

Project Evaluation Report

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Notes:

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Education for Life Project

Leave No Girl Behind

Midline Report

(This Report Covers Cohort 1 Endline and Cohort 3 Baseline Evaluations)

Project Implemented by – ActionAid Kenya, Voluntary Services Oversea (VSO) and Leonard Chesire
Midline Evaluation Conducted by Women Educational Researchers of Kenya (WERK)
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Table of Contents

LIST OF TABLES.....	iv
LIST OF FIGURES	vi
TERMINOLOGIES.....	vii
ACKNOWLEDGEMENT	viii
LIST OF ACRONYMS AND ABBREVIATIONS	ix
EXECUTIVE SUMMARY	x
CHAPTER ONE: BACKGROUND TO PROJECT	1
1.0 Background to the Project.....	1
1.1 The Effect of COVID-19 on the Evaluation Points.....	2
1.2 Theory of Change Relevance.....	3
CHAPTER TWO: MIDLINE EVALUATION APPROACH AND METHODOLOGY	4
2.1 Evaluation Approach and Design	4
2.2 Changes to Methodology at Midline	4
2.3 Rationale for Midline Evaluation on Learning	5
2.4 Data Analysis Approach.....	5
2.4.1 Midline Evaluation Questions and Overall Analysis Approach	6
2.4.2 Evaluating Theory of Change Assumptions.....	7
2.4.3 Gender Equity, Equality and Social Inclusion Analysis.....	8
2.5 Overview of Midline Sampling Approach.....	8
2.5.1 Sampling Strategy	8
2.5.2 Data Collection	9
2.5.3 Data Analysis.....	10
CHAPTER THREE: KEY CHARACTERISTICS AND BARRIERS TO LEARNING AND TRANSITION	11
3.0 Introduction.....	11
3.1 Educational Marginalization	11
3.1.1 Evaluation sample breakdown by age	11
3.1.2 Evaluation sample breakdown by age and County	11
3.1.3 Characteristic Subgroup – Disabilities (Girl survey).....	11
3.1.4 Gender of Head of the Household and the Primary Caregiver	13
3.1.5 Girls Marital status and Childbearing status	13
3.1.7 Orphan status of girls	13
3.1.8 Social Economic status	13
3.2 Significant Changes in Key characteristics between baseline and midline	15
3.3 Barriers to Education (attendance) by Caregiver	16
3.4 Significant Intersections of the Household Characteristics and Barriers to education.	17
3.5 Appropriateness of Project Activities to the Characteristic Subgroups and Barriers Identified.....	19
CHAPTER FOUR: OUTCOME FINDINGS	21
4.1 Learning Outcomes Evaluation.....	21
4.1.1 Introduction	21
4.1.2 Learning Outcome Assessment Tests	21
4.1.3 Learning Performance.....	21
4.1.4 Characteristic subgroup analysis of the learning outcome	25

4.2 Transition outcome	28
4.2.1 Introduction	28
4.2.2 Pathway Preference.....	29
4.2.3 Barriers to Transition.....	31
4.3 Sustainability	32
4.3.1 Introduction	32
4.3.2 Sustainability Approach	32
4.3.3 The EE Comments on EFL Sustainability Plan	34
4.4 Value for Money.....	37
4.5 Overall Reflections on Evaluation Questions.....	42
4.5.1 Evaluation Questions.....	42
4.5.2 Theory of Change	46
CHAPTER FIVE: KEY INTERMEDIATE OUTCOME FINDINGS	48
5.1 Attendance	49
5.2 Teaching quality	52
5.3 Community Attitudes and Behavioural Change	57
5.4 Policy Environment.....	61
5.5 Life Skills.....	65
CHAPTER SIX: CONCLUSIONS.....	69
CHAPTER SEVEN: RECOMMENDATIONS	72
Annexes	76
Annex 1: Project design and interventions.....	76
Annex 2: Midline/endline evaluation approach and methodology.....	79
Annex 3: Characteristics and barriers	86
Annex 4: Learning outcome data tables.....	115
Annex 5: Log-frame and Medium-Term Response Plan Output Monitoring Framework.....	141
Annex 6: Beneficiaries tables.....	Error! Bookmark not defined.
Annex 7: External Evaluator’s Inception Report.....	143
Annex 8: Quantitative and qualitative data collection tools used for midline/endline	144
Annex 9: Qualitative transcripts.....	146
Annex 10: Quantitative datasets, codebooks and programs	147
Annex 11: Quantitative sampling framework.....	149
Annex 12: External Evaluator declaration	150

LIST OF TABLES

Table 2. 1: Midline Quantitative Samples – Cohort 1 and 3	9
Table 2. 2: Quantitative Sample – Re-contacted and Replacements (Cohort 1)	10
Table 4. 1: Kiswahili average score across Baseline (C1 and C3) and Endline (C1)	22
Table 4. 2: English average score across Baseline (C1 and C3) and Endline (C3).....	22
Table 4. 3: Mathematics average score across Baseline (C1 and C3) and Endline (C3).....	23
Table 4. 4: Learning scores by barriers to learning.....	26
Table 4. 5: Learning scores by Schooling status.....	27
Table 4. 6: Learning Scores by Disabilities	27
Table 4. 7: Project Transition pathways.....	29
Table 4. 8: Transition Pathways	30
Table 5. 1: Baseline and Midline values for Intermediate Outcomes.....	48
Table 5. 2: Summary of Baseline Figures for Intermediate Outcome 1.....	49
Table 5. 3: Household Chores	51
Table 5. 4: Baseline and Endline Figures for Intermediate Outcome 2	52
Table 5. 5: Summary of Baseline and Endline Figures for Intermediate Outcome 3.....	57
Table 5. 6: Perception of Caregivers of C1 Girls on the Value of Girls Education by County between Baseline and Endline and C3 at Baseline	58
Table 5. 7: Summary of Baseline and Endline Figures for Intermediate Outcome 4.....	61
Table 5. 8: Summary of Intermediate 5 Outcome	65
Annex 3. 1: Evaluation sample breakdown by age	86
Annex 3. 2: Evaluation sample breakdown by age and County.....	86
Annex 3. 3: Evaluation sample breakdown by age groups and County.....	87
Annex 3. 4: Characteristic Subgroup – Disabilities (Girl survey)	87
Annex 3. 5: Characteristic Subgroup – Disabilities (Caregiver).....	89
Annex 3. 6: Gender of Head of the Household and the Primary Caregiver	90
Annex 3. 7: Girls Marital status and Child bearing status	90
Annex 3. 8: Education Level of Head of the Household and Primary Caregiver	91
Annex 3. 9: Orphan status of girls.....	91
Annex 3. 10: Social economic status.....	92
Annex 3. 11: Changes in Key Characteristics – BL and EL	92
Annex 3. 12: Changes in Key characteristics – BL and EL by Counties.....	93
Annex 3. 13: Changes in Key characteristics – BL and EL by Counties (Cont).....	94
Annex 3. 14: Barriers to Education and Attendance.....	95
Annex 3. 15: Barriers to Education (attendance) by Counties.....	96
Annex 3. 16: Barriers to Education (attendance) by Counties (Cont).....	97
Annex 3. 17: Significant intersections of the Household Characteristics and Barriers to education	97
Annex 3. 18: Significant Intersection of the Characteristics and Barriers to Education in Garissa County	99
Annex 3. 19: Significant Intersection of the Characteristics and Barriers to Education in Isiolo County .	100
Annex 3. 20: Significant Intersection of the Characteristics and Barriers to Education in Kilifi County...	102
Annex 3. 21: Significant Intersection of the Characteristics and Barriers to Education in Kisumu County	103
Annex 3. 22: Significant Intersection of the Characteristics and Barriers to Education in Migori County	104
Annex 3. 23: Caregivers Perceptions about Quality of Teaching/Learning	105
Annex 3. 24: Girls perceptions about their teacher.....	105
Annex 3. 25: Facilities at the Catch-up centre	106
Annex 3. 26: Tables Issuance	106

Annex 3. 27: Catch-up centre attendance and performance	107
Annex 3. 288: Performance in English/Maths/Kiswahili.....	108
Annex 3. 29: Perceptions of Care givers on barriers to Learning by Gender of the Care giver (by County)	109
Annex 3. 30: Perceptions of Care givers on Barriers to Learning by Education level of the Care giver (by County).....	110
Annex 3. 31: Institutoins where or who the cases of abuseor violation of rights are reported to.....	111
Annex 3. 32: Analysis of Project Budget versus Expenditure	112
Annex 3. 33: Actual Project Expenditures.....	113
Annex 4. 1: Scoring for Literacy and Numeracy Tests	116
Annex 4. 2: Kiswahili average score across Baseline (C1 and C3) and Endline (C3)	118
Annex 4. 3: Kiswahili average score by sub tasks across Baseline (C1 and C3) and Endline (C3)	118
Annex 4. 4: Kiswahili zero scores by subtasks across Baseline and Endline	119
Annex 4. 5: English average score across Baseline (C1 and C3) and Endline (C3)	119
Annex 4. 6: English Score averages by subtasks across Baseline and Endline.....	120
Annex 4. 7: English zero scores by subtasks across Baseline and Endline.....	121
Annex 4. 8: Mathematics average score across Baseline (C1 and C3) and Endline (C3)	121
Annex 4. 9: Mathematics Score averages by subtasks across Baseline and Endline.....	122
Annex 4. 10: Mathematics zero scores by subtasks across Baseline and Endline.....	123
Annex 4. 11: Learning Outcome score averages by Household and Girls characteristics	124
Annex 4. 12: Learning Outcome score averages by Barriers	124
Annex 4. 13: The EFL Sustainability Plan.....	126
Annex 4. 14: Life-skills Index.....	132
Annex 4. 15: Agency & Voice Practice	133
Annex 4. 16: Agency and Voice.....	134
Annex 4. 17: Agency & Voice Practice - Rating (Good/Excellence)	135
Annex 4. 18: Healthy Ways of Managing Stress	136
Annex 4. 19: What do you do when someone does something wrong to you	137
Annex 4. 20: Rights & Abuse Knowledge	138
Annex 4. 21: Rights & Abuse Attitudes.....	139
Annex 4. 22: Rights & Abuse Practice (Contd).....	140

LIST OF FIGURES

Figure 1: Distribution of Scores.....	25
Figure 2: Average of Girls with Positive Agency & Voice	66
Figure 3: SRH Attitudes	67

TERMINOLOGIES

The Washington Group of Questions (WG) - This is a set of questions designed to identify people with functional limitations.

Pre-post Design – This is a design where the assessments are administered both before and after attending catch up centre.

Learning Assessment – This refers to use of EGMA and EGRA tests in English, Mathematics and Kiswahili designed to gauge skill levels of the learners.

Vulnerability Assessment – This refers to the assessment to measure aspects of marginalisation of girls and community targeted by the project.

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LIST OF ACRONYMS AND ABBREVIATIONS

ACE	Adult and Continuing Education
AIDs	Acquired Immune Deficiency Syndrome
ALP	Accelerated Learning Programme
BL	Baseline
BOM(s)	Board of Management(s)
C1 (2, 3)	Cohort 1 (2, 3)
EfL	Education for Life
EE	External Evaluator
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
FGD(s)	Focus Group Discussion(s)
FGM	Female Genital Mutilation
EL	Endline
GBV	Gender Based Violence
GEC	Girls' Education Challenge
GESI	Gender Equity and Social Inclusion
GWD	Girl with Disabilities
HIV	Human Immunodeficiency Virus
HH	Household
HoH	Head of Household
IO	Intermediate Outcome
IEP	Individualized Education Plan
KII	Key informant Interview
LNGB	Leave No Girl Behind
MCA	Member of County Assembly
ML	Midline
MoE	Ministry of Education
MP	Member of Parliament
NGO	Non-Governmental Organization
OOSG	Out-of-School Girl
PCG	Primary Caregiver
PTA(s)	Parents Teachers Association(s)
SF	Sampling Framework
STI	Sexually Transmitted Infection
SRH	Sexual and Reproductive Health
SPSS	Statistical Package for the Social Sciences
ToC	Theory of Change
TVET	Technical and Vocational Education and Training
VTI	Vocational Training Institute
VTC	Vocational Training Centre

EXECUTIVE SUMMARY

Background

The constitution of Kenya (2010) provides for free, compulsory basic education as a right for every child, regardless of gender, disability or socio-economic background. Kenya's Vision 2030 aims to reduce illiteracy, improve primary to secondary transition rate and raise education quality. However, there are various challenges inhibiting the achievement of this objective.

