjoying attending history, followed by CRE and English lessons. The reasons why learners at primary school enjoyed attending mathematics lessons were that: mathematics is easy to understand and interesting because of its practical aspect; the calculations. Learners found it relating well with everyday life activities. From the discussions with the boys and girls, most revealed that their math's teachers taught them well and were friendly to them. Some of the learners had this to say about why they enjoyed mathematics lessons:

> *… because life is about mathematics. Even when I am eating, I am calculating what I will do after I have finished. It is interesting to calculate and get answers. Our teacher is also good."* (Boys FGD)

> *…I like math because the teacher teaches us so well that we… the teachers are friendly to us. … some people tell the teacher that if they don't understand in class, they go and ask the teacher that… "Help me here I cannot understand. Help me I understand*". (Girls FGD)

For those in primary school who enjoyed attending science lessons, they reported that its practical aspect motivated them and that it was interesting to learn. Learners' future aspirations also led them to select some given subjects. For instance, a boy (R12) in a FGD related his reasons for liking the science subject to his career aspiration:

I want to be a surgeon to be operating people's heads. I saw in YouTube doctors doing it. (Boys FGD).

English was ranked third and the reasons given by most of the learners in primary school for liking the subject were that: it helped in communication; competence in the English language helps in the understanding of other subjects; they performed well in the subject, and; for career aspirations such as wanting to be a teacher of English. One of the learners indicated:

> *…It's the mother of all subjects. I like it because I know if I understand English I will also understand other subjects. I can also talk with a* mzungu *(American) from America. I can welcome visitors from other parts of the world. Our teacher encourages us and teaches well*. (Boys FGD).

The midline evaluation sought girls' views on the following proxies of teaching quality: teachers' gender sensitivity such as involving both girls and boys in class, teacher support for girls' learning including encouraging participation in lessons, teacher support for students' to study at school and home, and teacher absenteeism. Table 4.11 below presents findings on the teachers' treatment of boys and girls in the classroom.

Table 4.11: Girls' View on Teachers' Treatment of Boys and Girls in Class

Question	Region	Options	Baseline		Midline		Change	
			Comparison	Intervention	Comparison	Intervention	Comparison	Intervention
My teachers treat boys and girls differently in the classroom	ASALs	Agree	29.10%	29.00%	21.80%	21.50%	-7.30%	-7.40%
		Disagree	69.50%	68.50%	69.80%	71.90%	0.30%	3.40%
		Don't Know	1.40%	2.60%	8.30%	6.60%	6.90%	4.00%
		Total	100.00%	100.00%	100.00%	100.00%		
	Urban Slums	Agree	17.90%	18.80%	21.00%	15.10%	3.10%	-3.80%
		Disagree	80.70%	78.80%	77.00%	76.90%	-3.80%	-1.90%
		Don't Know	1.40%	2.30%	2.10%	8.10%	0.70%	5.70%
		Total	100.00%	100.00%	100.00%	100.00%		
	Total	Agree	24.00%	24.60%	21.50%	19.20%	-2.60%	-5.40%
		Disagree	74.60%	72.90%	72.70%	73.70%	-1.90%	0.80%
		Don't Know	1.40%	2.50%	5.80%	7.10%	4.40%	4.70%
		Total	100.00%	100.00%	100.00%	100.00%		

Source: Midline Evaluation Data

The key findings on changes in teachers' treatment of girls and boys are given below:

- Overall, there was a 2-point higher decline (5.4%) in the proportion of girls from the intervention group who reported that teachers treat boys and girls differently in the classroom compared to those in the comparison group (2.6%). This means there was an improvement in the proportion of teachers who gave equal opportunities for girls and boys to participate in learning activities at midline.
- ASAL region recorded a higher decline (7.4%) in the proportion of girls from the intervention group who agreed that teachers treat boys and girls differently compared to the urban slums (3.8%).

Qualitative data indicated that majority of the teachers gave equal opportunity to both boys and girls in the learning process according to the FGDs with girls and boys and the class observations. During the FGDs, boys and girls clearly reported that teachers treated them equally. This was confirmed by classroom observations. From all the classroom observations, it emerged that teachers were sensitive to gender parity except in one case where the teacher was observed to have engaged the girls more than the boys. Otherwise from the rest of the observations, teachers ensured that boys and girls got equal opportunities. Teachers were also

found to reward boys and girls equally for their responses to questions asked as indicated in one classroom observation as thus:

> *For every correct response, by a boy or a girl, the teacher would ask the class to clap for the pupil. And for incorrect responses whether by a boy or a girl, the teacher would say, 'good trial' and give another learner with hand raised up the chance to respond*. (Classroom observation data)

Nonetheless, qualitative data from girls and boys in FGDs yielded mixed views in relation to the way teachers treated boys and girls. FGDs with girls and boys indicated that many teachers treated them equally and fairly by noting that when a girl or a boy makes a mistake, both are punished. Positive reinforcement was equally reported to have been used fairly among girls and boys and that many teachers called learners by their names. However, it was equally reported that some teachers treated girls and boys differently. The excerpts below illustrate equal or differentiated treatment of girls and boys by teachers.

> *… all of us are treated equal because if we all make mistakes, we are all punished. It is not that if a girl does a mistake they are left or spared.* (Boys FGD)

> *..boys are caned more than girls. The boys are punished more because they are the ones who play in the class. I normally see that our teacher likes punishing the boys a lot because they are the ones who disturb in class/school a lot.* (Boys FGD)

> *Our teacher loves mostly boys because boys work hard, and they become top 5. But when it comes to girls, the teacher may abuse them or say that, 'you are lazy; you don't like to work hard.'* (Girls FGD)

> *... boys are not treated like girls. You may find that a boy just shouted at the teacher and refused to do something and if a girl even talks, you will be beaten or you will be punished. And when they tell you go and find something in her cupboard and you did not find it, she will talk to you in abusive language. (*Girls FGD).

In reference to a question on whether teachers called learners names *when they did something wrong,* FGDs with boys and girls and interviews largely reported that majority of their teachers called them by their official names even when they had done a mistake. However, there were few cases of name calling reported by the learners during FGDs with boys and girls and these cases were reported in both urban slums and ASALs except in Turkana County. FGDs with boys and girls from Nairobi and Mombasa counties indicated that teachers used abusive language on girls and boys when they do something wrong in class. Some of the abusive words/names used by teachers on both girls and boys include:

> 'Bugger', *punda* (donkey), *ng'ombe* (cow), '*gomongo*' (fool), '*ibilisi or shetani*' (devil), goat, stupid, empty 'debes' (empty vessels), mattress and tomatoes

In addition, a boys FGD from Kilifi reported that teachers used abusive statements such as '*ng'ombe ya barani'* meaning 'a cow from the mainland, not from the Coastal area', '*mtu*

hajielewi' (someone who does not understand himself/herself) (Boys FGD, Kilifi). Moreover, there was an isolated case from girls FGD where teachers reportedly insulted girls as thus:

> R1: When you mess up, some of the teachers call you "*mama wa soko*" (market woman), they say that you mess like the market women.
> R2: Or remarks like "you are following the steps of your mother and so you are stupid like your mother".
> R3: Or "you are black ti ti ti!" (You are extremely dark skinned) and 'you are stupid like your mother'. (Girls FGD, Nairobi)

The excerpts above are evident that learners are emotionally abused by teachers and this can negatively affect a child's self-esteem leading to poor academic achievement or drop out.

The other aspects of teaching quality that were considered at midline were whether teachers involved boys and girls fairly during lessons. During the midline survey, girls were asked the question; *does your teacher(s) ask more questions to boys or girls*? The findings are presented in Table 4.12.

Table 4.12: Girls views on whether teachers ask more or harder questions to boys or girls

REGION	Question	Options	Baseline		Midline		Change	
			Comparison	Intervention	Comparison	Intervention	Comparison	Intervention
ASALs	Does your teacher(s) ask more questions to:	Boys	2.3%	1.3%	0.7%	0.2%	-1.6%	-1.1%
		Girls	6.1%	4.4%	4.8%	8.8%	-1.3%	4.4%
		Equally to boys and Girls	89.3%	92.7%	88.7%	85.4%	-0.6%	-7.3%
		Don't know	2.3%	1.6%	5.9%	5.6%	3.6%	4.0%
		Total	100.0%	100.0%	100.0%	100.0%		
Urban Slums		Boys	0.5%	4.4%	0.6%	0.4%	0.1%	-4.0%
		Girls	2.3%	5.2%	4.8%	2.7%	2.4%	-2.5%
		Equally to boys and Girls	96.3%	88.7%	94.5%	87.2%	-1.8%	-1.5%
		Don't know	0.9%	1.7%	0.1%	9.8%	-0.8%	8.1%
		Total	100.0%	100.0%	100.0%	100.0%		
Total		Boys	1.5%	2.6%	0.7%	0.3%	-0.8%	-2.3%
		Girls	4.4%	4.8%	4.8%	6.6%	0.4%	1.8%
		Equally to boys and Girls	92.5%	91.0%	91.0%	86.0%	-1.5%	-4.9%

REGION	Question	Options	Baseline		Midline		Change	
			Comparison	Intervention	Comparison	Intervention	Comparison	Intervention
		Don't know	1.7%	1.6%	3.6%	7.1%	1.9%	5.5%
		Total	100.0%	100.0%	100.0%	100.0%		
ASALs	Does your teacher(s) ask harder questions to:	Boys	3.8%	1.9%	1.4%	0.8%	-2.4%	-1.1%
		Girls	5.6%	4.2%	3.7%	7.9%	-1.9%	3.7%
		Equally to boys and Girls	87.0%	91.7%	87.2%	84.4%	0.2%	-7.3%
		Don't know	3.6%	2.2%	7.7%	6.9%	4.2%	4.7%
		Total	100.0%	100.0%	100.0%	100.0%		
Urban Slums		Boys	1.1%	2.7%	0.6%	0.9%	-0.5%	-1.8%
		Girls	1.4%	7.0%	4.2%	2.1%	2.8%	-4.9%
		Equally to boys and Girls	96.0%	88.0%	94.4%	86.8%	-1.6%	-1.1%
		Don't know	1.5%	2.3%	0.9%	10.1%	-0.6%	7.8%
		Total	100.0%	100.0%	100.0%	100.0%		
Total		Boys	2.6%	2.3%	1.1%	0.9%	-1.5%	-1.4%
		Girls	3.7%	5.4%	3.9%	5.8%	0.2%	0.4%
		Equally to boys and Girls	91.1%	90.1%	90.1%	85.3%	-1.0%	-4.8%
		Don't know	2.6%	2.3%	5.0%	8.1%	2.4%	5.8%
		Total	100.0%	100.0%	100.0%	100.0%		

Source: Midline Evaluation Data

From Table 4.12, the key findings are:

- Overall, there was a marginal increase in the proportion of teachers who asked more questions (1.8%) and harder questions to girls (0.4%) at midline. Conversely, there was a decline (2.3%) in the proportion of teachers who asked more questions to boys and harder questions (1.4%).
- There was a higher decline (4.8%) in the proportion of teachers who asked questions equally to boys and girls from intervention schools compared to comparison schools (1.0%).
- A higher proportion of teachers (1.8%) from the intervention schools asked more questions to girls compared to teachers in the comparison schools (0.4%).

- Regionally, intervention schools recorded a higher decline (7.3%) on the proportion of teachers who asked questions equally to boys and girls compared to urban slums (4.9%).
- There is nearly 4 points (4.8%) higher decline on the percentage of teachers from intervention schools who asked harder questions to both boys and girls than those in comparison schools (1%).
- The proportion of teachers who asked harder questions to girls reduced by 4.9% from the urban slums while in the ASALs it increased by 3.7%.
- The percentage of teachers who asked more questions to girls increased by 1.8% for intervention schools compared to comparison schools (0.8%).

The increase in the proportion of teachers who asked more questions and harder questions to girls may be an illustration of unintended outcomes of the project whereby some teachers might have a bias against boys due to misconception that promotion of girls' empowerment means 'the female gender taking over power from males, and asserting their authority over the latter'.

The evaluation further sought girls' views on whether teachers asked more questions to boys or girls. Table 4.13 presents 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 4.13: Girls' Views on Whether Teachers Use a Different Language to Help Learners Understand and Encourage Participation in the Lessons

REGION	Question	Options	Baseline		Midline		Change	
			Comparison	Intervention	Comparison	Intervention	Comparison	Intervention
ASALs	If you don't understand something, do your teachers use a different language to help you understand ?	Often	40.1%	32.6%	39.6%	31.4%	-0.5%	-1.3%
		Sometimes	52.7%	53.5%	50.1%	56.7%	-2.6%	3.3%
		Rarely	4.6%	7.0%	3.8%	5.5%	-0.8%	-1.4%
		Never	1.8%	5.8%	5.2%	4.7%	3.4%	-1.0%
		Don't Know	0.8%	1.2%	1.3%	1.7%	0.5%	0.5%
		Total	100.0%	100.0%	100.0%	100.0%		
Urban Slums		Often	53.8%	50.8%	50.1%	46.1%	-3.7%	-4.7%
		Sometimes	33.9%	34.8%	39.2%	41.7%	5.3%	6.9%
		Rarely	5.1%	8.7%	3.6%	5.3%	-1.5%	-3.4%
		Never	6.8%	5.4%	6.4%	6.2%	-0.4%	0.7%
		Don't Know	0.5%	0.4%	0.7%	0.8%	0.3%	0.4%
		Total	100.0%	100.0%	100.0%	100.0%		
Total		Often	46.3%	40.4%	43.8%	36.8%	-2.5%	-3.7%
		Sometimes	44.2%	45.4%	45.8%	51.2%	1.6%	5.8%

REGION	Question	Options	Baseline		Midline		Change	
			Comparison	Intervention	Comparison	Intervention	Comparison	Intervention
ASALs	Does your teacher(s) encourage students to participate during lessons, for example by answering questions?	Rarely	4.8%	7.7%	3.7%	5.4%	-1.1%	-2.3%
		Never	4.0%	5.6%	5.7%	5.3%	1.6%	-0.4%
		Don't Know	0.6%	0.8%	1.1%	1.3%	0.4%	0.5%
		Total	100.0%	100.0%	100.0%	100.0%		
		Often	60.6%	63.9%	64.0%	59.8%	3.4%	-4.1%
		Sometimes	35.2%	31.6%	31.3%	36.2%	-4.0%	4.6%
		Rarely	2.2%	2.3%	1.6%	2.2%	-0.6%	-0.1%
		Never	0.8%	0.8%	1.3%	0.6%	0.5%	-0.2%
		Don't Know	1.3%	1.5%	1.9%	1.2%	0.6%	-0.3%
		Total	100.0%	100.0%	100.0%	100.0%		
Urban Slums		Often	76.7%	71.9%	71.9%	73.7%	-4.8%	1.8%
		Sometimes	20.2%	21.3%	25.0%	22.8%	4.8%	1.5%
		Rarely	1.2%	5.2%	1.8%	1.8%	0.6%	-3.4%
		Never	1.4%	1.0%	0.6%	0.6%	-0.8%	-0.4%
		Don't Know	0.5%	0.6%	0.7%	1.1%	0.3%	0.5%
		Total	100.0%	100.0%	100.0%	100.0%		
Total		Often	67.9%	67.3%	67.1%	64.9%	-0.7%	-2.4%
		Sometimes	28.4%	27.1%	28.8%	31.3%	0.3%	4.2%
		Rarely	1.7%	3.5%	1.7%	2.0%	-0.1%	-1.5%
		Never	1.0%	0.9%	1.0%	0.6%	0.0%	-0.3%
		Don't Know	0.9%	1.1%	1.4%	1.1%	0.5%	0.0%
		Total	100.0%	100.0%	100.0%	100.0%		

Source: Midline Evaluation Data

From Table 4.13, the following are the key findings:

- There was a higher decline (3.7%) in the proportion of teachers from the intervention group who *often* used a different language to help learners understand compared to those from the comparison group (2.5%).
- Similarly, there was a higher decline (2.4%) in the proportion of teachers from the intervention schools who *often* encouraged learners to participate during lessons compared to those from the comparison schools (0.7%).
- However, there was a higher increase (5.8% intervention; 1.6% comparison) in the proportion of teachers who *sometimes* used a different language to make learners understand as well as encourage them to participate in class (4.2% intervention; 0.3% comparison) from the intervention group compared to the comparison group.

- Urban schools registered more than four points (4.7%) decline in the percentage of teachers who *often* used a different language to make learners understand than their ASALs counterparts (1.2%).

The midline also analysed girls' views on whether teachers recommend strategies that learners could use to study while at school or home. The findings are presented in Table 4.14.

Table 4.14: Girls' Views on Whether Teachers Suggest Ways Learners can continue to Study at Home

Girls views on whether teachers suggest ways students can continue to study at home								
REGION	Question	Options	Baseline		Midline		Change	
			Comparison	Intervention	Comparison	Intervention	Comparison	Intervention
ASALs	Does your teacher(s) suggest ways you can continue to study after school/at home?	Yes	92.0%	92.4%	92.8%	95.0%	0.8%	2.6%
		No	7.6%	6.0%	5.3%	4.3%	-2.4%	-1.6%
		I don't Know	0.4%	1.6%	2.0%	0.7%	1.6%	-0.9%
		Total	100.0%	100.0%	100.0%	100.0%		
Urban Slums		Yes	96.8%	94.7%	93.9%	95.6%	-2.9%	0.9%
		No	3.1%	4.8%	5.8%	3.9%	2.7%	-0.9%
		I don't Know	0.2%	0.5%	0.3%	0.5%	0.1%	0.0%
		Total	100.0%	100.0%	100.0%	100.0%		
Total		Yes	94.1%	93.4%	93.2%	95.2%	-0.9%	1.8%
		No	5.6%	5.4%	5.5%	4.2%	-0.1%	-1.3%
		I don't Know	0.3%	1.1%	1.3%	0.6%	1.0%	-0.5%
		Total	100.0%	100.0%	100.0%	100.0%		

Source: Midline Evaluation Data

The keys findings on whether teachers suggested ways that learners could continue to study at school or at home were:

- The proportion of teachers who suggested ways that learners could use to study at home increased slightly by 1.8% in the intervention schools while it declined by 0.9% in the comparison schools.
- A higher proportion of teachers (2.6%) from ASALs schools compared to urban slums (1.8%) suggested ways that learners could continue to study after school/home.

Further the evaluation sought data from girls in relation to teacher absenteeism. The findings are presented in Table 4.15.

Table 4.15: Girls' views on Teachers' Absenteeism

Teacher Absenteeism								
REGION	Question	Options	Baseline		Midline		Change	
			Comparison	Intervention	Comparison	Intervention	Comparison	Intervention
ASALs	My teachers are often absent for class	Agree	26.20%	31.10%	24.90%	22.20%	-1.30%	-8.90%
		Disagree	73.80%	68.20%	74.30%	76.90%	0.50%	8.70%
		Don't know	0.00%	0.70%	0.80%	0.90%	0.80%	0.20%
		Total	100.00%	100.00%	100.00%	100.00%	0.00%	0.00%
Urban Slums		Agree	12.50%	15.20%	23.20%	15.40%	10.70%	0.20%
		Disagree	87.50%	84.00%	76.70%	83.80%	-10.80%	-0.30%
		Don't know	0.00%	0.80%	0.10%	0.80%	0.10%	0.10%
		Total	100.00%	100.00%	100.00%	100.00%	0.00%	0.00%
Total		Agree	20.00%	24.30%	24.20%	19.70%	4.20%	-4.50%
		Disagree	80.00%	75.00%	75.20%	79.40%	-4.80%	4.40%
		Don't know	0.00%	0.70%	0.50%	0.90%	0.50%	0.20%
		Total	100.00%	100.00%	100.00%	100.00%	0.00%	0.00%

Source: Midline Evaluation Data

The key findings on teacher absenteeism were:

- Overall, teachers' class attendance improved by 4.5% among the intervention schools while it declined by 4.2% in the comparison schools.
- Teachers' lesson attendance improved by 8.9% in the ASALs intervention schools while it declined marginally by 0.2% in the urban intervention schools.

The survey sought data on caregivers' knowledge of their daughters' progress at school as well as their perception about the quality of teaching. The findings are presented in Table 4.16 below.

Table 4.16: Caregivers' Knowledge of their Daughter's Progress in School

Caregivers' knowledge of their daughter's progress at school								
REGION	Question	Options	Baseline		Midline		Change	
			Comparison	Intervention	Comparison	Intervention	Comparison	Intervention
ASALs	Have you	Yes	81.2%	77.9%	81.3%	82.2%	0.1%	4.3%
		No	16.9%	19.4%	15.6%	14.5%	-1.3%	-4.9%

	been informed about [girls] progress at school in the last 12 months?	Don't Know	1.9%	2.6%	3.1%	3.2%	1.2%	0.6%
		Total	100.0%	100.0%	100.0%	100.0%		
Urban Slums		Yes	90.5%	92.3%	92.9%	94.2%	2.4%	2.0%
		No	8.6%	6.9%	6.7%	4.9%	-1.9%	-2.0%
		Don't Know	0.9%	0.8%	0.4%	0.9%	-0.5%	0.0%
		Total	100.0%	100.0%	100.0%	100.0%		
Total		Yes	85.4%	84.2%	85.8%	86.7%	0.5%	2.5%
		No	13.2%	14.0%	12.2%	11.0%	-1.0%	-3.0%
		Don't Know	1.4%	1.8%	2.0%	2.4%	0.6%	0.5%
		Total	100.0%	100.0%	100.0%	100.0%		

Source: Midline Evaluation Data

The key findings on the question of whether caregivers had knowledge of their girls' progress in school were:

- There was a 3-point improvement (2.5%) in the level of caregivers' involvement in the girls' learning from the intervention group compared to the comparison group (0.5%).
- Equally, the ASALs intervention region registered a higher proportion (4.3%) of caregivers' who had been informed about their daughters' progress compared to urban slums (1.9%).

The evaluation further sought data on caregivers' perception on the quality of teaching. The findings are presented in Table 4.17.

Table 4.17: Caregivers' Perception on the Quality of Teaching

REGION	Question	Options	Baseline		Midline		Change	
			Comparison	Intervention	Comparison	Intervention	Comparison	Intervention
ASALs	How would you describe the quality of teaching that the [girl] receives?	Very Good	21.8%	20.4%	23.1%	16.5%	1.2%	-3.9%
		Good	62.0%	60.2%	59.0%	64.5%	-3.0%	4.3%
		Neither	2.9%	6.2%	5.5%	6.4%	2.6%	0.2%
		Poor	2.8%	2.8%	2.2%	1.9%	-0.6%	-0.9%
		Very Poor	0.7%	0.9%	0.6%	0.5%	-0.1%	-0.4%
		Don't Know	9.8%	9.5%	9.6%	10.1%	-0.1%	0.6%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
Urban Slums		Very Good	24.3%	32.0%	19.7%	27.1%	-4.5%	-4.9%
		Good	64.9%	57.9%	64.6%	59.6%	-0.4%	1.7%

Total		Neither	4.5%	5.9%	7.9%	6.1%	3.4%	0.2%
		Poor	1.3%	2.0%	3.6%	3.9%	2.4%	1.9%
		Very Poor	0.4%	0.4%	1.3%	0.8%	1.0%	0.4%
		Don't Know	4.7%	1.7%	2.9%	2.4%	-1.8%	0.7%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
		Very Good	22.9%	25.4%	21.8%	20.5%	-1.2%	-5.0%
		Good	63.3%	59.2%	61.1%	62.7%	-2.2%	3.5%
		Neither	3.6%	6.0%	6.4%	6.3%	2.8%	0.2%
		Poor	2.1%	2.5%	2.8%	2.7%	0.7%	0.2%
		Very Poor	0.6%	0.7%	0.9%	0.6%	0.3%	-0.1%
		Don't Know	7.5%	6.1%	7.0%	7.3%	-0.5%	1.1%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%

Source: Midline Evaluation Data

The key findings on how caregivers could describe the quality of teaching that the girls received were:

- Generally, there was a decline in the proportion of caregivers who described the quality of teaching as *very good* at midline. There was a slightly more than 4 points decline (4.9%) in the proportion of parents who described the quality of teaching that the girl received as *very good* from the intervention group compared to a decline of 1.1% in the comparison group.
- However, the proportion of caregivers who perceived the quality of teaching as *good* slightly increased by 3.5% in the intervention group while it declined by 2.2% in the comparison group.
- The urban slums intervention group had a slightly higher decline (4.9%) in the proportion of parents who described the quality of teaching as *very good* compared to the ASALs intervention schools (3.9%).
- ASALs recorded a higher proportion (4.3%) of caregivers who perceived the quality of teaching as *good* compared to the urban slums (1.7%) at midline.

To determine the quality of teaching, a classroom observation tool *(Annex 12: Classroom Observation Guide - Rate the lesson you have just observed and give a reason or reasons)* was used to rate the lessons observed and the ratings converted to a three-point Likert scale (1– Poor, 2 – Average, 3 - Good). This rating was based on assessors discretion based on the observation guide. The findings are presented in Table 4.18.

Table 4.18: Classroom Observation Rating

	K 1	K2	M1	M2	N 1	N2	T1	T2	Overall Rating
Math Rating	3	2	3	2	3	2	3	3	2.5
English Rating	3	3	3	1	3	2	3	2	2.4
Average per County	2.5	2.5	2.5	1.5	3	2	3	2.5	2.4

Source: Midline Evaluation Data

Overall, lessons observed were rated above average (Maths: 2.5; English: 2.4). However, there was one lesson in English that was rated poor (1).

Class observations across the ASAL and urban areas revealed the quality of teaching to be good. Majority of the teachers interacted equally with both boys and girls during the teaching process. Teachers were also found to include all the learners in the learning activities even those who appeared to have worn out or no uniform. Most class observations showed that both boys and girls were given equal opportunities to ask and answer questions though there were minimal cases of learners asking teachers questions. Both boys and girls were rewarded/reinforced equally for their correct or incorrect responses.

Teachers were also found to interact with learners positively and there was not a single case of negative interaction observed between the learners and their teachers. All of them greeted the learners when they got into the classroom and majority were quite friendly to their learners. Use of gender sensitive language was also noted during the lesson observations as no gender insensitive language was heard or observed in all the classroom observations across the four counties.

However, teaching quality was found to be compromised by teachers' inability to employ a variety of teaching approaches as most of them used only one to two approaches in their teaching process. There were no activities to offer learners opportunities to take up leadership roles during the lessons. ICT integration was observed in two schools only during mathematics lessons in Turkana and Mombasa counties. In Mombasa, the mathematics teacher downloaded teaching content from a tablet and projected it on the smart board while the teacher in Turkana involved the learners by demonstrating how to solve sums on the tablet. Quality of teaching was also found to be getting affected by the failure of teachers to assign learners tasks at the end of the lesson.

School Environment

Undoubtedly, a friendly school environment is critical in the provision of an enabling learning environment. An enabling learning environment was measured using proxies of a good learning environment such as demonstration by the teachers that they care about learners as individuals; availability and adequacy of facilities and use of ICT. The findings on girls' views on whether teachers make them feel welcome in the classroom are presented in Table 4.19.

Table 4.19: Girls' Perception on Whether Teachers Make Them Feel Welcome in Class

REGION	Question	Options	Baseline		Midline		Change	
			Comparison	Intervention	Comparison	Intervention	Comparison	Intervention
ASALs	My teachers make me feel welcome in the classroom	Agree	98.9%	97.2%	97.1%	98.1%	-1.7%	0.9%
		Disagree	1.1%	2.3%	2.4%	1.7%	1.2%	-0.7%
		Don't Know		0.5%	0.5%	0.2%	0.5%	-0.3%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
Urban Slums		Agree	98.0%	97.5%	98.8%	97.5%	0.8%	0.0%
		Disagree	1.4%	1.9%	0.9%	2.1%	-0.5%	0.2%
		Don't Know	0.6%	0.6%	0.3%	0.4%	-0.3%	-0.2%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
Total		Agree	98.5%	97.3%	97.8%	97.9%	-0.7%	0.6%
		Disagree	1.3%	2.2%	1.8%	1.8%	0.5%	-0.3%
		Don't Know	0.3%	0.5%	0.4%	0.3%	0.1%	-0.3%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%

Source: Midline Evaluation Data

The key findings on the question of whether teachers make girls feel welcome in the classroom were:

- Overall, there was a slight increase (0.6%) in the proportion of girls who *agreed* that teachers make them feel welcome in class from the intervention group while there was a slight decrease (0.7%) in the comparison group.
- ASALs registered one percentage (0.9%) increase in the proportion of the intervention girls who *agreed* that teachers made them feel welcome in class while there was no change in the urban intervention schools.

The evaluation further sought data on girls' views regarding the adequacy of seats for every learner in the class. The findings are presented in Table 4.20.

Table 4.20: Girls' views on whether there were seats for every learner in class

Girls' views on whether there were seats for every child in class								
REGION	***Question***	***Options***	***Baseline***		***Midline***		***Change***	
			Comparison	***Intervention***	***Comparison***	***Intervention***	***Comparison***	***Intervention***
ASALs	Are there seats for every student in your class?	Yes	78.0%	79.3%	81.6%	80.8%	3.6%	1.5%
		No	21.9%	20.3%	17.8%	19.1%	-4.1%	-1.2%
		Don't know	0.1%	0.4%	0.6%	0.1%	0.5%	-0.3%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
Urban Slums		Yes	85.5%	87.6%	86.3%	89.0%	0.8%	1.4%
		No	14.0%	12.2%	13.4%	11.0%	-0.6%	-1.2%
		Don't know	0.5%	0.2%	0.3%	0.1%	-0.2%	-0.1%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
Total		Yes	81.4%	82.8%	83.5%	83.8%	2.1%	1.0%
		No	18.3%	16.8%	16.0%	16.1%	-2.3%	-0.7%
		Don't know	0.3%	0.3%	0.5%	0.1%	0.2%	-0.2%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%

Source: Midline Evaluation Data

The key findings on the girls' views on whether there were seats for every learner in the classroom were:

- A slightly higher marginal increase (2.1%) in the proportion of girls in the comparison schools who said there were seats for every learner in the classroom was noted compared to1.0% for the intervention schools.
- There was no regional difference in the proportion of learners with seats as noted in the proportion of girls in the ASALs (1.5%) and urban slums (1.4%) and from the intervention group.

Availability of computers

Table 4.21 below presents the findings on the availability of computers in schools for use by learners.

There was a slight increase (2.6%) in the percentage of intervention schools with computers for use by learners. However, there was a five-point (5.1%) increase in the proportion of schools with computers in urban slums while there was a negligible decrease in the ASALs (0.2%).

Table 4.21: Computers Available in Schools for Use by Learners

Computers available in schools for use by students								
REGION	***Question***	***Options***	***Baseline***		***Midline***		***Change***	
			Comparison	***Intervention***	***Comparison***	***Intervention***	***Comparison***	***Intervention***
ASALs	Are there computers at your school for you to use?	Yes	28.8%	32.8%	25.3%	32.6%	-3.5%	-0.2%
		No	69.9%	65.4%	73.4%	65.9%	3.5%	0.5%
		Don't know	1.3%	1.7%	1.3%	1.4%	0.0%	-0.3%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
Urban Slums		Yes	25.1%	19.3%	25.3%	24.4%	0.2%	5.1%
		No	71.6%	79.1%	74.3%	74.6%	2.6%	-4.6%
		Don't know	3.2%	1.6%	0.4%	1.0%	-2.8%	-0.6%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
Total		Yes	27.2%	27.0%	25.3%	29.6%	-1.9%	2.6%
		No	70.7%	71.3%	73.8%	69.1%	3.1%	-2.2%
		Don't know	2.2%	1.7%	1.0%	1.3%	-1.2%	-0.4%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%

Source: Midline Evaluation Data

Qualitative data confirmed that some teachers were using computers in the teaching and learning process. Interviews with sub-county education officers, teachers, FGDs with boys and girls revealed that to some limited extent ICT was being applied in teaching both at primary and secondary levels in the ASALs and urban slums. During the interviews with teachers, it was established that most of them had ICT skills which they had acquired through training organized by Education Development Trust or ICT knowledge acquired while in college. Interview with teachers also indicated that they were integrating use of ICT in the teaching/learning process using the tablets and projectors provided by the WWW project. Teachers reported that they used the tablets to download information related to the content they were teaching and then projected the content for the learners. Other teachers reported taking learners to the computer rooms where together they would search for information on a given topic. These findings were also confirmed through FGDs with girls and boys as well as through interviews with education officers. However, from the teacher interviews and the FGDs with boys and girls, it was reported

that access to ICT in schools was hampered by lack of power connections or even lack of power sockets in the classroom leading to limited use of ICT. This finding was validated by a key informant who explained:

> *… the level of ICT integration is still not very good. A number of schools are doing it but there are some which are not; especially at the primary level. Or they're only integrating it for the upper classes. The biggest challenge is the lack of enough ICT tools. Teachers need whiteboards, projectors, tablets, TVs, computers, laptops, the internet and even electricity to run these ICT tools. But most of these tools are lacking or are not enough in most of our schools. Some schools still do not have a teacher trained in ICT! And even if you find a teacher integrating ICT, you may see them do it but not in collaboration with the students. The teacher might go on Google and download some learning materials and then come to class and deliver the lesson using the lecture method. This doesn't allow the learners to understand how to source learning materials or to learn research skills.* (KII)

Nonetheless, interview with teachers indicated that teachers of mathematics, English and science were the ones who mainly used ICT in teaching. The teachers attributed this trend to the fact that most of them had been trained to use ICT in the lessons. However, FGDs with boys and girls indicated that ICT was also being used by other teachers in the teaching of other subjects.

There was a general consensus from teachers and boys and girls that use of ICT made lessons interactive and interesting. An informant from a FGD had this to say; "*they use projectors to present content on the wall; they use the projectors to present and emphasize in biology so that you can capture that image in your mind and also in chemistry so that you can have that image in you*' (Girls, FGD).

This is corroborated by other informants as shown in the excerpts below:

> *… a lesson that is taught by integrating ICT is very different from any other that does not include ICT. This is because no one sleeps in class since they want to watch and listen.* (Teacher interview)

> *Yes, a lot of the STEM teachers are now incorporating ICT. This is because most of the STEM teachers are in or have been through the SMASSE programme. Teachers in primary schools are also incorporating ICT in English, maths and science but not as much as in secondary schools. In the SMASSE programme, teachers attend workshops where they learn how to integrate ICT in the classroom. They then go back to their schools and implement what they have learnt through simulations, and projections. They are also preparing their lessons using ICT (*KII)

Use of Learning Materials at School

Table 4.22 presents findings on girls' views on the use of books and other learning materials while at school.