Poverty levels inhibit girls' ability to access education due to levies and related school costs and the need to prioritize access to basic needs. Other factors that contribute to poor participation and eventual dropout for girls include household chores and herding. Girls often lack confidence, knowledge and awareness of their rights to education. Girls with disability, young mothers, married, from pastoralist communities, in child or forced labour, affected or living with HIV and AIDS, orphans, child-headed households, or from very poor families are some of the most marginalized girls facing discrimination and additional barriers to education.

The Education for Life project is a 5-year project (2019-2023) working with 5,000 out-of-school girls. The project aimed to reach girls aged between 10 to 19 years who have disabilities, who have experienced violence in the community and at school, who have survived conflict and insecurity inform of cattle rustling and tribal clashes in Isiolo and Garissa, who have been affected by modern day slavery, Pregnant girls and young mothers, girls from pastoralist communities (Isiolo and Garissa), and Girls who are head of their families, orphans or extremely vulnerable. The project works in 5 counties in Kenya: Garissa, Isiolo, Kilifi, Migori and Kisumu to improve their literacy and numeracy through accelerated learning and transition into different pathways. The other intervention pathways after completing the catch-up centre include: i) From catch-up centre to vocational training (VT) targeting girls aged 15-19 years; ii) From catch-up centre to entrepreneurship for girls aged 15-19 years to enable them set up Micro-enterprises; iii) From catch-up centre to apprenticeship for 15 girls aged 15-19 years to transit to apprentice; and iv) From catch-up centre to primary school targeting girls aged 10-14 years. The project is currently working with three cohorts of girls: cohorts 1, 2 and 3. The main interventions are functional numeracy and literacy and life skills intended to facilitate the 14 years and below to enroll back to primary school while 15 years and above, enroll into non-formal education or gainful employment. Specific project interventions include facilitation of learning of basic numeracy and literacy and life skills, provision of scholastic and hygiene kits, assistive devices and career counselling services while at the catch-up centre. To facilitate transition to the different pathways, entrepreneurial and financial literacy skills, training, startup kits and capital for small enterprises are provided. Further, educational facilitators, mentors and project staff also receive training to facilitate performance of their roles.

Theory of change

The project aims to contribute to improved life chances of marginalized girls through three 3 outcomes – **learning, transition and sustainability** and 4 Intermediate Outcomes (IOs): Regular attendance of girls in formal and non-formal learning, improved quality of teaching, increased positive social norms, responsive and enabling policy environment and life skills.

Evaluation Approach

The midline evaluation design as per the MEL framework was the pre-post design (where evaluation assessments were administered both before and after OOSGs attending catchup centers), chosen because of the nature of the target group comprising the most marginalized girls in the community including girls with disabilities. The EE adopted a mixed-methods approach at midline, involving sequential data collection starting with quantitative data collection, followed by pre-analysis of the quantitative data, then qualitative data collection. The quantitative tools included literacy and numeracy learning tests, girl survey, household, and Educator Facilitator survey. Several qualitative tools that consisted of FGDs, KIIs, observation guides were used.

Evaluation Findings

Key characteristics subgroups and barriers of midline samples Outcome findings

- Overall, there was a six point's drop (38% to 32%) in the proportion of households that had gone to sleep hungry (many days) and four points' (BL74.03% to EL71.2%) in households that had gone without cash income (most days). On the contrary, Kilifi County had the highest drop (89.3% to 64.6%) in the frequency of gaining income
- Generally, there was nine point's increase (41.2% to 50.4%) in the proportion of households unable to meet basic needs (without charity). The proportion of households unable to meet basic needs without charity nearly doubled in Isiolo County (22.4% to 42.4%). The effects of COVID-19 which has led to loss of sources on income among others may be one of the contributory factors.
- Cohort 1 and 3 girls were faced with multiple persistent barriers at Baseline and Midline. These included: absenteeism (girls and teachers), distance to the CuC, insecurity to and from catch-up centres and disabilities while at the households the main challenges were household chores, lack of adequate support from parents or husbands.
- COVID-19 disruption affected girls' learning or study time. Some also girls dropped out due to pregnancy, got married or got employment.
- There was a statistically significant drop in the proportion of girls reporting having at least one domain of disability (BL 33.5%; EL 17.7%) of the Washington Group of Questions.
- In Migori, increased family conflict between married couples due to loss of employment or source of livelihoods was reported while in Kisumu, some girls turned to prostitution in an effort to earn a living.

Outcome Findings

Learning Outcomes

- Overall, there was a remarkable improvement in learning at midline.
- Overall, the learning outcomes for C3 were above average.

Characteristic subgroup analysis of the learning outcome

- Overall, the persistent household characteristics that continued to affect learning from baseline and midline were the education level of both the head of the household and the caregiver, the school status of the girl (whether they have ever enrolled or not) and the motherhood status of the girl where girls from these households have a lower than the average scores for all the girls.

Transition Outcome

- Majority of the girls (85%) in cohort one transitioned successfully. However, it emerged that the different circumstances of the girls make the formal pathway untenable – especially for the older, married girls or those who are mothers.
- The most preferred transition pathway being Apprenticeship pathway (48%) and Entrepreneurship pathways (25%) while the back to school (7%) and VTI (4%) pathways were unfavourite among the girls.
- For the few dropouts of the project, the reasons included relocation from the catch-up catchment area, due to marriage, family chores and obligations.

Sustainability Outcome

- At individual level, there is indeed learning going on at catch up centres and the girls are gaining literacy and numeracy skills. However, there should be a balance between teaching literacy and numeracy skills and the marketable skills as most girls prefer “starting a business” or “learning a skill”. This is in addition to the life skills.
- At school/catch up level, it was noted that there is need for significant resources to convert the Community Learning Resource Centres into appropriate and inclusive environments (similar catch-up centres) that would ensure that the girls are comfortable and willing to attend. If this is not achieved, chances of maintaining the high attendance and transition rates may be diminished.
- At the community level, the strength of the community support groups (women groups, youth groups) has an influence in changing perceptions in the community. The project has made good progress in influencing the perceptions of caregivers towards supporting girls' education (especially the male caregivers and husbands). For sustainability, these groups need to be formed, strengthened and capacities built so that they can continuously address persistent barriers within the communities – especially the attitudinal barriers.
- At system level, the EE believes that the EFL model is cost effective since its plan is to leverage on the existing MoE plans under the Directorate of Adult & Continuing Education to support the formation and rehabilitation of the Community Learning Resource Centres to make them inclusive and friendly to young mothers – similar as the catch-up Centres. This project delivery model that focus on community led identification and management of learning centres foster sustainability of the project. Furthermore, strong partnerships with the County Government will ensure that the girls who chose the TVET pathway are enrolled in the Village Technical Institutes and gain access to national and county government bursary that will pay their fees.

Key Intermediate Outcome Findings

Attendance

- Qualitative data indicated that attendance in 4 out of 5 counties was favourable. There were more girls relocating from accessible catch up centres mostly due to getting married.
- Household chores remain the main challenge affecting attendance. The main chores include fetching water, housework and caring for younger siblings or older/aged family members.
- Distance to the CuC was another challenge to attendance especially for girls with disabilities.
- Re-enrollment occurred through counselling and mentorship guidance, regular home visits and sensitization.
- Group discussions with girls noted that time spent during transition phase after the catch-up centre was too short to acquire skills, especially for the apprenticeship pathway. The lack of certainty or clarity on the support after transiting from catch up centre was also influencing the motivation to attend.

Teaching quality

- The proportion of Caregivers (cohort 1) who indicated that the quality of teaching was very good increased from 56.5% to 81.6%. 74.1% of the caregivers for cohort 3 girls indicated that the quality of teaching will be very good.
- All Educator Facilitators and mentors require more training on how to work with girls with disability.
- Educator facilitators' perception of improvement in English and Kiswahili was below 50% (English 40%; Kiswahili 44%) while Mathematics was 76%.
- 35% of Educator Facilitators attributed improved performance to provision of learning materials and 27.4% regular attendance to catch-up centre.

Community Attitudes and behavioural change

- Overall, there was change in the caregivers' perceptions on the value of girls' education between baseline and end line for C1 girls.
- County wise, Garissa registered the highest positive change and Kilifi the highest drop in perceptions towards the education of OOSGs. The drivers of positive change were community mobilization and sensitization activities while the barrier to this was lack of community willingness to support OOSGs education.
- Overall, caregivers of C3 girls had a positive attitude towards the value of girls' education. However, the cost of education was competing with the need to meet other household basic needs like food. Isiolo and Kisumu had the highest scores and Migori and Garissa the lowest.

- Community barriers to the support of C3 girls' included the cost of food and persistent social norms relating to Female Genital Mutilation (FGM) and stigma attached to early pregnancy and marriage.
- The most positive change between baseline and endline, in perceptions of caregivers towards the support of OOSG's education was registered among males compared to females.
- There were mixed findings on the influence of the education status on the change of caregivers' perceptions on the need for the education of different categories of OOSGs. While there was a positive change between baseline and endline in the perceptions of caregivers with some education on the need to educate girls who are mothers, those without education registered a positive change between baseline and endline on the need for educating married girls.
- The general attitude of the community towards girls with disability had slightly improved (6.7%) between baseline (91.6%) and endline (98.3%).

Supportive Policy environment

The EFL project was building a positive policy environment that fosters the support of OOSGs through advocacy and partnership activities at national and county levels. Specific areas include:

- Advocacy for improved participation OOSGs in education through writing evidence-based policy position papers and letters of appeal to improve the effectiveness of the re-entry policy and reduce the cost of education respectively.
- Partnership with MOE at the County and sub-county level on project governance and implementation. The nature of involvement and activities were not even across the 5 counties.
- At endline the EFL project had intensified its partnerships with MOE to include ACE, TVET and SNE departments that are relevant to the EFL interventions.
- At endline the MOE official attitudes towards ALPs were more favourable compared to findings at baseline.
- Some key factors like underfunding for the department of ACE and lack of education structures to cater for SNE of OOSGs were derailing the efforts of the EFL project.

Life Skills

- There was a general increase in the agency and voice (self-efficacy) of the girls. However, Garissa and Isiolo were noted to have lower self-esteem levels relating to reports of feeling nervous in front of the class and lack of recognition of the importance of decision making.
- Girls reported a generally positive community support except for Garissa (BL=41%, EL=27%) and Isiolo (overall BL=42%, EL=25%). The girls were being given space to make their own decisions on matters that directly concerned them. At baseline, only 10% had indicated at baseline that the community involved them in decisions affecting them, at endline 25% indicated that they are now involved.
- The girls used talking to fellow girls, and relaxing as common methods of managing stress.
- On interpersonal conflict resolution, discussion and reporting to adults were the common ways of handling being wronged.

Recommendations

Learning

- With most of the girls reporting improved performance, the project should channel more resources towards life skills, mentorship and transition.
- The project needs to focus efforts on the languages as the girls are still lagging behind compared with numeracy.

Transition

- The project should focus more attention on apprenticeship and entrepreneurship pathways for the older girls compared with the formal schooling and vocational training pathways. For the younger girls who opt for the formal pathways, the project should continue with the support they provide to these girls to ensure they do not drop-out again.
- More girls are now older for the formal schooling pathways making it less attractive and the vocational pathway requires some higher level education than functional literacy and numeracy skills.

Sustainability

- The project should include the County Government as a strategic partner to help support both the entrepreneurship and apprenticeship pathways through the Education and Social Development ministries under the County Government.
- The project should have a large emphasis on the inclusion of the girls with disabilities in the sustainability plan through the use of Community Learning Resource Centres CLRCs as satellite EARCs to enhance assessment. This integrated model should include a collaboration with relevant stakeholders, county and government departments.

Attendance

- The project should continue supporting the girls with interventions that enable and encourage attendance of classes. The provision of learning materials was a key to attendance and learning. The project should continue to enhance the adherence of the MoH protocols on COVID-19 to avoid poor attendance.
- The distance to the Catch-up Centers was one of the barriers to attendance. For girls with disabilities, the EE recommends provision of transport in terms of funds for those with mobility challenges to pay for 'matatus' or 'boda boda' (public transport or use of motor bikes) services and those with visual challenges to pay guides .

Teacher Quality

- Increase the frequency of pre-service and in-service training workshops. This way, more depth and breadth of the material being taught can be achieved.
- Thoroughly train all the educators and the mentors on special need education to increase or build up their confidence to fully handle and productively engage learners with disability.
- Project to liaise with partners providing apprenticeship and TVET opportunities to increase the training period from 3 months to 6 months.