Table 4.22: Girls' Views on Use of Books and Other Learning Materials while at School

Girls views on use of books and other learning materials while at school								
REGION	Question	Options	Baseline		Midline		Change	
			Comparison	Intervention	Comparison	Intervention	Comparison	Intervention
ASALs	When at school, can you use books or other learning materials that you need?	Yes	95.8%	95.2%	93.4%	95.6%	-2.5%	0.5%
		No	3.9%	4.4%	6.3%	3.9%	2.4%	-0.4%
		Don't know	0.3%	0.5%	0.3%	0.4%	0.0%	0.0%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
Urban Slums		Yes	88.3%	92.7%	94.3%	96.1%	6.1%	3.4%
		No	11.7%	7.0%	5.2%	3.9%	-6.5%	-3.1%
		Don't know		0.3%	0.4%		0.4%	-0.3%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
Total		Yes	92.4%	94.1%	93.8%	95.8%	1.3%	1.7%
		No	7.5%	5.5%	5.9%	3.9%	-1.6%	-1.6%
		Don't know	0.1%	0.4%	0.4%	0.3%	0.2%	-0.1%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%

Source: Midline Evaluation Data

The key findings on whether the girls could use books and other learning materials while at school were:

- Generally, there was a minimal increase (1.7%) on the proportion of girls from the intervention group who reported that they can use books and other learning materials while at school compared to those in the comparison group (1.4%).
- There was a marginal increase in the proportion of girls from the intervention group who said they could use books or other learning materials that they need while at school for both ASALs (0.5%) and urban slums (3.4%).

Use of drinking water facilities at school

Table 4.23 below presents the findings on whether the girls use drinking water facilities at school.

Table 4.23: Use of Drinking Water Facilities in School

Use of drinking water facilities					
REGIO	Questio	Option	Baseline	Midline	Change

N	n	s	Comparison	Intervention	Comparison	Intervention	Comparison	Intervention
ASALs	Do you use drinking water facilities at school?	Yes	75.5%	82.2%	78.8%	88.6%	3.2%	6.4%
		No	23.9%	17.6%	21.0%	11.3%	-2.9%	-6.3%
		Don't know	0.5%	0.2%	0.2%	0.1%	-0.3%	-0.1%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
Urban Slums		Yes	75.0%	74.8%	74.0%	80.1%	-1.1%	5.2%
		No	25.0%	25.0%	25.9%	19.7%	0.9%	-5.3%
		Don't know		0.1%	0.1%	0.2%	0.1%	0.1%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
Total		Yes	75.3%	79.0%	76.8%	85.5%	1.5%	6.5%
		No	24.4%	20.8%	23.0%	14.4%	-1.4%	-6.4%
		Don't know	0.3%	0.2%	0.2%	0.2%	-0.1%	0.0%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%

Source: Midline Evaluation Data

The key findings on whether girls used water drinking facilities in school were:

- At midline, there was a higher increase (6.5%) in the proportion of girls from the intervention group who used drinking water facilities at school compared to 1.5% from the comparison group.
- There was no regional difference in the proportion of girls who used drinking water facilities for intervention groups at midline.

For the girls who did not use the drinking water facilities in school, the reasons summarised in Table 4.24 were given:

Table 4.24: Reasons for not using Drinking Water Facilities

Reasons for not using drinking water facilities								
REGION	Question	Options	Baseline		Midline		Change	
			Comparison	Intervention	Comparison	Intervention	Comparison	Intervention
ASALs	If not, why	Not available	52.9%	77.9%	76.4%	70.8%	23.5%	-7.1%
		Not able to access	38.6%	14.0%	17.1%	19.2%	-21.5%	5.2%
		Not acceptable to use	6.3%	4.9%	6.0%	9.1%	-0.3%	4.2%
		Don't know	2.1%	3.3%	0.5%	1.0%	-1.7%	-2.3%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
Urban		Not	76.1%	64.3%	54.9%	44.2%	-21.2%	-20.0%

Slums		available						
		Not able to access	1.8%	8.8%	22.3%	17.0%	20.4%	8.2%
		Not acceptable to use	15.3%	23.6%	21.1%	31.6%	5.8%	8.0%
		Don't know	6.7%	3.2%	1.7%	7.1%	-5.0%	3.9%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
Total		Not available	63.6%	70.8%	66.8%	57.5%	3.1%	-13.3%
		Not able to access	21.6%	11.3%	19.4%	18.1%	-2.2%	6.8%
		Not acceptable to use	10.5%	14.6%	12.8%	20.3%	2.3%	5.7%
		Don't know	4.3%	3.3%	1.0%	4.0%	-3.2%	0.8%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%

Source: Midline Evaluation Data

The key findings on why girls did not use the drinking water facilities in school were:

- The proportion of girls who could not use drinking water facilities due to lack of facilities declined by 13.3% in the intervention schools while it increased by 3.1% in the comparison schools.
- Conversely, there was a marginal decrease of 2.2% in the proportion of girls from comparison schools who were not able to access the drinking water facilities while there was an increase of 6.8% of girls who were unable to access such facilities in the intervention schools.
- Further, there was an increase of 5.7% in the proportion of girls from the intervention group who pointed out that it was not acceptable for them to use the facilities compared to an increase of 2.3% from the comparison group.
- Regionally, there was a nearly 3-points decrease in the proportion of girls from intervention schools in urban slums (20.0%) who could not use drinking water facilities due to lack of such facilities compared to those in the ASALs schools (7.1%).

Socialisation

The findings on whether girls use socialising and playing spaces used by other learners are given in Table 4.25 below. They indicate an increase of 4% in the proportion of girls who use socialisation spaces from the comparison group compared to an increase of 1.1% from the intervention group.

Table 4.25: Girls' Use of Socializing and Playing Spaces

Girls' Use of socializing and playing spaces								
REGION	Question	Options	Baseline		Midline		Change	
			Comparison	Intervention	Comparison	Intervention	Comparison	Intervention
ASALs	Do you use areas at the school where children play and socialize	Yes	98.2%	96.6%	99.2%	96.3%	1.0%	-0.2%
		No	1.8%	3.1%	0.8%	3.4%	-1.0%	0.3%
		Don't know		0.3%		0.3%	0.0%	-0.1%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
Urban Slums		Yes	87.1%	92.6%	94.2%	95.4%	7.1%	2.8%
		No	12.8%	7.4%	5.5%	4.6%	-7.3%	-2.9%
		Don't know	0.2%		0.3%	0.0%	0.1%	0.0%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
Total		Yes	93.2%	94.8%	97.2%	96.0%	4.0%	1.1%
		No	6.8%	5.0%	2.7%	3.8%	-4.1%	-1.1%
		Don't know	0.1%	0.2%	0.1%	0.2%	0.0%	0.0%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%

Source: Midline Evaluation Data

The reasons given by the girls for not using socialising and playing spaces are presented in Table 4.26.

Table 4.26: Reasons for not Using Socializing and Playing Places

Reasons for not using socializing places								
REGION	***Question***	***Options***	***Baseline***		***Midline***		***Change***	
			Comparison	***Intervention***	***Comparison***	***Intervention***	***Comparison***	***Intervention***
ASALs	if no why	Not available	72.0%	69.9%	60.0%	62.0%	-12.0%	-7.9%
		Not able to access	16.0%	17.2%	20.0%	11.3%	4.0%	-5.9%
		Not acceptable to use	8.0%	3.2%	20.0%	12.7%	12.0%	9.4%
		Don't know	4.0%	9.7%		14.0%	-4.0%	4.3%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
Urban Slums		Not available	81.9%	91.0%	71.1%	72.9%	-10.9%	-18.1%

Total		Not able to access	13.3%	3.0%	21.1%	11.0%	7.8%	8.0%
		Not acceptable to use	1.2%	1.8%		5.9%	-1.2%	4.1%
		Don't know	3.6%	4.2%	7.9%	10.2%	4.3%	6.0%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
		Not available	79.6%	83.5%	68.8%	66.8%	-10.9%	-16.7%
		Not able to access	13.9%	8.1%	20.8%	11.2%	6.9%	3.1%
		Not acceptable to use	2.8%	2.3%	4.2%	9.7%	1.4%	7.4%
		Don't know	3.7%	6.2%	6.3%	12.3%	2.5%	6.2%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%

Source: Midline Evaluation Data

The key findings on why girls do not use the socializing and playing spaces used by other learners were:

- The proportion of girls from the intervention group who reported that socialisation places were not available declined by 16.7% compared to a decline of 10.8% from the comparison group. This implies that intervention schools had more play and socialising spaces at midline than at baseline.
- Furthermore, there was a higher increase in the percentage of girls who indicated that they were not able access socialisation places from comparison schools (6.5%) compared to those in the intervention schools (3.1%).
- There is a 7.4%(7 points) increase in the proportion of girls from intervention schools who indicated that it was not acceptable to use socialisation spaces compared to 1.4% increase from the comparison schools.
- A higher proportion of girls from ASALs (9.4%) reported that it was not acceptable to use socialisation spaces compared to urban slums (4.1%).

Interventions on Teaching Quality

The evaluation analysed project data, by county and regions, on the exposure of teachers to interventions related to teaching quality. The results are presented in Table 4.27 below.

Table 4.27: Exposure by Population to Interventions Related to Teaching Quality

Teacher Support	Trained teachers (Total)	Teachers observed (%)	Observations per teacher	Teachers integrating ICT	Proportion of tablets to trained teachers
Turkana	504	103.3%	13.0	103.3%	99.0%
Kwale	146	100.0%	13.5	20.5%	102.7%
Nairobi	809	75.0%	5.6	71.9%	93.3%
Marsabit	128	78.1%	13.3	64.1%	101.6%
Kilifi	257	86.0%	9.6	21.4%	107.0%
Tana River	348	100.0%	10.8	22.7%	113.2%
Mombasa	193	100.0%	9.5	20.2%	103.6%
Samburu	160	85.6%	10.6	65.6%	102.5%
Total	**2545**	**81.2%**	**9.7**	**50.5%**	**93.0%**
ASALs	**60.6%**	**82.0%**	**11.6**	**43.1%**	
Urban Slums	**39.4%**	**79.8%**	**6.5**	**62.0%**	

Project Data

Analysis of the project data on exposure of teachers to interventions related to quality teaching indicates:

- of the trained teachers, 60% were from ASAL regions;
- nearly 80% of the trained teachers had been observed by the coaches;
- there were more observations per teacher in ASALs (12 observations per teacher) compared to urban slums (7 observations per teacher);
- Nearly all the trained teachers had been provided with a tablet, while on the other hand, more teachers in the urban slums (62%) were integrating ICT compared to their counterparts in the ASALs (43.1%).

There was no comparable data from the External Evaluator to track the teacher quality interventions except for observations undertaken during the qualitative data collection where 63% of the teachers observed were noted to be good and excellent.

From the project data, it could be noted that even though there was an almost equal proportion of teachers observed in ASAL and urban areas, there were nearly two times more observations per teacher in the ASALs compared to those done in the urban slums. There is a possibility that this may have contributed to slightly better improvement in learning in the ASALs compared to urban slums.

However, it was noted that there was no significant difference (literacy = 0.821, numeracy = 0.283) in the performance of girls who indicated they were comfortable with their teachers and those who indicated they were not comfortable. On the issue of teacher absenteeism, there was still no significant difference (literacy = 0.069, numeracy = 0.855) in the performance of girls who agreed that teachers are often absent from school and those who disagreed.

Summary

Evidently, teaching quality has a bearing on learning outcomes. Quantitative evidence from tables 3.19 and 3.22 on Literacy Learning Scores and Numeracy Learning Scores by Key Barriers indicate that lack of seats for all students, teacher absenteeism, and differentiated treatment of boys and girls by teachers and lack of using drinking water facilities in schools influence girls performance in literacy and numeracy negatively.

Notably there was a slight increase in the proportion of teachers from the intervention group who were asking more and harder questions to girls. This finding demonstrates an unintended outcome of the project whereby the teachers may be biased towards girls. It is recommended that teachers are sensitised on the GEC-T concept of empowerment which can be defined as **"***to give power or authority to; to enable or permit; to endow with ability*". This means empowerment is about transformation and liberation rather than domination, favouritism or oppression of one gender.

However, teaching quality was found to be compromised by teachers' inability to employ positive discipline approaches and therefore the use of physical punishment and abusive language was mentioned in primary schools (younger girls). For older girls, the issue of absenteeism of teachers and their bias towards girls (as reported above) were some of the key issues that seemed to negate the otherwise good content delivery that was exhibited and acknowledged by the girls.

Recommendation

The project should consider monitoring the school friendliness from the perspective of punishment and verbal abuse because of the potential psychological effect it can have on the learners (especially on girls) in the long run. Even though ICT remains an important aspect of the project delivery, the evaluator is of the opinion that this indicator "*Proportion of teachers with improved knowledge, skills and attitudes on use of ICT for teaching and learning"* can be substituted with "*Proportion of girls reporting not being physically punished or verbally abused".* The measure of ICT delivery can be measured qualitatively through classroom observation and through the perspective of the learners in the girls' questionnaire.

4.3 Intermediate Outcome 3: Life Skills

The evaluation focussed on three main project indicators in life skills as follows: girls demonstrating improved self-confidence, knowledge on reproductive health, and aspirations. There were some changes in the computation of the indicators to enhance the accuracy of the values but also due to the changes in the indicators by the project. The indicators presented in this section are from the latest log frame as presented by the project. Where possible the baseline values have been recalculated.

Table 4.28: Summary of Intermediate 3 Indicators

INTERMEDIATE OUTCOME 3	**IO 3 Indicators**			**Baseline – January 2018**	**Evaluation Point 2 – July 2019**
Girls improve their health, self-confidence and aspirations to pursue educational pathways	Increased awareness among girls about their reproductive health needs *(Disaggregated by ASAL/Urban)*	Girls	Target		80%
			Actual	68.5% (ASALs-68.7%; Urban slums – 68.1%)	71.4% (ASAL–71.9%; Urban slums – 70.5%)
		Boys	*Actual*		
		Source:	*FGDs with Girls*		
	% of girls discussing their aspirations with their parents *(Disaggregated by ASAL/Urban)*	Girls	Target		85%
			Actual	78.3% (ASALs–79.5%; Urban slums – 76.1%)	81.6% (ASALs – 83.8%; Urban slums – 77.4%)
		Boys (if relevant)	*Actual*		
			Source:	*HH survey, FGDs and observations with Girls and parents*	
	% girls demonstrating	Girls	Target		50% (estimated at 17500)

INTERMEDIATE OUTCOME 3	IO 3 Indicators			Baseline – January 2018	Evaluation Point 2 – July 2019
	improved self confidence in school initiatives *(Disaggregated by ASAL/Urban)*		Actual	48.3% (ASALs – 44.2%; Urban slums – 55.8%)	49.4% (ASALs – 46.2%; Urban slums – 55.8%)
		Boys	*Actual*		
		Source:	*FGDs and observations with girls*		

Of the three intermediate outcome indicators for life skills, the following were the overall findings against the set targets:

i. The target on attitudes and awareness on reproductive health was 80% but was not met because only 71% was achieved from a baseline of 69%;
ii. The target of the revised indicator on the proportion of girls discussing and making decisions on their aspirations was 85% but was not met because the achieved proportion was 82%; and
iii. The target for girls demonstrating improved self-confidence was largely achieved (49%) against the set target of 50%.

Indicator: Increased awareness among girls about their reproductive health needs

Knowledge on Sexual Reproductive Health

Project partners (PPs) and education officials cited teenage pregnancies and STIs as the main SRH issues affecting learners in both primary and secondary schools. They revealed that despite the advice given to learners and the knowledge gained on SRH issues during club activities, majority of the learners still held poor attitudes towards casual sex. Lack of knowledge on how to deal with menstruation and in some instances lack of sanitary pads was also cited as the biggest SRH challenge affecting adolescent girls in primary schools because most of them get their periods earlier than expected and do not know what to do. This is what they had to say:

> *They get the information, but they interpret it the way they want. When this girl is out in the community, her neighbours whom she associates with are these other girls who don't even have a club in their schools, and therefore don't have access to all this information. And they'll tell this girl, 'You know if you take an e-pill, you won't get pregnant.' So there's always the contamination of information among different girls and unfortunately, girls who are in the clubs have no self-drive in terms of standing by the principles they have been taught or the information they're getting.* (KII, Project Partner, Kilifi)

Most organizations provide sanitary pads to girls in classes 6 and above and assume that in class 3, girls are too young for not only pads but for such knowledge. This leaves such girls confused. For the boys I would say that their main reproductive health issue is their attitude towards sex. Also, some girls feel its okay to engage in sex as long as they do not become pregnant… As a result, it endangers both the girls and boys and predisposes them to contracting sexually transmitted diseases such as HIV. (KII, Education Officer, Kilifi)

Perceptions on Sexual Reproductive Health Rights

The evaluation also sought to find out the changes in the perceptions of the girls over the last one year on sexual reproductive health rights (SRHR) of girls. Overall, it was noted that there had been a positive improvement on the perceptions by 2.8% (from 68.4% to 71.4%) of the girls having a positive attitude towards their SRHR at midline.

Table 4.29: Perceptions on Sexual Reproductive Health Rights

Wave	Baseline		Midline		Change	
Category	**Comp**	**Int**	**Comp**	**Int**	**Comp**	**Int**
A girl should be allowed to come to the same school after delivery to complete her education	72.6%	74.8%	79.1%	81.4%	6.5%	6.6%
Sexuality education should be taught in the classroom	90.4%	88.5%	82.7%	79.9%	-7.7%	-8.6%
Schools should have supportive adolescent and youth sexual and reproductive health policies	85.1%	82.9%	83.4%	83.1%	-1.7%	0.2%
I feel embarrassed to talk about sexuality with my parents (Disagree)	34.9%	41.0%	41.6%	46.7%	6.7%	5.7%
Any girl who falls pregnant while still in school should be expelled (Disagree)	52.4%	55.0%	65.0%	65.7%	12.6%	10.7%
Mean SRH Attitudes	**67.1%**	**68.4%**	**70.4%**	**71.4%**	**3.3%**	**2.9%**
	Baseline		**Midline**		**Change**	
ASAL SRH Attitudes	**Comp**	**Int**	**Comp**	**Int**	**Comp**	**Int**
A girl should be allowed to come to the same school after delivery to complete her education	75.6%	80.5%	79%	85%	3.4%	4.5%
Sexuality education should be taught in the classroom	94.4%	88.4%	80.30%	81.40%	-14.1%	-7.0%
Schools should have supportive adolescent and youth sexual and reproductive health policies	91.6%	84.3%	82.10%	84.50%	-9.5%	0.2%
I feel embarrassed to talk about sexuality with my parents (Disagree)	24.0%	35.3%	35.30%	42.50%	11.3%	7.2%
Any girl who falls pregnant while still in school should be expelled (Disagree)	49.7%	55.0%	62.80%	65.90%	13.1%	10.9%
Mean ASAL Attitudes on SRH	**67.1%**	**68.7%**	**67.9%**	**71.9%**	**0.8%**	**3.2%**
	Baseline		**Midline**		**Change**	

Urban Slums SRH Attitudes	Comp	Int	Comp	Int	Comp	Int
A girl should be allowed to come to the same school after delivery to complete her education	68.9%	67.1%	79.1%	75.10%	10.2%	8.0%
Sexuality education should be taught in the classroom	85.5%	88.7%	86%	77.30%	0.5%	-11.4%
Schools should have supportive adolescent and youth sexual and reproductive health policies	77.3%	80.9%	85.10%	80.80%	7.8%	-0.1%
I feel embarrassed to talk about sexuality with my parents (Disagree)	47.4%	48.8%	50.20%	54%	2.8%	5.2%
Any girl who falls pregnant while still in school should be expelled (Disagree)	55.5%	55.0%	68%	65.30%	12.5%	10.3%
Mean Urban slums Attitudes on SRH	**66.9%**	**68.1%**	**73.7%**	**70.5%**	**6.8%**	**2.4%**

Source: Midline Evaluation Data

ASALs (3.2%) had a higher change in positive attitudes and knowledge on SRH compared to the urban slums (2.4%) from baseline. It was noted that whereas at baseline more girls felt that sexuality education should be taught in the classroom, this had reduced by up to 9% by midline. This may be because the girls think that parents are better placed to talk to them about sexuality than teachers. Whereas girls who cited teachers as a source of information on sexuality reduced from 67% at baseline to 62% at midline, parents as a source of sexuality information increased from 55% at baseline to 61% at midline.

It was also noted that much fewer girls agree that those who fall pregnant while at school should be expelled. However, there is an increasing feeling amongst education officials that the programmes on girls' re-enrolment after pregnancy may be misconstrued to mean that they condone early pregnancy or teenage pregnancy and therefore there is need for the programmes to double the efforts of giving the girls full knowledge on the effects of early sexual behaviour and the dangers thereof.

Club Activities on SRH

KIIs and FGDs with teachers, learners, PPs and education officials revealed that SRH lessons empower learners to gain knowledge about the changes to their bodies during adolescence, and how to promote their health and wellbeing by abstaining from unsafe sexual practices.

The following are some of the responses from learners and teachers on how effective the clubs have been in addressing SRH issues and equipping learners with knowledge on the same:

- Learners are taught on the changes to expect in their bodies when they reach puberty, e.g. emergence of pimples, deepening voice for boys, and menstruation and breasts growing for girls.
- Girls are taught how to maintain personal hygiene during menstruation, how to use sanitary towels and how to dispose them safely. Learners are also taught about other

ways of maintaining their personal hygiene, e.g. how to wash their clothes, how to brush their teeth, how to bathe, and how to cut their nails short.

- Learners are counselled on general issues such as teenage relationships, dangers of casual sex, e.g. STIs and pregnancies, dangers of early marriage and dangers of abusing drugs.
- Learners are taught about their private parts and how to protect themselves from sexual perpetrators who might be out to molest them.

Apart from the club activities that are targeted towards providing learners with knowledge on SRH issues, other programs that have been put in place to address SRH issues include guidance and counselling sessions and life skills lessons in most schools as well as pastoral programs in some of the ASAL areas.

Indicator: Girls discussing their aspirations with their parents

This indicator was revised to encompass discussions between girls and families on the decisions made affecting the girls' aspirations. To calculate this indicator, the responses by the girls on the decision making processes involving them on school issues, marriage and work were analysed and a composite of these three aspects used to get an indicator value. The data had been collected at baseline and therefore it was possible to get both the baseline and midline values for the indicator. It was noted that at baseline, 78% of the girls had reported that they were involved in decisions that affect their aspirations, such as "*if they would want to continue with schooling*" , "*when and at what age to get married*" and "*what type of work they want to do after school*". Of all these decisions, it was noted that the decisions on the type of work they want to do had the highest agency rates of 89% at midline but decisions to go to school had the highest change of 5% indicating that there is more flexibility on girls having a say on their education. There was a slight increase between baseline (78%) and midline (82%).

Table 4.30: Girls Discussing their Aspirations with their Parents

		Baseline		**Midline**		**Change**	
		Comp (N =1165)	Interv (N = 4201)	Comp (N = 1543)	Interv (N = 6184)	Comp	Inter
Overall (*Girls discussions and decisions on their aspirations*)	Decisions on going to school	71.8%	70.4%	73.6%	75.4%	1.8%	5.0%
	When and what age to get married	80.5%	75.6%	80.9%	79.8%	0.4%	4.2%

	Type of work after finishing studies	91.0%	88.9%	87.9%	89.6%	-3.1%	0.7%
	Overall Average	**81.1%**	**78.3%**	**80.8%**	**81.6%**	**-0.3%**	**3.3%**
ASAL (*Girls discussions and decisions on their aspirations*)	Decisions on going to school	74.7%	71.9%	73.2%	78.6%	-1.5%	6.7%
	When and what age to get married	86.5%	77.6%	79.6%	82.6%	-6.9%	5.0%
	Type of work after finishing studies	92.3%	89.1%	85.7%	90.3%	-6.6%	1.2%
	Average for ASALs	84.5%	79.5%	79.5%	83.8%	-5.0%	4.3%
Urban slums (*Girls discussions and decisions on their aspirations*)	Decision on going to school	67.5%	67.7%	74.0%	69.4%	6.5%	1.7%
	When and at what age to get married	71.6%	71.7%	82.8%	74.5%	11.2%	2.8%
	Type of work after finishing studies	89.3%	88.8%	91.2%	88.4%	1.9%	-0.4%
	Urban slums average	**76.1%**	**76.1%**	**82.7%**	**77.4%**	**6.5%**	**1.4%**

Source: Midline Evaluation Data

ASALs had higher proportions (ASAL–84%, urban slums – 77%) and larger changes (ASALs – 4.3%, urban slums – 1.4%) between baseline and midline on issues of discussions and decisions on girls' aspirations. This is an indication that the issues of discussions about the girls' future aspirations are being given more prominence in ASALs compared to urban slums.

Effectiveness of Club Activities on Education Aspirations

The impact of club activities on education aspirations was reported by most learners and teachers as positive. In FGDs with learners, most reported having seen an improvement in their study habits and attitudes to education. They shared that teachers frequently encouraged them to revise and to have a positive attitude to education. Teachers also reported an improvement in learners' attitudes to education which has positively impacted overall performance and transitions. However, teachers also reported that more needs to be done to improve girls' attitudes towards science subjects. The following were some of the responses given by learners and teachers on the impact the clubs have made on education aspirations:

- Male learners from a secondary school in Mombasa reported that the school invites motivational speakers who talk to them on the importance of education. They shared that such talks had motivated them to study hard and remain in school.
- Male learners from a primary school in Kilifi reported that motivational talks from their club patrons and motivational speakers as well the opportunities for sponsorships by different organizations after completing school had encouraged them to perform well in their studies. As a result, they reported noticing and increase in their confidence to learn and to follow teachers' instructions.
- Female learners from the primary schools in Kilifi and Nairobi reported that club activities such as motivational talks on the importance of education and advice on study methods had enhanced their educational aspirations. Consequently, teachers reported noticing an improvement in learners' attitudes towards education which had positively influenced performance and transition. Some of the responses by the learners and teachers include;

  > *They taught us to do hard work because education is the key to succeed*. (FGD, Female Learner - Primary, Nairobi)
  >
  > *Through the club advice, I now know that education has no end and I am ready to continue learning even after I have finished my primary education*. (FGD, Female Learner - Primary, Kilifi)
  >
  > *We always tell them that you cannot be an officer, a police officer, a nurse, a doctor or a senior officer in the government of Kenya by dropping from class eight. You have to finish with your education to higher level, to secondary to even tertiary and even to the university*. (KII, Teacher – Primary, Nairobi)

- Female learners from a Nairobi school reported that the clubs had made a positive impact on their education aspirations as the books they were given to use during club activities had encouraged them to work hard.

Effectiveness of Club Activities on Career Aspirations

The overall impact of club activities on learners' career aspirations was generally reported by teachers as average. Teachers in most of the schools indicated that although there were

mentorship programs like role modelling, educational trips and career guidance forums in schools, more still needed to be done to change the negative attitudes by girls towards science subjects as this influenced the career choices they would be able to make in the future.

Some teachers also indicated that the lack of club activities in their schools or the fact that some clubs had only been active for less than a year made it difficult for them to measure the impact the clubs had made on learners' career aspirations. However, learners shared that their teachers always encouraged them to work hard in all the subjects and to have career ambitions. One teacher had this to say:

> *We have been telling them that they can be anything they want to be, that there is no career for boys and no career for girls; they can be whatever they want to be irrespective of their gender.* (KII, Teacher – Primary, Nairobi)

The following were some of the responses given by learners and teachers on the impact the clubs have made on their career aspirations:

- Teachers reported that educational trips organized by the school to different organizations had exposed learners to different careers and enabled them to have a vision of the career paths they want to follow in the future and encouraged them to work hard in school. Consequently, teachers reported noticing an increased interest by learners for university education.
- Learners reported that mentorship through club activities has enabled them to improve their attitudes towards education, encouraged them to be confident and to have career aspirations. Boys reported that girls were especially encouraged to believe in themselves. Both the boys and girls shared that they had developed an interest in pursuing various careers, e.g. teaching, nursing, medicine and aviation because of the advice they received from their mentors. This is what one girl had to say:

  > *As club members we are advised that what men can do we too can do. Since last year I have come to like mathematics and now I would want to become a pilot.* (FGD, Female Learner – Primary, Kilifi)

Learners and teachers also reported that mentorship through club activities had contributed to learners' acquisition of leadership skills and communication skills which are important for when they join the employment world. Some learners described how their participation in debate clubs and music clubs had enabled them to improve their confidence and communication skills and inspired them to become politicians or journalists.

Indicator: Girls demonstrating improved self-confidence in school initiatives

This indicator was also recalculated into a composite indicator that incorporated 5 Likert scale questions on perceptions of the girls on their education and learning. The focus of the analysis was the responses on the 'strongly agree' or 'strongly disagree' (in cases of reverse questions). The findings indicate that there was a slight change of 0.9% on the perception of girls from intervention schools on self-confidence in school initiatives compared to a drop of 0.4% for the comparison schools.

The baseline value of 48.3% on this indicator increased to 49.4% at midline for those demonstrating self-confidence.

Table 4.31: Percentage of Girls Demonstrating Improved Self-confidence

	Baseline		Midline		Change	
Percentage of Girls demonstrating improved self confidence	Comparison (N=1211)	Intervention (N=4202)	Comparison (N=1544)	Intervention (N=6187)	Comparison	Intervention
I get nervous when I have to read in front of others (strongly disagree)	18.9%	21.2%	17.4%	20.0%	-1.5%	-1.2%
I feel confident answering questions in class	46.1%	49.6%	42.5%	45.6%	-3.6%	-4.0%
I would like to continue studying/ attending school after this year	59.8%	64.2%	68.8%	72.8%	9.0%	8.6%
I ask the teacher if I don't understand something	55.3%	58.3%	52.1%	59.0%	-3.2%	0.7%
Self-confidence (composite-strongly agree)	**45.0%**	**48.3%**	**45.2%**	**49.4%**	**-2.6%**	**0.2%**
	Baseline		**Midline**		**Change**	
ASAL	Comp	Inter	Comp	Int	Comp	Int
I get nervous when I have to read in front of others (Reverse)	15.1%	17.7%	11.5%	15.9%	-3.6%	-1.8%
I feel confident answering questions in class	41.3%	46.5%	39.3%	41.3%	-2.0%	-5.2%
I would like to continue studying/ attending school after this year	52.5%	58.5%	64.3%	69.6%	11.8%	11.1%
I ask the teacher if I don't understand something	50.5%	54.1%	49.4%	58.1%	-1.1%	4.0%
ASAL Average Self-confidence (composite)	**39.9%**	**44.2%**	**41.1%**	**46.2%**	**1.3%**	**2.0%**
	Baseline		**Midline**		**Change**	
Urban slums self confidence	Comp	**Int**	**Comp**	**Int**	**Comp**	**Int**
I get nervous when I have to read in front of others (Reverse)	24.7%	27.5%	26.5%	28.5%	1.8%	1.0%
I feel confident answering questions in class	53.5%	55.2%	47.3%	54.3%	-6.2%	-0.9%

I would like to continue studying/ attending school after this year	71.1%	74.5%	75.6%	79.4%	4.5%	4.9%
I ask the teacher if I don't understand something	62.7%	65.8%	56.1%	61.1%	-6.6%	-4.7%
Urban slums Average Self-confidence (Composite)	**53.0%**	**55.8%**	**51.4%**	**55.8%**	**-1.6%**	**0.1%**

Source: Midline Evaluation Data

Overall, urban slums (BL – 55.8%, ML – 55.9%) had a higher proportion of girls reporting self-confidence compared to the ASALs (BL – 44.2%, ML – 46.2%). However, the intervention ASALs had a higher positive change (2.0) in the proportion of girls feeling more confident compared to urban slums that had no change.

Status of Confidence among Boys and Girls

In FDGs and KIIs with teachers, education officials, PPs and learners, participants were asked to discuss the status of confidence among learners, the factors affecting girls' confidence, and the attributes exhibited by a confident girl/boy. Drawing from their observations of and experiences with each other, students and teachers acknowledged majority of the girls and boys in their schools are confident.

Findings from KIIs and FGDs with learners, teachers, PPs and education officials, showed that the WWW project activities of teacher training, provision of school supplies and support for club activities has made a positive impact on girls' level of confidence with confidence levels of girls from all project schools reported to have improved.

In KIIs with teachers and education officials, they reported that girl's confidence levels are mainly influenced by gender stereotypes/ societal values, poverty, adolescence, performance and teacher/learner relationships. Teachers reported that they have been using their training on GRP and learner centred methodologies to address these challenges.

IN KIIs with education officials and teachers, they described how gender stereotypes which are common within the ASALs have negatively impacted on girls' self-esteem and self-confidence. They attributed the low confidence levels of girls in the ASALs to the lack of exposure to other cultures and practices. Compared to their counterparts in the urban areas, girls in the ASALs are more affected by their society's pre-determined view of how they are supposed to act or the choices they make about their lives. For example, girls are socialised to believe that men are the only breadwinners and women are supposed to be married and bear children. Such harmful gender stereotypes tend to infiltrate into girls' minds and can influence the choices she makes

about her future e.g. her choice of subjects or dropping out of school to get married, career goals.

Poverty also significantly affects the confidence levels of girls with those from households that cannot afford the costs of education being reported by teachers as less confident than their counterparts who come from well off families. Because these girls miss out on things like uniforms, sanitary towels, school fees and textbooks, their self-esteem is tinkered, and they start to see themselves as less worthy. This is what one teacher had to say:

> *… sometimes they have uniforms that are torn and when they have torn uniforms their self- esteem goes down... they do not have sweaters because their parents cannot afford...* (KII, Teacher –Primary, Mombasa)

During and FGDs with girls, they expressed how their confidence and self-esteem had been dealt a blow due to mockery from their peers whenever they came to school with tattered uniforms or whenever they soiled their dresses due to lack of sanitary towels.

In discussions with girls, boys and teachers, puberty was also mentioned as one of the factors influencing girls' confidence. They described how puberty is a time when many learners begin to doubt themselves due to the changes taking place in their bodies. Girls especially were said to begin to act shy around this time and were more aware of how the other gender views them. This places a lot of pressure on them and affects their confidence.