Community Attitudes

- Community mobilization and sensitization efforts and other relevant approaches like engaged male champions should be intensified in Counties like Kilifi and Migori that have relatively lower attitudes towards OOSGs education including girl with disabilities.
- The issue of poverty that is affecting access to basic needs like food should also be addressed through rolling out the Economic Empowerment for Parents (EEP) programme. There is need to train parents on how to make profits from IGAS and saving; need to prioritize utilisation of profits to support girls' education through provision of learning materials and payment of school levies. In addition there is need to lobby with the County Governments to support IGAS and sponsor girls through scholarships and bursaries. These efforts will lead to sustainability of the project.

Policy Environment

- The EFL project should continue to lobby for other relevant policy changes for enhancing the participation of OOSGs in education through presentation of evidence to MOE and other critical stakeholder. Evidence from relevant policy reviews, research studies, stakeholder workshops and EFL project data on important themes including access and transition to Non Formal Education programs, enhancing positive behavior change models in schools including guidance

and counseling, the value for parental involvement in school activities and remote learning models for emergency and crisis contexts among other themes should be sourced.

- EFL cross-county learning on areas of MOE partnership activities for improved policy environments for OOSGs' education to maximize project outcomes should be done.

Life skills

- Consider having strategic partners on reproductive health knowledge and skills training provision for the girls who will in turn influence the community perspectives on reproductive health.
- Provision of training for the Educator Facilitators and mentors on delivery of life skills.

CHAPTER ONE: BACKGROUND TO PROJECT

1.0 Background to the Project

The constitution of Kenya (2010) provides for free, compulsory basic education as a right for every child, regardless of gender, disability or socio-economic background. Kenya's Vision 2030 aims to reduce illiteracy, improve primary to secondary transition rate and raise education quality. In Kenya, many children are left out of national educational policies, denying them their right to education. Among these are Out Of School Girls (OOSG) without basic education due to poverty levels that inhibit girls' ability to access education due to levies charged and items required (uniforms, learning materials, sanitary pads) and the need to prioritize access to food, clothing and shelter. Girls are expected to remain at home to help with chores and herding. Girls are often not given information about their right to confidence, and their confidence to advocate for it is eroded by those who don't believe they have the same value as boys. Some of the marginalized groups of girls facing discrimination and barriers to access to education include young mothers, those with disability, those who are married, or are from pastoralist communities, child or forced laborers, affected or living with HIV and AIDS, orphans, heading households, or from very poor families. As such, implementation of national laws and policies can prohibit discrimination and create an environment which would enable greater equity. Furthermore, affirmative action and promotional measures are often necessary to eliminate existing inequalities and disparities in education.

The Education for Life (EFL) project, a 5-year project (2019-2023), was envisaged to address the educational issues affecting OOSGs and improve their life chances. ActionAid International Kenya is the lead agency in a Consortium which comprises Voluntary Services Overseas (VSO) Kenya and Leonard Cheshire (LC) in implementing the EFL Project. It is a FCDO-funded Girls' Education Challenge project under the Leave No Girl Behind (LNGB) window in 5 Counties in Kenya (Garissa, Isiolo, Kilifi, Kisumu and Migori). This project aims to accelerate the attainment of literacy, numeracy and life skills for the most marginalized (OOSGs) in these underserved targeted counties, to transform their lives through formal education, entrepreneurship, apprenticeship and vocational training. More specifically, the EFL consortium is working with severely marginalized 5,000 girls and 500 boys¹ aged between 10-19 years with a target of 70% who never enrolled in school and 30% who dropped out without gaining basic education. Of the 5,000 girls and 500 boys targeted by the project, 30% are those with disability². The

¹ Boys were involved in the project as indirect beneficiaries. Due to gender inequality, girls have faced the greatest brunt of marginalization with the underlying causes of poverty and injustice in the 5 counties being gendered. Boys are involved through the male mentorship and coaching programme where reformed male leaders with influence, reach out to boys and engage with them to understand why and how they should support initiatives on girls' education. The indirect engagement with boys will mitigate against any negative do no harm implications

² The girls with disability in the project mainly comprised those with mild disabilities. Some girls with severe disabilities were supported at home by the project (through life skills education, provision of assistive devices) while others were sign posted to other relevant partners like MOE's special units for further assistance.

project is currently working with three cohorts of girls: cohorts 1, 2 and 3³. The OOSGs attend learning at catch-up centres for six to nine months and transit to different pathways that include:

- i) From catch-up centre to Vocational Training (VT) targeting girls aged 15 to 19 years;
- ii) From catch-up centre to entrepreneurship for girls aged 15 to 19 years;
- iii) From catch-up centre to apprenticeship for girls aged 15 to 19 years to transit to internship/employment/ apprentice;
- iv) From catch-up centre to primary school targeting girls aged 10 to 14 years.

The main interventions are functional numeracy and literacy and life skills intended to facilitate the 14 years and below enroll back to primary school while 15 years and above enroll into non-formal education or Technical and Vocational Education Training (TVET) institutions. Specific project interventions include facilitation of learning of basic numeracy and literacy and life skills, provision of scholastic and hygiene kits, assistive devices and career counselling services while at the catch-up centre. To facilitate transition to the different pathways, entrepreneurial and financial literacy skills training, startup kits and capital for small enterprises are provided. Further, educational facilitators mentors and project staff also receive training to facilitate performance of their roles.

1.1 The Effect of COVID-19 on the Evaluation Points

The incidence of Corona Virus Disease 2019 (COVID-19) had major ramifications across the world. In Kenya, from Mid-March to September 2020, all learning institutions and public spaces were closed. This had an effect of interrupting all learning activities across the country including that of EFL project catch-up centres. Because of this prolonged closure of learning institutions and public spaces, the planned activities for the project's Cohort 1 (C1) girls were interrupted (The interruption took place between March 2019 to August 2019 when all catch-up centres were closed. A bit of normalcy was experienced in March 2020 with staggered return to catch-up centres and other project interventions). However, the project made adaptations and commenced learning virtually and then physically by September 2020. There was also recruitment of Cohort 2 (C2) girls for the project, while the C1 girls who had completed their learning cycle at the catch-up centres, were transited from the catch-up centres to different pathways were due for evaluation.

This paved way for the endline evaluation for cohort 1 to determine the status and impact of learning and assess the relevance of the curriculum and strategies for the OOSGs being employed at the catch-up centres to inform design changes on the subsequent cohorts. Further, the evaluation aimed to assess the change in conditions in which the project activities are being implemented, including under COVID-19 and the effects these new conditions have on implementation of the project activities.

³ Cohort 1 girls were mapped between September – December 2019, enrolled Jan – March 2020 and transitioned between September – October 2020; Cohort 2 mapped between September – December 2020, enrolled January - March and transitioned between August – September 2021 and Cohort 3 mapped between January – May 2021, enrolled August- October 2021 and projected to transitin between March – May 2021

The EE considered various approaches to collect assessment data for the evaluation in relation to the risk of COVID-19 infection compared to the efficacy and effectiveness of achieving the evaluation objectives. The EE critically considered the use of either, online assessment, in person assessment by experienced enumerators, using local resource persons (young graduates) from the local community, or using the project Educator Facilitators to collect learning assessment data. While online assessment presented the least risk of COVID-19 infection, it had a low effectiveness in assessing the girls because of the complex nature of administering EGRA/EGMA tools online. Conversely, while in-person assessment by experienced enumerators would have resulted in the highest effectiveness of achieving the evaluation objectives, it had the highest risk of infection. Further, it presented the risk of community rejection of the enumerators who were not from the local communities and would be seen to be “bringing in” COVID-19 from Nairobi where it was more prevalent. To increase the acceptability of the enumerators, the EE therefore settled on recruiting, training and mentoring local resource persons (young graduates) from the local communities, to collect learning assessment data. Similarly, the majority of the qualitative data researchers were based in the respective communities. The enumerators and researchers adhered to the MoH and COVID-19 protocols by wearing masks, using sanitizers and providing masks to all the study participants.

1.2 Theory of Change Relevance

The project theory of change proposes contributing to improved life chances of marginalized girls through three outcomes – **learning, transition** and **sustainability** and Intermediate Outcomes (IOs):

1. Regular attendance of girls in formal and non-formal learning
2. Improved quality of teaching to support highly marginalised girls’ learning and progression
3. Increased positive social norms towards out-of- school girls’ education
4. Responsive and enabling policy environment to support education of OOS girls

To address the root causes of the girls being out of school, the project set out to go beyond enhancing training/education to ensuring a supportive enabling environment. Thus, the IOs target not only the girls (IO1 & IO5) but also schools and teachers (IO2), parents/ guardians/community members (IO3), policies and networks (IO4). The assumptions for the theory of change included girls valuing transitioning in education and livelihood options; private and public sectors generate jobs for girls and invest in girls’ entrepreneurs; community bodies and education structures robust enough to sustain changes; government is responsive to emerging recommendations; parental, spousal and community support for girls’ education and participation; girls value training, mentorship and apprenticeship provided and will remain motivated to attend; teachers are committed to improving girls education; and MoE committed to implement education policies.

CHAPTER TWO: MIDLINE EVALUATION APPROACH AND METHODOLOGY

2.1 Evaluation Approach and Design

EFL external evaluation for midline adopted a *mixed methods approach*, with focuses on sequential data collection starting with quantitative data collection, followed by pre-analysis of the quantitative data, then qualitative data collection. The quantitative data was collected from girls and households; this also included the learning data. The qualitative data focused on explaining the deviations (positive or negative) based on the quantitative data analysed to have in-depth understanding of the drivers of change or barriers to change. Data was collected from different points [individual girls, their caregivers, educator facilitators (teachers), school community (teachers and school board)] to evaluate any relationships between EFL interventions and measurable results at output, intermediate outcome and outcome levels. The external evaluator triangulated data collected from different sources and also observations from the field such as project documents, the survey respondents, the qualitative informants (people, documents, direct observation, primary and secondary data sources) as well as data sets (qualitative and quantitative, project monitoring data and external evaluation data) to develop evaluation findings, conclusions and recommendations.

The external evaluation was designed to be a *pre-post design⁴ longitudinal* study (but with the option of replacement using the same cohort girls). The category of girls targeted by the project was noted to be very marginalized and therefore since baseline evaluation, it was determined that a quasi-experimental design was not appropriate for the context. It was noted that the category of girls targeted included young mothers, orphans and vulnerable children, girls with disabilities and girls who have never been enrolled. The evaluation design as per the MEL framework was the pre-post design, this was chosen because of the nature of the target group, the marginalised girls in the community. It would not have been ethical to have an exactly similar target group for comparison purposes.

2.2 Changes to Methodology at Midline

Evaluation Focus on Cohort 1 and Cohort 3: During planning for the evaluations, there were three cohorts: Cohort 1 had been planned to join the catch-up centres in 2019 and exit in 2020; Cohort 2 was to Join in 2020 and exit in 2020/2021; while cohort 3 was to join in 2021 and exit in 2022. Therefore, the planned evaluations were to have Cohort 1 baseline in 2019 (and endline in 2020), and cohort 2 baseline in 2020 (with endline in 2022). However, because of the interruption in learning caused by the closures related to the COVID-19 pandemic, there was no evaluation undertaken in 2020 and therefore Cohort 2 joined the catch-up centres without any baseline evaluation data from the external evaluator. This necessitated some changes, with Cohort 1 being targeted for endline in 2021 and Cohort 3 being targeted for baseline in 2021 so that it will be the endline cohort in 2022.

Changes in Qualitative Data Collection Approach: At baseline, the data collection approach for qualitative data was consecutive with both quantitative and qualitative data being collected at the same time (during the same week). However, in order to have a deeper understanding of how the project was

⁴ Assessments were administered both before and after attending CuC.

influencing the girls and the transition pathways, the community attitudes, teaching practice and the policy influencing – a sequential data collection approach was adopted. In this approach, the quantitative data was collected first, analysed to determine the trends from baseline to midline and then key issues derived for further investigation at midline. This meant that there were more specific tools for the different regions and informant groups to highlight key issues on “why things are happening the way they are happening” either positively or negatively.

Changes in Analysis of Sustainability Outcome and Inclusion of Value of Money: At baseline, sustainability outcome was analyzed through a guidance of the fund manager using a sustainability matrix. However, based on feedback from projects and reflections from the evaluation manager, it was noted that the matrix was not meeting the needs of the projects adequately. Based on the Revised LNGB Sustainability Guidance, the evaluation focused on the monitoring data and the project reflections on sustainability and only picked components for validation from the different target groups. For the case of value for money, this was not reported on at baseline but the fund manager gave direction that the evaluation teams could consider undertaking light touch value for money analysis. The evaluation team included value for money questions in majority of the tools with emphasis on economy, efficiency, effectiveness and equity.

Inclusion of Educator Facilitator and Schools: At baseline, most of the catch-up centres were still under formation, with the educator facilitators yet to be fully trained to deliver the curriculum. In addition, the specific schools that would form the school re-entry pathway had not been identified (The project had identified 10 schools per County that would form the school re-entry pathway). The evaluation did not put a lot of emphasis on the educator facilitator. However, at midline, all the cohort 1 girls had transited (or dropped out) and cohort 2 girls were either in session, while cohort 3 girls were either in session or being on boarded. The midline evaluation therefore took a keener interest in educator facilitators and the targeted primary schools by designing questionnaires for both groups and key informant interviews for more personnel at the catch-up centre (educator facilitator, teacher aide and mentor).

2.3 Rationale for Midline Evaluation on Learning

Despite the interruption of learning, the external evaluator in consultation with the project team recommended that assessment of learning be retained in the midline evaluation because of the following rationale. First, the design of the EFL project was such that each of the cohorts enters and exits the project within less than one year and learning levels is a major parameter of determining progression of the girls, therefore having measured cohort 1 learning levels at entry (baseline), it was important to measure their exit levels (endline). Furthermore, since Cohort 3 had just entered or was in the process of entering, then their entry behaviour (baseline) would also be measured so that it could be compared with the exit behaviour (at endline). Secondly, the measure of learning would also be used to assess the effect of COVID-19 on different girls in different environments and circumstances, and this will help understand how to effectively adapt for such vulnerable girls in future programming.

2.4 Data Analysis Approach

The data analysis approach utilized both secondary and primary data. Secondary data was used to understand the execution of the catch-up classes, the transition pathways by region, the adaptation to

COVID-19 and the sustainability approaches taken by the project. This analysis informed the questions for the survey questionnaires. Whereas the primary data was collected to give general overviews of the trends (changes between baseline to midline), the notable changes were further investigated using qualitative data. This meant that the data analysis approach adopted was cumulative in nature with the project documents and initial discussions with the project team informing the additional survey questions of inquiry – while the pre-analysis of the quantitative data informed the qualitative themes of enquiry.

2.4.1 Midline Evaluation Questions and Overall Analysis Approach

The evaluation questions at baseline focused on determining the situation as it was before any interventions were applied (to the girls and communities). At midline, the evaluation focus shifted to understanding the changes (if any) and some of the intended and unintended effects of these changes. Furthermore, the midline focus was also to determine the efficacy and effectiveness of the current strategies and make recommendations. Therefore, the following are some of the evaluation questions at midline:

- Process: Were interventions successfully differentiated by county?
 - Qualitatively through FGD and KIIs (with Project staff, MoE, Girls, Educator Facilitators and community members) the evaluation had questions on the involvement of different groups in the re-design and implementation of the project (*e.g., How effective was the support for girls who came from female headed HHs?; How effective was the girl specific curriculum?*)
- Relevance: How appropriate were the interventions designed to achieve the objectives of the project? (*desegregated by cognitive disabilities, for girls with other impairments, for young mothers, for older girls, for younger girls who might be able to return to school*)
 - Quantitatively through girls survey, the evaluation sought to investigate the relevance of their learning experience at the catch-up centre to their lives: *What are some of their priorities in regard to having the opportunities and learning base to be able to transition?* The evaluation will also seek to find out their knowledge levels on life skill issues.
 - Qualitatively through the FGDs and KIIs, the evaluation investigated how they were involved in the re-design and implementation of the project; What they felt as the key issues that need to be addressed for the project to be successful (e.g. barriers, support for education, relevance of the teacher training, changes to address effects of COVID-19); How the interventions have been appropriately designed/re-designed to achieve the objectives of the project.
- Impact: What impact did EfL funding have on the learning and transition of out-of-school girls for better quality life?
 - Quantitatively through the learning assessments, the evaluation investigated the midline state of learning for Cohort 1 (endline) and Cohort 3 (baseline).

- Qualitatively through FGDs and KIIs, the midline sought information on the current state of education for the out-of-school girls, e.g., Basic literacy and numeracy skills and life skills acquired, transition outcomes, support given to out-of-school girls; and effects of COVID- 19 and likely long-term effects on ability to learn and transition.
- Efficiency and Value for Money: How well were financial resources utilized by the project?
 - Value for money was done light touch with focus on Economy – appropriate quality and price; Efficiency – spending well to convert inputs into outputs; Effectiveness – spending wisely for the outputs to have intended results; and Equity – spending fairly to include appropriate marginalized groups.
- Effectiveness: What works to facilitate the re-enrolment and retention of out-of-school girls through education stages and increase their learning and life opportunities?
 - Quantitatively: The evaluation focused on determining the changes in barriers and drivers to participation in learning/schooling (to check both the positive and negative shifts); while qualitative sought to find out why these shifts.
- Sustainability: How sustainable were the activities funded by EFL and was the programme successful in leveraging additional investment?
 - In addition to analyzing the programme documents, the evaluation investigated the level of knowledge/ownership by Adult & Continuing Education department of the project; Progress made on engaging at policy level; Involvement of education officers and community members in project re-design and implementation; Perceptions of alternative pathways; on educating of out-of-school girls and girls with disabilities.
 - The evaluation also reviewed the Sustainability Plan by the project and made comments and recommendations based on the findings from the evaluation.
- Learning: Was the project’s approach to learning fit-for-purpose? Qualitatively, through FGDs and KIIs, the informants were asked to give recommendations and learnings from the implementation of the project. This targeted all the informants.

2.4.2 Evaluating Theory of Change Assumptions

The EFL theory of change links five intermediate outcomes (attendance, quality of teaching, positive social norms, enabling policy environment and life skills acquisition) to the three outcomes of learning, transition and sustainability. This is based on the overall outcome related assumptions that the girls will value transitioning to the pathways, the community and education structures will sustain the changes and government will be receptive to emerging policy recommendations. On the other hand, the intermediate outcome level assumptions were, communities and caregivers will support girls learning, the girls will be motivated to attend and learn or participate in the pathways chosen, teachers will be committed to improve quality of education, and the schools will be committed to implement relevant education policies that encourage re-entry.

The midline evaluation focused on determining if these assumptions still hold, in addition to taking note of the changes and effects of COVID-19 interruptions to the theory of change. The likely long-term effects of the interruptions, the changing mind-sets and perspectives were also considered through both the quantitative analysis and the thematic analysis of qualitative data.

2.4.3 Gender Equity, Equality and Social Inclusion Analysis

The EFL project targets the most vulnerable and marginalized groups of girls. Therefore, this means that above the age and sex, there are other analysis criteria that need to be applied to ensure that no issues are “falling between the cracks”. The midline evaluation looked at the other components of the EFL project vulnerability categories that included regions (counties), disability, motherhood status, marital status and orphan-hood status. The quantitative methods used targeting the girls ensured that these categories were covered while the household survey collected data on sex of the caregiver so that sex disaggregated data was collected alongside the region, and the indicators for the social economic status of the household. For the qualitative data collection, the voices of male, boys were also included to bring in the gender dimension. While to cater for social inclusion, in addition to social economic status data, there was also the use of the Washington Group of Questions (short version) to determine the level of disability of the girls.

In terms of GESI minimum standards, the evaluation analyzed the project’s GESI Self-Assessment Tool against midline data collection to validate its conclusions and provide the external evaluator’s own assessment of GESI progress, challenges and suggestions for on-going performance improvement. The IO that proved the most challenging to assess in terms of GESI was IO #4 with regard to attitudes and perceptions (positive social norms) given that these are individual and as such, can be contradictory and challenging to aggregate in order to draw inferences for the project as a whole. This is particularly true, given the extremely diverse project intervention zones which vary by ethnicity, community type and regions.

2.5 Overview of Midline Sampling Approach

The overall sampling strategy remained the same at midline as at baseline.

2.5.1 Sampling Strategy

The EFL theory of change links five intermediate outcomes (attendance, quality of teaching, positive social norms, enabling policy environment and life skills acquisition) to the three outcomes of learning, transition and sustainability. This is based on the overall outcome related assumptions that the girls will value transitioning to the pathways, the community.

Sampling Strategy for Quantitative Data Collection: Sampling points remained the same at midline: with catch-up centres being the main sampling units. Since the project requires analysis of the data by counties, the samples were pro-rated by county. The nature of the project (cumulative recruitment of the project beneficiaries from baseline to midline) necessitates having two sample sizes (baseline to midline and midline to endline).

The sample size was calculated using the statistical sample size calculator yielding a sample of 528 that was distributed across the counties. The sample was derived with an effect size (0.25) and power of 0.80 or 80%.

The quantitative sample sizes with all the counties sampled girls is below with Cohort 3 (528) and Cohort 1 being 454.

Table 2. 1: Midline Quantitative Samples – Cohort 1 and 3

County	Cohort 3		Cohort 1		Total Sample for ML
	Cohort 3 Total	Sample Size C3	Cohort 1 Total	Sample Size C1	
Isiolo	354	86	182	110	196
Migori	186	45	178	119	164
Kilifi	446	108	147	97	205
Kisumu	759	184	78	54	238
Garissa	430	104	134	74	178
Total	2175	528	719	454	982

Sampling for Qualitative Data Collection: A similar approach to sampling for qualitative data collection was used at midline as was at baseline. The main difference was the sequencing of the data collection, whereas at baseline data collection was done consecutively, at endline there was a month break (for pre-analysis) between quantitative and qualitative data collection. In addition, there were certain target groups that were introduced such as husbands, and mentors and teacher aides (in addition to educator facilitators). The number of sampling points was retained at 10 points (2 per county) and these were selected based on purposeful sampling to ensure representation across the project intervention zone.

2.5.2 Data Collection

Changes to Midline Instruments: As explained under point 2.4.1 above, transition questions were added to the girl survey so that transition pathways of the girls can be captured and compared with the learning. There were also adaptations of the questions to the Girl Survey instruments. Certain questions were adapted and/or added to the household survey (clearer questions on domestic chore burden, on transition, on guidance counselling) in keeping with baseline analysis on barriers affecting intermediate outcomes. Finally, qualitative interview protocols were all revised to focus on change baseline and the factors affecting this change. All of these revisions and modifications were discussed and shared with the EM; where changes were requested by the EM, revisions were made. The EM signed off on all midline instruments by June 2021.

Timing of Data Collection: The girl and household survey was administered in Mid-June 2021 concurrently. Qualitative data collection took place in August 2021. Learning tests and surveys were administered in Mid-June 2021. This approach of sequential was to focus the qualitative data collection.

Quantitative Sample Size and Re-contact Rates:

The midline evaluation re-contacted 286 cohort 1 girls representing 63%. The main reasons for failure to recontact was because the girls had either gotten married (**far from the CuC and no contacts for tracking**), relocated from the project sites, gotten employed and other family obligations. The project made efforts to re-enroll most of these girls without much success. The evaluation employed a replacement strategy to top up the sample up to 426 girls.

Table 2. 2: Quantitative Sample – Re-contacted and Replacements (Cohort 1)

County	Cohort 1 Total	Re-contacted Sample	Replacement Sample
Garissa	74	67	5
Isiolo	110	40	54
Kilifi	97	55	34
Kisumu	54	26	23
Migori	119	98	24
Total	454	286	140
Proportion Re-contacted		63%	

Qualitative Data Collection: Generally, the data collection exercise went on fairly well in all the counties. The researchers spent a minimum of three days and a maximum of five days in the field and administered nine research instruments including 6 FGDs for C1, C3, re-enrolled girls, Community members (one per gender), parents and at least 2 Key Informant Interviews for Implementing Partners and Ministry of Education officials' and 1 group interview for educator facilitators and mentors. *A total of 52 Interviews with 204 people (men – 62, women – 142) were reached from the 5 Counties were undertaken over a period of 5 days in July 2021.*

2.5.3 Data Analysis

The data was analyzed in three main stages. First, the quantitative data was cleaned after the data collection and a pre-analysis to identify the key issues for investigation established and the qualitative tools were informed by this pre-analysis. Secondly, the pre-analysis findings were used to identify the target groups for interviews and focus group discussions. For example, after pre-analysis, the evaluator decided to include the husbands for girls in the project in Isiolo and Garissa counties, where the male headed households were their husbands. Thirdly, after the pre-analysis, in-depth analysis of the quantitative was done both descriptively and inferentially. Finally, the qualitative analysis was undertaken thematically and also to address the specific areas of clarification that had been noted from the pre-analysis. On the other hand, the document reviews were undertaken especially for the quarterly and annual reports, the syllabi for numeracy and literacy, sample activity reports and individual education plans, the mid-term adaptation plans, sustainability plan and the GESI analysis report/plan.