In KIIs and FGDs with Teachers, education officials and learners, they recognized that the way teachers treat learners impacts their confidence levels. Learners pointed out that their confidence levels were increased when teachers were supportive or friendly. Boys shared how the fear of punishment when they give a wrong answer in class influences girls' participation. Teachers and education officials also recognized the impact that GRP and other learner friendly teaching methodologies had on girls' confidence. This is what one education officer had to say:

> *Using words like good job, excellent, or clapping for students is something that may sound so simple but it really makes students feel appreciated and it does a lot to increase their confidence. The tone of voice that a teacher uses with learners is also critical. We encourage teachers to not shout at the students but to speak to them in a friendly manner. This especially encourages the shy students to feel comfortable around their teachers and encourages their participation*. (KII, Education Officer, Nairobi)

Teachers also cited poor attitudes towards certain subjects, especially science subjects, significantly impacts on girls' performance which in turn influences their confidence. Teachers were of the opinion that majority of girls still viewed science subjects as difficult which affected their performance and participation in class. Teachers also noted that girls who did not have

such poor attitudes generally performed better than their counterparts and exhibited higher levels of confidence. This is what one teacher had to say:

> *… I will talk about our performance builds a lot of confidence in our girls… We occasionally take them to the classrooms and tell them to talk to these girls and let them see that they succeeded from here. That is so that they can be confident to also see that if they work hard there is something waiting for them out there. That alone has helped to build the confidence of these girls. They are always telling the other girls to work hard and that alone builds confidence. We also like to give examples of our own students because we cannot give examples of students out there. They must be here because that's the only way of building their confidence* (KII, Teacher – Secondary, Nairobi)

Teachers praised the WWW teacher training for their ability to positively influence girls' performance in science subjects by advising them to revise and not think of them as difficult subjects. This has resulted in improved grades and girls increased confidence to pursue science related subjects. Teachers also stated that by encouraging the participation of shy learners through group activities and presentations, they had managed to improve their self-esteem and interaction skills. FGDs with learners also confirmed that teachers had improved how they interacted with learners in the class with majority reporting that their teachers were more friendly and supportive. They mentioned that this had encouraged them to participate in class and to not be fearful to ask for help. They also stated that the equal treatment of boys and girls has helped to increase their confidence as they feel valued and respected by their teachers.

Attributes exhibited by confident girls/boys

Many factors were highlighted by teachers and learners in regards to the confidence attributes for boys and girls. In FGDs with students, they described a confident person as one who is able to stand his/her ground with the decisions they have made regardless of what other people think. Girls were of the opinion that boys are confident because they (boys) are easily influenced by their peers to go and play when they are supposed to be studying.

Both the boys and girls also indicated that confidence was about being able to accept a leadership position. In conversations with boys, they reported that most girls lacked confidence because they frequently turn away leadership positions. Boys felt that girls were shy to speak in front of their male peers and teachers and frequently doubted their leadership abilities. However, some boys reported that not all girls are fearful of leadership positions. They explained that some girls are not shy and will easily take to teaching the class when the teacher is away or will report something wrong to the teacher while boys remain silent about it.

In other discussions comparing the confidence differences among boys and girls, a few teachers indicated that girls had more confidence than boys. They strongly attributed it to the

support girls get from the project. Majority of the teachers however indicated that learners had the same level of confidence but noted that the only difference was in the way the learners exhibited their confidence. For example, teachers stated that boys are generally louder than girls which can make them look more confident but girls are soft spoken but also assertive which can make them look more confident than boys. However, teachers agreed that girls are more prone to lower confidence levels compared to boys.

Although boys and girls had conflicting views about the confidence levels of their peers from the opposite gender, each seemed to mention the same attributes when asked to state which gender was more confident than the other. This only goes to show their competitiveness and self-belief in their own capabilities. The following were some of the responses given by the learners:

- Both genders agreed that they take up leadership responsibilities more willingly compared to their counterparts. One boy retorted that 'girls do not want to be appointed as leaders even when the position is reserved for girls', with teachers having to talk to the girls into agreeing to take up the position. Girls on the other hand were of the opinion that they are more willing than boys to take up responsibilities assigned by the teachers.
- Both genders were also convinced that their counterparts are more shy. For example, boys were of the opinion that most girls do not feel free to talk around boys and will remain silent or speak in low voices during mixed group discussions. Boys also shared that girls frequently fiddle or hide behind other girls when called by the teacher to do something. Girls on the other hand were of the opinion that unlike boys, they are always ready to teach their peers when the teacher is not in class or to ask for assistance from their teachers.

Changes in Girls' Confidence in 12 Months

In KIIs and FGDs with teachers and learners, they all agreed that girls' confidence has improved in the last 12 months. For instance, one teacher reported that teacher training on GRP and learner centred methodologies such as group work and appreciating learners has helped change the attitude of teachers towards girls and boys. She stated that teachers increased support for learners has resulted in an increase in learners' confidence levels and gave an example of the girls in her class who no longer shy away from answering questions in class because teachers have stopped forcing them to answer questions.

In a KII with teachers, they stated that the girls' confidence has increased due to the project support through club activities and back to school kits. They stated that mentorship in club activities has empowered girls to make informative decisions about their lives, and in turn positively impacting their confidence. They also shared that back to school kits provides girls

with things like sanitary towels which reduces their worries of having to soil their dresses thus having a positive impact on their self-esteem. This is what two teachers had to say:

> *Girls' fear of boys is reducing. In this school, most of the girls who are members of the ROC Club and those who receive the back to school kit comprising among other items the sanitary pads support from Kesho Kenya have become very confident. During their periods, girls used to be very shy and could not even answer a question in class. Compared to last year, I have noted that in my class most girls are no longer shy from answering or asking questions… You see, before Kesho Kenya's support, some girls slept with the boda-boda men to get money which they used to buy themselves sanitary pads. This made girls shy of the boys.* (KII, Teacher – Primary, Kilifi)

> *Its empowerment when I talk about the clubs, the club patrons have always told the girls... 'My dear girls remember when we educate you we educate the whole world', it has been brought to their mind so these girls are empowered on what is going on around the world.* (KII, Teacher – Primary, Mombasa)

FGDs with boys and girls also revealed that through club activities, girls are taught public speaking skills which have positively impacted their confidence. They described how clubs such as debate clubs, music clubs and drama clubs encourage girls not to be shy to speak among boys or to participate in group discussions.

Through club activities, girls have also been advised to be courageous to take up leadership positions. This has positively impacted girls' confidence as more and more girls have been seen by their teachers and peers to volunteering to do tasks both in class and outside the class. For example, boys noted that girls were no longer afraid to speak up during assembly and were more willing to take up leadership responsibilities. Teachers and girls also attributed these changes to counselling activities for girls by their female teachers on how to overcome shyness or anxiousness.

Effectiveness of Club Activities

In discussions held with PPs, teachers, education officials, they reported that the WWW project has introduced club activities aimed at advancing learners' confidence levels and education and career aspirations. Project partners stated that the clubs are controlled by learners through the guidance of club patrons who have also been trained by the project. They also mentioned that the project has provided training manuals containing common topics on issues affecting learners e.g. SRH issues, children's' rights, self- esteem, self- confidence.

Some of the clubs and their activities as reported by learners, teachers and project partners include:

- The *Child to Child Club:* Where learners get to learn about issues such as behaviour change, academic performance and problem solving.
- The *ROC Club:* Where learners are instructed on how to maintain their personal hygiene and are encouraged to have career aspirations by providing them with mentorship through role models. Learners are also engaged in activities such as poetry recitals, drama and singing which are meant to empower them with confidence skills and oral communication skills.
- The *Peace Club:* Where learners are taught how to co-exist peacefully with their peers and others in the community and on SRH matters.
- The *Environmental Club*: Where learners are taught how to care for the environment. Learners participate in different activities such as gardening where they plant different vegetables and learn how these crops benefit their bodies as well as community clean-up activities.
- The *Health Club*: Where learners are taught about children's rights and adolescence issues e.g. importance of personal hygiene and healthy boy/girl relationships. They are role modelling, decision making, self-esteem and self-confidence.

Life Skills Scores Rating

The overall life skills rating scores was calculated from the Likert scale questions responded to by the girls at baseline and at midline. The score considered questions about self and others. The rating assigned scores to the Likert scale questions with 1 = Totally disagree, 2 = Disagree, 3 = Neither, 4 = Agree and 5 = Totally agree. For the reverse questions, the scale was also reversed.

The questions selected for the scoring were only those that had been fully responded to and for this exercise only those responded to by the girls over 12 years old were the ones used in the computation of the score since they formed the majority of the respondents in both baseline and midline. Below is the list of the domains represented by the questions included in the rating scale.

Table 4.32: Life Skills – Main Domains

Self-awareness	Future/career aspirations
Interpersonal skills	Effective decision making
Empathy and coping with stress	Effective communication
Assertiveness	Creative thinking and problem solving

Source: Midline Evaluation Data

Table 4. 33: Life Skills – Questions

	Baseline	Midline

Life Skills Question	Comparison Mean	Intervention Mean	Comparison Mean	Intervention Mean
I get nervous when I have to read in front of others	2.6	2.5	3.2	3.4
I get nervous when I have to do Mathematics in front of others	2.5	2.5	3.2	3.4
I feel confident answering questions in class	4.1	4.2	4.1	4.2
I would like to continue studying/ attending school after this year	4.5	4.6	4.6	4.7
I recognise when choices I make today about my studies can affect my life in the future	4.2	4.0	4.0	3.9
I can describe my thoughts to others when I speak	4.2	4.2	4.2	4.1
I can work well in a group with other people	4.4	4.4	4.3	4.4
When I have the opportunity, I can organise my peers or friends to do an activity	4.2	4.2	4.2	4.2
I ask the teacher if I don't understand something	4.5	4.5	4.4	4.5
Score out of 5	**3.9**	**3.9**	**4.0**	**4.1**
% Rating	**78%**	**78%**	**81%**	**82%**

Source: Midline Evaluation Data

The scores indicate that there was a slight improvement in the rating from 78% to 82% or 3.9 to 4.1 out of a possible 5

Interventions Relating to Life Skills

The project data on interventions relating to life skills tracked holiday mentorship, trainings of club champions, regular attendance of Child to Child clubs, and pupils understanding of sexual reproductive health. The table below gives the details by county and region.

Table 4.34: Interventions Relating to Life Skills

Life Skills Support	Total Girls (Beneficiaries)	Holiday Mentorship	Club Champions Trained	Girls Regularly Attending C2C Clubs	Proportion of Girls to Boys in C2C Clubs	Proportion Understanding SRH
Turkana	4794	9.2%	69.1%	29.0%	65.0%	44.6%
Kwale	4201	9.9%	7.1%	28.6%	100.0%	13.3%
Nairobi	23208	8.4%	1.3%	12.3%	58.3%	21.1%
Marsabit	1825	32.2%	90.6%	69.2%	51.9%	11.9%
Kilifi	14118	27.8%	43.2%	10.8%	79.3%	10.8%
Tana River	7993	62.4%	85.8%	34.8%	100.0%	29.3%
Mombasa	4783	9.1%	16.4%	19.2%	100.0%	19.2%
Samburu	2214	3.9%	46.7%	27.5%	100.0%	27.5%

Total	**63136**	**20.3%**	**32.2%**	**19.9%**	**74.2%**	**20.9%**
ASAL		29.7%	54.8%	24.9%	79.1%	21.0%
Urban		8.5%	3.9%	13.5%	64.9%	20.8%

Data Source: Project data

The following are the key highlights from the interventions by the project on life skills according to project data:

- Club champions training was the intervention that most girls have been exposed to with nearly one in three (32%) of the girls having received the training.
- Holiday mentorship was being implemented more in ASALs compared to urban slums with nearly 30% of the girls having been exposed in ASALs compared to only 9% in urban slums.
- Of all the target beneficiaries, nearly one in five (20%) were regularly attending Child to Child club activities.
- Half of the counties were including boys while the other half of the project counties were only targeting girls in the child to child activities

On the other hand, the evaluation collected data on the exposure of the sample population with regard to the Child to Child clubs by the project and it was noted that 11% of the sampled girls had exposure to club activities with approximately 12% in ASALs and 10% in urban slums. On the aspect on mentorship, there were almost 7% of the girls reporting exposure from the sample with more from urban slums (9%) compared to ASALs (6%) as shown in the table below.

Table 4.35: Girls Exposure to Clubs

Intervention	Turkana	Kwale	Nairobi	Marsabit	Kilifi	Tana River	Mombasa	Samburu	**Total**	ASAL	Urban
Child to Child	**8.2%**	**10.7%**	**11.0%**	**24.1%**	**13.4%**	**8.4%**	**8.8%**	**7.3%**	**11.2%**	11.6%	10.4%
Mentorship	**5.8%**	**1.2%**	**10.5%**	**13.6%**	**4.5%**	**5.6%**	**5.3%**	**4.1%**	**6.8%**	5.5%	9.2%

Overall, for the girls tracked from baseline to midline, there was a higher life skill index at midline (4.1) compared to the baseline index (4.06) and the difference was significant (p=0.17). For girls reporting participation in clubs, they had a higher life skill index at 4.08 compared to 4.07 for those not reporting participation in clubs. However, the difference was not significant (0.584). Furthermore, comparing the scores for girls reporting involvement in club activities at baseline and midline showed that there was no significant change (p=0.789) even though the midline score (4.09) was slightly lower than that at baseline (4.1) for these girls.

The evaluation did not ask the girls during the survey how they are recruited but there were FGDs where the question of the efficiency of the clubs was discussed. A number of the girls in

the discussions indicated they were aware of the club activities, even if not actively participating in the activities. Some boys, on the other hand, seemed unaware of the club activities but rather referred to the WWW clubs as “clubs for girls”. However, there were some isolated cases of boys who indicated that they had been involved in the project activities. The selection criterion for club recruitment as indicated by the project was a combination of girls within the cohort who are interested or those who show signs of low self-esteem.

Summary Findings

- There is substantial progress made towards achieving the set targets for the indicators in life skills but all the set targets were not met at midline 1;
- Attitudes and awareness towards reproductive health was the indicator that had the least change from the baseline;
- ASALs have higher changes compared to urban slums in all areas of life skills indicating a higher impact on ASALs compared to urban slums on the life skills interventions. This can be associated with slightly more intensity in the interventions applications by the project to the ASALs compared to the urban slums;
- Sexuality education at school is now less preferred and more preference is for parents to talk to the girls about sexuality issues. The girls also reported that there is little or no change on the supportive policies for adolescents at school;
- Girls in ASALs feel more involved in decisions that affect them such as decisions on school and marriage;
- Overall, there is more confidence amongst girls on issues of continuing with education. However, overall self-confidence has changed more in ASALs compared to urban slums which remained the same.

EE Reflections

The confidence levels for girls to make decisions with support from their caregivers are still low. Self-efficacy is fundamental in acquisition, retention and practice of all other skills. The level of decision making is important in ensuring that girls are able to face the challenges in life. The girls in ASALs have higher challenges in self-confidence even though they were discussing more with their caregivers about their aspirations. In addition, the ASAL girls had slightly more knowledge or better attitudes towards sexual reproductive health. This indicates that the project needs to work intensively both in ASALs and urban slums on the delivery of life skills since the girls in the two areas have differing challenges. For instance, even though urban girls are more confident, they are discussing their aspirations less with the caregivers compared to the ASALs counterparts and have lower attitudes towards SRHR compared to ASALs.

The life skills lessons in schools should be capitalised to improve the different life skills aspects of the girls, especially as they get older and into secondary schools where the challenges of adolescence are more complex and predominant.

Recommendations

- The project should investigate more on the approaches being used in urban slums to teach life skills to determine if they are effective. This may require having more child participatory methods and ideas generated from the learners on what topics are important to them. The little or no changes in urban slums may indicate an issue with the approach of delivery or the topics since the proportions of learners are not yet very high to suggest ceiling. There should also be some balanced application of life skills related interventions in both ASALs and urban slums as there is some level of imbalance.
- The project should consider maintaining the earlier set targets or having +5% of the baseline targets since all targets in life skills were not met.

4.4 Intermediate Outcome 4: Household Support

Table 4.36: Summary of Intermediate Outcome 4 Indicators

IO 4 Indicators			**Baseline - January 2018**	**Evaluation point 2 - Jul 2019**
Proportion increase in households supporting *(financial, girl safety, time for study, participation in school-related activity such as PTA/AGM/CCs)* girls' learning (*PCG_32g=strongly agree*) *(Disaggregated by ASAL/Urban)*	Girls	Target		75% (21,875)
		Actual	73.2% (ASALs = 62.7%, Urban Slums = 86.9%)	71.4% (ASALs=65.7%, Urban slums = 81.2%)
	Boys (if relevant)	*Actual*		
	Source:	*HH survey, FGDs and observations with Girls*		
% of caregivers and girls reporting that chores sometimes prevent them from attending school or doing their homework and other studies (PCG_27g) *(Disaggregated by ASAL/Urban, and by caregivers and girls)*	Caregivers/Girls	Target		4%
		Actual	4.3% (ASALs = 5.4%, Urban Slums = 3.1%)	2.2% (ASAL= 2.6%, Urban=1.3%)
		Actual		
	Source:	*HH survey, FGDs and observations with Girls*		

Source: Midline Evaluation Data

The project set out to address the barriers to girls' education. Among the barriers were the changing of negative community attitudes towards girls, excessive house chores for girls and harmful cultural practices. Some of the interventions that the project is implementing to address the household-based barriers include the cash transfer program (see detailed discussion in section 4.6.2) for the identified most vulnerable families and household visits to the most vulnerable girls. The target for increasing household support (targeted 75%, achieved – 71%) was not met while the target for reduction of household chore burden from 4.3% to 4% was met and surpassed in the sense that the project reduced HH chore burden to 2.2%.

4.4.1 Household Support for Girls' Education

Indicator: Proportion increase in households supporting girls' learning (financial, girl safety, time for study, participation in school-related activity such as PTA/AGM/CCs)

There was a slight decrease in the proportion of households reporting willingness to support girls' learning from 73.2% at baseline to 71.4% at midline. This drop was below the target of 75% set for midline 1. A possible reason was that there was less income available for the households in the 12 month period. This is deduced from the co-relation data between characteristics and learning scores. It should be noted that the inability to meet basic needs affected the girls' learning because the girls from families that were unable to meet basic needs performed (EGRA – 60.97; SeGRA-36.63) below the midline average score (EGRA – 62.74; SeGRA-39.43).

Even though the proportion of households with positive attitude or willingness to support girls' education was high (over 70%), the actual support was low. When asked if they actually supported girls transition to secondary/TVET (or those who have dropped out to continue school), 27.5% of the households of intervention girls indicated they supported girls compared to 22.8% of the comparison households. Analysis of this data on actual support from baseline to midline indicated that on average there was a 2% proportion increase on the intervention households (BL – 26% to ML – 28%) compared to an 8% drop in comparison household (BL – 31% to ML – 23%). The support for girls was low because most of the households only perceive support in financial terms and that other support such as mentorship and moral support is not viewed as support.

From the figure below, it is noted that majority of the households at midline in both comparison (53.3%) and intervention (56.3%) areas reported that the support for girls' education had improved over the last 12 months. Nearly a third of the households (comparison – 34% and intervention – 36%) felt that the support for girl's education was either good or excellent.

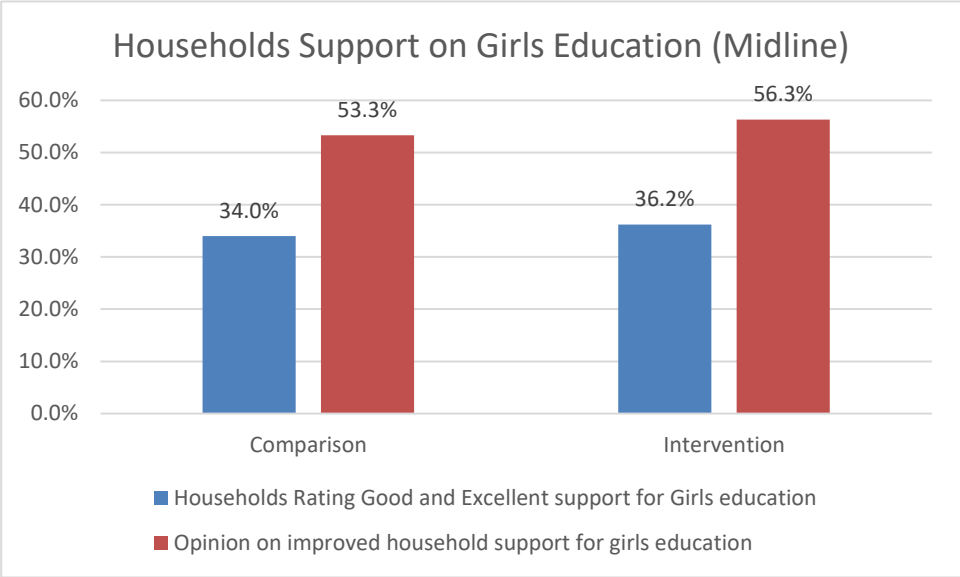


Figure 4.1: Household Support on Girls' Education

According to the FGDs with the CC group members, more households were supporting girls' learning and transition. The FGDs with the CC group members in the ASALs indicated that most households supported both girls' and boys' education by paying for their school fees. There was agreement between FGDs with CC group members, girls, boys and the KIIs with teachers that the caregivers had become more responsive when called upon for meetings in school to discuss their children's education. They also revealed that the caregivers worked hard to ensure both boys and girls attend school on a daily basis, both in the urban slums and in the ASALs.

4.4.2 Effect of Household Chores on Learning

Indicator: % of caregivers and girls reporting that chores sometimes prevent them from attending school or doing their homework and other studies

The midline evaluation found that the proportion of caregivers reporting that chores sometimes prevent the girls from attending school or doing homework had reduced by half from the baseline proportion. At baseline, 4.3% of the households reported that the chores prevented the girls from attending school, while this improved to 2.2% at midline.

The figure below shows that whereas at baseline 9.5% of the households from intervention areas indicated that the household chores kept the girls from going to school the whole day, only 3.5% households reported the same at midline. In addition, more girls (72.6%) at baseline

were spending time doing house chores at the expense of homework compared to 67.4% at midline.

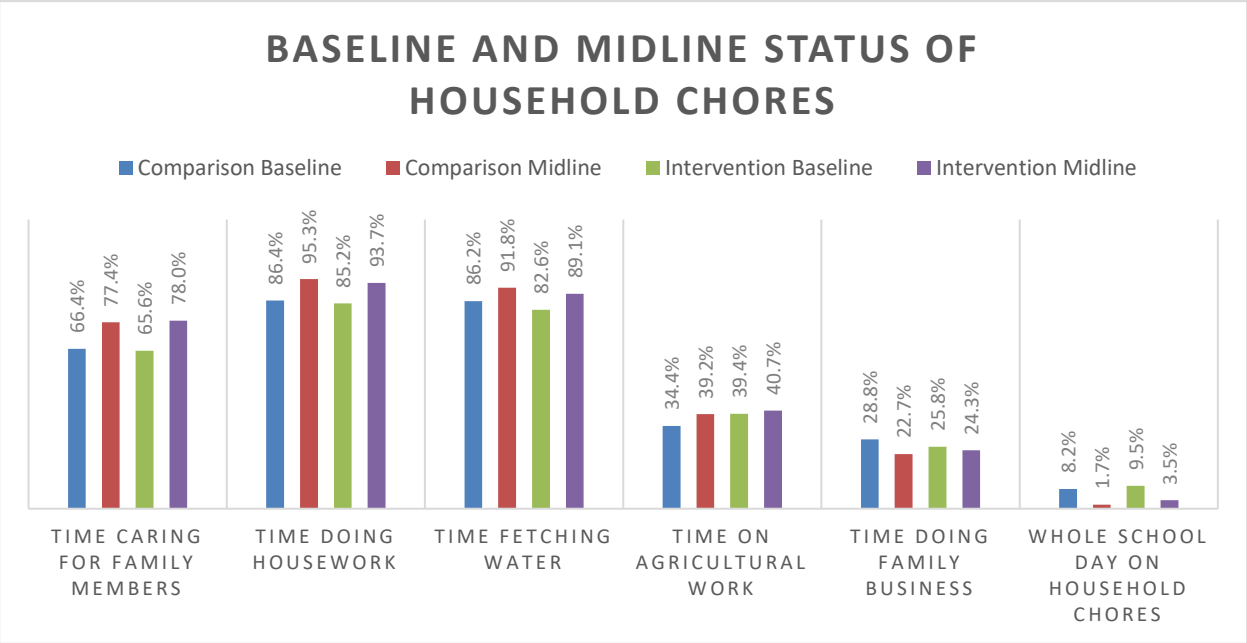


Figure 4.2: Status of Household Chores

On the other hand, there was a general increase in the households reporting that the girls were involved in household chores. For instance, at midline 93.7% of the households reported that the girls were helping in doing housework compared to 85.2% at baseline. The quantitative data indicated that doing housework, fetching water and caring for younger or older members were the most common household chores.

According to the FGDs CC group members, most parents shared household chores between their daughters and sons equally. However, the FGDs with boys and girls established that more household chores were performed by girls. Although, the CC group members mention equal sharing of household chores between boys and girls at home, there is no consensus that it is the case. FGDs with girls and boys, both in the urban slums and ASALs, mentioned that girls took the roles of mothers at home and had little or no time to do their homework. They said that the boys' roles at home were few compared to the girls' roles. Therefore, girls' household chores may therefore not have notably reduced but some caregivers in the community have

embraced this change and allocate home chores to both their sons and daughters on equal measure.

Interventions Relating to Household Support

The project monitoring data for interventions included the proportion of households visited, household visits made, visits to vulnerable girls, the distribution of lighting systems and cash transfer. The table below gives the details of the exposure to interventions by county and region.

Table 4.37: Proportion of Targeted Girls Exposure to Household related Interventions

Household Support	Total households covered by project	Proportion of HHs Visited	No. of HH Visits made	Proportion of HH Visits to Vulnerable Girls	Proportion of HH provided with Lighting Systems	Proportion of HHs provided with Cash Transfer
Turkana	3278	36.6%	0.8	5.2%	12.0%	6.1%
Kwale	2932	15.3%	0.2	25.6%	9.1%	6.8%
Nairobi	16183	116.6%	1.4	5.3%	0.0%	0.6%
Marsabit	1298	162.1%	2.2	60.8%	0.0%	1.4%
Kilifi	10215	81.5%	0.8	11.3%	1.8%	7.7%
Tana River	5547	224.8%	2.6	15.9%	7.6%	6.7%
Mombasa	3402	149.5%	2.0	54.1%	0.0%	3.9%
Samburu	1714	40.1%	0.8	44.6%	21.8%	5.8%
Total	**44569**	**110.4%**	**1.4**	**16.2%**	**3.7%**	**4.3%**
ASAL	**56.1%**	**101.0%**	**1.2**	**18.1%**	**6.6%**	**6.7%**
Urban	**43.9%**	**122.4%**	**0.1**	**13.8%**	**0.0%**	**1.2%**

Source: Project Data

The following are the key highlights from the interventions by the project on household support according project data:

- Visits to households by CHVs were on average more in the ASALs (1.2 visits per household) than in the urban slums (0.1 visits per household);
- On average, 16% of the household visits were made to the households of vulnerable girls, with ASALs (18%) having slightly more visits than urban slums (14%);
- For lighting systems distribution, this was only done in the ASALs with nearly 7% of the households reported by the project as having received;
- For cash transfer, 4% of the total population were reported by the project as having received, with more households from the ASALs (7%) compared to the urban slums (1%).

The midline evaluation determined that of the sampled girls, 6% indicated that they had been exposed, with 7% representing ASALs and nearly 4% representing urban slums as shown in the table below.

Table 4.38: Proportions of Sample Exposure to Cash Transfers

Turkana	Kwale	Nairobi	Marsabit	Kilifi	Tana River	Mombasa	Samburu	**Total**	ASAL	Urban
8.3%	**8.2%**	**2.8%**	**8.8%**	**5.3%**	**9.1%**	**6.6%**	**4.5%**	**6.1%**	7.4%	3.8%

Source: Midline Evaluation data[11]

Table 4.39: Proportion of Girls reporting receiving HH Support versus Girls doing HH Chores

Aspect	**Household chores**			**Household support**		
	Total	ASAL	Urban	Total	ASAL	Urban
Proportion at baseline (All girls)	4.3%	5.4%	3.1%	73.2%	62.7%	86.9%
Proportion at midline (All girls)	2.2%	2.6%	1.3%	71.4%	65.7%	81.2%
Proportion at baseline (Re-contacted)	3.8%	4.7%	2.6%	73.7%	62.8%	86.7%
Proportion at midline (Re-contacted)	1.5%	1.8%	1.2%	73.1%	66.7%	80.7%
		P=0.009			P=0.620	

Household chores for the re-contacted girls: There was a decrease in the proportion of re-contacted girls reporting that household chores stopped them from going to school or attending school. Of the 3.8% (ASALs – 4.7%, urban slums – 2.6%) who indicated at baseline that these chores affect their attendance, the proportion at midline was down to 1.5% (ASALs – 1.8%, urban slums – 1.2%). This is compared to a baseline value of 4.3% (ASALs – 5.4%, urban slums –3.1%) and a midline value of 2.2% (ASAL – 2.6%, urban slums –1.3%) for the whole sample of girls in the intervention group. The difference in the decrease in proportion to house chore burden from baseline to midline was statistically significant (p=0.009)

Household support for the re-contacted girls: There was a slight decrease in the perceived household support for re-contacted girls from a baseline of 73.7% (ASALs – 62.8%, urban slums –86.7%) to a midline proportion of 73.1% (ASALs – 66.7%, urban slums – 80.7%). This was compared to the whole sample that had a baseline of 73.2% (ASALs – 62.7%, urban slums –86.9%) and a midline of 71.4% (ASALs – 65.7%, urban slums – 81.2%). The difference in the decrease of household support from baseline to midline was not statistically significant (p=0.620)

Recommendations to Improve Household Support

[11] The data was not sufficient to conduct correlation analysis with regard to attendance and not violate the rules of chi square.

The project strategy of targeting the most vulnerable groups should continue. Using the vulnerability analysis data as an additional source of information to target these households and girls would be useful. The category of households who are "unable to meet basic needs" seem to be the group that is most affected since their learning levels are high. This is particularly if the household has both the caregiver and HH with no education and from the ASAL region. This category is made up of the majority of caregivers who have no education or have no source of income. Most of the households that do not have a father as part of the household also fall in this category.

4.5 Intermediate Outcome 5: Community Based Attitudes and Behavior Change

Table 4.40: Summary of Intermediate Outcome 5 Indicators

IO 5 Indicators	Beneficiary	Target/ Actual	Baseline – January 2018	Evaluation Point 2 –July 2019
Proportion of girls at risk of dropping out who are supported through implementation of community action plans *(Disaggregated by ASAL/Urban)*	Girls	Target		Baseline +10% (34%)
		Actual	24% (ASAL - 27%, Urban - 20%)	30.0% (ASAL–33%, Urban –23%)
	Boys	*Actual*		
	Source:	*HH survey, FGDs and Community Action Plans within the community*		
% 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 with further education and training *(Disaggregated by ASAL/Urban)*	Female members	Target		Baseline +10% (90%)
		Actual	80% (ASAL - 74%, Urban - 86%)	81.5% (ASAL-76%, Urban - 87%)
	Male members	*Actual*		
	Source:	*HH survey, FGDs and observations within communities*		
% of communities expressing need to do away with harmful cultural practices that hinder girls from continuing to further their education and training *(Disaggregated by ASAL/Urban)*	Female members	Target		NA (Baseline value)
		Actual	0	74.5% (ASAL-78.5%, Urban - 67.4%)
	Male members	*Actual*		
	Source:	*HH survey and FGDs with community members and girls*		

The project set out to address the barriers to girls' education. Among the barriers were the changing of negative community attitudes towards girls, and harmful cultural practices. Some of the project interventions to address community attitudinal issues included supporting community groups and IGAs; having community social accountability forums with the schools; and having stakeholder meetings. The targets set by the project for the midline 1 were not met. For instance, the community members willing to support girls' education target had been set at baseline +10%, however there was no change between the baseline and midline values of 80%. For the community initiatives and action plans, the target had also been set at baseline +10% with a baseline value of 24%, which meant the target was at 34% but the achievement at midline was at 30%. For communities expressing willingness to do away with harmful practices, there was no target because this was a revised indicator.

The findings noted that the proportion of community members with positive attitude or willingness to support girls' education was high (80%), the actual support was low (about 30%). When asked if they had supported girls' transition to secondary/TVET through implementation of action plans, 29.5% of the households of intervention girls indicated the community had such initiatives compared to 21.1% of the comparison households. Analysis of this data on community initiatives and action plans from baseline to midline indicated that on average there was a 6% proportion increase in the intervention community initiatives (BL – 24% to ML – 30%) compared to an 8% drop in comparison community initiatives (BL – 29% to ML –21%).

FGDs with the CC group members confirmed notable changes in the community attitudes and behaviour towards girl's education. Notable changes agreed upon by the informants both in urban slum and ASAL areas included decline in the cultural practices such as early marriages, increased community safety and support for girls' education. FGDs with the CC group members revealed that the CC group members promoted girls' learning thus sensitized the community members to take action on inhibitors affecting their children's education. This was further confirmed in the KIIs with education officials, PPs and the FGDs with the girls and boys.

4.5.1 Community Initiatives to Support Girls' Education

Indicator: Proportion of girls at risk of dropping out who are supported through implementation of community action plans

This indicator was measured through the enquiry into the community initiatives that have been undertaken to support marginalized girls. Nearly 24% of the households from the intervention areas reported that there were community initiatives compared to 30% at midline. This indicated an increase in community initiatives targeting marginalized girls. It was noted that there was more support from ASALs as compared to urban slums. For instance, at baseline, whereas 27% of the households from ASALs reported that there were community initiatives to support girls,

20% was reported in urban slums. At midline, 33% of households from ASALs and 23% from urban slums reported community initiatives to support girls. However, when it came to actual household support, of the 28% households that indicated they had supported a girl in education, it was noted that there were more households from urban slums (33%) compared to ASALs (25%). This was also noted in the type of support given with more households (15%) from urban slums reported to give financial support compared to ASALs (10%). The same trend was noted in other forms of support such as mentorship (urban slums – 16%, ASALs – 11%) and material support (urban slums – 15%, ASALs – 8%). This indicates that ASALs have more communal approach to supporting girls' education compared to urban slums that have more household based approach (individualised approach).

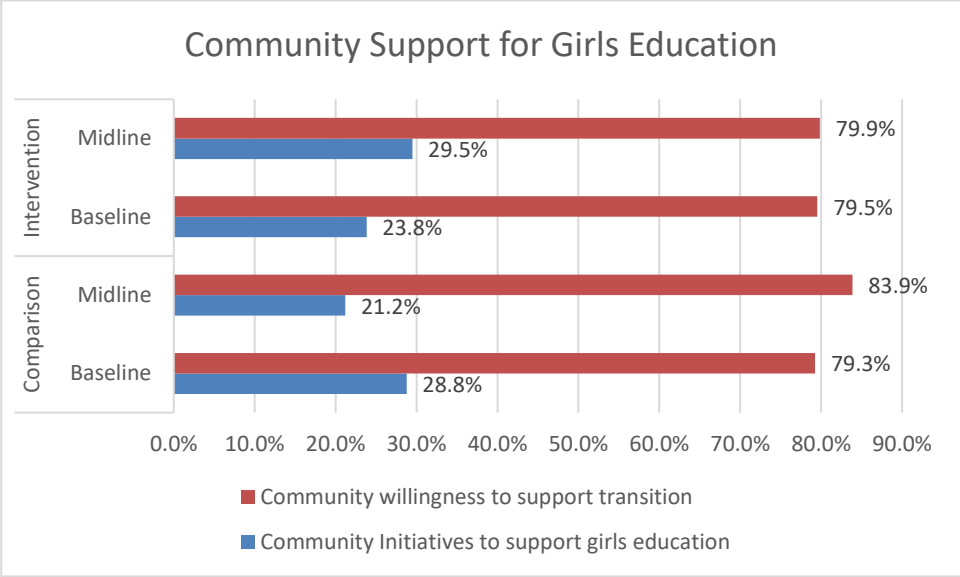


Figure 4.3: Community Support for Girls' Education

Indicator: % 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 community's willingness to support marginalized girls' education still remains unchanged at 80% from baseline to midline. There was a general trend that indicated that communities from urban slum areas were more likely to support marginalized girls for education compared to communities from ASALs. There are generally more challenges faced by the communities in

ASALs to get their children to school, especially transitioning from primary to secondary school. In addition, the challenges around finances were also cited as key hindrances to supporting girls' progress in education. However, it was noted that in ASALs, the communities are more cohesive and open to initiatives that support them while in the urban slums, the communities' value education more and perceive education as a possible avenue for addressing their financial challenges and therefore invest in education with expectations of future benefits (returns).

The qualitative findings from five out of the eight FGDs with the CC group members in both urban slums and ASALs indicated that they supported girls at risk of dropping out financially through implementation of community action plans. Three FGDs with the CC group members in both urban slums and ASALs did not specify the number of girls they supported. The other two FGDs with the CC group members, both in ASALs, indicated that they supported 45 girls. In one of the FGDs with the CC group members, they noted that they supported 5 girls and 2 boys while in the other they indicated that they supported 40 girls. FGDs with the CC group members that indicated supporting education revealed that they made monthly group contributions of mainly Ksh 1000 or generated money through table banking and soap making to support education for the vulnerable girls and boys. In addition, the KIIs with the project partners revealed that the CC group members who work as the CHVs visit the households to ensure that all school going children attend school. According to the KIIs with the PPs, the CC group members are empowered to equally support girls' and boys' education, both financially and in ensuring they have time to study at home. This was also confirmed in the FGDs with the CC group members.

4.5.2 Addressing Harmful Cultural Practices

Indicator: % of communities expressing the need to do away with harmful cultural practices that hinder girls from continuing to further their education and training

Majority of the households reported that early marriage was the cultural practice that hindered girls from continuing to further their education. For the intervention areas, 74.5% of the households were of the opinion that this practice should be the one to be done away with. This was more for ASALs (78.5%) compared to urban slums (67.4%).

Table 4.41: Harmful Cultural Practices to be Done Away With

	Comparison			Intervention		
Cultural practices to be done away with	**ASALs**	**Urban**	**Overall**	**ASALs**	**Urban**	**Overall**

Early marriage	76.2%	78.1%	77.0%	78.5%	67.4%	74.5%
Disco matanga	33.3%	11.1%	24.1%	28.8%	10.6%	22.2%
FGM	19.2%	19.0%	19.1%	9.4%	18.3%	12.6%
Preference for boys	8.1%	14.5%	10.8%	9.0%	8.5%	8.8%
Wedding ceremonies	8.8%	3.4%	6.5%	6.9%	3.0%	5.5%
Girl beading	7.8%	3.6%	6.0%	6.6%	2.8%	5.2%
Herding	9.8%	0.0%	5.7%	6.6%	1.0%	4.5%
Moranism	3.9%	0.4%	2.5%	1.3%	1.5%	1.4%

Source: Midline Evaluation Data

Disco matanga (ceremonies during funerals) [22.2%], FGM (12.6%) and preference for boys (8.8%) were also reported as other harmful cultural practices that should be done away with because they hinder girls' education. However, early marriage was the one cultural practice that majority of the households agreed was the most harmful to girls' education.

Qualitative interviews with teachers indicated that there was a trend towards reducing cultural practices in the community that inhibits girls' learning and transition. The KIIs with the education officials, teachers, PPs and FGDs with the girls, boys and CC group members indicated that both in urban slums and ASALs, early marriages were on decline. Also, in ASALs, FGM and girls' attendance of cultural practices such as the *disco matanga* were reported to be on decline. According to the FGDs with the girls, boys and the CC group members, these practices were considered insignificant and were slowly being given up by the community members. In addition, the CC group members in both urban slums and ASALs sensitized the caregivers to discourage their daughters from early marriage practices.

Recommendations to Improve Community Attitudes and support

- The project had a positive effect on addressing the attitudes of parents and guardians (such as reducing the house chore burden for girls and improving actual support to girls' education).The strategies utilised should continue. However, to increase effectiveness, more "individualised" approaches (such as targeting school meetings and theme days or linking to bursary schemes or micro finance funds) will be more effective for urban slums households whereas a communal approach (such as CCs, special interest groups, group based income generating activities) will be more appropriate to ASAL communities;
- The project should consider setting annual increment targets at 5% for community related initiatives. Therefore the midline 1 target would be baseline +5%, whereas the midline 2 target would be midline 1+10% since midline 2 will be conducted in 2021.

4.6 Other Areas of Interest for the Project

Other than the key intermediate outcomes and indicators discussed above, the project had specific interest in school governance and management; economic empowerment; and child protection. These subsections discuss the details on the evaluation of these three areas.

4.6.1 School Governance and Management

In this section, midline findings on the changes in school management and governance are discussed.

School Management

Project monitoring data shows that 493 head teachers were implementing action plans from leadership mentorship programme. This was to ensure that there *is improved management at the schools which translates to better learning environments and motivated teachers geared towards improving the learning outcomes*.

Midline findings established that overall, primary caregivers believed there were insignificant improvements in the management of schools, which might reflect the level of effectiveness of investment of the project in this aspect.

Table 4.42: Household Perceptions on How Well Schools are managed

PCG Rating	Baseline		Midline		Change	
	Comp.	Interv.	Comp.	Interv.	Comp.	Interv.
Extremely well managed	25.1%	25.7%	23.5%	17.8%	-1.6%	-8.0%
Well managed	63.3%	63.3%	63.7%	69.7%	0.4%	6.4%
Not managed well at all	4.3%	6.7%	6.8%	6.4%	2.5%	-0.4%
Don't know	7.2%	4.3%	5.9%	6.2%	-1.3%	1.9%

Source: Midline Evaluation Household Data

Household quantitative data also shows that, generally, the primary caregivers' perceptions on *How ell schools were managed* in both intervention and comparison areas remained largely the same at midline. Nine in every ten primary caregivers perceived the management of schools where the cohort girls attended as "well managed' or ''extremely well managed" at midline, similar to the baseline rating.

Qualitative evidence from some of the KIIs with the education officials indicated that in some project schools in ASALs, some head teachers were absent from school most of the days in a week. According to the KIIs with the education officials, action needs to be taken on the head teachers who absent themselves from the school without an official reason. Further, the FGDs

with the CC group members suggested that the BoM members needed to be more involved on school financial matters and not just planning.

Household Views on How School Management has Changed between Baseline and Midline

Table 4.43: Household Views on How School Management has Changed over the Past One Year

PCG rating	Baseline		Midline		Change	
	Comp.	Interv.	Comp.	Interv.	Comp.	Interv.
Improved	67.4%	67.4%	60.6%	59.4%	-6.8%	-8.0%
Stayed the same	22.7%	22.2%	28.1%	29.3%	5.4%	7.1%
Got worse	1.3%	3.5%	4.0%	2.7%	2.7%	-0.8%
Don't know	8.6%	7.0%	7.3%	8.6%	-1.3%	1.6%

Source: Midline Evaluation Household Data

At midline, nine in every ten primary caregivers indicated that the school management between baseline and midline had either improved or remained the same. This was corroborated by qualitative data. The KIIs with the education officials, FGDs with the CCs, girls and boys revealed that the school head teachers were kind to learners from vulnerable households, both boys and girls, and did not send them home for school fees. They also indicated that the head teachers together with the BoMs encouraged parents to support girls' education. In both the urban slums and the ASALs, the FGDs with the CC group members noted improvement of the school management by the head teachers. There was also a marginal decline in the proportion of the primary caregivers in both comparison and intervention schools who reported that the school management in the past 12 months had got worse.

However, there was a slightly more decline in the proportion of primary caregivers in intervention schools at midline (8%) reporting change in improvement in their girl's school management compared to 6.8% in comparison schools. Still, at midline, more caregivers in both the comparison and intervention schools felt there had been no change in school management over the past one year, i.e. between baseline and midline.

In conclusion, the scores for school management have not changed in the intervention schools despite project activities. This can be attributed to the fact that though leadership mentoring targeting head teachers had been successfully conducted as planned, it takes time for the impact of implementation of the action plans to be felt. Equally, why comparison schools are generally doing slightly better than the intervention schools with respect to school governance is one of the surprising midline findings.

School Governance

Table 4.44 below shows the responses from households on the presence of school councils, BoMs and PTAs in the running of their girls' schools.

From the findings, there was some progress made in the governance of schools' post-baseline:

- Overall, from baseline, there was a 3.6% increase in the presence of school council/BoM/PTA or other group that helps with school-related matters at midline in both the comparison and intervention schools.
- However, more comparison schools at 80.2% indicated increased presence of school council/BoM/PTA or other group that helps with school-related matters at midline than intervention schools at 76.1%.

Table 4.44: Household Responses on Presence of School Council/BoM/PTA

	Baseline			Midline			Change		
	Comp.	Interv.	Total	Comp.	Interv.	Total	Comp.	Interv.	Total
Yes	74.3%	73.2%	73.4%	80.2%	76.1%	77.0%	5.9%	3.0%	3.6%
No	8.8%	9.7%	9.5%	5.6%	6.7%	6.5%	-3.3%	-3.0%	-3.1%
Don't know	16.9%	17.1%	17.1%	14.2%	17.1%	16.5%	-2.7%	0.0%	-0.5%

Source: Midline Evaluation Data

Involvement of Primary Caregivers in School Governance

Table 4.45 below shows the household's views on regularity of communication from the school management.

As shown in Table 4.45, the findings indicate that there was an increase in the proportion of caregivers for girls in both intervention and comparison schools who agreed that there was regularity in communication from the school management. A significant number of caregivers of girls in both intervention and comparison schools noted that the school/school council/BoM/PTA communicated with them termly about the management's plans and activities in the school. However, a higher proportion of the caregivers from comparison schools (44.5%) than those with girls in intervention schools (39.7%) indicated that the school/school council/BoM/PTA communicated with them termly on plans and activities in the school.

Table 4.45: Household's Views on Regularity of Communication from the School Management

	Baseline	Midline	Change

	Comp.	Inter.	Total	Comp.	Inter.	Total	Comp.	Inter.	Total
Weekly	2.4%	2.0%	2.1%	1.5%	1.1%	1.2%	-0.9%	-0.8%	-0.8%
Monthly	14.1%	12.7%	13.0%	11.3%	10.9%	10.9%	-2.8%	-1.8%	-2.0%
Termly	35.2%	39.3%	38.5%	44.5%	39.7%	40.7%	9.3%	0.4%	2.2%
Annually	8.4%	6.7%	7.1%	12.1%	11.4%	11.5%	3.7%	4.6%	4.4%
Never	7.5%	6.7%	6.9%	5.1%	6.3%	6.0%	-2.4%	-0.4%	-0.8%
Don't know	32.3%	32.6%	32.6%	25.5%	30.7%	29.6%	-6.8%	-1.9%	-2.9%

Source: Midline Evaluation Data

Actions or Initiatives Taken by BoM/PTA/School Council between Baseline and Midline

Midline quantitative data (Table 4.46) indicates that, between baseline and midline, more caregivers for girls in the comparison schools (6.8%) reported that the school/school council/BoM/PTA improved the school infrastructure at midline than at baseline while there was a decline in the proportion of caregivers at midline from the intervention schools (-2.7%) who reported the school management had improved the infrastructure in the school. An equal proportion (21.4%) of caregivers for girls in the intervention schools who reported that the school/school council/BoM/PTA improved the school's infrastructure at midline also indicated the BoM/PTA/School Council monitor's student attendance. Consistent with the PPs KIIs, head teachers have embraced peer mentorship to enhance quality learning in their schools. Additionally, the PPs KIIs highlight that the head teachers in the project schools are supportive of the project's teacher training program by allowing teachers from their schools to train. The head teachers' support of the project's teacher training program was also mentioned by the education officials in their KIIs.

Compared to comparison schools, intervention schools had a less improvement (2.6%) of the caregivers who reported that the school/school council/BoM/PTA improved school infrastructure at midline from baseline than their comparison counterparts. Nevertheless, most caregivers for girls in the intervention schools at midline reported that they did not know actions or initiatives taken by BoM/PTA/School Council in the past one year.

Table 4.46: Actions or Initiatives Taken by BOM/PTA/School Council in the Past One Year

Actions or Initiatives Undertaken	Baseline		Midline		Change	
	Comp.	Interv.	Comp.	Interv.	Comp.	Interv.
Monitor student attendance	26.1%	23.0%	19.3%	21.4%	-6.9%	-1.6%
Monitor teacher attendance	7.9%	7.2%	10.0%	8.6%	2.2%	1.4%
Raise funding	2.6%	5.8%	2.9%	2.7%	0.3%	-3.1%
Improve school infrastructure	24.1%	24.0%	30.9%	21.4%	6.8%	-2.6%

Support students financially	1.4%	1.7%	1.0%	0.9%	-0.4%	-0.9%
Others	12.2%	12.2%	3.6%	5.0%	-8.7%	-7.2%
Don't know	25.7%	26.0%	32.3%	40.0%	6.6%	14.1%

Source: Midline Evaluation Data

The KIIs with the education officials, PPs and the FGDs with the CCs indicated that the head teachers and the BOM members were keener on school discipline and ensured that the school funds financed the intended expenditures.

Usefulness of BoM/PTA/School Council in Improving the Quality of Schooling

In general, though caregivers reported BoM/PTA/School Council had taken initiatives that included improvement of school infrastructure, they do not think such initiatives and actions taken by BoM/PTA/School Council had been useful for improving the quality of schooling.

- In both the intervention and comparison schools there was a decline of 11.2% of the caregivers who reported that the initiatives taken by BoM/PTA/School Council in the past one year were useful for improving the quality of schooling received;
- More than half the caregivers for girls in both the intervention and comparison schools indicated that the initiatives taken by BoM/PTA/School Council in the past one year were useful for improving the quality of schooling received;
- More caregivers (74.3%) for girls in comparison schools than for those in intervention schools (69.8%) reported that the initiatives taken by BoM/PTA/School Council in the past one year were useful for improving the quality of schooling received at midline.

A cross-section of parents from intervention schools were not aware of the initiatives that the BoMs had taken towards improving the quality of teaching.

4.6.2 Economic Empowerment

The project had made good progress to deliver ***Output 4.2****: Number of Households reporting that financial/other materials support from the project has helped them keep their daughters in school* (disaggregated by support package) and ***Output 5.1****:Percentage of catchment communities that develop action plans that address barriers to girl's education.* The project interventions under this component were aimed at ensuring households actively support girls' education by addressing socio-economic barriers, attitude and knowledge.

Output 4.2: *Number of households reporting that financial/other materials support from the project has helped them keep their daughters in school (disaggregated by support package)*

Household Situation

The economic situation of the households remained largely unchanged between baseline and midline. For instance, there was no change in the proportion of HHs in intervention school communities who indicated *being unable to meet basic needs* or who had *gone to sleep at night feeling hungry for many days* (more than 10).

Income Generating Activity Grant

The project had made good progress in this area. Income Generating Activities planning had been completed. Subsequently, 270 groups had been successfully trained on bookkeeping, basic entrepreneurial skills and group dynamics. It is noteworthy that the trainings were conducted by respective county trade officers and therefore likely to enhance its uptake and sustainability. Qualitative data collected during midline evaluation indicates that organizational capacity assessment (OCA) for the community groups targeting groups for their eligibility for project IGA grants was on course. This is also an early indication on the likelihood of supporting girls' education beyond the project life. According to available project data, 242 groups (89%) had been assessed by the time of the evaluation.

Cash Transfers, Bursaries and Travel Grants

Cash transfers had been disbursed to 1,906 households, 1,143 girls were provided with bursaries with a further 843 girls benefitting from travel grants. During the midline survey HoHs were asked the question; *Have you/ [girl] received any of the following towards [girl] education from Wasichana Wetu Wafaulu Project over the last one year?* The HoHs responses are summarized in Table 4.47 below.

Table 4.47: Availability of Cash Transfers, Bursaries and Travel Grants

Component	Baseline			Midline		
	Comparison	Intervention	Total	Comparison	Intervention	Total
Scholarship/Bursaries	7.2%	11.5%	10.5	5.3%	10.5%	9.5%
Cash transfer				3.5%	8.6%	7.6%
Grants for IGA				1.0%	3.3%	2.9%
Combined				9.0%	20.1%	17.9%

Source: Midline Evaluation Data

In intervention sites the percentage of households or girls that reported having received financial support towards girls' education from the project had doubled between midline (20.1%) and baseline (10.5%). This comprised 10.5% who received scholarships/bursaries and 8.6% cash transfer beneficiaries.

Discussions with KIIs and FGDs with PPs, teachers and CC groups showed that the project support for attendance and transition through cash transfers had positively impacted girls' education chances. They all indicated that attendance and transition numbers had improved owing to the cash transfer support to poor households to afford the costs of education for their children.

Project partners also reported an increase in the uptake of catch-up centres by teen mothers who were now comfortable to go back to school in light of the fact that the cash transfers empowered them to purchase food for their young ones and to pay for a child minder while they went to class. Additionally, CHVs are entrusted with monitoring how households utilize the cash transfer funds with priority being given to offsetting outstanding school levies. This is what one project partner stated in the effect of the cash transfers on the transition of teen mothers:

> *Other than that, the other intervention we have put in place, if it's a young mother, we have cash transfer because the baby needs to eat. The young mother can buy what the baby needs so that she comes to school*. (KII, Project Partner, Mombasa)

KIIs and FGDs with teachers, girls and CC groups confirmed that the project gives a total of Ksh. 2000 shillings consistently for the 8 months of the school calendar. This cash empowers parents/guardians to pay for any costs that should be met for the girls to go to class each day, e.g. school fees (for girls in low schools), examination fees, and buying food, which allows girls to proceed with their education without the interruption of being sent home for school related expenses or missing school because of hunger. With the government's Free Primary Education (FPE) and Free Secondary Education (FSE) programs not catering for examination fees, a teacher and a female student shared how the cash transfers have been influential in empowering the poorest households to support their children to attend school consistently. This is what one girl had to say about the impact of the cash transfers on her education:

> *Last year I was not able to come to school every day because I could not pay for my examination fees. The project gave my mother money and I am now able to come to school every day and do examinations like everyone else.* (FGD, Learner – Primary, Kilifi)

Effectiveness of Project Cash Transfers and Scholarships

When asked whether the scholarship/cash transfer/financial support had an impact on the likelihood of the cohort being enrolled at school over the period under review, majority (72.4%) of the respondents in intervention communities were of the opinion that the support was 'more likely'.

The following question was asked: *Has the [scholarship/cash transfer/financial support] had an impact on the likelihood of [girl] being enrolled at school over the last one year?*

The findings are shown in Table 4.48 below.

Table 4.48: Effectiveness of Project Cash Transfers and Scholarships

	Baseline		Midline	
	Comparison	Intervention	Comparison	Intervention
More likely	79.2%	77.0%	72.5%	72.3%
Just as likely as before	16.7%	15.7%	17.6%	19.1%
Less likely	1.0%	4.5%	6.1%	5.0%
NA	1.0%	1.4%	1.5%	1.8%
Don't know	2.1%	1.4%	2.3%	1.8%

Source: Midline Evaluation Data

The evaluation also sought the opinion of HoH on whether the *scholarship/cash transfer/financial support] had an impact on how often the [girl] attended school over the last one year* (Table 4.49). The findings indicate that majority of HoHs (89%) were of the opinion that the scholarship/cash transfer/financial support had resulted in girls *attending school more regularly.* It is instructive, as also discussed in section 6.1, that both household heads and the girls themselves rated cash transfers/financial support and back to school kits provided by the project as key direct drivers of girls' daily school attendance.

Table 4.49: Impact of scholarship/cash transfer/financial support

HoH Response	Baseline		Midline	
	Comparison	Intervention	Comparison	Intervention
Yes, attending school more regularly	93.3%	91.0%	85.8%	89.4%
No change	1.1%	6.2%	7.5%	2.9%
Yes, attending less frequently	3.3%	1.2%	5.0%	5.7%
Don't know	2.2%	1.6%	1.7%	2.0%

Source: Midline Evaluation Data

Evidence from qualitative data indicates that bursaries had played a key role in influencing the transition and attendance positively. By paying school fees for learners who are from poor households, orphaned or living with disabilities, the project has guaranteed that the most vulnerable learners are encouraged and supported to attend and transition successfully. KIIs and FGDs with education officials, teachers, PPs, learners and CC groups affirmed that transition and attendance numbers have been positively impacted by the project's support for bursaries. The informants likewise credited these improvements to the governments support for transition through its FPE and FSE programs.

KIIs and FGDs with PPs revealed that at least 90% of all bursary allocations are given to girls, with just 10% being assigned to boys. They also explained that the greater amount of the bursaries is allocated to the most vulnerable boys and girls in the community, special considerations are also made for learners who perform very well in school. PPs also reported that a special committee formed from members of the community is entrusted with the role of identifying the most vulnerable learners in the community who will benefit from the bursaries, with each project school having its own committee. Bursaries are also pegged on performance, which is a motivating factor for improved performance among beneficiaries.

KIIs and FGDs with PPs and CC groups also revealed that apart from giving bursaries to learners in secondary schools and TVET institutions, the project has also been sensitizing the community about the availability of government bursaries. PPs also reported that the project has been working closely with county governments and institutions to ensure that the beneficiaries receive their bursaries on time and are supported by the institutions to continue with their education.

Support through IGAs, grants was another strategy used by the project to empower communities financially**.** KIIs and FGDs with PPs and CC groups showed that the project has been working closely with households to support them to increase their financial capacity to support their children's education. They reported that the project had organized forums with CC groups to discuss the economic challenges parents' faced in educating their children and had provided financial advice and grants to various community groups to encourage them to engage in IGAs. A project partner also reported on the same when she said:

> *We have identified groups in which we have encouraged them to come up with match funding. They identify a project, do market analysis, business plan, how much profit is expected, out of the profit how much goes to the girls, for secondary schools. They have already started the projects, and part of the profit will be used on girls to transition* (KII, Female, Project Partner, Mombasa)

In FGDs with CC groups, they reported that they have been able to start various IGAs after consolidating funds through savings schemes, particularly table banking and merry-go-rounds. They stated that members make monthly contributions and the funds are used to grant each other loans to help meet the costs of education or to start individual IGAs whose proceeds are used to cater for the education related expenses of their children. For instance, in Turkana, CC group members stated that they had started various IGAs such as charcoal burning, weaving mats, basketry and farming in order to generate income. They then use the proceeds from their IGAs to cater for expenses such as exam fees, admission fees to TVET courses and to purchase books, pens and sanitary towels.

Apart from utilizing the funds to pay for educational expenses, the CC groups reported that they also use the funds to support each other to meet other household expenses such as hospital and funeral bills.

Further, CC groups reported that their support is not just confined to members. They explained that they offer help to anybody in the community who is struggling to meet the costs of educating their children to guarantee that no child is left at home. They also encourage the heads of those households to join their group with the goal that they can be advised on how to start a profitable IGA and also continue benefitting from their support. This is what one CC group shared about the support offered to community members who are not part of their group:

> *We reach out to the mothers who are getting abused by their husbands and we introduce them to our group. We counsel them and encourage them to engage in different income generating activities, e.g. washing clothes, selling groceries etc. so that they can be financially independent. We also encourage them to start saving for the future.* (FGD, Female, CC group, Nairobi)

In a KII with a PP, they revealed that the project issues IGA grants to CC groups that already have a savings plan in place as well as a proper business plan. The CC groups are then required to pay back the loans at an agreed interest rate. However, PPs reported that the issuance of IGA grants has not picked up very well due to the fact that most CC groups did not meet the eligibility requirements. This is what some of PPs had to say about the IGA grants and the delays in their implementation:

> *For IGAs there is a catch 22, it's a match funding, say we give you Ksh 20,000 as a community and we request for Ksh35,000, so they can't run away because they have invested a lot and it's their project.* (KII, Female, Project Partner, Mombasa)

> *But when we got to the ground, the process of identifying the groups took longer than we had anticipated because some of them did not have the structures and we needed to do some capacity building for them. And that is still going on, it hasn't kicked off yet.* (KII, Male, Project Partner, Nairobi)

PPs and CC groups also reported that apart from the cash transfer funds and IGA grants, the project has also been working closely with the Ministry of Trade and Enterprise Development to sensitize community members about the availability of trainings on sustainable IGAs and IGA loans offered through the county governments.

Other than being able to raise funds through IGAs and grants, CC groups also reported that households which receive cash transfers have also been able to identify a sustainable economic activity and used part of the CT funds to start a sustainable IGA.

Effect of households' access to scholarship/cash transfer/financial support on family income spending

The midline evaluation also gauged how access to scholarship/cash transfer/financial support by the household affected family income spending and what the household spends on being given the financial cushion.

Table 4.50: Effect of Households' access to Scholarship/Cash Transfer/Financial Support on Family Income Spending

Change in Family Income Spending	Baseline			Midline		
	Comparison	Intervention	Total	Comparison	Intervention	Total
No change	8.9%	19.3%	17.8%	29.2%	11.4%	13.3%
Spend on another child's education costs	53.3%	54.9%	54.6%	53.3%	63.6%	62.6%
Save money	25.6%	15.4%	16.9%	7.5%	15.6%	14.7%
Investment of money	7.8%	3.9%	4.4%	9.2%	5.8%	6.1%
Other	4.4%	6.6%	6.3%	.8%	3.6%	3.3%

Source: Midline Evaluation Data

There were positive effects of scholarship/cash transfer/financial support on the household income spending. In the intervention school communities, more parents at midline (63.6%) than at baseline (54.9%) spend the rest of the cash on another child's education costs. This is an indication of prioritizing education. A few household heads (15.6%) saved the rest of the money upon being cushioned by the scholarship/cash transfer/financial support for the cohort girls' education from the project.

4.6.3 Child protection

The girl survey tool sought to establish girls' awareness 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, denial to attend school and early marriages among others. The quantitative findings were triangulated with qualitative data from FGDs with girls and boys, CC groups and teacher interviews to inform this section. Table 4.51 below shows girls' awareness of violence/abuses against children in their communities in the last one year.

Table 4.51: Girls Awareness of Any Instances of Violence/Abuses against Children in their Community for the Last One Year

	Midline	
	Comparison	Intervention

Yes	40.2%	40.2%
No	47.8%	46.6%
Don't know	11.9%	13.3%

Source: Midline Evaluation Data

The proportion of girls who were aware of cases of violence/abuses against children in their community was the same (40.2%) for both the intervention and comparison schools. This finding indicates that communities were to some extent unsafe for children. Some of the forms of violence/abuses against children are presented in Table 4.52.

Table 4.52: Forms of Violence/Abuses

Forms of violence/abuses		Midline		
		Comparison	Intervention	Total
Physical violence (homicide, non-fatal physical violence etc.)	**ASALs**	13.4%	11.2%	11.7%
	Urban Slums	11.1%	15.2%	14.3%
	Overall	12.5%	12.7%	12.6%
Defilement	**ASALs**	10.0%	8.2%	8.5%
	Urban Slums	18.7%	14.3%	15.3%
	Overall	13.5%	10.4%	11.1%
Child labour	**ASALs**	18.9%	23.1%	22.3%
	Urban Slums	14.4%	12.3%	12.7%
	Overall	17.1%	19.1%	18.7%
Child marriage	**ASALs**	20.0%	21.8%	21.4%
	Urban Slums	6.8%	4.7%	5.2%
	Overall	14.7%	15.5%	15.3%
Children out of school	**ASALs**	17.9%	16.8%	17.0%
	Urban Slums	9.1%	5.8%	6.5%
	Overall	14.3%	12.7%	13.1%
Teenage pregnancy	**ASALs**	16.0%	14.1%	14.5%
	Urban Slums	9.1%	4.7%	5.7%
	Overall	13.2%	10.7%	11.2%

Source: Midline Evaluation Data

Key findings on common forms of violence/harm against children in the areas under the project:

- A higher proportion of girls (19.1% intervention, 17.1% comparison) indicated child labour followed by child marriage (15.5% intervention, 14.7% comparison) as the main forms of child abuse in their communities. Denial of children's right to education (12.7% intervention; 14.3% comparison) and physical violence (12.7% intervention, 12.5% comparison) are other common forms of child abuse identified by the girls.

- From the intervention group, child labour affected more girls (23.1%) in ASALs than in urban slums (12.3%).
- Similarly, a girl in the ASAL region is 4 times (21.8%) more likely to get married early compared to a girl in urban slums (4.7%).

When asked, "*Which of these violence/abuses affect a girl child*? The findings indicated that girls were four times (9.6%) more likely to suffer defilement compared to boys (2.4%). Further, girls were 3 times (5.3%) more likely to suffer sexual exploitation than boys (1.7%). Conversely, more boys (17.7%) were affected by child labour compared to girls (11.4%).

The midline evaluation sought data on the main perpetrators of violence/abuses against children and the findings are presented in Table 4.53 below.

Table 4.53: Main Perpetrators of Violence/Abuses against Children

		Midline		
		Comparison	Intervention	Total
Parents/Caregivers	**ASALs**	34.2%	38.1%	37.4%
	Urban Slums	27.3%	30.0%	29.4%
	Overall	31.5%	35.3%	34.6%
Relatives	**ASALs**	11.3%	14.6%	14.0%
	Urban Slums	14.0%	12.4%	12.7%
	Overall	12.4%	13.8%	13.5%
Neighbours	**ASALs**	12.0%	13.9%	13.5%
	Urban Slums	17.8%	13.9%	14.8%
	Overall	14.3%	13.9%	13.9%
Strangers	**ASALs**	34.7%	25.5%	27.2%
	Urban Slums	37.1%	36.9%	37.0%
	Overall	35.6%	29.4%	30.7%

Source: Midline Evaluation Data

Below are the key findings on who are the main perpetrators of violence and abuses against children:

- According to the girls in the project area, the main perpetrators of violence against children were parents/caregivers (31.5% comparison, 35.3% intervention) followed by strangers (35.6% comparison, 25.5% intervention).
- In the intervention group, more parents/caregivers (38.1%) from ASAL regions compared to those in the urban slums (30%) were perpetrators of child violence.
- More children (36.9%) from urban slum intervention schools were likely to be abused by strangers than their counterparts in the ASALs (25.5%).

Violence against children occurs in many settings, including the home, school, community and over the Internet. Table 4.54 depicts settings where violence against children occurs as reported by the girls.

Table 4.54: Settings where Most of the Violence against Children Takes Place

		Midline		
		Comparison	Intervention	Total
At home	**ASALs**	25.2%	25.2%	25.2%
	Urban Slums	28.8%	31.6%	31.0%
	Overall	26.6%	27.4%	27.3%
At the community	**ASALs**	54.1%	59.6%	58.6%
	Urban Slums	55.3%	53.1%	53.6%
	Overall	54.6%	57.4%	56.8%
On the way to and from school	**ASALs**	12.5%	4.3%	5.9%
	Urban Slums	6.8%	6.9%	6.9%
	Overall	10.3%	5.2%	6.2%

Source: Midline Evaluation Data

The following are key findings from the question of where most violence against children takes place:

- Majority of the girls (54.6% comparison, 57.4% intervention) identified the community and home (26.6% comparison, 27.4%) as the main settings where most violence against children takes place.
- From the intervention site, more children (59.6%) from ASALs were likely to be abused at the community level compared to their counterparts from urban slums (53.1%).

KIIs and FGDs with PPs, teachers, education officials and female learners revealed that sexually violent practices were common and puts girls at risk of contracting STIs or early pregnancies which impacts on their participation in education. They stated that poverty or peer pressure sometimes drives girls to engage in unhealthy relationships with much older men (commonly referred to as sugar daddies) or get into prostitution. Girls explained that they were prone to rape by older men who were either strangers or family members both at home or on their way to/from school. Cases of rape were reported in both ASALs and urban slums as illustrated by the excerpts below:

> … *We are not safe on our way home because if you pass by some road, you can get raped by the drug dealers.* (Girls FGD, Primary, Urban slums)

We do not feel safe in the community because there are some rapists. Girls are much affected by the rapists more than the boys… we are weaker. (Girls FGD, Secondary, Urban slums)

There is a case we are handling currently. One girl was gang-raped by married and very mature men in that community. What we liked was that the community was able to report it… we want the community members to go to court and say this is what happened. At the same time there are people (very influential persons) telling the witness not to go. (KII, PP, ASALs)

Some parents are too wicked; they want to sleep [have sexual relations] with their 'babies' (daughters) and they always do that to them so that they can prevent them from going to school. (Girls FGD, Primary, Urban slums)

On a positive note, informants reported that the WWW project works closely with schools, government departments and CC groups to educate the girls and the community to promote a safe environment for girls at home and in school. For example, head teachers are encouraged to promote safe learning environments for pregnant teens and young mothers so as to discourage them from dropping out of school. Teen mothers are also advised on the alternative education pathways they can access after giving birth.

Travelling to and from school was perceived to be fairly safe by many girls as shown in Table 4.55 below.

Table 4.55: Girls' Views on Safety To and From School

REGION			Midline		Baseline		Change	
			Comparison	Intervention	Comparison	Intervention	Comparison	Intervention
ASALs	Do you feel safe travelling to and from school?	Yes	94.6%	90.6%	90.6%	90.3%	4.1%	0.3%
		No	5.4%	9.2%	9.4%	9.3%	-4.1%	0.0%
		Don't Know		.2%		.4%	0.0%	-0.2%
		Total	100.0%	100.0%	100.0%	100.0%		
Urban Slums		Yes	91.8%	89.8%	88.3%	85.9%	3.5%	3.9%
		No	8.2%	9.9%	11.7%	13.3%	-3.5%	-3.4%
		Don't Know		.3%		.8%	0.0%	-0.5%
		Total	100.0%	100.0%	100.0%	100.0%		
Total		Yes	93.5%	90.3%	89.5%	88.4%	4.0%	1.9%
		No	6.5%	9.5%	10.5%	11.0%	-4.0%	-1.5%
		Don't Know		.2%		.6%	0.0%	-0.4%
		Total	100.0%	100.0%	100.0%	100.0%		

Source: Midline Evaluation Data

The following are key findings on the girls' views regarding their safety when travelling to and from school:

- At midline, there is a slight increase (4.0%) in the proportion of intervention girls who said that travelling to and from school was safe compared to the girls in the comparison group (1.9%).
- From the intervention group, there is a higher increase (3.9%) in the proportion of girls from urban slums who indicated that travelling to and from school was safe compared to those from the ASAL schools (0.3%).
- Generally, from the quantitative data, the proportion of girls who indicated that travelling to and from school from both the comparison and intervention groups was high at both baseline and midline.