The findings were summarized into a 50-page report guided by the report outline. Majority of the details were in the annexures of the report.

CHAPTER THREE: KEY CHARACTERISTICS AND BARRIERS TO LEARNING AND TRANSITION

3.0 Introduction

This section presents midline findings for cohort 1 and baseline indicators for cohort 3 on the subgroup characteristics and potential barriers to girls' learning and transition. This section also presents findings on intersection between the main barriers faced by the subgroups and characteristics of the subgroups to help determine how appropriate the project activities are for these subgroups and if the Theory of Change is accurate.

3.1 Educational Marginalization

The findings are based on disaggregated single social identities (characteristics) e.g., orphans, mothers, married girls, girls with disability/difficulty) 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, household head without occupation/education, household head not employed etc.), which are a barrier to girls in the project sites. Other barriers emanate from the community and policy environment - the inaction (policies) of the county and national government. The findings are drawn from quantitative and qualitative data and secondary data from the project. Qualitative analysis corroborates quantitative findings that both cohort 1 and 3 girls are faced with multiple barriers generally even though some barriers were region specific as exemplified in this section.

3.1.1 Evaluation sample breakdown by age

An analysis of the midline sample for cohort 1 and baseline sample for cohort 3 girls (*Annex 3.1*) shows that: Overall, the proportion of girls aged 18-19 years was nearly the same (47%) at baseline and 48% endline. The proportion of girls aged 16-18 years dropped from 19% at baseline to 13% endline. This could be as a result of maturation since 2019. Despite this, the evaluation sample at endline is comparable to that of baseline.

For cohort 3, 508 girls were surveyed. Half (50%) of the girls were aged 18-19 years; 24% of the girls were aged 16-17 years while 9% of the girls were in the 14-15 age bracket. The proportion of girls aged 14-15 years for cohort 1 and Cohort 3 (Cohort 10%; cohort 9%) was the same. However, there were slightly fewer girls for Cohort 1 (47%) aged 18-19 years; and 19% in the 16-17 age bracket.

3.1.2 Evaluation sample breakdown by age and County

Table 3.2 (*Refer to Annex 3.2*) shows that Isiolo County had the highest proportion (69%) of girls aged 18-19 years at endline followed by Migori with 58%. Kilifi County had the highest number (20%) of girls aged 12-13 years followed by Garissa County with 13%. Conversely, Garissa had more girls (21%) aged 14-15 years followed by Kilifi (14%).

3.1.3 Characteristic Subgroup – Disabilities (Girl survey).

The main subgroups of the project are explained below as determined by child functioning questions (**Washington Group of Questions**⁵) as per the evaluation manager guidelines *Annex 3.3*. Overall, the proportion of girls with at least one domain of difficulty for cohort 1 reduced from 33.5% to 17.7%. Out of these proportion at baseline, the untraced accounted for 21% (Garissa 15%, Isiolo 19%, Kilifi 19% Kisumu 25% and Migori 21%). Thus a large proportion of the untraced girls were girls who had at least one disability. The proportion of girls who had difficulty in remembering reduced from 10.1% at BL to 4.5% at EL while the proportion of girls with learning difficulties reduced from 16% to 5.9%. The change in proportion can be attributed to replacement of girls at the midline where the Washington Group of Questions was administered after the girls were already replaced.

Cohort 3 baseline data indicates that overall, 16.9 % of the girls had at least one domain of difficulty. Kisumu County had the highest proportion (22.4%) of girls with at least one domain of difficulty, while Isiolo County had the least proportion (8.0%).

Data from care givers (*Refer to Annex 3.4*) indicates a drop in the proportion of girls with difficulty across all domains. In addition, caregivers reported lower proportions of girls with difficulty except in learning difficulty (6.3%) compared to girl survey (5.9%) and anxiety (7.1%) compared to girl survey (4.7%). The discrepancy could be attributed to the fact that girls were self-reporting if they experienced any difficulty as opposed to parents' response which is based on perception.

Cohort 3 baseline data show small proportions of girls with various domains of difficulty. Overall, 9.7% of the girls had difficult. Kisumu had the highest proportion (13.3%), followed by Migori (10.0%) and Garissa (9.9%). The proportion of girls (8.8%) who reported anxiety was the highest followed by depression (6.3%).

⁵ The Washington Group (WG) of questions is a set of questions designed to identify people with functional limitations. Girls who could not or had a lot of difficulties seeing, hearing, walking, communicating, taking care of themselves, remembering, concentrating, making friends, accepting change and controlling their behaviour were considered to have severe disability while those with some difficulties were considered to have mild disabilities.

3.1.4 Gender of Head of the Household

Overall, the proportion of HHs headed by males for cohort 1 increased from 60% to 77%. Garissa County had the highest increase (34%) while Kilifi had the least (3%). The proportion of husbands surveyed for cohort 1 increased from 27.8% at baseline to 39.9% at endline.

Analysis of cohort 3 baseline data indicates that 73.7% of the HHs were male headed while 38.1% were the husbands (Annex 3.6).

3.1.5 Girls Marital status and Childbearing status

The findings for this subsection are drawn from Table 3.6 (*Refer to Annex 3.6*). Overall, there was a 14.3% increase in the proportion of married girls (43.9% to 58.2%). This could be attributed to prolonged CuC closure and thus girls were predisposed to getting married between baseline and endline. Isiolo County had the highest increase in the proportion of married girls (66.4% to 90.4%) followed by Migori with 53.6% to 76.0%. There was a 10 points increase (55.5% to 65.5%) in the proportion of mothers and Isiolo had the highest increase (55.1% to 78%) proportion of mothers at endline.

Data for Cohort 3 baseline shows that 53% of the girls were married while 55% of the girls were mothers and 26% of them were single mothers. This indicated that the project recruited more married girls for cohort 3 compared to cohort 1 baseline while the proportion of girls who were mothers recruited remained the same.

3.1.6 Education Level of Head of the Household and Primary Caregiver

Table 3.7 (*Refer to Annex 3.7*) indicates that the proportion of heads of households for Cohort 1 with no education increased at nearly five points at the endline (46.8% to 51.7%). Only Kisumu County registered a drop (BL7.4%; EL2.2%) in the proportion of heads of households with no education. The proportion of the caregivers with no education remained largely the same (52.9%) at BL and 52.1% Endline but there was a five point's drop (59.1% to 54%) in the proportion of the female caregivers with no education at endline.

Cohort 3 baseline: Overall, 43.2% of the head of households and caregivers had no education. There were more female (59.1%) household heads with no education compared to male (38.8%). Similarly, more female caregivers (53.8%) had no education compared to male (39.2%).

3.1.7 Orphan status of girls

For Cohort 1, (*Refer to Annex 3.8*) total orphans were 3 times more (6.8%) at the endline compared to BL (2.3%), while the proportion of partial orphans dropped from 30.4% to 23.8%. Cohort 3 baseline findings show that 6.9% of girls were total orphans while 26.9% were partial orphans.

3.1.8 Social Economic status

Table 3.9 (*Refer to Annex 3.9*) indicates a six points (38% to 32%) overall drop in the proportion of households that had gone to sleep hungry (many days) and households that had gone without cash income (most days) (BL 74.03% to EL 71.2%). Kilifi County had the highest drop (89.3% to 64.6%) in the proportion of households that had gone without cash income (most days/always). However, the HHs that were unable to meet basic needs without charity increased from 65.5% to 68.3%. Conversely, overall there was a nine point's increase (41.2% to 50.4%) in the proportion of households unable to meet basic needs (without charity). The proportion of households unable to meet basic needs without charity nearly doubled in Isiolo County (22.4% to 42.4%).

Cohort 3 baseline findings show that 77.5% of households live in traditional houses and 72.8% had gone without cash income (most of the days). Nearly half (49.2%) of the households could not afford basic needs (without charity) while 44.6% of the head of households did not have an occupation.

Qualitative findings from girls FGDs revealed that generally Cohort 1 and 3 girls were faced with multiple barriers that included: household chores, cultural practices, distance to catch-up centres, lack of support from parents or husbands, insecurity to and from catch-up centres and disability. Nine out of every ten girls (Table 4.9 breaks the HH chores by Cohort) reported spending a quarter a day or more doing these HH chores (Baseline 89% Endline 91% C3 86%). COVID-19 disruption negatively affected both cohort 1 and 3 girls in one way and another. Apart from loss of learning or study time and increased chores, some of the cohort 1 girls dropped out due to pregnancy, got married and left the village or got employment. Cohort 3 girls' recruitment into the catch-up centres was generally also delayed due to COVID-19 disruption. Regionally, in Garissa and Migori Counties, cultural practices, in particular, Female Genital Mutilation (FGM) is a major barrier that affects girls' education in that after the rite of passage girls are expected to marry for procreation. FGM is so deeply entrenched that girls who shun it are teased or stigmatized by the community members. In Migori, they are referred to as "Msagane," which a derogatory term [meaning uncircumcised woman], causing many girls to succumb to FGM pressure.

During COVID-19, many families or people lost their sources of livelihood or employment hence some girls got married as they sought financial support. Key informants' interviews and FGD with girls from Migori revealed increased family conflict between married couples which affected education of girls. In Kisumu, some girls participated in farm work to supplement family income. In Kilifi and Kisumu, some girls turned to 'sex work' to earn a living and take care of their basic needs such as the dignity kits (sanitary towels, soap, lotion, toothpaste etc.) as exemplified in the quote by a girl below:

Corona has resulted to low income resulting to search of money, most of the young girls became pregnant because they could not be supported by their parents, they had to seek help from other people like *boda boda* riders to get some money to buy their family food. [Girls FGD, Kilifi County, July 2021]

Qualitative findings show that Cohort 1 girls faced transition barriers that were unique to the girls' pathways. For instance, girls transiting to formal education lacked school levies such as examination fees, hygiene kits and school uniforms. Girls transiting to TVET and apprenticeship encountered transport or accommodation costs, hygiene kits and food costs. Some girls also lamented that they exited the apprenticeship before they had acquired sufficient skills. Girls transiting to TVET and

apprenticeship encountered barriers including transport or accommodation costs, dignity kits and food costs. Training period at TVET and apprenticeship was deemed insufficient. Girls who were mothers faced the challenge of providing food and care for their babies. Conflicting ideas on the courses to be taken between the girl, the parents (for girls not yet married) and husbands (for married girls) was another issue. To address career issues, it was learnt that the project has brought in career counselors and the male and female mentors who collaboratively address the issue of career choices where conflict erupts between different parties (FGDs with girls).

3.2 Significant Changes in Key characteristics between baseline and midline

Table 3.10 (*Refer to Annex 3.10*) indicates a significant statistical increase in the proportion of the following characteristics at midline: Care giver has no occupation 27.4% (BL3.7%; EL 31.2%) male headed households 17% (BL 60.1%; EL 77.1%) and male caregivers 12.3% (BL 42.0%; EL 54.3%), mothers 10.1% (BL 55%; EL 65%), married girls 14.3% (BL 43.9%; EL 58.2%).

Baseline data for cohort 3 show that 73.7% of the households were male headed; 54.7% of the caregivers were male; 77.3% of households lived in traditional houses; 71.1% of households had gone without cash income (many days); and 69.6% of the girls were mothers.

There was a statistically significant drop in the proportion of girls reporting having at least one domain of the Washington Group of Questions difficulty domain (BL 33.5%; EL 17.7%). In addition, the following domains did not have significant changes between BL and ML: seeing, hearing, communicating, concentrating, accepting change, and controlling behavior. (Annex 3.3)

Significant Changes in Key characteristics between Baseline and Midline by county

Table 3.11 (Refer to table 3.11, Annex 3.11), shows that **Isiolo County** registered the highest significant changes in many key characteristics at endline that included a significant statistical increase of 50.3% (6.7%; 56.9%) in the proportion of care givers with no occupation; 24.1% (BL66.4%; EL 90.4%); married girls; 19.2% (BL22.4%; 41.7%); households unable to meet basic needs; 18.8% (BL70.1%; EL 88.9%); male care givers; and 16.4% (BL 76.6%; 93.1%) of male headed households. Similarly in Garissa, there is a significant statistical increase of 40.9% (BL.15.4%; 56.3%) care givers with no occupation and 34% (BL 53.6%; EL 88.1%) male headed households. Significant change in key characteristics from Isiolo County can be attributed to increase in the number of girls who got married as well as a high number of replacements.