However, qualitative data contradicted this finding. There was a consensus from all the informants that communities were not safe for children and especially girls. Evidence from FGDs with girls and boys and teacher interviews indicated that there were high levels of insecurity in the community occasioned by robberies and insecurity along the way to school that posed a threat to learners' well-being and participation in education as reported in the following excerpts:

> *… a lot of times I have heard cases of robberies and of child trafficking… so I don't feel safe when coming to school.* (Girls FGD, Primary, Urban slums)

> *Some routes are not safe for girls because of the rapists*. (Girls FGD, Primary, ASALs)

> *This community may not be very safe…we have had instances where our girls have encountered some weird men who have attempted to chase them... again, we have had cases of insecurity within the community… there are so many idlers and they pose a security challenge. There are those who have tried to waylay them especially when they are coming to school in the morning. Generally, those are the main threats to girls' education.* (Teacher interview, urban slums)

On a positive note, it was learnt that the project was working very closely with schools, government departments and CC groups to educate the girls and the community to promote a safe environment for girls to live and thrive. For example, head teachers were encouraged to promote safe learning environments for pregnant teens and young mothers so as to discourage them from dropping out of school. Teen mothers are also advised on the alternative education pathways they can access after giving birth as explained by a key informant:

We work with the Children's Department for sustainability…The Children's Department is taking the lead and every time we have a case of a young mother reported to us, we forward it to them. They have systems on the ground and they follow up comprehensively, and not only supporting the girl to be in school, they also follow up to ensure that if it was a case of child abuse, that justice is served for the girl. (KII, ASALs)

The girls' survey tool also sought to find out whether girls had knowledge or were aware on what to do in case a child has been abused. When girls were asked, '*In instances that a child has been abused, are you aware of what to do?*' Majority of the girls (58.5%) had knowledge of what action to take. Remarkably, more girls (73.7% comparison, 69.7% intervention) indicated that they would report the incident to the police. On the other hand, more girls (9.2%) from the intervention group than from the comparison group (7.8 %) said that they would report the incident to the Children Department. However, girls indicated that majority of cases of child violence/abuse were not reported with those reported constituting only 43.4% of the total cases.

School-related Gender-based violence

Even though nearly all the girls (99%) indicated that they felt safe at school, quantitative and qualitative data demonstrates that boys and girls from schools visited were exposed to physical and emotional abuse in the school set up. Table 4.56 presents girls' views on the use of punishment by teachers.

Table 4.56: Use of Punishments in Schools

	Region	Baseline		Midline		Change	
		Comp	Interv	Comp	Interv	Comp	Interv
Proportion of girls who said teachers discipline or punish learners who get things wrong in a lesson	ASALs	91.8%	88.9%	89.2%	86.1%	-2.7%	-2.8%
	Urban	81.4%	79.0%	83.4%	74.4%	2.0%	-4.6%
	Overall	87.1%	84.6%	86.8%	81.8%	-0.2%	-2.8%
Proportion of girls who said they were physically punished by their teacher the week preceding evaluation	ASALs	41.8%	41.3%	31.5%	33.0%	-10.3%	-8.3%
	Urban	33.6%	43.3%	32.2%	26.4%	-1.4%	-16.9%
	Overall	38.1%	42.2%	31.8%	30.6%	-6.3%	-11.6%

Source: Midline Evaluation Data

Key findings on the use of punishments in school:

- Overall, the proportion of teachers who use physical punishment on learners who did something wrong remained high at midline (81.8% intervention, 86.8% comparison).

- There was a slightly higher marginal decline (2.8%) from intervention schools compared to comparison schools (0.2%) in the proportion of teachers who used physical punishment to discipline learners who get things wrong in a lesson.
- From the intervention group, more teachers (86.1%) from ASALs used physical punishment when learners got things wrong in a lesson compared to teachers in the urban slums (74.4%).
- The proportion of girls who indicated that they were physically punished by their teacher the week preceding evaluation was slightly higher (31.8%) in the comparison group compared to those in the intervention group (30.6%).
- The proportion of girls from the intervention schools who had been physically punished the week preceding the evaluation reduced by 11.6% at midline.

The midline evaluation further sought data on the frequency of physical punishments by a teacher a week before the school visit. The findings are summarised in Table 4.57 below.

Table 4.57: Frequency of Punishments in Schools

	Region		Baseline		Midline		Change	
			Comp.	Interv.	Comp.	Interv.	Comp.	Interv.
In that week (week preceding evaluation), did you see a teacher use physical punishment on other learners?	**ASALs**	Never	20.8%	22.9%	34.6%	27.1%	13.8%	4.2%
		Once or twice	59.4%	53.6%	51.6%	54.3%	-7.8%	0.7%
		Almost everyday	17.5%	19.9%	11.0%	15.4%	-6.5%	-4.5%
		Don't know	2.3%	3.5%	2.8%	3.2%	0.5%	-0.4%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
	Urban Slums	Never	29.8%	30.9%	28.5%	39.1%	-1.3%	8.2%
		Once or twice	53.9%	50.6%	52.0%	47.2%	-1.9%	-3.4%
		Almost everyday	14.5%	16.0%	16.6%	9.4%	2.1%	-6.5%
		Don't know	1.9%	2.5%	2.8%	4.2%	1.0%	1.7%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
	Overall	Never	24.9%	26.3%	32.1%	31.5%	7.3%	5.2%
		Once or twice	56.9%	52.4%	51.8%	51.7%	-5.1%	-0.6%
		Almost everyday	16.1%	18.2%	13.3%	13.2%	-2.9%	-5.0%
		Don't know	2.1%	3.1%	2.8%	3.6%	0.7%	0.5%
		Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%

Source: Midline Evaluation Data

Summary of the findings on the frequency of physical punishments by teachers:

- Generally, the proportion of teachers who use physical punishment on learners *almost every day* and *once or twice* reduced in both comparison and intervention groups.
- However, the proportion of teachers who used physical punishment on learners once or twice in the week remained above 50% for both intervention and comparison schools.
- The proportion of teachers who used physical punishment on learners *almost every* day in that week reduced by 5.0% for the intervention group and by 2.9% for the comparison group.
- In addition, use of punishment *once or twice* in a week reduced by 0.6% and 5.1% in the intervention and comparison groups respectively.
- From the intervention group, there was a two point's reduction (6.5%) in the proportion of teachers from the urban slums who almost every day used physical punishment on learners compared to their ASALs counterparts (4.5%).

Findings from school walkabouts, FGDs with boys and girls and KIIs conducted with learners, teachers, education officials and CC groups showed that gender violence negatively impacts learners' participation in education. Informants were of the opinion that schools provide a fairly safe and friendly learning environment. However, bullying, corporal punishment and insults from teachers were cited as the most common gender violent practices impacting education.

However, the WWW project activities were mentioned as having positively influenced safety within the school and community. Mentorship activities through life skills WWW supported clubs, teacher training, and community sensitization on the importance of education and child protection were frequently mentioned by informants.

KIIs with teachers and PP indicated that teacher qualifications and teaching methodologies impacted on schools' capacity to tackle gender related issues affecting learners. Most of the teachers interviewed stated that the project had provided them with in-service training in gender responsive pedagogy and learner centred teaching approaches that enabled them to be in a position to handle gender related practices that can hinder girls' education such as early marriages, teenage pregnancies, FGM, and sexual harassment. Teachers reported that girls are educated about their rights and are encouraged to report all forms of violations they experience within school and at home.

FGDs with learners and observations made by research teams during school walkabouts indicated that the use of corporal punishment as a form of discipline is very common in schools. Learners reported that they are caned when they are rude to teachers, when they fight and when they do not complete their homework. Majority of learners also indicated that they did not view corporal punishment as a form of abuse because teachers only cane the boys and girls who were indiscipline. However, a small percentage of learners acknowledged that caning was

unacceptable and negatively impacted on their education. Boys in particular reported that they were discouraged from attending school when they have not completed their homework to avoid punishment and recommended that teachers incorporate more friendly methods of instilling discipline.

Some learners also reported that teachers sometimes play a role in encouraging harmful gender stereotypes. They mentioned that teachers sometimes assign them duties or punished them based on their gender. For instance, girls shared that teachers failed to assign cleaning duties to boys while boys complained that teachers gave them harder punishments which makes them feel that teachers favoured one gender over the other.

Learners also reported that the way teachers spoke to them affected their self-esteem and liking for certain subjects. They stated that they generally disliked the subjects taught by teachers who use harsh words, abusive language or shout at them. Some of the abusive words and phrases that teachers used on learners include 'you are stupid like your mother', 'you are good for nothing', dirt vans, 'gluttons', or 'lazy for nothing'. When teachers were asked whether they perpetuated any harmful gender stereotypes, majority of them responded in the negative with only a few admitting to having used abusive language towards learners.

FGDs with boys and girls, interviews with teachers and school walkabouts revealed that bullying, corporal punishment and insults from teachers were rife in schools. Girls and boys FGDS reported that learners were caned regularly due to minor infringements like making noise in class or not completing assignments. Children would also be caned if they got answers wrong or if caught fighting in school as explained by the following learner and teacher:

> *…when you are given homework and it is not easy, girls normally find out from their mothers. But boys do not …so when they come to school the next day because when they get answers wrong, they will be beaten. Girls will also be beaten… If they don't get answers correct ..."* (Boys FGD, Urban)

> … *If a boy has beaten a girl, or they have fought, then they are canned.* (Teacher interview, ASALs)

Use of the cane was witnessed in two instances during the midline evaluation as shown in the excerpts below:

> *I can see very many learners from one of the Std 7 classrooms hurriedly walking outside their classrooms and kneeling along the corridor. Each of them has an exercise book, a textbook. I can overhear a female teacher tell them that they can only return to the classroom once they had completed their homework. I also observe that she is pinching some of the learners on their ears and prodding some*

on their heads while telling them that they are very lazy because they had a whole weekend but did not care to do their homework. (School walkabout, urban slum).

… I notice a female teacher carrying a cane and shouting at the pupils who were playing… She asks all of them to stop playing and gives each one of them two canes (girls on their hands and boys their bottoms) … (School walkabout, ASALs)

Nevertheless, qualitative data revealed most girls and boys did not view a teacher use of physical punishment as child abuse. For instance, a boy from a primary school in ASALs stated *"asiyekupenda hakuchapi"* which loosely translates to 'the one who does not love you will not cane you'. In his opinion teachers caned learners because they cared about them. However, some boys and girls acknowledged that caning was unacceptable, and it negatively impacted on their education. Boys in particular reported that they were discouraged from attending school when they have not completed their homework to avoid punishment and recommended that teachers incorporate more friendly methods of instilling discipline.

Use of corporal punishment has remained a major issue with over 51% of teachers using physical punishment once or twice in a week on learners who do something wrong. Use of corporal punishment is high especially in primary schools in the ASALs.

Project comment on the high levels of corporal punishment being used in intervention schools

While the law prohibits corporal punishment, this continues to go on and remain unreported. The project continues to train teachers, BoMs and the head teachers on how to have child friendly schools. The responsibility to have this actualised remains with the school management. This can also be picked as an agenda in the social accountability strategy so that parents hold schools to account on ensuring they realise child friendly schools. However, the recent change of head teachers through the TSC delocalisation policy may point to a further need for training. The project will deliberately do training on alternative forms of discipline for teachers and strengthen governance and management systems as mentioned above to tackle this persistent problem.

Recommendations

The project to consider having an indicator on reduction of physical punishment, train teachers on positive discipline methods as well as sensitize them on soft issues that will influence the classrooms to be more conducive for the learners.

Table 4.58: Summary of Indicators and Targets

Indicators	Comment on Indicator Appropriateness	Actual & Target	Baseline Value	Midline 1 Target	Comment on Midline 1 Target	Midline 2 Target	Rationale for Midline 2 Targets
IO 1 Indicators		Target			Midline 1 target of 89% was not met and therefore the project should seek to maintain the achieved target at baseline.	88%	This maintains the Midline 1 target after the difference in difference resulted in a decrease of 1%.
Percentage improvement in attendance rates	This indicator is still suitable for measuring the change in attendance.	Actual	88%	86%			
Evidence of teachers/pupils attributing an increased level of regular attendance (reduction in barriers) to the project interventions		Target	NA		This indicator did not have a target set for Midline 1.	52%	The target has been currently measured using project data. The EE proposes to introduce it in the girl survey and hence the modest target set.
	This indicator needs more clarification so as to increase its consistency in measuring. The EE proposes the indicator to focus on learners rather than teachers because majority of the project interventions are aimed at the children and their households. The reliability of the learners' responses will be higher because of the expanded interventions targeting the girls.			50%			
IO 2 Indicators							

Increased gender equitable and supportive learning practices by the target teachers.		Target		83.0%	The Midline 1 target was not made because of the lower than expected opinions by caregivers on the teachers practices in ASALs.	80%	The EE proposes the target to be set at 80% as this will be challenging but still achievable.
	This indicator is still suitable for measuring the supportive learning practices.	Actual	72.8% (ASALs = 68.4%, Urban Slums = 78.8%)				
		Actual					
% of lesson observations in supported schools/catch-up centres where the quality of instruction is rated as good or excellent *(Disaggregated by ASAL/Urban)*		Target		55.0%	There should be no quantitative target for this indicator. It should be measured qualitatively.	70%	The EE recommends that no quantitative targets be set for this indicator. However, if there must be a quantitative indicator, then the EE recommends 70% as the next target since the 55% target was achieved.
	This indicator is suitable as a qualitative indicator. However, the quantifying of the indicator is limiting.	Actual	53.0%	63%			
Proportion of teachers with improved knowledge, skills and attitudes on use of ICT for teaching and learning	The EE proposes the project to measure the perceptions of the learners or their experiences on corporal or physical punishment as an indicator of safe learning environment and changes in better and positive teaching methods. The evidence indicates that even though the delivery of the curriculum has improved, there is				This indicator was a new indicator and was not measured at midline.	50%	The EE proposes that the indicator changes to focus on physical punishment as a way of determining the perceptions of learners on issues of classroom and school environment. There already exists data on this for BL and Midline 1.
		Actual					

IO 3 Indicators	still a challenge on the use of friendly methods in class and outside class.						
Increased awareness among girls about their reproductive health needs		Target		80%	The Midline 1 target was not achieved because it was ambitious. However, it should be maintained for Midline 2 and the project invests more on club activities to address the current knowledge gaps on SRH.	80%	The target was not achieved at Midline 1 but with the two year period between Midline 1 and Midline 2, the target should be achieved.
	The indicator is appropriate. Rather than use one direct question asking about the girls knowledge on sexual reproductive health, the EE revised the measure of this indicator by using the average positive responses of 5 perception questions on SRH issues to denote increased awareness. Alternatively, the "awareness" in the indicator may be changed to be "perception".	Actual	68.50%	71%			
% of girls discussing their aspirations with their parents		Target		70%	The target was not achieved at Midline 1.	70%	The target was not achieved at Midline 1 but with the two year period between Midline 1 and Midline 2, the target should be achieved.

	This indicator is appropriate. To measure the indicator, rather than a direct question, the EE averages the responses of three questions on discussions and decision making done by both girls and households on education, marriage and career aspirations.	Actual	78.0%	62%			
% girls demonstrating improved self-confidence in school initiatives	This indicator is appropriate. To measure the indicator, the EE uses four self-efficacy perception questions related to school and education activities.	Target		50% (estimated at 17500)	The target was almost achieved at Midline 1.	60%	Since the target was almost achieved, a more challenging target should be Midline 1 achievement + 10%
		Actual	47.30%	48%			
IO 4 Indicators							
Proportion increase in households supporting girls' learning *(financial, girl safety, time for study, participation in school-related activity such as PTA/AGM/CCs)*		Target		75%	This target was almost achieved.	80%	A more challenging target would be Midline 1 achievement + 5% taking into consideration the household attitudes towards learning for girls in the ASAL areas.
		Actual	73.2%	73.6%			
% of caregivers and girls reporting that chores sometimes prevent them from attending school or doing their		Target		4%	This target was achieved and surpassed.	2%	Taking into consideration the inclusion of the girls' perspectives on household chores, the EE

homework and other studies							recommends the retention of 2% as the target.
	The indicator is appropriate. However, at baseline the question was only asked to caregivers but this was corrected and both caregivers and girls asked at midline. The current target uses only the data for the caregiver but this will be re-calculated at Midline 2 to include the data from girls also.	Actual	4.3%	2.2%			
IO 5 Indicators							
Proportion of girls at risk of dropping out who are supported through implementation of community action plans *(Disaggregated by ASAL/Urban)*	This indicator is appropriate as it shows the actual support from the project.	Target		Baseline +10%	The target of 34% and was not achieved	35%	The EE recommends maintaining the Midline 1 target as the Midline 2 target.
		Actual	24%	30.0%			
% 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 *(Disaggregated by ASAL/Urban)*	This indicator is appropriate to show the differences between those willing and those actually supporting.	Target		Baseline +10%	The Midline 1 target of 90% was not achieved.	85%	The EE recommends maintaining the Midline 1 target as the Midline 2 target.
		Actual	80%	80.0%			
% of communities expressing need to do away with harmful cultural practices that hinder girls from continuing to further their education and training	This indicator is new and appropriate. The selected harmful practice to be tracked was early marriage.	Target		Baseline	This was a new indicator.	80%	The EE recommends a Midline 2 target of 80% given the indicator is targeting attitude issues on cultural practices.
		Actual	0	74.5%			

(Disaggregated by ASAL/Urban)	

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

1. Learning

Generally, girls in intervention schools had slightly better learning scores in both numeracy and literacy than in comparison schools.

- According to the outcome spread sheet, the project achievement for evaluation point II (Midline 1) was set at 39.45% for literacy and 74.4% for numeracy. Majority of the girls are in Established and Proficient foundational learning bands, which shows good progress in attainment of foundational skills. EGRA and EGMA tests scores are tending to be skewed to the right at midline for grades 6 and 7 and implying that a ceiling effect is expected at the next evaluation point (Midline 2). Their efficacy will cease and therefore they should be dropped and only SeGRA/SeGMA tests retained for subsequent evaluations.

- The foundation literacy skills gaps were exhibited at higher order tasks such as comprehension and short essay where majority of the girls were at non-learner and emergent learner levels. The bands for numeracy skills are well distributed at all levels. However, there seems to be a general disproportionate challenge on identifying missing numbers task and computing basic subtraction compared to the other tasks.

- The key barriers that seemed to relate with girls scoring lower than average scores in SeGRA and SeGMA included girls' insecurity, girls feeling that teachers are biased against them (asking more questions and harder questions), teacher absenteeism, and early pregnancies. Generally, there seems to be more barriers affecting reading scores than numeracy scores.

2. Transition

- Overall the transition outcome targets for midline were not met (OOS). The DiD for transition was 2%. The baseline transition rate for the project was 94% while the for the comparison group it was 90%. These transition rates were already too high such that the project should focus on maintaining them as the target for the next evaluation. The midline transition rate for the project was 93% while the for the comparison group it was 87%.

- From the available project data, 73% of girls and 70% of boys transited to secondary schools. Despite the government's policy of 100% transition, there still exists barriers that prevent all learners to successfully transit, key among them poverty (to cater for

fees and other personal effects), insufficient number of schools (leading to long distances to schools especially secondary and TVET institutions), cultural practices (such as marriage after primary education) and negative attitudes to education. Poor perception of the course offering at TVET institutions as inferior for male and “not girl friendly” for females is another challenge.

3. Sustainability

The findings from the sustainability scorecard indicate that the project implementation is addressing issues that would lead to sustainability of the project. However, there are some key findings that the project should address or take note of to ensure that the three components (community, school and system) contribute to sustainability.

- The community attitudes are changing albeit slowly. The support for girls’ education is being seen in allowing girls to go to school. However, girls are still loaded with chores even though the attitude towards girls doing the chores at the expense of learning is reducing.
- The teacher is becoming more delivery focused leading to more learners reporting to understand the teacher. However, the school remains unfriendly in terms of punishment even though the children note that the schools are safer. Punishment may be a hidden barrier to attendance and performance at school.
- Nationally, the government is putting in place systems that will support the implementation of the project. This is especially for TVET for which the government is providing scholarships. In addition, the 100% transition policy by the government is influencing more girls to transit because this is part of the performance indicators of MoE officials. At the project level, there is a lot of engagements with the local MoE officials to ensure the national government policies are implemented at the local level. However, the limited “girl-friendly” courses and programmes and lack of accessible TVET institutions within the reach of community remain a real challenge. This means the barriers to access and perception of TVET may still hinder the realisation of this transition objective. The project should also take note that the government policy on 100% transition from primary to secondary does not give room for transition from primary to TVET, a pathway under the project.
- Uptake of NLE: NLE has been successfully rolled out in all the 483 project primary schools but the model needs strengthening to achieve the desired *improved management at the schools which translates to better learning environments and motivated teachers geared towards improving the learning outcomes.*

4. Intermediate outcome conclusions

Attendance: Whereas qualitative data largely indicates that attendance had been positively affected by the project, quantitative data suggests that attendance rates have not changed between baseline and midline.

The emphasis of the project design needs to shift and have more focus on the older girls and more so the secondary school girls. The evaluation noted that the older girls are more sensitive to softer issues such as the absenteeism of teachers and the way the teachers teach, and these influence their attendance. Teacher support was mentioned by both girls and caregivers as the highest driver of attendance.

At the community level and household level, the responsibility burden to the older girls is higher and therefore the project needs to continue emphasising the importance of balancing the household chores and the school work of the girls. Barriers such as household chores, working for pay and other family responsibilities are likely to impact older girls more with regard to attendance. The households with these girls need to be closely monitored through the use of CHVs and other community structures. It should be noted that household support was mentioned by both girls and caregivers as the second highest driver of attendance.

As for the barriers, the findings indicate that insecurity or safety issues at school, household chores and the perception from caregivers that some girls are unable to learn (slow learners) were barriers to attendance that seemed to be more prevalent in intervention schools compared to comparison schools. The project needs to continue emphasising the importance of safety and security of girls within the community and in the schools, importance of sharing household chores equitably among the family members (including boys), and countering attitudes that older girls are supposed to be married and incapable of learning in school.

Quality of teaching: Overall, the quality of teaching had improved which seems to be in tandem with the project's investment in the teacher compared to other school inputs such as the head teachers or BoM. Proxies for improved quality of teaching included the fact that 1) more girls from intervention schools reported that teachers treat boys and girls equally in the classroom compared to their counterparts attending comparison schools. Qualitative data from girls and boys FGDs yielded mixed views in relation to the way teachers treated boys and girls. Data generated indicated that use of ICT is still low; 2) more girls from intervention schools reported that teachers treat boys and girls equally in the classroom compared to those from comparison schools; 3) more teachers often used a different language to help learners understand something they have not understood; 4) there was an increase in the percentage of teachers who suggest ways girls can continue to study at school/home; 5) there was a decrease on the proportion of girls who indicated that teachers were often absent; and 6) the

proportion of teachers who use physical punishment had reduced. From a caregiver perspective, the proportion of caregivers who rated the quality of teaching as 'good' had increased.

However, the evaluation noted that for sustainability of the gains made on teaching quality, there is need for emphasis of teacher friendliness, teacher sensitivity of learners' (and girls') needs and reduction of physical punishment and verbal abuse.

Life Skills: There was improved rating on life skills with improvements noted on the self confidence levels of girls. The club activities are also contributing to improved confidence and aspirations of girls. The girls' individual attitudes and perceptions were also noted as key drivers of transition. Cultivating positive aspirations amongst girls was key.

However, there is mixed knowledge and attitude gains and gaps amongst the ASALs and urban slums with girls from urban slums being more self-confident but with fewer discussions on aspirations and lower SRH attitudes than their counterparts in ASALs.

Household Support: Household support was noted as the second highest driver of attendance after teacher support, even though the proportions are still low (below 20%), this finding indicates the importance of household support towards learning. There is willingness by households to support girls' education, but majority of them view support in terms of only "financial" support and this therefore creates a higher level of despondence among the caregivers. This was noted mainly in ASAL areas. Nevertheless, the parents were able to indicate that they support the girls morally (encouragement and mentorship) and also provide the relevant materials they require for school.

Community Based Attitudes and Behaviour Change: Both qualitative and quantitative midline data suggests confirmed notable changes in the community attitudes and behaviour towards girls' education. There was a slight increase of the households reporting to support girls' learning from 73.2% at baseline to 73.6% at midline. More households were supporting girls' learning and transition– for example the proportion of caregivers reporting that chores sometimes prevent the girls from attending school or doing homework had reduced by half from the baseline proportion and most parents shared household chores between their daughters and sons equally. There was also a general increase in community initiatives targeting marginalized girls. Community's willingness to support marginalized girls' education however still remains unchanged though there was a general trend that indicated that communities from ASALs were more likely to support marginalized girls for education compared to communities from urban slums.

School Management and Governance: Primary caregivers were of the opinion that general management of the schools had not improved. There was a general satisfaction with the governance – most caregivers indicated School Councils/BoM/PTAs had initiated fundraising activities in schools. Also, more schools had BoM/PTA than at baseline. The initiatives started by PTA/BoMs or councils in schools had in the opinion of the caregivers not resulted in improvement of school quality.

Child Protection: Children indicate they are safe but children do not seem to perceive corporal punishment as a child protection issue. Child abuse mostly occurred at the community and home set ups.

Recommendation on Enhancing Learning

There is general progress reported over the year of project implementation. The gains made are more in EGMA/SeGMA than in EGRA/SeGRA. Urban slums have higher mean scores than ASALs though improvements in learning are slower.

- The project is currently conducting a review of the teacher coaching implementation approach to determine whether the cascaded coaching model is fully functional and strengthen accordingly. This commendable stride should enhance the coaching value chain and improve attainment of foundational SeGRA and SeGMA skills. Documentation of the coaching model and findings of the review on what works in coaching at SeGRA and EGMA should also be used to influence curriculum reforms with a view to institutionalising coaching in upper grade reading, and STEM subjects.
- There is need to target sub-groups that posted greater decline in numeracy and literacy such as married girls and GWD. Appropriate targeting should be done.
- The project should pursue collaborations that can improve availability and access to basic sanitation facilities such as toilets. Strengthening BoMs/PTAs to play their role in setting up such indicatives (such as sanitation facilities, schools infrastructure) could be an option. Efforts to improve gender responsiveness in teaching practices that was found to have a statistically significant effect on girls learning outcomes should continue.
- Given that the EGRA and EGMA scores were tending towards ceiling levels, and the fact that by ML2 all learners will be in upper primary school grades or secondary school level, the project should consider dropping EGRA and EGMA post ML1.

Recommendation on Transition

Tracking transition including to secondary schools for project target girls who have completed Class 8 should be reviewed and made effective. The project should develop a mechanism that should enable coaches, head teachers, CHVS, CC groups and focal teachers to track and

report on cohort girls' progress, attendance and transition. This data should also be part of the periodic MEL reports from consortium partners.

Building on the current government policy on 100% transition, the project should work with the current structures in government that are mobilising girls to transit and ensure the structures are kept active throughout the year to follow up on drop outs and ensure they are re-admitted in schools, including neighbouring schools as opposed to far flung schools. The project can facilitate the transfers from high cost boarding schools to the nearby day schools to ensure that the transition rates remain high throughout the year.

Recommendations on Sustainability

The evaluation recommends the following on scalability and sustainability:

- *Documenting and Following Community Action Plans*: The community conversations approaches need to be more focused in generating actionable resolutions that are documented and tracked for progress. The focus on supporting special groups or already established and maturing or mature groups is a good strategy. The project team requires emphasizing that the groups have strong and focussed leadership to ensure the agenda of girl's education is not disregarded.
- *Facilitate Positive School – Community Collaborations and Linkages*: The project teams need to do more in establishing conducive and child/girl friendly learning environments. There are already positive results by the teachers in the project schools that are acknowledged by communities and households. However, there is need for more emphasis on supporting the management of the schools. The school managers are critical in the overall success of the schools and therefore their community linkages and peer linkages are important in enhancing a holistic school environment.
- *Advocate for "Girl Friendly" TVET Courses and Programmes*: The project needs to take advantage of the systemic pro-transition policy changes in the MoE to popularize the transition of girls into secondary schools and TVET institutions. The negative attitudes towards TVET courses by the communities can also be addressed through collaborative initiatives and campaigns with the relevant bodies such as TVET Authority (TVETA). There should also be focus on more "girl friendly" courses and programmes in TVET institutions even as the project focuses on changing of perceptions that the TVET courses are for men. However, in doing this, the project should emphasise on secondary school–TVET transitions since the government policy is 100% primary–secondary school transition. In addition, the project should document unique cases that may not fit into the recommended pathway by government for purposes of information sharing for

advocating government to consider these unique circumstances that may not meet the 100% transition policy.

- The following recommendations are made to improve effectiveness of the NLE model:
    - Define head teacher effectiveness benchmarks and align the leadership mentorship programme with existing initiatives such as Teacher Professional Development (TPD) and the TSC Teacher Performance Appraisal and Development (TPAD) and Kenya Education Management Institute (KEMI); review the standard against which effectiveness of a head teacher is measured and against which then mentor head teachers are identified. That will require a shift from the current system that relies on coach evaluation;
    - Address the challenges in ASALs hindering frequent meeting of paired leaders for coaching such as distance. This limits adequate provision of feedback and close follows up of improvement plans by the mentoring head. Clustering such schools could be an option;
    - Improve mentor head teacher competence by developing a training program for the mentor heads in Kenya, modelled along other EDT success stories in Rwanda and UK;
    - Increased awareness raising to improve acceptance and interest of the teachers involved in the mentee schools and respective board members;
    - Lobby and advocate for infusion of NLE in the national TPD and leadership continuous professional programmes by the Teachers Service Commission that are recognized in promotion of teachers and school leaders.

Recommendation on Design (including the calculation of beneficiary numbers)

Generally, the project design is relevant, progressive and addresses key barriers to marginalized girls' education. Midline evidence posits that some interventions are achieving the desired results, enabling girls to remain in school, learn and transition to the next level. There is evidence that the project has made good progress in addressing barriers to economic empowerment as demonstrated by the proportion of households *reporting that* financial/other materials support from the project has helped them keep their daughters in school. Reportedly, financial support through scholarships/bursaries for girls and cash transfers has resulted in regular school attendance and transition to secondary schools and TVET institutions. Furthermore, the project design is flexible in that it consistently addressed unique or emerging challenges such STEM learning material development, high teacher attrition, heightened insecurity and natural calamities (floods and drought) that affected school attendance in some ASAL counties; the project is largely on course. However, there are some constraints that are limiting the performance of some interventions. For instance, more girls from households whose

heads and primary caregivers have no education) or the partially orphaned girls (with no father) continue to spend time on household chores at the expense of learning. Consequently, there is need to critically reflect on, refine or realign the interventions under the four pillars of the ToC based on the evidence and learning from the midline evaluation:

- *Enhance the SNE Strategy to be Social Inclusion Strategy*: The project has made good overall gains on inclusion of special needs education into the implementation. There is need for expanding the strategy to be a social inclusion strategy and capture some of the issues that were found in the vulnerability assessments. The evaluation recommends that more collaborative efforts be undertaken with other stakeholders in the communities to help strengthen, as well as expand the rolling out of the IGAs grants to most promising groups such as women groups or other special interest groups identified to deal with issues of economic empowerment. The evaluation confirms that the project strategy to include the Guidance and Counselling teachers as key partners would help improve the retention and participation of girls from very disadvantaged households such as orphans or those from very poor households. These teachers need to address the psychosocial issues affecting girls.

- TVET remains one of the critical pathways based on project realities, global and national priorities. The project design does need to change though, and respond to contextual changes, Project activities should continue to be tweaked. There is also need for the project to enhance collaboration with the State Department for TVET that is undergoing significant transformation. Working closely with existing structures such as the TVET Technical Working Group and TVET Joint Sub-sector Working Group would expand collaboration and networking at national and county levels, as well as enables the project leverage on on-going state and non-state initiatives. It should be noted that as the design stands currently, it is in contravention of the 100% transition policy of the government which advocates for all primary school graduates to be enrolled in secondary schools and not other alternatives. The project needs, in principle, to support this initiative even though this support does not invalidate the reality that there are a percentage of girls that will still not be able to join secondary schools. The project needs to document these girls in case studies and share with the relevant policy bodies so that relevant policy recommendations are made.

- *Strengthen Child Protection Pillars:* Quantitative data indicated that violence against children mainly takes place at the community level. The journey to and from school was mainly identified as a possible avenue for child abuse by adults as well as during their interaction. In addition, girls who reported having unsafe travel to school had lower than average literacy and numeracy scores. It is therefore recommended that the project

continues to explore innovative community structures to ensure that children are protected and are safe in the community.

- *Address School-related Gender-based Violence:* Even though nearly all girls indicated that they felt safe at school, qualitative data revealed that physical and emotional abuse were rife in schools and this negatively impacts children's participation in education. Girls who reported feeling unsafe at school had lower than average literacy and numeracy scores. It is therefore recommended that the project infuses in teacher coaching and other teacher interaction avenues positive discipline strategies since most teachers are unaware of the effectiveness of alternative ways of discipline. This would create a child friendly school environment.

Recommendations on Monitoring, Evaluation and Learning

The project has a robust MEL plan and system that has performed its role well. The EE recommends the following:

- *Attendance Data:* Improve the digital M&E system to collect attendance data more frequently on daily and termly school attendance. The existing database on attendance was not exhaustive enough making it difficult to track changes between baseline and midline.
- *Strengthen Vulnerability Data:* The vulnerability data collected for assessment was very good but the project needs to enhance the data by collecting specific data on the heads of household and carers especially with regard to their specific level of education and sources of income. These two aspects are very critical in determining the vulnerability of the girls. The data collected needs to be analysed, interpreted and shared with CHVs and project teams for information.
- *Tracking Transition to Secondary Schools and other Pathways*: Tracing project target girls that had completed Class 8 was a challenge. This complicates the ability of the project to support the Primary-Secondary transition pathway. The project should implement a system that helps track all the girls. The use of CHVs could be useful in this component.
- *Document and Share Learning*: The component of knowledge management and learning in the project should be strengthened to effectively document and share learning at the various project learning levels. This could be one way of ensuring more uptakes of project innovations such as implementation of SNE strategy, NLE and remediation.

ANNEXES

Annex 1: Midline Evaluation Submission Process

Please submit all Midline reports and accompanying annexes via Team space, an online file-sharing platform. Both the External Evaluator (EE) and Project should have access to their respective Team space folders, however please reach out to your EO if you do not.

Please note, Annexes can be uploaded to Team space for FM review separately and before the midline report analysis is completed. We advise Projects and EEs to follow the sequence outlined below to speed up the review process and avoid unnecessary back and forth. Where possible, we also advise that projects and EEs do not begin their ML report analysis until Annex 13 is signed off by the FM.

Annexes to submit for FM review any time before the ML report is completed:

- Annex 2: Intervention Roll-out Dates
- Annex 3: Evaluation Approach and Methodology
- Annex 4: Characteristics and Barriers
- Annex 7: Project Design and Interventions
- Annex 9: Beneficiaries Tables.
- Annex 10: MEL Framework.
- Annex 11: External Evaluator's Inception Report (*where applicable*)
- Annex 12: Data Collection Tools Used for Midline Annex 13: Datasets, Codebooks and Programs
- Annex 14: Learning Test Pilot and Calibration
- Annex 15: Sampling Framework
- Annex 16: External Evaluator Declaration.
- Annex 17: Project Management Response (*this can be revisited following feedback from the FM).*

Annexes to finalise after Annex 11 "Datasets, Codebooks and Programs" is signed off by the FM:

- Annex 5: Log Frame
- Annex 6: Outcomes Spread sheet
- Annex 8: Key Findings on Output Indicators

Annex 2: Intervention Roll-out Dates

Intervention	Start	End
Training of teachers	March 2018	On-going – end date December 2019
Teacher coaching	April 2018	March 2021
National Leaders of Education (NLE)	November 2018	November 2021
Cluster meetings	January 2018	November 2021
Catch-up centre renovation	April 2018	March 2020
Catch-up enrolment and teaching	June 2018	November 2021
Remedial teaching	April 2019	March 2020
TVET enrolment and bursaries	June 2018	March 2020
STEM mentorship	August 2019	November 2021
Holiday mentorship	November 2018	November 2021
Peer to peer mentorship	June 2017	November 2021
Provision of girls' school kits (GSK)	June 2018	March 2020
Provision of lighting systems	March2019	April 2019
Cash transfer programs	November 2018	November 2019
Theme Days	November 2017	July 2021
Household Visits for vulnerable girls	June 2017	September 2022
Community groups IGAs support	March 2019	March 2020
Community social accountability forums with the schools	June 2018	November 2021
Stakeholder meetings	2017	November 2021
Capacity building of MoE staff at national and sub-national	2017	November 2020

Annex 3: Midline Evaluation Approach and Methodology

The midline evaluation was similar to the baseline evaluation. The approach was a mixed methods evaluation approach involving use of quantitative and qualitative data collection techniques: household questionnaires, the learning tests, Key Informant Interviews (KIIs) 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 midline data.
The midline maintained *a quasi-experimental design* with a control (or comparison group) and a treatment (intervention group). The cohort approach was also a joint cohort approach with both learning and transition samples being in the same sample.

The GESI minimum standards were applied to the project activities and the GESI assessment tool to determine how GESI sensitive the project was. The barriers and characteristics to learning were also analysed.

Midline data collection process

The quantitative and qualitative data was collected over a three-week period in July 2019. There was insufficient information provided by the project on the tracking of girls transiting from Grade 8 to Form 1. This necessitated the evaluation team to boost the number of girls in Form 1. In addition, the secondary schools targeted changed or were added and this meant that to maintain the midline and endline samples, additional girls from the selected secondary schools were sampled.

The quantitative tools (especially household and girl survey tools) were adjusted to cater for the revised log frame indicators. The indicators that were changed related to community attitudes and life skills. On the other hand, the qualitative tools were adjusted to focus on understanding the change that had occurred between baseline and midline evaluation points. Some of the tools, such as the Board of Management tools were infused into the community conversation groups and the BoM members targeted within the community groups discussions. The revision of the qualitative tools was also to have more precise tools that would capture the depth of the issues. All the revised tools were shared with the evaluation officer and signed off before being deployed for data collection.

Pre data collection

The recruitment of the enumerators was focussed on targeting those that had been involved in the baseline. The key reason for focusing on these enumerators was to have those that already understood the rigour and extent of the data collection. In spite of having data collectors from baseline, the training and preparation was undertaken in such a way that all the data collectors were taken through three-day training and prepared afresh with emphasis on the midline evaluation objectives. The trainers for the data collection had also been trained by the evaluation core team to ensure standardisation of the trainings for the data collectors.

The qualitative team was recruited from seasoned qualitative researchers who had undertaken previous GEC researches. They were taken through a two-day training which focused on the revised qualitative tools. There was general agreement on how to approach certain questions and how to code the data to enable use of qualitative software.

During data collection

The data collection took place in July 2019 (staggered over a period of three weeks) with both qualitative and quantitative data being conducted at the same time.
The data collectors were trained on the protocols to use in data collection. In addition, there was focus on child protection and safeguarding issues with all data collectors and qualitative researchers taken through the child protection and safeguarding policies and required to sign a commitment.

The re-contact protocols involved ensuring that the data collectors confirm that girls in the allocated schools are not traceable within the project school before replacement. The data collectors were given the list of girls that included their name, grade at baseline, expected grade at midline, name of a parent/guardian and possible telephone contact. The lists were by county and school and data collectors were allocated to certain schools. For Class 8 who were transiting to Form 1, the data collectors were given the list of girls to trace and the secondary schools they were selected to join from their primary school. The tracing of girls who were progressing from one grade to another was very successful. However, tracing of girls transiting from Class 8 to Form 1 was challenging because the schools were not certain that the girls had actually joined the schools that they were selected to whereas the project data available was incomplete and inconclusive. The evaluators therefore replaced most Class 8 to Form 1 girls due to attrition.

The qualitative sampling was undertaken randomly. For the community conversation groups, the project provided groups that were operating within the sampled school community. The BoMs were included in some of the community conversation groups. For the girls and boys FGDs, the sample was undertaken randomly from Class 5 to Class 8 and Form 1 to Form 4

where possible. Where club activities were available, the club leaders were included in the focus group discussions. The education officers targeted were both from the Teachers Service Commission and the main Ministry of Education at the sub county level. The key partners targeted were the senior most project persons with relevant and sufficient information about the project.

The quality of data was assured through different stages. During the training of data collectors, there were at least three trainers per training to ensure that all the data collectors were monitored to understand the processes. During the actual data collection there was deployment of monitoring teams during the data collection period. The monitors would check if the data collectors were following assessment, survey and child protection procedures. After data collection, the data cleaning process also involved confirming the data collected was valid before data analysis was undertaken.

Ethical protocols

The midline qualitative data collection was guided by Wasichana Wetu Wafaulu Project Corporate Safeguarding Policy and the WERK Child Protection Policy and Research Ethics. The ethical principles therein guided training of the research team, field work interactions and follow-up with the research participants. During the training to familiarise with research tools, a session was devoted to training the research team in safeguarding, child protection, rights, safety and well-being of all involved in the research. The researchers and research assistants were trained on the triple ethical considerations of informed consent, confidentiality and protection of the rights of informants. The training was intended to ensure research was conducted in the best interest of the children and adults involved by upholding the do-no-harm principles during data collection, data analysis, report writing and dissemination. During the data collection process, WERK upheld rights of the children and adults to participate including voluntary participation, informed consent, confidentiality and anonymity. In line with these requirements, the names of the communities, schools visited and the research informants have been kept anonymous. All names used are pseudonyms.

Annex 3.1: Sample sizes for the instruments by county, by intervention and comparison

		Kilifi	Kwale	Marsabit	Mombasa	Nairobi	Samburu	Tana River	Turkana	Total
Primary Schools	Comp	7	3	2	6	17	2	2	7	46
	Inter	22	14	6	18	58	5	5	25	153
	Total	29	17	8	24	75	7	7	32	199

Secondary Schools	Comp	3	1	1	2	3	1	5	1	17
	Inter	10	4	6	4	7	4	10	6	51
	Total	13	5	7	6	10	5	15	7	68
Girl Survey	Comp	294	86	63	214	502	70	281	197	1707
	Inter	1131	644	463	608	1820	265	599	1247	6777
	Total	1425	730	526	822	2322	335	880	1444	8484
HH Survey	Comp	242	74	63	185	370	46	186	192	1358
	Inter	1021	528	289	531	1398	200	378	1000	5345
	Total	1263	602	352	716	1768	246	564	1192	6703
EGRA	Comp	148	67	47	117	294	36	46	154	909
	Inter	490	351	123	338	1129	108	102	725	3366
	Total	638	418	170	455	1423	144	148	879	4275
EGMA	Comp	148	67	46	117	293	36	45	154	906
	Inter	488	351	123	338	1127	107	102	723	3359
	Total	636	418	167	455	1420	143	147	877	4263
SeGMA	Comp	292	95	54	210	530	68	268	240	1757
	Inter	1118	631	445	615	1865	305	545	1141	6665
	Total	1410	726	499	825	2395	373	813	1381	8422
SeGRA	Comp	290	95	54	209	523	68	268	240	1747
	Inter	1118	627	444	615	1866	303	546	1144	6663
	Total	1408	722	498	824	2389	371	814	1384	8410

Annex 3.2: Tool details

Tool (used for which outcome and IO indicator)	Beneficiary group	Sample size agreed in MEL framework for treatment and (control group) - if appropriate	Actual sample size treatment and (control group) - if appropriate	Remarks: 1) Attrition rate from baseline to midline 2) Re-contacted sample vs. replaced sample 3) Major changes to tools or differences between anticipated and actual sample sizes
Learning tests	In school (Grades 5 – Grade 10)	6,868 (joint sample but learning sample was 2626)	8422	Re-contacted sample and the replaced sample
Girl survey	Girls	6868	8484	Re-contacted sample and the replaced sample.

	assessed			
Household survey	Households for the girls	6868	6703	Re-contacted sample and the replaced sample. Some secondary schools were boarding and thus their households were not visited for HH surveys. The catchment area for boarding schools is wider with some girls coming from different counties.
Primary schools	Number of schools targeted	152 (50)	153 (46)	Planned schools

Qualitative Sample (Intervention schools only)

Table 3.2 shows that 367 (229 children; 138 adults) were interviewed. This qualitative data was only collected in intervention schools.

Table 3.2: Participants reached by gender and methods

County	Methods	Children		Adults		Total
Kilifi		Girls	Boys	Women	Men	
	KII	0	0	1	1	2
	Interview	0	0	2	3	5
	FGD	30	35	15	4	84
Turkana	KII	0	0	0	3	3
	Interview	0	0	3	3	6
	FGD	29	25	12	45	111
Nairobi	KII	0	0	0	3	3
	Interview	0	0	1	4	5
	FGD	27	21	12	0	60
Mombasa	KII	0	0	1	2	3
	Interview	0	0	1	3	4
	FGD	31	31	9	0	71
Total		**117**	**112**	**57**	**71**	**357**

Post data collection

Data cleaning was undertaken for a period of one month. This involved a team of 8 persons cleaning the data and checking for consistency using the assessments, girl surveys and household surveys. The data was then merged from three formats (assessment – partly in hard copy, girl survey and household survey in soft copy format) and converted into one joint data set.

The data was stored in Excel format with all the data from Tangerine downloaded into Excel. SPSS and STATA were used to undertake the quantitative analysis with two separate data analysts performing independent tasks to confirm the validity of the outputs. For the qualitative data, the transcripts were coded into the Maxqda software and analysed according to pre-agreed themes. The transcripts had been transcribed verbatim with some preliminary analysis from the researchers. The researchers also had observations of the communities and the schools that were also incorporated into the analysis.

For households, GPS locations were collected to help tracking the households in the next evaluation. The girls will be tracked at their schools.

Challenges in midline data collection and limitations of the evaluation design

Challenges

Unavailability of transition data at school: The evaluation attempted to get the evaluation data for the girls sampled in Class 8 who had transited to Form 1. However, nearly half of the schools visited had no conclusive data on where the girls had transited to.

Competing project activities during the midline evaluation data collection: In some counties, it was noted that similar learning assessments had been conducted by the project team during the month that the evaluation was being undertaken. In one of the counties, some schools had both the external evaluators and project teams undertaking the assessments during the same week. The evaluation team requested the project team to postpone their assessments to a later date to allow for the evaluation exercise to be concluded first.

Mobilisation of schools: Generally, the mobilisation of secondary schools was harder compared to primary schools. Many of the principals were uncooperative citing that the project had not made any significant interventions at the schools and yet the project was already at midline. However, all the schools were persuaded. Some private project primary schools in Nairobi refused to participate in the exercise and requested to be dropped from future exercises. The main reason was because the head teachers were of the opinion that the project was not making any substantial investment in the schools.

The comparison schools remain at the biggest risk of dropping off from the sample because of the design of the project.

Project response

As at the time of the midline data collection, the project had only sensitized the secondary schools and specifically the heads of departments (HODs) on STEM interventions and not the entire package of the project interventions. This initial contact was to bring them up to speed on the main agendas that the GEC-T project will be championing within their schools. However, the comparison secondary schools had no knowledge of their status as comparison schools.

Respondents' apathy or fatigue: Some of the respondents from households resisted the data collection exercise, while some noted that they will not cooperate in the next data collection exercise citing not benefiting directly from the project. The ones who refused were very few but the next evaluation exercise should plan for more refusals at household level or the project will need to sensitise the parents on the importance of the exercise. It was noted that majority of the parents from the project areas (especially in urban centres) were unaware that the project existed in the schools that the girls attend. Parents/guardians from secondary schools were more likely to not cooperate in the household surveys.

Limitations

Insufficient transition data: The project had collected transition data for the project girls leaving primary school. However, the evaluation team could not conclusively use the data to do analysis because the data was insufficient – the data was only for about 65% of the girls with almost 35% of the girls in the project unaccounted for. Because of insufficient data on transition, it was not possible for the evaluation to have conclusive transition rates of baseline to midline.

Inconclusive monitoring data for attendance: The baseline had identified that spot check attendance data could be strengthened further by analysing termly attendance data trends that the project collects. During midline, the project provided attendance data, it was not possible to utilise the project data for attendance in analysis because of the major gaps in collecting the data. It was not possible to establish through the data (i) that data from all the project schools had been collected; (ii) data from all the girls and boys from the schools had been collected; and (iii) data for all the school days in a particular

term had been captured. This made it difficult to use this data to calculate the actual attendance rates for the project.

Households not reachable: The inclusion of more secondary school girls meant that the chances of having girls surveyed and their homes not surveyed was higher. This was because the distances between the villages and their households were not reachable. This was more pronounced for boarding secondary schools. This was the case especially in ASALs where most of the preferred secondary schools are boarding schools. This meant that the number of girls assessed for learning was higher than that of households visited for HH survey.

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

The baseline sample that was at midline consisted of Grade 6, Grade 7, and Grade 8. The Grade 5, Form 1 and Form 2 samples were boosted in preparation for future evaluations. There was a slight drop of proportions of samples across the three grades (6, 7, 8) at midline (18-20%) compared to baseline (22-23%).

The intervention and control group samples are matched appropriately by region with urban slums having 58% of the sample as comparison compared to 60% intervention. Whereas for the ASALs, the sample was 43% compared to 40% of urban slums.

There was general comparison on barriers except for a few where the project was seen to have been better or improved. For instance, on time spent on chores for more than a quarter a day, whereas the comparison group changed from 40% at baseline to 35% at midline; the intervention group changed from 30% to 24% over the same period.

Generally, the learning samples matched well and there was no need of making any adjustments.

	Baseline Sample			Baseline Sample (Untraced)			Recontacted Sample			Midline Sample (New Sample)			Midline Sample (Recontacted + Boost Sample)		
	Comparison	Intervention	Total	Comparison	Intervention	Total	Comparison	Intervention	Total	Comparison	Intervention	Total	Comparison	Intervention	Total
Form 1	165 (11%)	409 (8%)	574 (9%)	86 (11%)	159 (6%)	245 (7%)		5 (0.2%)	5 (0.2%)	292 (23%)	1329 (24%)	1621 (24%)	292 (15%)	1334 (18%)	1626 (17%)
Form 2							78 (12%)	250 (12%)	328 (12%)	166 (13%)	902 (17%)	1068 (16%)	244 (13%)	1152 (15%)	1396 (15%)
Grade 5	337 (23%)	1025 (21%)	1362 (21%)	139 (17%)	429 (16%)	568 (16%)				250 (20%)	900 (17%)	1150 (17%)	250 (13%)	900 (12%)	1150 (12%)
Grade 6	316 (21%)	1041 (21%)	1357 (21%)	138 (17%)	454 (17%)	592 (17%)	214 (32%)	645 (30%)	859 (31%)	190 (15%)	765 (14%)	955 (14%)	404 (21%)	1410 (19%)	1814 (19%)
Grade 7	327 (22%)	1161 (24%)	1488 (23%)	114 (14%)	462 (17%)	576 (16%)	180 (27%)	618 (29%)	798 (28%)	203 (16%)	870 (16%)	1073 (16%)	383 (20%)	1488 (20%)	1871 (20%)
Grade 8	336 (23%)	1220 (25%)	1556 (25%)	336 (41%)	1214 (45%)	1550 (44%)	196 (29%)	620 (29%)	816 (29%)	154 (12%)	674 (12%)	828 (12%)	350 (18%)	1294 (17%)	1644 (17%)
Total	1481	4856	6337	813	2718	3531	668	2138	2806	1255	5440	6695	1923	7578	9501
Attrition							45%	44%	44%						

Annex 3.3a: Midline sample and attrition (Learning)

Annex 3.3b: Midline sample and attrition (Transition)

	Baseline Sample			Baseline Sample (Untraced)			Re-contacted Sample			Midline Sample (Boost Sample)			Midline Sample (Re-contacted + Boost Sample)		
Age	Comp	Inter	Total	Comp	Inter	Total	Comp	Inter	Total	Comp	Inter	Total	Comp	Inter	Total
8	1 (0%)	4 (0%)	5 (0%)	0 (0%)	3 (0%)	3 (0%)									
9	1 (0%)	11 (0%)	12 (0%)	0 (0%)	8 (0%)	8 (0%)									
10	84 (7%)	311 (7%)	395 (7%)	43 (6%)	158 (6%)	201 (6%)	3 (1%)	2 (0%)	5 (0%)	35 (4%)	113 (3%)	148 (3%)	38 (3%)	115 (2%)	153 (2%)
11	110 (9%)	476 (10%)	586 (10%)	57 (8%)	241 (9%)	298 (9%)	18 (3%)	75 (4%)	93 (4%)	73 (7%)	288 (7%)	361 (7%)	91 (6%)	363 (6%)	454 (6%)
12	195 (16%)	799 (17%)	994 (17%)	88 (12%)	393 (14%)	481 (14%)	51 (10%)	237 (14%)	288 (13%)	106 (11%)	447 (10%)	553 (10%)	157 (10%)	684 (11%)	841 (11%)
13	274 (22%)	958 (21%)	1232 (21%)	149 (21%)	539 (20%)	688 (20%)	78 (15%)	329 (19%)	407 (18%)	157 (16%)	590 (14%)	747 (14%)	235 (16%)	919 (15%)	1154 (15%)
14	250 (20%)	825 (18%)	1075 (18%)	150 (21%)	563 (21%)	713 (21%)	138 (27%)	436 (25%)	574 (26%)	151 (15%)	650 (15%)	801 (15%)	289 (19%)	1086 (18%)	1375 (18%)
15	155 (13%)	555 (12%)	710 (12%)	103 (15%)	357 (13%)	460 (13%)	107 (21%)	292 (17%)	399 (18%)	150 (15%)	774 (18%)	924 (17%)	257 (17%)	1066 (18%)	1323 (17%)
16	94 (8%)	381 (8%)	475 (8%)	64 (9%)	261 (10%)	325 (10%)	62 (12%)	168 (10%)	230 (10%)	153 (16%)	709 (16%)	862 (16%)	215 (14%)	877 (14%)	1092 (14%)
17	47 (4%)	205 (4%)	252 (4%)	35 (5%)	121 (4%)	156 (5%)	41 (8%)	125 (7%)	166 (7%)	119 (12%)	549 (13%)	668 (13%)	160 (11%)	674 (11%)	834 (11%)
18	20 (2%)	93 (2%)	113 (2%)	15 (2%)	66 (2%)	81 (2%)	13 (3%)	40 (2%)	53 (2%)	29 (3%)	128 (3%)	157 (3%)	42 (3%)	168 (3%)	210 (3%)
19	1 (0%)	13 (0%)	14 (0%)	1 (0%)	10 (0%)	11 (0%)	4 (1%)	23 (1%)	27 (1%)	11 (1%)	80 (2%)	91 (2%)	15 (1%)	103 (2%)	118 (2%)
20	1 (0%)	7 (0%)	8 (0%)	1 (0%)	5 (0%)	6 (0%)	1 (0%)	1 (0%)	2 (0%)	1 (0%)	5 (0%)	6 (0%)	2 (0%)	6 (0%)	8 (0%)
21							1 (0%)	0 (0%)	1 (0%)	0 (0%)	5 (0%)	5 (0%)	1 (0%)	5 (0%)	6 (0%)
23							0 (0%)	1 (0%)	1 (0%)				0 (0%)	1 (0%)	1 (0%)
Overall	1231	4623	5854	706	2714	3420	517	1729	2246	985	4338	5323	1502	6067	7569
Attrition							42%	37%	38%						

Annex 3.4: Midline evaluation sample (re-contacted) breakdown (by region and grade)

County		CATEGORY		Total	County 1		CATEGORY		Total
		Comparison	Intervention				Comparison	Intervention	
Kilifi	Form 1	0 (0%)	3 (1%)	3 (1%)	Nairobi	Form 1	0 (0%)	0 (0%)	0 (0%)
	Form 2	10 (8%)	67 (17%)	77 (15%)		Form 2	16 (9%)	4 (1%)	20 (2%)
	Grade 6	41 (32%)	129 (33%)	170 (33%)		Grade 6	56 (33%)	214 (30%)	270 (31%)
	Grade 7	38 (30%)	94 (24%)	132 (25%)		Grade 7	44 (26%)	221 (31%)	265 (30%)
	Grade 8	39 (30%)	98 (25%)	137 (26%)		Grade 8	55 (32%)	263 (37%)	318 (36%)
	Total	128 (19%)	391 (18%)	519 (18%)		Total	171 (26%)	702 (33%)	873 (31%)
Kwale	Form 1	0 (0%)	0 (0%)	0 (0%)	Samburu	Form 1	0 (0%)	0 (0%)	0 (0%)
	Form 2	0 (0%)	37 (15%)	37 (11%)		Form 2	4 (15%)	17 (18%)	21 (17%)
	Grade 6	31 (41%)	81 (32%)	112 (34%)		Grade 6	12 (44%)	34 (36%)	46 (38%)
	Grade 7	24 (32%)	82 (33%)	106 (33%)		Grade 7	3 (11%)	21 (22%)	24 (20%)
	Grade 8	21 (28%)	50 (20%)	71 (22%)		Grade 8	8 (30%)	22 (23%)	30 (25%)
	Total	76 (11%)	250 (12%)	326 (12%)		Total	27 (4%)	94 (4%)	121 (4%)
Marsabit	Form 1	0 (0%)	0 (0%)	0 (0%)	Tana River	Form 1	0 (0%)	0 (0%)	0 (0%)
	Form 2	0 (0%)	44 (34%)	44 (29%)		Form 2	20 (36%)	56 (58%)	76 (50%)
	Grade 6	4 (17%)	30 (23%)	34 (22%)		Grade 6	14 (25%)	13 (14%)	27 (18%)
	Grade 7	12 (52%)	29 (22%)	41 (27%)		Grade 7	11 (20%)	11 (11%)	22 (15%)
	Grade 8	7 (30%)	28 (21%)	35 (23%)		Grade 8	10 (18%)	16 (17%)	26 (17%)
	Total	23 (3%)	131 (6%)	154 (5%)		Total	55 (8%)	96 (4%)	151 (5%)
Mombasa	Form 1	0 (0%)	0 (0%)	0 (0%)	Turkana	Form 1	0 (%)	2 (1%)	2 (1%)
	Form 2	16 (15%)	9 (3%)	25 (6%)		Form 2	12 (15%)	16 (8%)	28 (10%)
	Grade 6	29 (27%)	91 (33%)	120 (31%)		Grade 6	27 (34%)	53 (27%)	80 (29%)
	Grade 7	29 (27%)	94 (34%)	123 (32%)		Grade 7	19 (24%)	66 (34%)	85 (31%)
	Grade 8	35 (32%)	83 (30%)	118 (31%)		Grade 8	21 (27%)	60 (30%)	81 (29%)
	Total	109 (16%)	277 (13%)	386 (14%)		Total	79 (12%)	197 (9%)	276 (10%)
Total	Form 1	0 (%)	5 (0.2%)	5 (0.2%)					
	Form 2	78 (12%)	250 (12%)	328 (12%)					
	Grade 6	214 (32%)	645 (30%)	859 (31%)					
	Grade 7	180 (27%)	618 (29%)	798 (28%)					
	Grade 8	196 (29%)	620 (29%)	816 (29%)					
	Total	668	2138	2806					

Sample size agreed in MEL framework

The minimum sample size for learning agreed in the MEL framework was 2626 while for transition was 6868. The project adopted a joint sampling approach. Hence the minimum sample size to be tracked was 6868 (since the learning sample (2626) is smaller than

the calculated transition sample). At midline a total of 2806 girls were re-contacted for learning. The minimum threshold for learning was therefore met.

	Learning Sample agreed in MEL Framework		Learning Sample achieved at Midline 1		Percentage Achieved	
	Intervention	Comparison	Intervention	Comparison	Intervention	Comparison
Nairobi	695	239	702	171	101%	72%
Mombasa	137	47	277	109	202%	232%
Urban Slums	**832**	**286**	**979**	**280**	**118%**	**98%**
Marsabit	52	17	131	23	252%	135%
Samburu	59	19	94	27	159%	142%
Tana River	271	86	96	55	35%	64%
Turkana	201	64	197	79	98%	123%
Kilifi	433	137	391	128	90%	93%
Kwale	128	41	250	76	195%	185%
ASALs	1144	364	1159	388	101%	107%
Total	1976	650	2138	668	108%	103%
Overall	2626		2806		107%	

Transition sample size agreed in MEL framework

		Total Pop.	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	1,242,908	63,210	12%	18						563
	Nairobi	4,253,330	209,107	39%	59						
	Urban	**5,496,238**	**272,317**	**51%**	77	23.651	1825.44	2555.62	33.11	34	2624
	Marsabit	372,931	20,786	4%	6						
	Samburu	319,708	16,559	3%	5						
	Tana	301,073	15,893	3%	5						
	Turkana	1,427,797	87,309	16%	25						
	Kilifi	1,466,856	79,139	15%	22						
	Kwale	833,527	44,295	8%	13						
	ASALs	**4,721,892**	**263,981**	**49%**	75	23.651	1769.56	2477.38	33.1	34	2544
	Total	**10,218,13**	**536,298**		152						**5168**
Comparison	Nairobi			12%	6						487
	Mombasa			39%	19						
	Urban			**51%**	25	23.980	599.50	839.30	33.57	34	863
	Marsabit			4%	2						165
	Samburu			3%	2						
	Tana			3%	2						
	Turkana			16%	8						

	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

Table 2.1: Learning Evaluation sample breakdown (by grade) – Re-contacted girls

	Comparison	Intervention	Total
Grade 5	3.3%	3.4%	3.4%
Grade 6	30.0%	30.2%	30.2%
Grade 7	26.6%	29.7%	29.0%
Grade 8	25.8%	24.4%	24.7%
Form 1	2.4%	2.6%	2.6%
Form 2	11.8%	9.6%	10.1%
Total	100.0%	100.0%	100.0%

Annex 3. 5: Learning Evaluation sample breakdown (by age) – Re-contacted Girls

	Comparison	Intervention	Total
Aged 9-11 (% aged 9-11)	4%	5%	5%
Aged 12-13 (% aged 12-13)	27%	32%	31%
Aged 14-15 (% aged 14-15)	45%	41%	42%
Aged 16-17 (%aged 16-17)	19%	18%	18%
Aged 18-19 (%aged 18-19)	4%	4%	4%
Aged 20+ (% aged 20 and over)	0%	0%	0%
	100.00%	100.00%	100.00%

Annex 3. 6: Learning Evaluation sample breakdown (by disability) – Re-contacted girls

	Girls School Survey		Household Survey	
Sample breakdown (girls)	Control (re-contacted)	Intervention (re-contacted)	Control (re-contacted)	Intervention (re-contacted)
Girls with disability (% overall)	6.5%	8.6%	4.5%	5.6%
Difficulty seeing	3.2%	2.7%	0.6%	1.5%
Difficulty hearing	1.6%	1.8%	0.8%	1.4%
Difficulty walking or climbing steps	1.2%	2.2%	1.2%	0.8%
Difficulty remembering or concentrating	2.1%	2.2%	1.4%	1.3%

Difficulty with self-care	0.8%	1.6%	0.4%	1.4%
Difficulty communicating	0.7%	1.8%	0.8%	1.0%

Midline Comparability of the Re-contacted and Lost Girls

Overall, the re-contacted and the lost samples are largely of the same characteristics.

	Comparison						Intervention					
	Re-contacted Girls		Lost Girls		Difference	p-value	Re-contacted Girls		Lost Girls		Difference	p-value
	Mean	Count	Mean	Count			Mean	Count	Mean	Count		
Learning												
EGRA	48.58	375	46.80	216	1.78	0.304	52.31	1183	52.69	579	-0.38	0.718
SeGRA	28.68	281	31.41	469	-2.72	0.053	31.38	934	34.05	1550	-2.67	0.001
EGMA	57.51	375	53.82	215	3.69	0.009	58.02	1180	57.37	577	0.65	0.433
SeGMA	14.52	261	18.30	432	-3.77	0.000	17.66	812	21.93	1171	-4.27	0.000
Socio-economic Characteristics												
Type of dwelling - Traditional house (PCG_1econ =2)	43.2%	227	42.9%	309	0.32%	0.927	38.6%	738	39.5%	1125	-0.92%	0.522
Households unable to meet basic needs without charity (PCG_5econ =1)	44.0%	231	39.3%	283	4.69%	0.097	42.9%	1045	42.0%	1495	0.94%	0.981
Households finding it difficult to afford for girls' education (PCG_7enr=1)	63.9%	336	61.0%	442	2.83%	0.308	64.9%	1236	64.6%	1829	0.28%	0.846
Households going to sleep at night feeling hungry for many days (PCG_7econ=2&3)	30.5%	160	29.3%	211	1.17%	0.656	35.5%	679	34.3%	976	1.19%	0.434
Households in which head of the household does not have an occupation (HH_11=96)	13.4%	71	16.7%	122	-3.27%	0.111	14.0%	270	17.0%	488	-3.05%	0.004
Households in which primary caregiver does not have an occupation (PCG_5=96)	22.3%	118	23.9%	173	-1.51%	0.531	21.2%	407	23.3%	667	-2.07%	0.092
Girl Perception / Attitudes												
Girls who feel that their teachers make them feel welcome in the classroom (CS_WA1=1&2)	97.9%	602	98.9%	811	-1.02%	0.121	96.6%	2090	97.8%	2874	-1.16%	0.011

Girls who feel that teachers treat boys and girls equally in the classroom (CS_1s=3&4)	75.1%	462	74.1%	608	0.98%	0.675	71.9%	1556	73.7%	2165	-1.73%	0.17
Girls who feel that their teachers are often in class (not absent) (CS_2s=3&4)	77.9%	479	81.6%	669	-3.70%	0.083	74.0%	1601	75.7%	2226	-1.72%	0.16
Safety												
Primary caregiver who felt it is unsafe for girls to travel to schools PCG_9 =3&4)	15.5%	82	14.6%	106	0.91%	0.656	17.5%	335	17.4%	497	0.01%	0.991
Girls who do not feel safe at school (CS_W13s=20	1.0%	6	1.6%	13	-0.61%	0.317	0.9%	20	1.2%	36	-0.30%	0.31
Other Girls Characteristics												
Female headed households (HH_8=2)	34.0%	180	35.9%	263	-1.97%	0.47	35.1%	678	34.5%	991	0.52%	0.713
Households in which mother is not a member of the household (PCG_10g=5)	11.2%	59	10.6%	77	0.54%	0.762	10.4%	199	12.6%	360	-2.21%	0.02
Girls who are partial orphans (no mother) (PCG_11g =2)	3.8%	20	3.5%	25	0.33%	0.873	3.1%	59	3.9%	112	-0.84%	0.738
Households in which father is not a member of the household (PCG_12g=5)	29.5%	156	29.0%	210	0.54%	0.836	29.9%	573	30.0%	857	-0.07%	0.956
Girls who are partial orphans (no father) (PCG_14g =2)	9.7%	60	9.3%	85	0.39%	0.715	10.9%	238	9.8%	354	1.09%	0.853
Girls who are married PCG_22g=1	0.9%	5	0.4%	3	0.53%	0.243	0.8%	15	1.5%	42	-0.69%	0.032
Girls who are mothers PCG_23g=1	0.2%	1	0.4%	3	-0.22%	0.486	1.1%	21	1.6%	46	-0.51%	0.137
Households where father has no education (HH_13=0)	32.5%	172	31.7%	232	0.76%	0.775	29.3%	567	29.2%	839	0.07%	0.956
Households where mother has no education (PCG_6=0)	37.7%	199	38.6%	280	-0.93%	0.738	34.9%	670	34.8%	998	0.08%	0.955
Households in which the main language of instruction at school is different from the main language girl speaks at home (PCG_2enr=1)	84.2%	443	83.8%	607	0.38%	0.856	86.0%	1639	83.5%	2364	2.53%	0.018
Girls who spent a quarter a day or more doing household chores (PCG_26g=3&4)	73.7%	387	80.2%	579	-6.48%	0.007	77.7%	1485	76.9%	2190	0.83%	0.505
Girls Disability Status												
Girls who have difficulty seeing, even if they are wearing glasses (CS_D1s=3&4)	2.7%	7	2.4%	13	0.20%	0.863	1.3%	12	1.7%	31	-0.47%	0.342

Girls who have difficulty hearing, even if they are using a hearing aid (CS_D2s=3&4)	1.9%	5	.9%	5	0.95%	0.257	1.4%	13	1.6%	29	-0.26%	0.603
Girls who have difficulty walking or climbing steps (CS_D3s=3&4)	1.5%	9	1.5%	12	0.00%		1.0%	22	1.6%	46	-0.55%	0.091
Girls who have difficulty remembering things or concentrating (CS_D4s=3&4)	2.0%	12	2.3%	19	-0.37%	0.637	1.7%	37	2.5%	72	-0.74%	0.07
Girls who have difficulty with self-care such as washing all over or dressing (CS_D5s=3&4)	1.8%	11	1.8%	15	-0.04%	0.954	1.7%	36	2.1%	61	-0.41%	0.285
Girls who have difficulty communicating; for example understanding or being understood (CS_D6s=3&4)	1.5%	9	1.0%	8	0.49%	0.398	1.7%	37	1.6%	48	0.08%	0.836

Regression Analysis

Standardising Scores

The evaluation cohort of girls spanned across several grades across primary and secondary schools and different tests (and subtasks) as appropriate to the learning levels of specific grades were administered. Thus, the scores were based on fundamentally different learning skills depending on what test was taken. Consequently, the scores would not be able to rigorously rank learning levels between girls that had taken different tests. In addition, the distribution of the different scores would not have the same standard deviations. Standardizing makes it easier to compare scores, even if those scores were measured on different scales. It also makes it easier to read results from regression analysis and ensures that all variables contribute to a scale when added together.