Kilifi registered a significant statistical drop in the proportion of households with no occupation -31% (BL52.3%; EL20.7%) and -24.7% (BL89.3%; EL64.6%) households going without cash income (many days).

Kisumu County recorded and a statistically significant increase of 14.0% (BL 55.9; EL 69.6%) in male headed households; married girls 18.6% (BL18.2%; EL 36.7%); as well as a significant statistical drop of -13% (BL 20.4%; EL 6.5%) head of households with no occupation and -25% (BL 31.5%; EL 6.5%) of households going without clean water (many days).

Migori County recorded a statistically significant increase in the proportion of male care givers 30.2% (BL28.3%; EL 58.5%); 22.9% (BL0%; EL 22.9%; care giver with no occupation; 12.7% (BL0.9%; EL13.6%) and 12.5% (BL5.3%; EL17.8%) as well as a statistically significant drop of -16% (BL38.9%; EL 22.0% head of households with no occupation).

Baseline data for cohort 3: Overall, the proportion of male headed households is high across the project sites. Kilifi County had the least proportion (69.2%) of male headed households as well as the least proportion of male caregivers (46. 2%). 92.6% of heads of HHs and 90.1% of the caregivers from Garissa County had no education. 76.5 % of girls from Migori and 72.7% from Isiolo are married. 94.1% of girls from Migori, 86.4% from Isiolo and 80.6% from Kisumu are mothers. 91.8% of HHs from Isiolo and 91.3% from Kilifi had gone without cash income (many days). 90.4% of the HHs from Kilifi are unable to meet basic needs (without charity).

3.3 Barriers to Education (attendance) by Caregiver

The section presents general barriers to education in the community that affected the girls' access to education. According to caregivers, (Refer to Annex 3.12) persistent significant barriers to education (attendance) and consequent learning include: insecurity to and from school 9.9% (BL 31.4%; EL41.4%) and 9.3% (BL 26.6%; 35.9%) safety at school. Lack of assurance or confidence, especially in regard to girls' safety on their way to school, Journey to school was considered insecure or not safe because some girls had to pass through bushes or forest that predisposed them to incidences such as rape or sexual harassment and teasing or bullying along the way. However, there was a statistical significant drop of -7.6% in the proportion of caregivers who reported a girl's marital status (is married/is getting married) and -9.4% (BL30.4; EL20.9%) motherhood status (girl is a mother) are barriers to education. This finding indicates a positive change in attitude that more married girls and girls with children can access education.

For cohort 3 two key barriers to school attendance include: insecurity to and from school (38.4%) and the cost of education (34.7%).

Generally, insecurity to and from school was noted as a key barrier persistently reported by over 40% of the caregivers. Qualitative evidence from KII and FGDs revealed site specific barriers that included *boda boda* riders who took advantage of girls by giving them free rides in exchange for sexual favours. Idle men and out-of-school boys were reported to be a security threat to the girls in the community particularly in the market places. They were accused of teasing school girls and sexually harassing. Rape cases were also prevalent in the project communities especially for school going girls who have to travel long distances through the forests, bushes and the shrubs to get to school. Quantitative data (refer to Annex 3.30) shows that at baseline (Cohort 1) overall, a majority of the girls (64%) reported incidences of abuse to Community Health Volunteers followed by the Chief (43%). However, at endline there was change in reporting patter where majority of the girls (63%) reported to the Village elders while 54% reported to the area Chief. Cohort 3 baseline data indicates that a majority (66%) of the girls reported cases of abuse to the Village elders followed by 31% that reported to the area Chief.

In Garissa KII with implementing partners and FGD with girls indicated that cases of rape were reported

to community based organisation for follow up. In addition, there is a provision for a SMS platform for texting issues related to violence, sexual harassment, early marriages, forced marriages and girls dropping out of school. The organisation was credited for following up some rape cases with the court till justice was done e.g. the culprit is jailed. However, cases of rape reported to the elders (the maslah system) are not appropriately managed as in many cases the culprit is fined or ordered to marry the girl.

In Kilifi County, it was reported that girls with disability are often teased on their way to and from schools by boys. Girls with disabilities are more prone to rape cases when they are travelling to school or from school alone. In Garissa County, to mitigate insecurity parents or relatives take the responsibility of accompanying their girls to and from school because young men are known to kidnap girls and forcefully make them their wives. Nonetheless, KII reported that security issues have reduced in all the project counties. Project intervention may have contributed to this change as noted from FGDs with girls and key informants interview for example in Kilifi FDG with cohort 1 girls indicated that cases of rape have reduced when compared to the last 2 years while in Kisumu KII with MoE attested that in collaboration with the project, local administration (chiefs) and the department of children security has improved as a result of police taking action or arresting perpetrators of insecurity. Generally, girls with severe disability received life skills training at home and were eventually linked up with development partners providing relevant interventions for their special needs.

Barriers to Education (attendance) by Counties (Caregivers)

Table 3.13 (*Refer to Annex 3.13*) summaries key barriers to education attendance by site. Migori registered a statistically significant increase in all barriers except cost of education, marital, and motherhood status. In Garissa the change in barriers was not significant. In Kisumu County, there was a statistically significant drop of -19.3% in the proportion of care givers who indicated marital status of the girl as a barrier to education. In Isiolo, there was a statistically significant increase in the proportion of caregivers who reported insecurity to and from school and insecurity at school was a barrier to education, whereas there was a significant drop in age of the girl and girl is unable to learn proportions.

Kilifi County registered a statically significant drop of -21.3% (BL50.6%; EL 29.3%) in insecurity to and from school, -15.9% (BL53.3%; EL 68.1%) insecurity at school, cost of education -21.3% (BL 50.6%; EL 29.3% and -28% (BL46.3%; EL18.3%) motherhood status.

In Garissa County, key barriers to education attendance facing cohort 3 girls are: insecurity to and from school (59.3%) and cost of education (54.3%). Qualitative data revealed that terrorists threaten the community's security, destabilizing day-to-day activities which include attending school and learning.

3.4 Significant Intersections of the Household Characteristics and Barriers to education

The section presents general barriers to education in the community that affected the girl's access to education The level of education of both the head of the household and care giver are the two main characteristics determining the education of the girl. Other key characteristics are economic and enrollment status. Overall, insecurity to and from school was the main barriers followed by household chores, truancy and motherhood status. (*Refer Annex 3.16*).

Garissa County: (Refer to Annex 3.17) shows significant intersection of the Characteristics and barriers to education in Garissa County. In Garissa, economic status is the main characteristic that determines education of the girls. Household chores, age and motherhood status are key barriers to girls' education.

Isiolo County: (Refer to Annex 3.18) shows significant intersection of the Characteristics and barriers to education in Isiolo. In Isiolo, economic status is the main characteristic that determines the education of girls. Truancy, household chores, cost of education and motherhood status are key barriers to education. Heads of households (regardless of gender) consider age and the girl being unable to learn as key barriers to education.

Kilifi County: (Refer to Annex 3.19) illustrates the significant intersection of the Characteristics and barriers to education in Kilifi. In Kilifi, economic status is the main characteristic that determines education of the girls. Insecurity to or at school, bad child behaviour (truancy), marital status and cost of education are barriers to education of girls.

Kisumu County: (Refer to Annex 3.20) shows significant intersection of the Characteristics and barriers to education in Kisumu County. In Kisumu, motherhood status is a key characteristic that determines the education of the girl while perceptions that the child does not have the ability to learn/a child is unable to learn and cost of education are barriers to education.

Migori County: (Refer to Annex 3.21) Significant intersection of the Characteristics and barriers to education in Migori County. Household economic status and gender of the caregivers are the two key characteristics that determine education of the girl in Migori.

Generally, qualitative data from girls FGDs shows that challenges to learning at the catch-up centres included girls' absenteeism due to truancy, lack of adequate sanitary pads, sickness (girl or child), lack of child-minders for some counties (for girls with children), disability (lack of adequate skilled personnel on disabilities because teachers have not undergone a full course to handle disability); distance to catch up centres (in some counties); poor performance in numeracy and literacy by girls with learning disability; and casual labour in order to cater for family needs. In addition, teacher absenteeism was highlighted as a challenge at some catch-up centres.

Main findings

- Overall, there was six point's drop (38% to 32%) in the proportion of households that had gone to sleep hungry (many days) and four points' (BL74.03% to EL71.2%) in households that had gone without cash income (most days). Kilifi County had the highest drop (89.3% to 64.6%) in the proportion of HHs that had gone without cash income (most days/always).
- Generally, there was nine points' increase (41.2% to 50.4%) in the proportion of households unable to meet basic needs (without charity). The proportion of households unable to meet basic needs without charity nearly doubled in Isiolo County (22.4% to 42.4%).
- Cohort 1 and 3 girls were faced with multiple barriers at the CuC that included: absenteeism (girls and teachers), distance to the CuC, insecurity to and from catch-up centres and disabilities

while at the households the main challenges were household chores, lack of adequate support from parents or husbands.

- COVID-19 disruption affected girls' learning or study time. Some girls also dropped out due to pregnancy, got married or got employment.
- In Migori, increased family conflict between married couples due to loss of employment or source of livelihoods was reported while in Kisumu, some girls turned to prostitution in effort to earn a living.
- Girls transiting to TVET and apprenticeship encountered barriers including transport or accommodation costs, hygiene kits and food costs. Girls who were mothers faced the challenge of providing food and care for their babies.

Key points to note from the intersection of barriers and characteristics

- Caregivers and head of household (regardless of gender) are likely to stop girls from going to school due to factors such as insecurity on the journey to school.
- Both heads of households with no education and HH with no occupation are more likely to stop girls from going or attending school because of insecurity on the journey to school, household chores and work in order to contribute to family income.
- Girls from pastoralist communities (Garissa and Isiolo) are likely to face more barriers relating to insecurity on the journey to school, household chores, motherhood status and work in order to contribute to family income.
- Girls who have never attended school are likely to be prevented by the household heads from attending catch-up centre because of truancy, insecurity to school; household chores and work in order to contribute to family income. Boda boda (motor cycle transport operators) riders were considered the main threat to insecurity as they were accused of luring girls to sex in some cases where the girls were unable to pay transport cost.

3.5 Appropriateness of Project Activities to the Characteristic Subgroups and Barriers Identified

The following are some of the characteristic groups that the project may consider pursuing during implementation:

- **Married girls and girls who are mothers:** There was a high proportion of girls (58.2%) who were married and 65.5% girls who were mothers. These were noted in Kilifi, Kisumu and Migori with Kisumu (68%) having the highest proportion; the project should consider connecting these girls to health facilities for sexual and reproductive health guidance and services to enable them make informed decisions on the number of children, when to have them etc.
- **Girls from households with no education:** As part of the girls who are extremely vulnerable, the project should consider targeting girls from households whose heads have no education, no occupation or no employment. These are likely to have more vulnerability.
- Half (50%) of cohort three girls are aged 18-19 years. The project should target this group for livelihood skills development.

- **Girls with disability:** Train all Educator Facilitators on special needs education to ensure that girls with disabilities are productively engaged in learning.

Reflections on Characteristics and Barriers to education

- The evaluation notes a significant statistical increase in the proportion of the caregiver having no occupation, girls who are mothers and married girls at midline. These characteristics have a significant influence on the girls' retention.
- Girls from households whose care giver has no source of income face more barriers to education. The project may need to undertake a vulnerability analysis of the girls to gather more evidence on interventions that can be adapted to support these subgroups more effectively to ensure they are retained at the catch-up centres, learn and transit to appropriate pathways in preparation for endline for cohort 3.
- The level of education of both the head of the household and care giver is the two main characteristics determining the education of the girl. Girls from households whose care giver and head of household has no education are more likely to face many more challenges (barriers) than the other girls. 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 in preparation for endline for cohort 3.

CHAPTER FOUR: OUTCOME FINDINGS

The section discusses findings on learning outcome, transition outcome and sustainability outcome.