To obtain the final aggregate score the following steps were followed:

- Girls who took the same test in the cohort were identified by grade excluding the benchmark sample and keeping treatment and comparison group together;
- For each test group, the aggregate scores over all subtasks that the girls had taken for baseline and midline were calculated; each test group (grade) was considered separately;
- For each test group, the mean and the standard deviation of this group at baseline was taken;
- For each test group, the standardised score was calculated using the Z-formula:
    - $y = \frac{x-\mu}{\sigma}$
    - Where μ and σ are respectively the baseline mean and standard deviation mean of x;
- The new baseline and midline scores were generated taking the standardised scores;
- This was done for both literacy and numeracy scores.

To establish if there was a statistically significant achievement of learning outcomes over and above the comparison, the DiD estimator was computed using the standardised scores. The estimator was computed at 95% confidence level (Table 3.6). The standardised score changes (Y_i) were modelled by the following equation:

$$Y_i = \beta_0 + \beta_1 D^{tr} + \varepsilon_i$$

Where:

Y_i are the changes in standardised learning scores for each cohort girl between baseline and midline,

β_0 is an intercept,

β_i is the achievement of the project,

D^{tr} is a 'dummy' variable taking values 0 for girls in the comparison schools and taking value 1 for girls in intervention schools

ε_i is a residue term.

The model key assumption is that the changes in literacy scores for the girls in the intervention and comparison schools would have been the same over time in the absence of the project interventions. The baseline and the midline learning scores for the cohort girls for computing the model were horizontally merged using unique IDs (and names). The statistical significance of the β coefficient is based on a test statistic t:

$$t = \frac{\beta}{SE(\hat{\beta})}$$

Where: $SE(\hat{\beta})$ is the standard error of the estimated beta coefficients

The table below shows the regression coefficient (0.124) and the p-value. The scores for Grade 9 were excluded from the regression since only 4 girls were re-contacted. The p-value is less than 0.05. This means that the data has evidence that the score changes between intervention and comparison schools are significantly different.

Table 3.42: Regression Coefficient – Literacy

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.779	.032		24.126	.000
	CATEGORY1	.124	.037	.064	3.352	.001

a. Dependent Variable: Change_Literacy

Source: Midline Evaluation Data

Further analysis of the DiD estimator with additional control variable (covariates) was performed to enhance robustness of the literacy results.

To obtain a more precise DiD estimator, additional control variables were included in the regression model. These were the household characteristics that the girls' scores differed significantly between the re-contacted and the lost girls within the intervention and comparison groups.

The final predictors in the Model are CATEGORY1, HH_NoIncome_Dummy (households in which head of the household does not have an occupation), PCG_10_Dummy (households in which mother is not a member of the household), Married_Dummy (girls who are married), Chores_Dummy (girls who spent a quarter a day or more doing household chores), D4s_Dummy (girls who have difficulty remembering things or concentrating) and the constant.

The DiD estimator was computed at 95% confidence level and the DiD estimator (0.127) at P = 0.000 (which is less than 0.05). This confirmed robustly that the score changes between intervention and comparison schools were statistically significantly different.

Table 3.43: Literacy regression analysis – Additional covariates

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.794	.056		14.285	.000
	CATEGORY1	.127	.043	.064	2.968	.003
	HH_NoIncome_Dummy (households in which head of the household does not have an occupation) (HH_11=96))	-.034	.046	-.016	-.746	.456

	PCG_10_Dummy (households in which mother is not a member of the household (PCG_10g=5))	.085	.058	.032	1.468	.142
	Married_Dummy (girls who are married (PCG_22g=1))	-.300	.231	-.028	-1.298	.194
	Chores_Dummy (girls who spent a quarter a day or more doing household chores (PCG_26g=3&4))	.031	.043	.016	.719	.472
	D4s_Dummy (girls who have difficulty remembering things or concentrating (CS_D4s=3&4))	.228	.131	.037	1.744	.081

a. Dependent Variable: Change_Literacy

Simple Regression Analysis – Numeracy Score Changes

The numeracy DiD estimator was calculated using the standardised scores and the results are as shown below. The scores for Grade 9 were excluded from the regression since only 4 girls were re-contacted. The p-value (0.002) was less than 0.05. This means that the data has evidence that the numeracy score changes between intervention and comparison schools were statistically significantly.

Table 3.44: Simple regression coefficient – Numeracy

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.794	.063		12.665	.000
	CATEGORY1	.227	.072	.061	3.151	.002

a. Dependent Variable: Change_Numeracy

Regression Analysis with Additional Covariates – Numeracy Score Changes

Further analysis of the DiD estimator with additional control variable (covariates) was performed to enhance robustness of the numeracy results.

To obtain a more precise DiD estimator, additional control variables were included in the regression model. These were the household characteristics that the girls' scores differed significantly between the re-contacted and the lost girls within the intervention and comparison groups.

The DiD estimator was computed at 95% confidence level and the DiD estimator (0.244) at P = 0.003 (which is less than 0.05). This confirmed robustly that the score changes between intervention and comparison schools were statistically significantly different.

Table 3.45: Numeracy regression analysis – Additional covariates

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.414	.428		.967	.333
	CATEGORY1	.236	.082	.063	2.868	.004
	HH_NoIncome_Dummy	.022	.090	.005	.241	.810
	PCG_10g_Dummy	.307	.399	.017	.769	.442
	PCG_22g_Married_Dummy	-.323	.442	-.016	-.731	.465
	Chores_Dummy	.063	.128	.011	.490	.624
	CS_D4sDummy	.731	.254	.063	2.878	.004

a. Dependent Variable: Change_Numeracy

Transition Logistic Regression

Logistic regression analysis (dependent variable – Transition, is a dichotomous variable) was run to explain the relationship between transition and the predictors (selected subgroup characteristics and barriers) that had been found to be statistically significant. The regression reports a likelihood ratio chi-square value, which indicates whether the specified model is better than a base model with no predictors. The output tables include the regression coefficients, their

standard errors, the z-statistic, associated p-values, and the 95% confidence interval of the coefficients.

Only education level of the head or the caregiver (p-value = 0.008) had a statistically significant effect on having a successful transition on girls.

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1[a]	HH_NoEduc_Dummy	.230	.228	1.018	1	.313	1.259
	PCG_NoEduc_Dummy	.591	.224	6.943	1	.008	1.807
	HH_NoIncome_Dummy	.020	.218	.008	1	.927	1.020
	CG_NoIncome_Dummy	.132	.199	.444	1	.505	1.142
	DifficultAfford_Dummy	.102	.152	.451	1	.502	1.107
	Constant	1.577	.173	83.554	1	.000	4.843

a. Variable(s) entered on step 1: HH_NoEduc_Dummy, PCG_NoEduc_Dummy, HH_NoIncome_Dummy, CG_NoIncome_Dummy, DifficultAfford_Dummy.

Contamination and compliance

Contamination is a likely possibility in counties where other GEC projects are being implemented. Most of the comparison schools had education related projects from other development partners (table below). In addition, the movement of secondary school girls from project primary schools to comparison secondary schools is likely to contaminate the findings. It was not possible to establish specifically how many girls from the project schools transited to secondary schools (project or control) and therefore the transition contamination levels could not be determined.

Comment on other interventions in project schools

The project continues to see some contamination in its intervention schools by both GEC projects and other projects within the education sector. The following is the breakdown of the GEC projects in the intervention schools;

In Kilifi County, Viriko Primary, Jlilore Primary, Chodari and Takaungu have Camara Foundation implementing their interventions. In some of them, they are doing almost similar interventions to GEC-T such as Literacy and Numeracy. This is Jilore where there is an English Whizz being provided at 70% and Math Whizz at 30%. In Nairobi County we have two schools where DLA is implementing but they were not part of the EE sample schools for ML1.

Summary of interventions in evaluation comparison schools

County	School	Organization/ any intervention in control school	Intervention in comparison schools school
	Mbagathi Rd, Shadrack Kimalel	DLA, E-elimu, Spur Africa, Kibera Pride, Riziki, St Ann's Community, Avsi and Carolina for Kibera	training of teachers, provision of ICT equipment to schools and videos for teaching and learning provision of laptops, support learners by paying feeding fee and exams, provides pads and personal affects to learners, pay up teacher motivation for remedial classes
Turkana	Alrfed Powery, Monti, Kakwanyang, Chokchok, Nakurio, Kakimat, Louwae	ZIZI Afrique	1. The organization conducts accelerated learning program in numeracy and literacy 2. Conducts mentorship programs for girls with a coat of guidance and counseling 3.Train teachers on pedagogical skills in literacy and numeracy 4. Conducts reading tent programs over the school holidays 5. Supports infrastructure in schools 6. Do follow ups on attendance up to the household level; in each school they have a focus parent 7. Their monitoring program is supported by MOEST/TSC officials are equally WWW Project, who might our project strategies 8. Have a teacher coaching approach-they use coaches who they refer to champions
Samburu	None	None	None
Marsabit	Sololo, Golole	FH-K/Mamo Guyo Foundation	Bursaries, uniforms, exams from std 1-5, support clubs on children rights. Mamo Guyo Foundation - provide some revision books to schools in sololo. Unicef provided bags to most sololo schools.(the aim here is reinforcing attendance)
Kwale	Kideri	Banian Organisation, Government Feeding Programme	Feeding Programme and Constructed classrooms, provision of desks and general infrastructure development
	Bumburi	MOE Feeding Programme , Choice International	Feeding programme, Construction of classrooms , Support parents with bursaries

Kilifi	Kakoneni Primary, Kakuyuni Primary, Makumba Primary, Marafa Primary, Mbaraka Chembe Primary, Mikingirini Primary and Ngoloko	imango / Discovery learning alliance/ SIP projects Tusome and Priede, World vision, Amref Kenya	Support digital learning of literacy/numeracy. Monitoring upper class attendance. Provide sanitary towels for needy girls, has Cash transfer and offer micro finance to parents to support their pupils. Teaching literacy/numeracy using DIM. The SIP allocates 500,000 to ensure they improve infrastructure Discovery learning alliance support learning and clubs as well. World vision provides girls sanitation, pay school levies to needy girls and sponsor needy pupils to high school. Tusome and Priede- applying DIM in teaching Lit/Num. AMREF they provide desks, they do construct classes, provide guidance and counseling and sanitary towels
Tana River	Maramtu	MOEST & WFP	The learners are provided with lunch at school which encourages them attend
Mombasa	None	None	

On the other hand, by the nature of the design of the project, compliance is a likely effect of the project because some of the activities are targeted towards specific groups while others target all the groups. For instance, the club activities, scholarships, back to school kits benefited only selected number of girls while teacher coaching benefited both boys and girls.

The evaluation mined the data on some of the interventions by the project which was asked to both the comparison and intervention schools. Using this data it was noted that 25.7% (158 girls) of girls in comparison schools reported having exposure to at least one of the interventions listed below

	Comparison Schools		Intervention Schools	
	Number of girls	Percent	Number of girls	Percent
Catch-up centre	4	0.7%	39	1.9%
Girls club by WWW project	45	7.3%	306	15.2%
Scholarship	27	4.4%	138	6.8%
Back to school kits	65	10.6%	598	29.6%
Mentorship programme	52	8.5%	213	10.5%
Cash transfer	26	4.2%	149	7.4%
Exposure to at least one	158	25.7%	1023	50.7%

Effect of comparison girls to exposure

The project achievement was calculated excluding the comparison girls who reported being exposed to similar project activities. The adjusted literacy achievement was 0.117 against a target of 0.31, thus a project achievement of 37.7% against the target. For numeracy, the adjusted achievement was 0.154 against a target of 0.31, thus a project achievement of 49% against the target. (Annex 2. Outcome Spread sheet 08042020 without Contamination). Hence, the exposure to similar interventions of comparison girls for both numeracy and literacy scores had a positive effect on the project achievement.

Outcomes for measurement

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
Outcome 1: Learning: Number of marginalized girls supported by GEC with improved learning outcomes						
Literacy indicator: *Improved learning (Literacy) outcomes among targeted girls*	*School*	***Quant:*** *EGRA/SeGRA* ***Qual:*** *KIIs, FGDs*	EGRA/SeGRA is predetermined by the FM	Per evaluation point	External evaluator	No changes from baseline
Numeracy indicator: *Improved learning (Numeracy) outcomes among targeted girls*	*School*	***Quant:*** *EGMA/SeGMA* ***Qual:*** *KIIs, FGDs*	EGMA/SeGMA is predetermined by the FM	Per evaluation point	External evaluator	No changes from baseline
Outcome 2: Transition : Number of marginalized girls who have transitioned through key stages of education, training or employment						
Transition indicator : *Proportion increase in transition rates among marginalized girls*	*School*	***Quant:*** *Girl survey/ Household/Project data* ***Qual:*** *KIIs, FGDs*	Girls, primary caregivers and the project have information on the transition	Annually for Grade 8 to Form 1; Per evaluation point	External evaluator; Project teams	No changes from baseline
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						

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
Sustainability indicator (Community): *Households and communities actively support marginalized adolescent girls continuation in education and/or training beyond primary **school***	Households; Community	***Quant:** Household survey* ***Qual:** KIIs, FGDs*	Communities best placed to respond	Per evaluation	External evaluator	No changes from baseline
Sustainability indicator (School): *School leadership is more effective, gender sensitive and supportive of girls' learning and retention*	Community	***Quant:** Household survey* ***Qual:** KIIs, FGDs*	Communities best placed to respond on school management	Per evaluation	External evaluator	No changes from baseline
Sustainability indicator (School): *Teachers are more effective and gender sensitive in their teaching*	School	***Quant:** Classroom observations* ***Qual:** KIIs, FGDs*	Observations best placed to explain this	Per evaluation	External evaluator	No changes from baseline
Sustainability indicator (School): *Extracurricular activities that build girls' self-confidence and knowledge about sexual and reproductive health and rights are run entirely by schools without project support*	School	***Quant:** Girl Survey* ***Qual:** KIIs, FGDs*	Girls best placed to report on their life skills related achievements	Per evaluation	External evaluator	No changes from baseline
Sustainability indicator (System): *County education offices routinely*	County/sub county	***Qual:** KIIs, FGDs*	Education offices best	Per evaluation	External evaluator	No changes from baseline

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
conduct gender analysis and reporting			placed to give this information			
Sustainability indicator (System): *MoE/TSC demonstrate understanding of NLE model at a sub national or national level*	County/ sub county	***Qual:*** *KIIs, FGDs*	Education offices and teachers best placed to give this information	Per evaluation	External evaluator	No changes from baseline
Sustainability indicator (System): *County offices demonstrate increased support to TVET for girls as an alternative to secondary education*	County/ sub county	***Qual:*** *KIIs, FGDs*	Education offices best placed to give this information	Per evaluation	External evaluator	No changes from baseline
Intermediate outcome 1: Attendance						
Intermediate outcome 1.1 indicator: *Percentage improvement in attendance rates* *(Disaggregated by Grade)*	School	***Quant:*** *School data* ***Qual:*** *KIIs, FGDs*	Attendance registers	Per evaluation	External evaluator	No changes from baseline
Intermediate outcome 1.2 indicator: *Evidence of teachers/pupils attributing*	School	***Quant:*** *Girl survey*	Girls experiences	Per evaluation	External	No changes from

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
an increased level of regular attendance (reduction in barriers) to the project interventions		***Qual:*** *KIIs, FGDs*	with interventions		evaluator	baseline
Intermediate outcome 2: Teacher Quality: Quality of teaching/instruction improved in schools and alternative pathways						
Intermediate outcome 2.1 indicator: *Increased gender equitable and supportive learning practices by the target teachers*	School	***Quant:*** *Girl survey* ***Qual:*** *KIIs, FGDs*	Girls experiences with interventions	Per evaluation	External evaluator	No changes from baseline
Intermediate outcome 2.2 indicator: *% of lesson observations in supported schools/catch-up centres where the quality of instruction is rated as good or excellent*	School	***Quant:*** *Classroom observations* ***Qual:*** *KIIs, FGDs*	Teacher observations and learner experiences	Per evaluation	External evaluator	No changes from baseline
Intermediate outcome 2.3 indicator: *Proportion of teachers with improved knowledge, skills and attitudes on use of ICT for teaching and learning*	School	***Quant:*** *Project data* ***Qual:*** *KIIs, FGDs*	Teacher observations and learner experiences	Per evaluation	External evaluator	No changes from baseline
Intermediate outcome 3: Life Skills: Girls improve their health, self-confidence and aspirations to pursue educational pathways						
Intermediate outcome 3.1 indicator: *Increased awareness among girls about*	School	***Quant:*** *Girl survey*	Girls experiences	Per evaluation	External evaluator	No changes from baseline

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
their reproductive health needs		***Qual:*** *KIIs, FGDs*				
Intermediate outcome 3.2 indicator: *% of girls discussing their aspirations with their parents*	School	***Quant:*** *Girl survey* ***Qual:*** *KIIs, FGDs*	Girls experiences	Per evaluation	External evaluator	No changes from baseline
Intermediate outcome 3.3 indicator: *% of girls demonstrating improved self confidence in school initiatives*	School	***Quant:*** *Girl survey* ***Qual:*** *KIIs, FGDs*	Girls experiences	Per evaluation	External evaluator	No changes from baseline
Intermediate outcome 4: Household Support: Households actively support the transition of girls into educational pathways						
Intermediate outcome 4.1 indicator: *Proportion increase in households supporting girls' learning (financial, girl safety, time for study, participation in school-related activity such as PTA/AGM/CCs)*	Households	***Quant:*** *Household survey* ***Qual:*** *KIIs, FGDs*	Primary caregivers best placed to respond	Per evaluation	External evaluator	No changes from baseline
Intermediate outcome 4.2 indicator: *% of caregivers and girls reporting that chores sometimes prevent them from attending school or doing their homework and other studies*	Households	***Quant:*** *Household survey* ***Qual:*** *KIIs, FGDs*	Primary caregivers best placed to respond	Per evaluation	External evaluator	No changes from baseline
Intermediate outcome 5: Community Support: Communities develop more positive attitudes to enable girls' learning and transition						

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
Intermediate outcome 5.1 indicator: *Proportion of girls at risk of dropping out who are supported through implementation of community action plans*	Community	***Quant:*** *Household survey* ***Qual:*** *KIIs, FGDs*	Primary caregivers best placed to respond	Per evaluation	External evaluator	No changes from baseline
Intermediate outcome 5.2 indicator: *% 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*	Community	***Quant:*** *Household survey* ***Qual:*** *KIIs, FGDs*	Primary caregivers best placed to respond	Per evaluation	External evaluator	No changes from baseline
Intermediate outcome 5.3 indicator: *% of communities expressing need to do away with harmful cultural practices that hinder girls from continuing to further their education and training*	Community	***Quant:*** *Household survey* ***Qual:*** *KIIs, FGDs*	Primary caregivers best placed to respond	Per evaluation	External evaluator	No changes from baseline

Annex 4: Characteristics and Barriers

Annex 4.1: Girls' characteristics

	Comparison				Intervention			
Characteristic	Baseline	Midline	Change	p-value	Baseline	Midline	Change	p-value
Single orphans (no mother)	3.8% (45)	3.8% (52)	0.0%		3.4% (171)	3.4% (179)	0.0%	
Single orphans (no father)	11.7% (145)	13.5% (183)	1.8%		12.5% (592)	13% (694)	0.5%	
Double orphans	4.0% (17)	1.7% (23)	-2.3%		4.5% (77)	1.5% (79)	-3.0%	
Living without both parents	7.9% (94)	9% (122)	1.1%		8.5% (397)	8.6% (459)	0.1%	
A. Household								
Female headed households	35.5% (443)	41.2% (560)	6.1%	0.68	34.7% (1669)	38% (2031)	3.3%	0.00
HH finds it difficult to afford girls' schooling	63.0% (466)	66.1% (509)	0	0.87	65.0% (1640)	66.3% (1972)	0	0.50
HH doesn't own land	44.3% (584)	41.9% (565)	-2.4%	0.22	42.6% (1961)	40.8% (2170)	-1.8%	0.00
HH roofed with iron sheets	60.4% (771)	64.9% (875)	4.5%	0.03	60.9% (2843)	61.7% (3286)	0.8%	0.00
HH unable to meet basic needs	41.4% (183)	37.2% (502)	-4.2%	0.01	42.2% (644)	42.2% (2245)	0.0%	0.00
HH has slept hungry (many days)	20.0% (253)	20.4% (275)	0.4%	0.29	23.1% (1090)	22.4% (1191)	-0.7%	0.12
B. Girls								
Girl is married	0.7% (8)	0.9% (12)	0.2%	0.33	0.8% (57)	0.6% (34)	-0.2%	0.03
Girl is a mother	0.2% (4)	0.9% (12)	0.7%	0.33	1.1% (67)	1.7% (90)	0.6%	0.03
Girl does not speak Language of Instruction	1.4% (18)	0.4% (5)	-1.0%	0.01	1.7% (76)	0.5% (28)	-1.2%	0.03
C. School Related								
Language of Instruction at school not spoken at home	85.4% (1050)	87.5% (1180)	2.1%	0.01	84.2% (4003)	88.7% (4709)	4.5%	0.03
HoH has no education	34.4% (404)	28.2% (383)	-6.2%	0.26	29.1% (1406)	32.5% (1735)	3.4%	0.00
PCG has no education	38.8% (479)	32.3% (438)	-6.5%	0.00	34.6% (1661)	38.4% (2050)	3.8%	0.00

Annex 4.2: Girls' characteristics by sites – Urban slums and ASALs

Table 24	Midline				Baseline				Change from Baseline			
	ASALs		Urban		ASALs		Urban		ASALs		Urban	
Characteristic	C	T	C	T	C	T	C	T	C	T	C	T
Single orphans (no mother) (PCG_11g)	2.9%	3.2%	5.3%	3.6%	2.0%	3.0%	5.5%	4.3%	0.9%	0.2%	-0.2%	-0.7%
Single orphans (no father) (PCG_13g)	13.2%	13.2%	14.9%	12.4%	10.8%	13.0%	12.5%	11.8%	2.4%	0.3%	2.3%	0.6%
Double orphans (orphan)	6.7%	6.8%	7.1%	6.6%	.5%	1.2%	1.9%	1.6%	6.2%	5.6%	5.2%	5.0%
Living without both parents (Living_Without_Both_Parents)	3.3%	4.0%	6.0%	4.9%	5.3%	6.1%	7.2%	8.0%	-2.0%	-2.1%	-1.2%	-3.1%
A. Household												
Female headed households (HH_8)	40.4%	37.5%	41.7%	39.0%	30.3%	32.9%	41.1%	37.2%	10.1%	4.5%	0.6%	1.8%
HH finds it difficult to afford girls' schooling (PCG_7enr)	63.9%	57.5%	82.8%	76.9%	49.0%	55.9%	78.7%	75.9%	14.9%	1.6%	4.1%	0.9%
HH doesn't own land (pcg_11econ=4)	20.0%	23.3%	72.7%	71.2%	26.4%	21.5%	72.3%	67.2%	-6.5%	1.7%	0.4%	4.1%
HH roofed with iron sheets (pcg_2econ=4)	53.4%	50.1%	82.8%	81.4%	44.7%	47.2%	83.3%	76.6%	8.7%	2.9%	-0.5%	4.8%
HH unable to meet basic needs (pcg_5econ=1)	47.7%	43.6%	24.3%	38.8%	44.6%	43.6%	37.2%	41.5%	3.1%	0.0%	-12.9%	-2.7%
HH has slept hungry (many days) (pcg_7econ=3)	9.9%	13.2%	9.4%	13.5%	11.2%	12.9%	7.4%	10.6%	-1.3%	0.3%	2.0%	2.9%
B. Girls												
Girl is married (PCG_22g)	1.0%	.8%	.8%	.3%	.9%	1.0%	.4%	1.0%	0.1%	-0.2%	0.4%	-0.7%
Girl is a mother (PCG_23g)	1.0%	2.4%	.8%	.4%	.6%	1.5%		.9%	0.4%	0.9%	0.8%	-0.5%
Girl does not speak Language of Instruction (PCG_3enr)	2.7%	7.6%	3.8%	1.6%	2.3%	2.0%	.4%	1.1%	0.4%	5.6%	3.5%	0.5%
C. School Related												
Language of Instruction at school not spoken at home (PCG_2enr)	91.0%	91.0%	85.1%	84.1%	86.8%	86.6%	80.5%	82.3%	4.1%	4.5%	4.6%	1.8%
HoH has no education (HH_13)	44.3%	47.9%	7.2%	5.2%	51.2%	47.3%	8.3%	5.8%	-7.0%	0.7%	-1.1%	-0.6%
PCG has no education (PCG_6)	51.3%	56.5%	8.0%	6.4%	60.6%	56.2%	10.5%	7.1%	-9.3%	0.3%	-2.6%	-0.7%

Annex 4.3: Potential barriers to learning and transition

	Comparison				Intervention			
Barrier	Baseline	Midline	Change	p-value	Baseline	Midline	Change	p-value
Safety								
Doesn't feel safe travelling to school	10.7% (471)	6.3% (107)	-4.4%	0.07	10.8% (1614)	9.5% (639)	-1.3%	0.00
Parental/caregiver support								
Time spent on chores and other work (more than a quarter a day)	40.1% (453)	34.8% (470)	-5.3%	0.00	29.9% (1310)	24.2% (1286)	-5.7%	0.00
Attendance								
Attends school half the time	0.6% (8)	1% (14)	0.4%	0.01	0.8% (41)	1.4% (72)	0.6%	0.89
Less than half the time	1.2% (42)	1.3% (18)	0.1%	0.01	1.1% (52)	2% (105)	0.9%	0.89
Doesn't feel safe at school	0% (19)	0.9% (15)	0.9%	0.26	0% (56)	1.1% (72)	1.1%	0.00
School Facilities								
No seats for all students	17.4% (263)	15.6% (263)	-1.8%	0.05	16.9% (859)	16.2% (1093)	-0.7%	0.88
Difficult to move around school	6% (94)	7.1% (120)	1.1%	0.41	7.7% (387)	7.6% (515)	-0.1%	0.58
Doesn't use drinking water facilities	24.1% (350)	21.2% (358)	-2.9%	0.29	20.8% (1062)	14.8% (997)	-6.0%	0.21
Doesn't use toilet at school	2.1% (31)	0.9% (15)	-1.2%	0.13	1.3% (68)	0.4% (28)	-0.9%	0.02
Doesn't use areas where children play/socialise	6.8% (97)	2.7% (46)	-4.1%	0.59	4.9% (253)	3.8% (258)	-1.1%	0.92
Teachers								
Disagrees teachers make them feel welcome	1.2% (18)	1.8% (30)	0.6%	0.23	2.2% (110)	1.8% (123)	-0.4%	0.70
Agree teachers treat boys and girls differently	25.6% (345)	21.2% (358)	-4.4%	0.23	24.1% (1255)	19.2% (1293)	-4.9%	0.00
Agree teachers are often absent	20.7% (287)	23.7% (401)	3.0%	0.93	24.1% (1238)	19.8% (1335)	-4.3%	0.77
Distance to school within less than 15 minutes	43.5% (657)	48.9% (663)	5.4%		45.8% (2302)	50.9% (2714)	5.1%	

Annex 7: Project Design and Intervention

Project to complete

Complete the following table.

Table 26: Project design and intervention

Intervention types	What is the intervention?	What output will the intervention contribute to?	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 trace and aid in the school attendance of learners	Output 1 Output 3	IO1 Girls' attendance in productive learning pathways improves IO3 Households actively support the transition of girls into productive education pathways	Digital monitoring of attendance will provide real-time data for decision making action to prevent/reduce drop out or absenteeism which impact on learning. Bursaries and grants also help families meet financial obligation to schools including paying of fees and school levies.
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	Provision of learning materials including those on ICT platform, supervision of classroom delivery by teachers and reflection sessions. Also head teacher learning through peer to peer learning in NLE forums. Also training teachers on delivering inclusive pedagogical response for learners with disabilities.	Output 1	Schools and APs become enabling environments for girls learning and continuing in education at all levels	Improve learning environment and quality of the teaching/ learning experience resulting in learners improving on the learning competences in mathematics and English in an inclusive and 21st century skills setup.
Training of CHVs, household data collection, tracking of learners, cash transfers,	The household to actively support girls' education by addressing socio-	Output 4	Households actively support the transition of girls into productive	Change of attitude, allocation of chore and resource allocation will enhance girls' prospects

Intervention types	What is the intervention?	What output will the intervention contribute to?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
solar lamps	economic barriers, attitude and knowledge		education pathways	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 through enhanced self-esteem, aspiration and awareness	Output 2/3/4	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).
Refurbishment of catch-up centres, enrolment of pupils in AP (catch-up and TVET), bursaries	Girls re-enrolment, engaging and transition to alternative pathways	Output 2	Girls improve their aspirations to pursue productive education pathways	Drop-out girls will re-enrol in accelerated learning centres and transition to mainstream or alternative pathways.
Improving sustainability mechanisms for the project interventions	Training of community members on social accountability and training national/sub national MoE officers on gender analysis and project buy in	Output 5/6	Communities develop more positive attitudes to enable girls' learning and transition IO2 Schools and APs become enabling environments for girls learning and continuing in education at all levels	Communities once trained will conduct social accountability forums as well as MoE staff start taking up the supervision of the project activities at the different levels resulting in self-regulating and motivated systems that support education of girls in community and school.

Annex 8: Key Findings on Output Indicators

This annex should be completed by the project.

The Evaluator should hand over any output-related data to the project to enable the project to populate the following tables.

Fill in the table below with every Output Indicator, means of verification/sources, and the frequency of data collection. Please include output indicators for which data collection has not yet taken place and state when data collection for these will take place.

Table 1: Output indicators

Log frame 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: Number of primary and secondary school teachers utilizing improved teaching approaches *(Disaggregated by ASAL/Urban)*	Coaches observation tools, project reports, surveys	Monthly/Quarterly/Annually
Output 1.2: Number of head teachers implementing action plans from leadership mentorship programme *(Disaggregated by ASAL/Urban)*	Head teachers action plans, coaches reports, project reports	Annually
Output 1.3: Percentage of secondary schoolteachers utilizing improved teaching approaches to STEM subjects *(Disaggregated by ASAL/Urban)*	Coaches observation tools, project reports, surveys	Semi-annually
Output 2: Alternative learning pathways established or expanded for girls outside or at risk of leaving school		
Output 2.1: Number of girls enrolled and continuing with education in TVET institutions as an alternative pathway (cumulative) *(Disaggregated by ASAL/Urban)*	Registers, spot checks	Quarterly/Semi-annually/Annually
Output 2.2: Proportion of girls completing catch-up classes (cumulative) *(Disaggregated by ASAL/Urban)*	Registers, graduation lists and reports	Quarterly/Annually
Output 2.3: Number/Proportion of girls with improved perception on the viability of the alternative education pathways *(Disaggregated by ASAL/Urban)*	Surveys, FGD reports, project reports	Evaluation periods
Output 3: Improved self-confidence and aspirations among the girls in mentorship and scholarship programmes		

Output 3.1: Number of girls completing the mentorship programme *(Disaggregated by ASAL/Urban)*	Mentorship logs, school surveys, partner records	Quarterly/Semi-annually/Annually
Output 3.2: Number of project girls and boys regularly attending girls' clubs or disability clubs *(Disaggregated by ASAL/Urban)*	Club logs, in-depth interviews, observations	Quarterly/Semi-annually/Annually
Output 3.3: Percentage of girls with improved understanding of their reproductive health risks/needs *(Disaggregated by ASAL/Urban)*	School-based surveys and HH surveys	Evaluation periods
Output 4: Household continued support for girls' education including in alternative pathways		
Output 4.1: Number of households with improved investment decision specifically to support girls' education. *(Disaggregated by ASAL/Urban)*	HH surveys, spot checks	Evaluation periods
Output 4.2: Number of households reporting that financial/other materials support from the project has helped them keep their daughters in school (*Disaggregated by support package)*	Household survey	Evaluation periods
Output 4.3: Number of girls who attribute their continued school attendance to CHVs visits/ advice to the households *(Disaggregated by ASAL/Urban)*	HH surveys, spot checks	Evaluation periods
Output 5: School catchment communities more aware of the importance, benefits and opportunities available to support girls for productive education		
Output 5.1: Percentage of catchment communities that develop action plans that address barriers to girls' education. *(Disaggregated by ASAL/Urban)*	Community conversations minutes monthly returns, special assessments, school-based surveys, evaluation surveys	Quarterly/Semi-annually/Annually
Output 5.2: Number of groups from the catchment communities that have received funding and established functional IGAs that support girls' education *(Disaggregated by ASAL/Urban)*	Project financial records, community assessments, IGAs survey	Quarterly/Semi-annually/Annually
Output 5.3: Number of community groups conducting accountability and tracking the utilization of education funds available to the schools	Community conversations minutes monthly returns, special assessments, school-based surveys, evaluation survey	Quarterly/Semi-annually/Annually
Output 6: WWW project aligned to its models that inform emerging MoE gender and teaching approaches		
Output 6.1: Number of MoE officials trained on	Meeting minutes, county	Quarterly/Semi-

and conducting gender analysis and reporting	attendance lists, project reports, specialized assessments	annually/Annually
Output 6.2: Number of review meetings to address girls' education organized by MoE/TSC/County through project support	Meeting minutes, county attendance lists, project reports, specialized assessments	Quarterly/Semi-annually/Annually
Output 6.3: Number of MoE/TSC officials utilizing NLE interventions as a means of improving learning and school governance structures	Meeting minutes, county attendance lists, project reports, specialized assessments	Quarterly/Semi-annually/Annually

Report on the midline values/midline status of each Output Indicator in the table below. Reflect on the relevancy of the Output Indicator for your Intermediate Outcomes and the wider Theory of Change based on the data collected so far. Are the indicators measuring the right things? What do the midline values/midline statuses mean for the implementation of your activities?

Table 2: Midline status of output indicators

Log frame Output Indicator	Midline status/midline values – Relevance of the indicator for the project ToC	Midline status/midline values
Number and Indicator wording	What is the contribution of this indicator to the project ToC, IOs, and Outcomes? What does the midline value/status mean for your activities? Is the indicator measuring the right things? Should a revision be considered? Provide short narrative.	What is the midline value/status of this indicator? Provide short narrative.
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: Number of primary and secondary school teachers utilizing improved teaching approaches *(Disaggregated by ASAL/Urban)*	This indicator ensures that there is an improved learning approach geared towards improving the learning outcomes. The indicator may require a rewording to measure the different approaches and their efficiency in contribution to the learning outcomes.	2345 (project to break down by urban vs. ASALs)
Output 1.2: Number of head teachers implementing action plans from the leadership mentorship programme *(Disaggregated by ASAL/Urban)*	This indicator ensures that there is improved management at the schools which translates to better learning environments and motivated teachers geared towards improving the learning outcomes.	493 (project to break down by urban vs. ASALs)
Output 1.3: Percentage of secondary schools teachers utilizing improved teaching approaches to STEM subjects *(Disaggregated by ASAL/Urban)*	The project champions and popularizes the STEM subjects among pupils in both primary and secondary schools that the project is working with. This is aimed at ensuring that the girls like them and perform better thus improving the learning outcomes among these subjects.	0%
Output 2: Alternative learning pathways established or expanded for girls outside or at risk of leaving school		
Output 2.1: Number of girls enrolled and continuing with education in TVET	TVET pathway has suffered a big blow with the current government policy of 100% transition to	357 (project to break down by urban vs. ASALs)

institutions as an alternative pathway (cumulative) *(Disaggregated by ASAL/Urban)*	secondary. In this regard, the project really scaled down the TVET activities and thus we may need to revise the targets for this indicator as well as reduce its weighting in the ToC.	
Output 2.2: Proportion of girls completing catch-up classes (cumulative) *(Disaggregated by ASAL/Urban)*	This indicator tracks the acceleration of learning among those girls who may have dropped out so that they can re-join their mainstream peers and continue with transition as envisaged in the ToC.	88% (project to break down by urban vs. ASALs)
Output 2.3: Number/Proportion of girls with improved perception on the viability of the alternative education pathways *(Disaggregated by ASAL/Urban)*	The project continues to make alternative pathways visible and aware among the communities and girls as a viable option especially for old age pupils in primary school. This is aimed at ensuring we improve transition outcome.	78.1% (ASALs 74.5%, Urban Slums 84.2%)
Output 3: Improved self-confidence and aspirations among the girls in mentorship and scholarship programmes		
Output 3.1: Number of girls completing the mentorship programme *(Disaggregated by ASAL/Urban)*	Mentorship among the girls is an activity that the project undertakes both at school and during the holidays to mentor the girls on self-confidence, self-aspiration and self-esteem.	The project is currently in the process of following the first cohort of girls who started mentorship in November and who will complete in December 2019.
Output 3.2: Number of project girls and boys regularly attending girls' clubs or disability clubs *(Disaggregated by ASAL/Urban)*	The attendance of clubs where the girls are mentored by their guidance and counselling teachers on the different aspects of their life. It is aimed at improving their self-confidence and aspirations including understanding of their reproductive health rights.	13436 Girls, 4356 Boys
Output 3.3: Percentage of girls with improved understanding of their reproductive health risks/needs *(Disaggregated by ASAL/Urban)*	The attendance of clubs where the girls are mentored by their guidance and counselling teachers on the different aspects of their life. It is aimed at improving their self-confidence and aspirations including understanding of their reproductive health rights.	ASALs 16.9%, Urban Slums 19.2% Overall 17.7% (the proxy question to this indicator was revised to accurately measure the indicator
Output 4: Household continued support for girl's education including in alternative pathways		
Output 4.1: Number of households with improved investment decision specifically to support girls' education. *(Disaggregated by ASAL/Urban)*	The project supports households with interventions such as cash transfers/family travel grants to enable them ease their household budget and make savings for future education. These households are also part of the communities which receive special grants for income generating activities (IGAs). This is aimed at equipping them with skills to reorganize their household budgets and investments and put aside some money for girls' education.	
Output 4.2: Number of households reporting that financial/other materials support from the project has helped them keep their daughters in school (*Disaggregated by support package)*	The project supports households with interventions such as cash transfers/family travel grants to enable them ease their household budget and make savings for future education. These households are also part of the communities which receive special grants for	ASALs 83.5%, Urban Slums 95.7% Overall 85.8%

	income generating activities (IGAs). This is aimed at equipping them with skills to reorganize their household budgets and investments and put aside some money for girls' education.	
Output 4.3: Number of girls who attribute their continued attendance in school to CHVs visits/ advice to the households *(Disaggregated by ASAL/Urban)*	The project works with community health volunteers (CHVs) to visit homes of vulnerable children and those who might be at risk of dropping out. The CHVs provide advice and follow-up to the parents of the girls on ways to ensure that the girls continue attending schools.	2.4%
Output 5: School catchment communities more aware of the importance, benefits and opportunities available to support girls for productive education		
Output 5.1: Percentage of catchment communities that develop action plans that address barriers to girls' education. *(Disaggregated by ASAL/Urban)*	Communities get support from the project to deliberate about issues affecting education and make the necessary action plans to remedy any barriers that may hinder the success of the education agenda. This is expected to improve attendance, transition and learning outcomes.	68%
Output 5.2: Number of groups from the catchment communities that have received funding and established functional IGAs that support girls' education *(Disaggregated by ASAL/Urban)*	Communities get support from the project to deliberate about issues affecting education and make the necessary action plans to remedy any barriers that may hinder the success of the education agenda. In addition, the project vets any community initiative This is expected to improve attendance, transition and learning outcomes.	0
Output 5.3: Number of community groups conducting accountability and tracking the utilization of the education funds available to the schools	The project trains the communities on ways to hold the authorities accountable especially on the education related resources meant to empower the community. This puts pressure on proper utilisation of the education resources as intended and envisaged by the community.	151
Output 6: WWW project aligned to its models that inform emerging MoE gender and teaching approaches		
Output 6.1: Number of MoE officials trained on and conducting gender analysis and reporting	Project works closely with the Ministry of Education by training and doing joint supervisions on all the project interventions as a way of ensuring sustainability.	189
Output 6.2: Number of review meetings to address girls' education organized by MoE/TSC/County through project support	Project works closely with the Ministry of Education by training and doing joint supervisions on all the project interventions as a way of ensuring sustainability.	National level: 3 County level: 8
Output 6.3: Number of MoE/TSC officials utilizing NLE interventions as a means of improving learning and school governance structures	Project works closely with the Ministry of Education by training and doing joint supervisions on all the project interventions as a way of ensuring sustainability.	188

List all issues with the means of verification/sources or the frequency of data collection which require changes or additions.

Table 3: Output indicator issues

Log frame Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
Number and Indicator wording	E.g. inappropriate wording, irrelevant sources, or wrong assumptions etc. Was data collection too frequent or too far between? Or no issues?	E.g. change wording, add or remove sources, increase/decrease frequency of data collection; or leave as is.
Output 1: 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: Number of primary and secondary school teachers utilizing improved teaching approaches *(Disaggregated by ASAL/Urban)*	No issues	No changes
Output 1.2: Number of head teachers implementing action plans from the leadership mentorship programme *(Disaggregated by ASAL/Urban)*	No issues	No changes
Output 1.3: Percentage of secondary schools teachers utilizing improved teaching approaches to STEM subjects *(Disaggregated by ASAL/Urban)*	No issues	No changes
Output 2: Alternative learning pathways established or expanded for girls outside or at risk of leaving school		
Output 2.1: Number of girls enrolled and continuing with education in TVET institutions as an alternative pathway (cumulative) *(Disaggregated by ASAL/Urban)*	Wrong assumptions – New government policy on 100% transition was implemented	Change the targets and intensity/frequency of the data collection
Output 2.2: Proportion of girls completing catch-up classes (cumulative) *(Disaggregated by ASAL/Urban)*	No issues.	No changes
Output 2.3: Number/Proportion of girls with improved perception on the viability of the alternative education pathways *(Disaggregated by ASAL/Urban)*	No issues	No changes
Output 3: Improved self-confidence and aspirations among the girls in mentorship and scholarship programmes		
Output 3.1: Number of girls completing the mentorship programme *(Disaggregated by ASAL/Urban)*	No issues	No changes
Output 3.2: Number of project girls and boys regularly attending girls' clubs or	No issues	No changes

disability clubs *(Disaggregated by ASAL/Urban)*		
Output 3.3: Percentage of girls with improved understanding of their reproductive health risks/needs *(Disaggregated by ASAL/Urban)*	No issues	No changes
Output 4: Household continued support for girl's education including in alternative pathways		
Output 4.1: Number of households with improved investment decision specifically to support girls' education *(Disaggregated by ASAL/Urban)*	No issue	No changes
Output 4.2: Number of households reporting that financial/other materials support from the project has helped them keep their daughters in school (*Disaggregated by support package)*	No issue	No changes
Output 4.3: Number of girls who attribute their continued attendance in school to CHVs visits/ advice to the households *(Disaggregated by ASAL/Urban)*	No issue	No changes
Output 5: School catchment communities more aware of the importance, benefits and opportunities available to support girls for productive education		
Output 5.1: Percentage of catchment communities that develop action plans that address barriers to girls' education *(Disaggregated by ASAL/Urban)*	No issue	No changes
Output 5.2: Number of groups from the catchment communities that have received funding and established functional IGAs that support girls' education *(Disaggregated by ASAL/Urban)*	No issue	No changes
Output 5.3: Number of community groups conducting accountability and tracking the utilization of the education funds available to the schools	No issue	No changes
Output 6: WWW project aligned to its models that inform emerging MoE gender and teaching approaches		
Output 6.1: Number of MoE officials trained on and conducting gender analysis and reporting	Inappropriate wording – Rewording required	Training is doable but ensuring that the officials conduct a gender analysis is not achievable in the short run.
Output 6.2: Number of review meetings to address girls education organized by MoE/TSC/County through project support		

Output 6.3: Number of MoE/TSC officials utilizing NLE interventions as a means of improving learning and school governance structures	Inappropriate wording – Rewording required	Getting the MoE to embrace and scale up NLE still remains to be realised and might not be realized until may be after the project due to contamination.
INSERT ROWS AS NEEDED		

Annex 9: Beneficiaries tables

This annex should be completed by the project.

Describe the project's primary target groups in terms of age range, grades, country/region, characteristics, and expected exposure to interventions over the course of the project.

Provide the target number of girls' beneficiaries (direct learning and transition beneficiaries) and the monitoring data that support this number (for example, in-school population numbers, number of schools, number of communities etc.). Describe the method for calculating the number, any assumptions made.

Describe how the project defines educational marginalization for its context and how this definition has been applied to selecting beneficiaries. What proportion of direct beneficiaries is estimated as still meeting this definition of educational marginalization (if known) and how has this been verified? (See GESI addendum for Midline Template – Dec 2018 for the FM marginalization framework and terminology.)

Are boys receiving project interventions? How are these boys selected?

Present and justify any difference to baseline.

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

In 2017, when the phase two of the GEC-T Wasichana Wetu Wafaulu project started, there was uncertainty of the roll out of the Competency Based Curriculum (CBC) by the line ministries within the Kenyan Government. Therefore, the project delayed implementation of Class 3 awaiting the roll out policy of CBC from the government. This policy procurement was delayed and was only given a year later in 2018. As a result of this delay the project in 2017 profiled 52,004 girls in school and 6,183 out of school girls who had dropped out for various reasons. These were the girls in classes 5 – 8 then. Following the release of the CBC roll out plan and in discussions with the Fund Manager, the project commenced implementation for Grade 4 (12,350 girls) in 2019 and this brought the total project girls numbers to 70,537. During the same period, the project sought to profile any girls who may have been left out during the initial profile and were part of the Gec-1 cohort and this is why we have more girls in Class 7 and 8 (which was class 6 and 7) during the baseline evaluation However, due to transition of pupils outside of the project jurisdiction, by evaluation point 1, the number of girls who were actively being supported was 64,030 and these were in school, and an additional 6,507 who were out of school, some of who had already joined the catch-up classes in readiness for re-joining the mainstream education levels.

Annex 9.1: 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 31: 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 a 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.	69,998	The project hopes to reach a 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.	2,850	These will be the total number of teachers to be trained. The project has increased the number of secondary schools from the initial 50 at baseline to 60 schools at midline.
Broader community beneficiaries (adults) – adults who benefit from broader interventions such as community messaging /dialogues, community advocacy, economic	60,000	521 communities with an average of 10 members each will be expected to pass the messages through to their households and

empowerment interventions etc.		neighbourhoods. This will include the adults reached through the household visits by CHVs.

- Tables 32-35 provide different ways of defining and identifying the project's target groups. They each refer to the same total number of girls, but use different definitions and categories. These are girls who can be counted and have regular involvement with project activities.
- The total number of girls in the last row of Tables 32-35 should be the same – these are just different ways of identifying and describing the girls included in the sample.

Table 15: Target groups – by school

School Age	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at baseline
Lower primary		0	
Upper primary	✔	44,781	6481 (Grade 5 to 8)
Lower secondary	✔	19,249	3022 (Form 1 and 2)
Upper secondary		0	
Total:		64,030	9503

Table 16: Target groups – by age

Age Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at baseline
Aged 6-8 (% aged 6 -8)	√✔	136(0.212%)	
Aged 9-11 (% aged 9 -11)	✔	17,900 (27.956%)	647 (7.2%)
Aged 12-13 (% aged 12-13)	✔	22,198 (34.668%)	2224 (24.8%)
Aged 14-15 (% aged 14 -15)	✔	17,046(26.622%)	3211 (35.8%)
Aged 16-17 (%aged 16 -17)	✔	5,581(1.623%)	2423 (27%)

Aged 18-19 (%aged 18 -19)	✔	1,039(1.623%)	433 (4.8%)
Aged 20+ (% aged 20 and over)	✔	130 (0.047%)	22 (0.2%)
Missing age/DoB			543
Total:		**64,030(100%)**	9503

Table 17: Target groups – by sub group

Social Groups	**Project definition of target group** (Tick where appropriate)	**Number targeted through project interventions**	**Sample size of target group at baseline**
Disabled girls (please disaggregate by domain of difficulty)	✔	**764**	**83 (1.2%) Difficulty seeing, 63 (0.9%) Difficulty hearing, 56 (0.8%) Difficulty walking or climbing steps, 86 (1.3%) Difficulty remembering or concentrating, 67 (1%) Difficulty with self-care, and 66 (1%)Difficulty communicating Girls with at least one difficulty (140, 0.7%)**
Orphaned girls	✔	**18,620**	**102 (0.5%) Total orphans 904 (4.3%) Partial orphans**
Pastoralist girls	✔	**16,975**	**2694 (28.3%) Pastoralist girls (Samburu, Marsabit and Turkana)**
Child labourers		**0**	**0**
Poor girls		**8,977**	
Other (urban slums)	✔	**28,104**	**3445 (36.4%) Girls from urban slums (Nairobi and Mombasa)**
Other counties (Kilifi, Tana River and Kwale)	✔	**26,949**	**3364 (35.4%) Girls from other counties (Kilifi, Tana River and Kwale)**
Total:		**100,389[12]**	9503

[12] This number cannot be the same since there are pastoralist girls who are also orphaned and poor and there are also poor girls living in the urban slums.

Table 18: Target groups – by school status

Educational sub-groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at baseline
Out-of-school girls: have never attended school			**0**
Out-of-school girls: have attended school, but dropped out	✔	**6,507**	**0**
Girls in-school	✔	**64,030**	**9503**
Total:		**70,537**	9503

EE comments on project beneficiaries

- With the database of all the girls at the school level, the project is able to account for all the girls. This is commendable and reliable and in line with the EMIS at the MoE.
- The project database for the beneficiaries needs to be checked on the consistency across the years and account for additions (or drops). The number of girls in Grade 8 at midline (11477) has an addition of over 2000 girls from baseline Grade 7 (8727), Table 1.5.
- The beneficiaries numbers should also include (where possible) those that benefited and graduated or successful transitioned and completed the last pathway. This will indicate the overall project beneficiaries that benefited even after project completion.

Project Response: The project re-profiled more girls between BL and ML when we added the class 4 of 2018. These are those who had been left out due to either unavailability in school during the dates of the first profiling and those re-enrolments after drop out. During the same period, the project sought to profile any girls who may have been left out during the initial profile and were part of the Gec-1 cohort and this is why we have more girls in Class 7 and 8 (which was class 6 and 7) during the baseline evaluation.

Table 36: Beneficiaries matrix

Outcomes	Direct beneficiaries	Indirect beneficiaries

	In-school girls (6-10 grade)	OSG (6-9 years)	OSG (18-25)	In-school boys	HT/Teachers	Parents	SMC/PTA	Local government
Learning	✔			✔	✔	✔		
Transition	✔	✔	✔	✔	✔	✔		
Sustainability	✔	✔	✔		✔	✔	✔	
IO 1: Attendance					✔	✔		
IO 2: Self-esteem and empowerment	✔	✔	✔					
IO3: Parental engagement	✔	✔	✔			✔		
IO4: Quality of teaching	✔				✔	✔	✔	✔
IO5: School management and governance	✔				✔	✔	✔	✔

Annex 14: Learning Test Pilot and Calibration

All the learning tests for midline had been signed off at baseline so there was no specific process of preparing the tests other than confirming with the evaluation officer that the tests were still valid.

The following is a summary of the process that was undertaken at baseline.

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

    a. 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. For SeGRA and SeGMA, a total of 200 girls (Kajiado) and 522 girls (Nairobi) participated in undertaking SeGRA and SeGMA (subtask 1 and 2).

    b. The following were the pilot results:
        i. EGMA was piloted in classes 4 – 8 and it was found that:
            1. Item analysis was found to be fine
            2. Ceiling effects were found on number identification and discrimination
            3. 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 classes 4 – 8 and it was found that:
            1. There were no ceiling or floor effects
            2. 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:
            1. There were no ceiling or floor effects
            2. The difficulty of subtasks progressed logically with SeGMA 1 having higher scores then SeGMA 2 and SeGMA 3 having the least scores

3. SeGMA 1: Test 2,3,4 were calibrated well (38% correct) Test 1 was too easy (44%) – *recommended for adjustment*
4. SeGMA 2: Test 1,2,3 are calibrated well (29-32% correct) Test 4 is slightly too hard (24%) – *recommended for adjustment*
5. SeGMA 3: Test 2,3,4 are calibrated well (14-16% correct) Test 1 is too hard (10%) – *recommended for adjustment*

iv. SeGRA was piloted from Class 4 to Form 4 and it was found that:

1. There was no ceiling effect on the item analysis
2. There was neither ceiling nor floor effects on overall subtask scores
3. 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
4. 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*
5. 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.

c. Implications of the pilot results on the final tests

i. Main decision points were as follows:

1. EGRA and EGMA were administered only in classes 5 & 6 since the main cohort to be tracked from 2018 was in Grade 5 and so had been in Class 4 in 2017. At midline, EGRA and EGMA were administered in classes 6 & 7 for comparability with the baseline.

2. SeGRA & SeGMA (all subtasks) were administered from Class 7 to the upper levels (Form 4) at baseline. However, this was adjusted so that they were to be administered from Class 5 to Form 4 from evaluation point 2 (Midline 1). This was to enable changing of the test from EGRA/EGMA (classes 5 -7) to SeGRA/SeGMA for all future evaluations in all grades.

3. SeGRA & SeGMA subtask 1 was administered for all the girls from Class 5 to Form 4 at baseline. However, this was adjusted from evaluation point 2 (Midline 1 of 2019) such that all the grades were administered all the SeGRA/SeGMA tasks.

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 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 3 of this report. This section also lists all the subtasks with the relevant number of questions. There was no difference in the tests undertaken at baseline and midline in terms of the number of questions or structure as they already had been piloted and approved at baseline.

- There was no challenge at enumeration other than the reality of Class 5 – Class 7 learners having to undertake EGRA, EGMA, SeGRA and SeGMA tasks.

Annex 16: External Evaluator Declaration

Name of Project: Wasichana Wote Wafaulu (WWW) – *Girls Education Challenge (GEC*)

Name of External Evaluator: WOMEN EDUCATIONAL RESEARCHERS OF KENYA

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Mr. Dennis Odhiambo

Ms. Keziah Chelagat

Ms. Angela Njeri Muathe

Ms. Brenda Tabii

Dr. Eunice Njeri Mvungu

Dr. Salome Nyambura

Dr. Everlyn Njurai

Ms. Lynne Odiwa

Ms. Monica Kamiti

Ms. Winniejoy Gatwiri

Ms. Zamzam Chemutai

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 **Education Development Trust (EDT)** (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 Educational Researchers of Kenya

Wednesday 30th January 2020

Annex 17: 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 findings, while affirming that the project is making progress in learning, challenges the effectiveness of some of the project approaches. The unexpected low DiD on learning attainments especially in literacy and the contamination notwithstanding, the findings affirm the project theory that i) teacher practices, ii) school governance/management and iii) household support are the key drivers of learning. The project meeting the target especially in literacy could be as a result of: i) appropriateness of the coaching model, ii) application fidelity of the model, and iii) different contextual factors. The project is exploring these factors to better understand the drivers of the results. On the aspect of fidelity to the model, the project is at an advanced stage of developing coaching standards to ensure consistency and quality of coaching across the project. We recommend that the issue of contamination to be better handled in future by good documentation in both intervention and comparison schools to provide confidence on the findings.

Findings on attendance between intervention and comparison schools while not surprising in view of similar activities in both comparison and intervention schools such as cash transfers, household visits etc. point to two main areas for consideration i) a deeper look on approaches of addressing vulnerabilities of girls in order to improve on attendance. This will include re-assessment of direct support to beneficiaries such as cash transfers, bursaries (these activities do not seem to be a differentiator) whilst keeping the do no harm principle, ii) further analysis to elucidate if project has attracted and or retained a higher proportion of vulnerable girls in intervention schools – hence increased years of schooling (girls would have dropped out while still in school).

Sustainability is underreported and the project will do more to document and provide evidence on aspects of sustainability. The project has made significant progress in working with groups that will sustain most of the project activities at the community and government (systems) levels. The project works closely with relevant government agencies for sustainability with some activities now seen as government activities such as the enhanced training model for BoMs, STEM teaching, ICT integration etc. The project enhanced the training package and brought forward BoMs training to year two to embed changes in schools into the system for sustainability. The effect of these interventions is expected to be realized in future years.

As noted in the report, transition has increased across board because of government policy of 100% transition from primary to secondary. The uptake on catch-up and remedial is increasing and so is the uptake of TVET pathway albeit slowly. However, this is forecasted to stagnate and or drop in the coming years as more learners transition from primary to secondary. In view of this, the project has reduced direct TVET institutional support, but will continue advocacy and direct support for girls to join and complete TVET. This is because currently, there are still high proportions of girls not transiting to secondary.

What is the project's response to the conclusions and recommendations in the report?

***Learning** – the project made more gains in numeracy than in literacy most likely because of the project shift of emphasis and focus to numeracy owing to the low attainments in phase one of the projects. There is varied performance in counties across subjects and the project will drill down on findings to better understand the drivers of these differences. This may be due to varied quality of coaching and or teacher behaviour and practices such as absenteeism and or other contextual factors. The project will mine evaluation and its own data to better understand these trends and respond appropriately. In the meantime, the project has undertaken a review of the teacher coaching approach to better understand its application fidelity and appropriateness to deliver on learning outcomes. This may lead to changes to our coaching strategy once the findings have been analysed.*

In areas where recommendations are specific, for example where literacy gaps were noted at higher order tasks, the project will review the design and appropriateness of the teaching model to deliver on higher order learning skills. For numeracy, the project will revisit how teaching of numbers is done to cover the identified gap. This will be done as part of the review of the coaching and teaching approaches used by the project. This will include targeting sub-groups and counties that posted lower performance such as married girls and this may include provision of remedial/catch-up lessons.

Teacher practice is noted as the key driver of SeGRA/SeGMA results and arising from this finding, the project will review the training and teacher observation with a view of addressing negative teacher practices such as being biased towards boys. This will be coupled with life skills activities to improve on girls' self-esteem and confidence

Teachers will be trained on alliterative and positive forms of discipline. The project is undertaking work on good practices on alternative discipline practice and will develop and deliver practical training for teachers on this subject.

The project agrees, in view of the possible ceiling effect, with the EE recommendation to drop EGRA and EGMA in future evaluation subject to EM/FM concurrence.

The project has not budgeted for infrastructure support other than for provision of desks and the project agrees with the EE recommendation to work with others as stakeholders on provision of this

support. However, there is generally poor uptake of infrastructure support from stakeholders and donors. It is therefore likely that this may not improve much over the life of the project.

***Transition** – this has improved but project will analyse the effectiveness of approaches that promote transition to better sharpen interventions. Poverty is identified as a key driver and the project will consider how to continue better targeting of household support such as cash transfers and direct girl support to improve on transition. Negative cultural practices continue to be a hindrance to transition and poor perception of alternative pathways such as TVET continue. The project will review how the existing community engagement through dialogues has been able to address these barriers. This may include a further re-look at the community structures to identifying possible missing community levers and drivers of culture and perception.*

The project has an existing tracking system for transition (school level) but will improve this with the EE recommendation to have multiple data sources including at the community level and CHVs. The project will support girls to re-enrol when they drop from school including working with parents to identify schools that may be affordable, and which offer quality education.

The government emphasis for transition from primary to secondary is supported by the project. However, where this is not possible the project will advocate for alternative pathways including the TVET route in line with government policy. In view of the higher uptake of secondary transition, the project has reduced the support to TVET route to that of promotion and direct support of girls electing this route for transition.

***Attendance**– the profile of project girls is shifting as our cohort becomes older and mature. The barriers to attendance are also shifting. The project will increasingly shift the life skills approaches to cater for this changing profile such as the issues of safety and safeguarding and teacher practices and behaviour. The EE noted, not surprising, that the older girls are more sensitive to softer issues such as the absenteeism of teachers and the way the teachers teach, and these influence their attendance. Teacher training and school clubs will focus on these issues*

- *The project through CCs, BoMs, and CHVs etc. will continue with community awareness and sensitisation on the need for reduced household chores to enable girls to have time to study and transit to productive learning pathways.*
- *The evaluation noted that household support was the second highest driver of attendance after teacher support. The project observes that there have been positive incremental changes in behaviours and support for girls' education and this means the project approaches are working. The project will therefore continue with community awareness and sensitisation through the CHVs and the community dialogues forums.*

***Sustainability** – the project will do more documentation particularly of the system level interventions including community action plans. The project has many functional system approaches which have not been well documented*

- *Positive school-community linkages are being fostered largely through the BoMs. The project has recently undertaken trainings for BoMs on their role and this included their relations with the community. The project will augment this with PTA, parents' groups and CCs.*
- *Continue with efforts for households to reduce chores for girls. This will be through messages via CHVs, parents/teachers' meetings, BoMs and community dialogues. Project will target households that have been shown to exhibit more barriers for girls' education such as caregiver with no education.*
- *It is noted that teachers have become delivery focused. This is expected to inform practice and policies in TSC and project will document good practices and do advocacy for successful approaches.*
- *The project will learn from the successful roll out of the NLE and identify areas of success in improved school management. We note that this may be too early to drive learning outcomes, but the project will use good NLE practices to drive learning outcomes across board.*
- *Documentation of the coaching model and findings of the review on what works in coaching will be done and used to influence curriculum reforms with a view to institutionalising coaching in upper grade reading, and in STEM subjects in the future.*
- *The NLE recommendation including definition of head teacher effectiveness benchmarks, lobby for NLE inclusion in TPAD, frequency of head teacher meetings in ASAL areas, BoMs awareness on NLE are part of the project implementation planning. To be developed further is the head teacher competence training modelled along the Rwanda and is subject to discussion and agreement with the TSC on this approach.*

Life Skills *–The project is yet to introduce clubs in secondary schools, but this is planned for. The project is currently preparing materials for use in secondary schools and will roll out to the secondary school clubs. The life skills will be age appropriate.*

In primary where clubs exist, the project is aware of the differences of self-confidence of girls in ASAL and urban slums and is working towards improving girls' confidence in the ASAL areas. This is however, complex given the cultural context, but we have since noted changed knowledge and practices over time both in the school and community. The project will now reach all the cohort girls in primary through distribution of life skills materials. This is as opposed to the previous approach of only reaching the club members. This was a cascade model. In the revised approach the project will work with schools to timetable the life skill in regular classes in which all the learners will be reached.

Safeguarding and violence *– project to re-assess the effectiveness of its current approaches with a view of better addressing identified challenges. For example, alternative forms of discipline have recently been integrated in teacher training, but we are yet to assess the effectiveness of these approaches. Safe travel is highlighted as a concern in the report. The project will work with*

communities to find viable solutions to address this concern in addition to the concern of violence at community/households levels.

The project will use various avenues to address violence including the safeguarding mechanisms in place. The biggest starting point is the identification and acknowledgement of what constitutes violence. This will be done through community awareness, BoMs, CHS and other avenues. Once this has taken root, flouters will be dealt with through protection mechanisms in place although most of them are noted to be very weak. Through project adaptations and subject to funding, the project will consider what is feasible in support safeguarding systems. In the meantime, the safety on journey to and from school is being considered by the communities through their CCs and through other targeted awareness through parents and government administration systems.

School-based violence is being addressed through positive discipline training for teachers, head teachers, BoMs and parent sensitisation. The project is also working with TSC on adherence of teacher code of practice and ethics which prohibits use of violence in school. This will also be integrated into the teacher coaching practice of the project.

***Monitoring Data (MEL)** – the project has in place a digital girl tracking system which collects information about attendance, performance, transition and drop out cases. This date is available but may not be in the format required by the EE. The project will complete the compilation of transition data from primary to secondary where there are gaps notably in the urban slums (Mombasa and Nairobi) such as where there has been very little data on where the pupils transitioned since majority of them join secondary schools in rural areas. Thus, neither the primary school nor the CHVs can confirm this transition has happened. Regarding tracking of dropouts, the project will pilot an SMS alert system in a few counties to track attendance real time. Further to this, the project would wish to take a step further to interrogate the evaluation model considering that contamination in control schools has reached higher levels.*

Strengthen vulnerability data: The project will strengthen its data in a cost-effective manner and consider collecting more additional data on vulnerability that will help targeting and project panning. The additional collection will largely be through the use of CHVs.

Document and share learning: The project has plans to document and share learning. At this evaluation point, it was too early to have had successful approaches for documentation, but project has systems in place for documentation and sharing of knowledge.

GESI

The project is rightly targeting girls owing to the huge gender disparities that persist in the target areas. The project will continue to advocate for girls' education focusing on the why and how the community will benefit from this. The project will continue to emphasise the interventions that benefit both boys and girls and the role boys and men can do to advance girls' education. This will be aimed at further changing the community perception about girls' education. The project will

utilize vulnerability assessment data to develop tools for monitoring and which reflects on the various categories of vulnerabilities. The project has not become aware of any group in the community that is missed but the project will undertake sample studies in the communities to ascertain inclusivity. Furthermore, the project will undertake to profile girls that have not transitioned to further understand their vulnerabilities.

Responses to specific recommendations

- ***Enhance the SNE Strategy to be Social Inclusion Strategy:*** *In principle, the project agrees with this recommendation but makes distinction as follows i) SNE schools and ii) mainstreaming of SNE in regular schools. The project has continued to develop an elaborate programme for the SNE schools that include SNE coaches, materials support and now working on improving transition of SNE learners to the next level of learning post-primary. However, SNE in regular schools is more challenging because learners have not been assessed. The project has supported EARCs and has started roll out of targeted assessment of learners. The project has also completed vulnerability assessment of all the learners and is using this information for targeting of project interventions such as bursaries and home visits by CHVs. The project plans to conduct on a sample basis a survey on inclusion to better understand inclusion in the project. This survey will inform the project inclusion strategy going forward. The survey will target areas that have high numbers of girls that we have not been able to attract or retain in the project pathways.*
- ***Accessibility to TVET****:* ***The project should lobby the government (i) to build institutions close to the people*** *– this is normally a political and not technical decision, however, the project through the county stakeholders' forum and other avenues will endeavour to join efforts to lobby for establishment of TVET institutions in needy areas. The success is, however, expected to be low given the political nature of the decision making of such ventures (ii****) have more girl friendly course offering*** *– the project conducted a TVET study at the onset of the project. The study indicated that there are enough gender friendly courses already in existence, but the problem noted was that courses may not be offered in the places where they are required such as in ASAL areas. The project has scaled down on this pathway but will continue awareness creation and direct support of learners on this pathway.*
- ***Strengthen child protection pillars:*** *The project will strengthen community dialogue and action planning on this issue. Furthermore, the project will enlist the support and use of the specialised groups particularly boys and men on this issue of safety. The project has on-going dialogues in communities on this aspect but will now strengthen community action planning to specifically include this aspect*
- ***Address school-related gender-based violence:*** *The project agrees with this recommendation and will plan training for schools on alternative forms of discipline. This will be undertaken through firstly the head teachers and then rolled out to teachers.*

- ***Documenting and following community action plans****: The project agrees, and this is in plan and already rolled out in implementation.*
- ***Facilitate positive school – community collaborations and linkages:*** *This is planned under the BoMs training that has recently been rolled out. The project plans to enhance social accountability through BoMs – Parents relationships.*
- ***Advocate for "girl friendly" TVET courses and programmes:*** *This is addressed above.*
- ***Attendance data:*** *School attendance data is collected weekly during school session and SMS alerts to CHVs will be fully operationalized in Jan 2020.*
- ***Tracking transition to secondary schools and other pathways:*** *The project has been using CHVs for tracking, but challenge is when households immigrate to outside project locations especially in urban slums and in ASALs where there exist migratory communities.*
- ***Document and share learning:*** *The project has this in place including evaluation dissemination plans.*
- ***CC database: CCs should make concerted efforts to keep data on the number of marginalized girls supported, girls at risk of dropping out etc. A simplified template should be developed to support this.*** *The project does not see the need of this –this will be duplication. The list already exists with the CHVs and is available for use by the community.****School leadership mentorship – mentorship standards;*** *Project is in the process of developing head teacher mentorship standards for project use. It will be used by the project on a pilot basis and later linked to other TSC processes and this is still a long way in the project cycle. The project is still working on the concept buy-in by TSC.*

- ***Address the challenges (such as distance) in ASALs hindering frequent meeting of paired leaders for coaching is This limits adequate sharing of feedback and close follows up of improvement plans by the mentoring head. Clustering such schools could be an option*** *– This is currently being done.*

- ***Improve mentor head teacher competence by developing a training programme for the mentor heads in Kenya, modeled along other EDT success stories in Rwanda and UK.*** *This is dependent on the concept being accepted by the TSC. The project is currently working on proof of concept with TSC.*

- ***Increased awareness raising to improve acceptance and interest of the teachers involved in the mentee schools and respective board members*** *- Covered in the above sections.*

- ***Lobby and advocate for infusion of NLE in the national TPD and leadership continuous professional programmes by Teachers Service Commission that are recognized in the promotion of teachers and school leaders*** *– Covered in the above sections.*

What changes to the log frame will be proposed to DFID and the Fund Manager?

- *The project proposes some changes and adaptations on Output 2 and Output 6 indicators and targets. For Output 2, there is a government policy that all primary school pupils should transit to secondary which affected our targets for the TVET pathway. Other changes likely to affect learning outputs will be proposed once further analysis has been completed. Output 6 indicators such as Output Indicator 6.1 needs rewording to be moved from the county or national level to the school level especially in relation to gender analysis and reporting.*