4.1 Learning Outcomes Evaluation

4.1.1 Introduction

At entry into the catch-up centres, all the girls take a functional Literacy and Numeracy assessment to establish their levels of functional Literacy and Numeracy. The girls who failed the literacy (comprehension) and numeracy were recruited into the programme.

The project recognizes that some girls may take a very short time to get to the desired levels and therefore may stay for a shorter time in the catch-up centres. For example, a girl who dropped out of school at the comprehension level may have fallen back just because she is out of school but may catch up and get back to the comprehension level within just two months of exposure to learning in the catch-up centre. With IEPs, the Educator Facilitators are able to support girls' progress very fast and once they attain the desired level, they should transition to their desired pathway within a shorter time. It is however important that girls and their parents are made to understand and appreciate that they need to achieve the comprehension level, relevant life-skills and knowledge on different pathways for meaningful lives after the catch-up centres.

4.1.2 Learning Outcome Assessment Tests

The Midline evaluation had three sets of learning tests (Kiswahili, English and Mathematics) that were used to determine girls' learning levels for primary schools. The Kiswahili test had 3 subtasks namely Syllable Making Words (Usomaji wa Maneno), Oral Passage Reading (Kusoma Kifungu kwa Sauti) and Comprehension (Ufahamu wa Kusoma). The English test had two sections: written and oral assessment. The written test tested on the use of articles, prepositions, subject-verb agreement, verb identification and creative writing. On the other hand, the oral assessment covered reading (words and passage) and comprehension (reading and listening). The numeracy test had 8 subtasks namely: Number identification, Missing Number, Addition, Subtraction, Multiplication, Division, Fractions and Word Problems. The description for each test is Annex 4.1

4.1.3 Learning Performance

Kiswahili Average scores:

The literacy – Kiswahili scores for the cohort 1 and cohort 3 girls were determined at midline and are as shown in Table 4.1. Overall cohort 1 exhibited a significant improvement of 15% (BL 17.23%; ML 37.3%). Migori and Garissa Counties recorded the highest scores (44.8% and 37.6% respectively) and highest improvement (34% and 19.1% respectively) compared with the other counties. Kisumu County recorded an improvement of 7.8%, even though it was not statistically significant. Whereas all the counties recorded an improvement from baseline, there was a decline in performance in Kilifi for Cohort 1 girls.

Their score at endline dropped by 7.8% from baseline even though the decline was not statistically significant.

It was noted that the entry behaviour for cohort 3 was unmatched with their counterparts in cohort 1. Their average score was 20 points higher than Cohort 1 baseline score and 5 points higher than endline score. Singularly, Migori County had an average score of 58% in Kiswahili. This implies that on average, these girls may already have the functional skills in Kiswahili. This trend is observed in all the counties. This is despite the fact that majority of these girls were below proficient level during mapping process.

Table 4. 1: Kiswahili average score across Baseline (C1 and C3) and Endline (C1)

	C3 BL	C1 BL	C1 EL	Change	P-value	Significant
Garissa	16.90	4.49	23.6	19.11	0.000	Y
Isiolo	18.63	18.44	28.87	10.43	0.004	Y
Kilifi	44.68	29.54	21.74	-7.8	0.099	N
Kisumu	49.12	29.75	37.56	7.81	0.215	N
Migori	58.20	10.83	44.8	33.97	0.000	Y
Total	37.23	17.61	32.14	14.53	0.000	Y

The scores per subtasks (Annex 4.3) established significant improvement within the 3 subtasks (Reading words 18.1%, Oral Reading 14.5% and Comprehension 10.8%). Migori recorded the highest significant improvement while Kilifi recorded a decline (though not statistically significant) for the 3 subtasks.

Overall, the proportion of learners scoring zero reduced significantly (Annex in all the 3 subtasks). This implies that most of the girls had acquired the basic skills in Kiswahili. County wise, Garissa, Migori and Isiolo counties had the proportion of learners scoring zero significantly reducing. The change in proportion of these learners in Kisumu was not statistically significant. In Kilifi, the proportion of learners scoring zero insignificantly increased in all the 3 subtasks.

English Average scores:

In English test, Cohort 1 girls scored an average of 28.3%, a significant improvement of 15% from the baseline score (13.1%). Four out of the five counties recorded a significant improvement of between 13% and 28%. Kilifi County recorded a decline of 2.3% (not statistically significant, p-value < 0.05) from 17.6%.

Cohort 3 girls produced a higher score (35.3) compared with Cohort 1 girls at baseline (13.1) and at Endline (28.3). This is also observed in all counties with Migori and Kisumu attaining a score of over 50%. Garissa and Isiolo Counties had the least average scores, 14% and 17% respectively.

Table 4. 2: English average score across Baseline (C1 and C3) and Endline (C3)

	C3 BL	C1 BL	C1 EL	Change	P-value	Significant
Garissa	14.14	4.88	18.75	13.87	0.000	Y
Isiolo	17.50	14.19	29.10	14.91	0.000	Y

Kilifi	35.04	17.60	15.30	-2.30	0.478	N
Kisumu	53.11	29.39	44.04	14.65	0.02	Y
Migori	54.15	7.18	35.30	28.12	0.000	Y
Total	35.34	13.05	28.33	15.28	0.000	Y

The scores per subtasks (Annex 4.6) established significant improvement within the 6 subtasks (Written test 14.3%, Creative writing 7.9%, Reading words 19.1%, Oral Reading 20% and Reading Comprehension 10.3% and Listening Comprehension 19.8%).

Overall, the proportion of learners scoring zero (Annex 4.7) reduced significantly in all the 6 subtasks. County wise, Garissa and Migori counties had the proportion of learners scoring zero significantly reducing in all the subtasks. The change in proportion of these learners in Kisumu was not statistically significant. In Kilifi, the proportion of learners scoring zero insignificantly increased in 5 out of 6 subtasks.

Mathematics Average scores:

In Numeracy, cohort 1 girls recorded relatively highest scores and improvement from Baseline compared with Kiswahili and English. The score improved by 16.4% (BL 21.98%, ML 38.4%) to 38.3%. Migori, Isiolo and Garissa recorded a statistically significant improvement of 28.8%, 24.4% and 22.5% respectively. The changes in Kisumu (6.9%) and (-7.2%) Kilifi were not statistically significant.

Similar to Kiswahili and English, Cohort 3 scores in Numeracy were higher compared to baseline and endline scores for cohort 1.

Table 4. 3: Mathematics average score across Baseline (C1 and C3) and Endline (C3)

	C3 BL	C1 BL	C1 EL	Change	P-value	Significant
Garissa	23.83	9.57	32.05	22.48	0.000	Y
Isiolo	29.36	27.71	52.08	24.37	0.000	Y
Kilifi	39.59	29.20	24.54	-4.66	0.065	N
Kisumu	49.91	32.72	39.61	6.89	0.176	N
Migori	56.93	13.86	42.68	28.82	0.000	Y
Total	39.58	21.98	38.34	16.36	0.000	Y

The scores per subtasks established significant improvement of between 9% to 20% within the 8 subtasks (Annex 4.9).

Overall, the proportion of learners scoring zero reduced significantly in all the 8 subtasks. The change in proportion of these learners was higher in numeracy compared with literacy. Garissa, Isiolo and Migori counties had the proportion of learners scoring zero significantly reducing in all the subtasks while the changes in Kilifi and Kisumu were not statistically significant.

It was noted that girls' enthusiasm towards attending catch-up centers was the main driver to the improved learning. These girls had prospects of a better future upon completion and transition. The support received from the competent educator facilitators and the mentors was immense. Through the community sensitization on the value of the TVETs, the communities have embraced the project. The improved security was also noted as a driver to learning especially in Garissa and Isiolo.

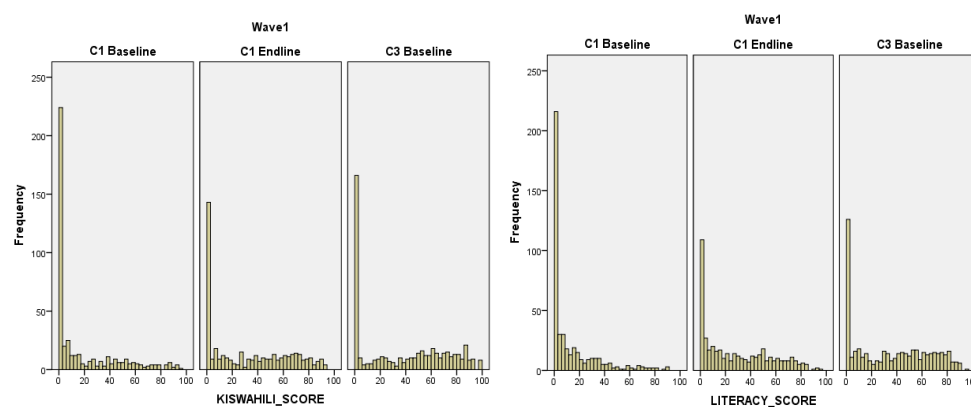
From the qualitative data, the inconsistent attendance to the catch-up center was rampant in Kilifi. The girls had household chores to attend to and lacked support from their households especially the ones who were already married. There was persistent drought in the counties of Isiolo and Garissa which forced girls to miss classes in search of water for domestic use. The following are some excerpts from Kilifi County:

R1: Some mothers required their daughters or daughters in law to fetch water, clean clothes, do some farming which made it impossible for them to attend school all days in the catch-up center. They missed in learning but when they would make to attend the catch-up center we would help them learn the content we had covered when they were away.

R8: I had to wake up early and prepare my child and husband breakfast and food for the day before going to the catch-up center. Although my husband permitted me to attend the catch-up center, he required me to do a lot of chores that sometimes made me get to the catch-up center sometimes late. [Kilifi County, Girls FGD, Cohort 1]

Distribution of Scores

The histogram below shows the distribution of the scores and the number of girls. The graphs show a higher number of girls scoring zeros for all the tests but lower between baseline and Endline. While for Kiswahili and English tests the graphs show the floor effect across Cohort 1 and 3, the numeracy tests display a shift from being skewed to the left to even distribution.



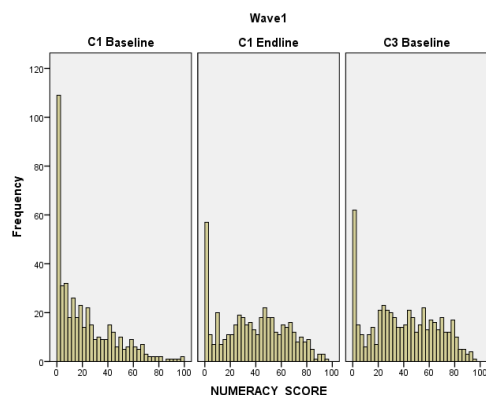


Figure 1: Distribution of Scores

4.1.4 Characteristic subgroup analysis of the learning outcome

Learning Scores by Key Characteristic Subgroups and Barriers by County

The evaluation further interrogated the potential relationship between the characteristics, barriers and learning. The scores from different characteristics and barriers were compared to the average scores for all girls for each county. These scores presented below are for the intervention group of girls.

Learning scores by barriers to characteristics:

Overall, the persistent household characteristics that affect learning across baseline and endline are the education level of both the head of the household and the care giver, the school status of the girl (whether they have ever been to school or not) and the motherhood status of the girl. Girls from these households have significantly lower scores compared with the average scores. Whereas the gender of the care giver, occupation of the head of the household and lack of food in the households are key characteristics within the sample, the scores for girls from these households do not significantly differ with the average scores.

County wise:

- In Garissa, the girls who were married, mothers or orphaned scored lower than the other girls in literacy and numeracy tests
- In Isiolo the social economic status of the household had a significant effect on the learning scores of the girls. Girls from household where the household head and the caregiver did not have an occupation as well as those whose households were unable to meet basic needs were significantly disadvantaged compared with the other girls.
- The significant characteristic affecting learning in Kilifi was the motherhood and marital status of the girls, non-enrolment (whether one has ever been to school). These factors were persistent between baseline and endline. In addition, poverty (household reporting sleeping without food (many days) played a key role in determining the learning scores of the girls in this county.

- In Kisumu, whereas the education level of the head of the household and caregiver and the marital and motherhood status of the girls were key characteristics in this county, girls within these set-ups were not disadvantaged in terms of learning.
- In Migori, lack of occupation for the head of the household and the care giver were the main characteristics affecting learning.

Learning scores by barriers to learning:

The evaluation further interrogated the potential relationship between the key barriers and learning. The likely key barriers to learning recorded at endline were the motherhood status of the girl, whether the girl is married or about to get married and the caregivers' perception on the general cost of education. Girls within these set-ups had significantly lower scores in all the three tests compared with the average scores. This was unlike the baseline where these factors had no significant effect on the learning scores for the girls. It was also noted child labour and household chores had a significant effect on learning for cohort three girls. Whereas the truancy and insecurity to and from school were some of the key barriers to participation on learning, these did not reflect in learning.

Table 4. 4: Learning scores by barriers to learning

	C1 BL			C1 EL			C3 BL		
	KIS	ENG	Math	KIS	ENG	Math	KIS	ENG	Math
Mean Score	17.61	13.05	21.98	32.14	28.33	38.34	37.23	35.34	39.58
Insecurity to school or at school	15.58	11.91	23.75	29.91	25.64	39.87	37.07	34.55	38.84
Bad child behaviour (truancy)	17.25	13.34	25.16	29.27	26.12	40.87	42.07	38.81	42.48
The child needs to work	14.04	10.05	19.65	28.3	21.62**	34.92	31.62	27.12**	31.78**
The child needs to help at home	13.77	10.42	18.99	29.62	23.83	36.41	31.84	29.57*	32.65**
Married or about to get married	14.93	11.97	21.47	25.51*	20.12**	31.14**	36.27	30.22*	37.05
The child is too old	16.34	12.18	22.09	27.62	23.30*	37.09	37.89	32.71	37.64
Education is too costly	15.6	11.73	21.23	28.49	22.13**	32.55**	36.19	33.47	37.08
The child is a mother	17.13	12.9	22.37	22.58**	18.94**	32.93**	33.38	28.50*	34.73

Countywide, the following are the key findings on learning and barriers to learning:

- In Garissa County, truancy, child labour, marital status and motherhood status of the girls were the key barriers to learning at baseline. However, at endline these factors did not have a significant effect on girls' learning. It was noted that while child labour, age of the girl and motherhood status were key notable barriers within the County, these factors did not have a significant effect on learning.
- In Isiolo and Kilifi, the main barrier affecting learning was the cost of education.
- In Kisumu, while truancy and inability of schools to meet physical and learning needs of the girls were the key issues affecting learning at baseline, these factors did not have an effect on learning at endline. The key factor affecting learning was insecurity to and from schools.
- In Migori, the motherhood status of the girl remained a persistent barrier to education between baseline and endline.

Learning scores by Schooling status:

The evaluation sought to compare the performance of girls by the grade they last completed formal schooling. Overall at endline, for girls who had not completed Grade 2, their average score for each of the three tests was below 40% while for cohort 3 those that had completed grade 4 and above scored over 50%.

Table 4. 5: Learning scores by Schooling status

		Baseline				Endline			
		n	Kiswahili	English	Mathematics	n	Kiswahili	English	Mathematics
Never been to school	C1	137	6.27	5.86	11.12	122	13.68	12.51	26.12
	C3	141	11.44	10.09	20.01				
Dropped out: Before G1	C1	144	5.93	5.32	10.98	122	13.68	12.51	26.12
	C3	141	11.44	10.09	20.01				
Dropped out: Completed G1	C1	17	5.89	4.50	11.05	24	17.23	15.61	23.78
	C3	27	11.96	11.17	17.06				
Dropped out: Completed G2	C1	14	9.61	6.50	14.16	43	33.72	27.02	39.01
	C3	25	23.14	20.32	35.31				
Dropped out: Completed G3	C1	29	19.28	11.03	25.74	43	33.98	27.36	44.67
	C3	36	38.34	39.51	47.67				
Dropped out: Completed G4	C1	31	21.53	16.95	25.63	49	47.27	35.42	49.83
	C3	55	57.16	51.61	51.09				
Dropped out: Completed G5	C1	25	18.57	16.93	22.78	28	40.19	39.82	48.88
	C3	61	51.10	52.16	51.71				
Dropped out: Completed < G6	C1	135	25.31	17.11	29.23	99	49.54	46.21	47.95
	C3	144	58.62	55.23	53.53				

Learning scores by Disabilities

The evaluation compared the performance of girls who reported having various difficulties (using Washington Group of Questions). Overall, for the girls reporting at least one difficulty, their average scores in the 3 tests (Kiswahili, English and Mathematics) improved with 15.7%, 15.8% and 18.3% points respectively. The proportion of girls in this sub-group were low and hence the regression or improvement noted may not be statistically significant. The scores for different difficulties domains are shown in table 4.6.

Table 4. 6: Learning Scores by Disabilities

		Baseline				Endline			
		N	Kiswahili	English	Mathematics	n	Kiswahili	English	Mathematics
At least one difficulty	C1	141	12.70	8.46	14.86	71	28.37	24.30	33.15
	C3	82	30.88	30.87	35.79				
Seeing	C1	5	7.57	2.69	9.09	10	12.67	9.84	32.17
	C3	5	15.40	30.22	32.93				
Hearing	C1	5	0.00	0.00	2.25	8	19.88	16.23	23.46
	C3	3	19.28	19.88	22.92				
Walking	C1	1	0.00	7.78	5.00	7	25.98	19.43	32.47
	C3	4	28.71	29.33	38.18				
Self-care	C1	2	0.00	2.78	12.19	9	10.54	9.07	14.49

	C3	9	27.98	30.87	29.85				
Communication	C1	9	1.20	0.20	10.23	10	8.82	6.43	13.95
	C3	9	16.09	14.30	25.02				
Learning	C1	67	5.63	4.75	10.60	22	18.49	13.77	22.49
	C3	11	8.26	9.84	16.00				
Remembering	C1	43	7.00	5.26	14.07	10	10.22	6.83	13.31
	C3	7	6.98	7.75	12.00				
Concentrating	C1	17	4.96	5.63	8.27	11	7.26	6.47	10.24
	C3	9	7.76	12.74	20.74				
Accepting change	C1	23	10.04	7.35	9.50	13	14.22	8.56	15.22
	C3	14	23.51	21.29	35.79				
Controlling behaviour	C1	13	9.05	2.50	13.46	8	1.67	0.42	6.25
	C3	2	30.83	26.94	27.65				
Making friends	C1	26	9.76	4.32	10.70	8	5.38	3.65	11.83
	C3	8	32.23	34.52	42.52				
Anxiety	C1	41	19.53	12.06	16.76	19	35.75	30.92	40.63
	C3	30	40.56	43.68	41.08				
Depression	C1	35	13.80	7.82	13.19	18	41.93	37.34	41.96
	C3	24	37.13	37.39	39.41				

Reflection on Learning

- Overall, there was a remarkable improvement in learning between cohort 1 baseline and endline. On the other hand, the baseline scores for Cohort 3 were high and comparable to the endline scores for Cohort 1. However, during the mapping process, these girls competency levels for literacy and numeracy were below proficient. These high baseline scores for cohort 3 may mean that the difference for cohort 3 baseline and endline may not be significant.
- The average score for the 3 subjects revealed that Mathematics had the highest average score compared with Kiswahili and English. This implies that the language used in teaching may have an influence in the learning. This is because for Mathematics, any language is used including the local language; Kiswahili is more familiar to the girls than English.
- During the period when in-person learning was stopped, the project adapted and commenced use of the telephones and home visits to conduct lessons. This had an influence of higher scores in counties that the girls reported having had these lessons while the counties that had fewer distance learning activities had lower scores.

4.2 Transition outcome

4.2.1 Introduction

This section discusses the transition outcome by first resending the pathways as summarized in the table below.

Table 4. 7: Project Transition pathways

Intervention Pathway Tracked for transition	Description of possible transition pathway for this group	Aims for girls' transition for the next evaluation	What does success look like for Transition?	Aim for girls' transition level by the time project stops working with cohort
Girls aged 15-19	Girls could transit to Vocational Training, TVET	Attainment of functional literacy and numeracy levels as per catch-up centre curriculum	Completion of one VTI course	Use her new found skills to find employment
	Girls could transit to entrepreneurship	Attainment of functional literacy and numeracy levels as per catch-up centre curriculum	Setting up a small business	
	From catch-up to apprenticeship	Attainment of functional literacy and numeracy levels as per catch-up centre curriculum	Being attached to an employer for internship/ apprenticeship, use her new found skills to find employment	Use her new found skills to find employment, return back to her current situation, but will have ideally required essential life skills to negotiate power in the household and access other protection and provision services
Girl aged 10-14	Girls could re-enroll into school	Attainment of functional literacy and numeracy levels as per catch-up centre curriculum	Enrolment into primary school	Enrolls into school or continues to be in school and progressing through the relevant grades

4.2.2 Pathway Preference

Majority of the girls (85%) in cohort one transitioned successfully. The most preferred pathway being Apprenticeship pathway (48%) and Entrepreneurship pathways (25%). However, there were a few unsuccessful transitions/drop-outs (15%). Kilifi County was the most affected county with 61% (57) of the girls reported to have dropped out of the catch-up centres after enrolment. Majority (54%) of the drop-outs at the CuC dropped out immediately after admission. At Baseline, the proportion of girls who reported at least one disability (using WGQ) was 33.5% (Garissa 23%, Isiolo 22%, Kilifi 27% Kisumu 45%

and Migori 52%). Out of these proportion, the untraced accounted for 21% (Garissa 15%, Isiolo 19%, Kilifi 19% Kisumu 25% and Migori 21%). Thus a large proportion of the untraced girls were girls who had at least one disability. Further, the proportion of untraced girls who had never been to school was 41% compared with 33% of the re-contacted that had never been to school. It was also noted that the a higher proportion (38%) of the untraced was aged below 14 years at baseline compared with 14% of the re-contacted girls. Hence, the untraced girls constituted more girls with disabilities, those who had never been to schools and those aged 14 years and below (as baseline).

The main reasons for dropping out were getting married (35%), relocation from the project sites (26%), getting employed (14%) and family obligations (12%). For the ones who got married, their spouses were not supportive any more for their wives to continue learning due to family chores and demand. Whereas there were efforts to re-enroll these girls back through counselling and mentorship guidance, regular home visits and constant sensitization and awareness within the community members/parent/guardians on the importance of girl's education, some of the girls still dropped out.

In Kisumu, out of the 18 girls who had dropped out, 3 were girls with disabilities but they were accorded support from the project (speech therapy and wheelchairs).

Table 4. 8: Transition Pathways

	Garissa	Isiolo (All)	Kilifi (All)	Kisumu	Migori (All)	Total	
Dropped out	2		57	18		77	15%
Back to school	14		8	12	1	35	7%
Entrepreneurship	24	67	6	4	26	127	25%
Apprenticeship	34	48	6	18	135	241	48%
VTI			17	2	3	22	4%
Total	74	115	94	54	165	502	

For cohort 3 girls, apprenticeship (61%) and entrepreneurship (61%) were the most preferred transition pathways. The preferred specializations for apprenticeship were dressmaking/tailoring (39%) and hairdressing and beauty therapy (21%) while for entrepreneurship, shop-keeping and groceries vending (67%) were the preferred specializations. Only 28% preferred the formal primary schooling pathway while 40% preferred the TVET pathway.

At Baseline the proportion of girls aged below 14 years was 25% (Annex 3.3). This proportion was expected to transit or prefer the formal schooling as their transition pathway. However by Midline the proportion had reduced to 16% due to maturation, with only 7% transiting to primary schools. Several factors may have contributed to low preference in this pathway including 'indirect' school costs (like school uniforms), mismatch of the education curriculum (for those who dropped out before the CBC was rolled out), being away from school for longer period and preference to a pathway with immediate gains like apprenticeship and entrepreneurship.

4.2.3 Barriers to Transition

Most of the caregivers indicated that the security concerns and the inability of schools to meet learners' needs as the main reasons why girls dropped or were out of formal schooling. There were some 'hidden' costs of education (like uniforms etc) that hinder marginalised girls from learning and transiting. The caregivers indicated that if these are not addressed more and more girls would continue to drop out of formal schooling

At the catch-up center, it was noted that the support given to girls who transition to institutions far from the catch-up centres was not enough and thus most of them end up dropping out. These girls were to be away from their families for longer as they attended the training. Some lived with their relative albeit not for long.

In Kilifi, the KII with educator facilitator revealed that in some cases there were conflicts in pathway preference by the girls where their spouses advised them on a particular pathway while their peers advised them on a different pathway. This delayed the girls in deciding which pathway to select. For the ones who opted for apprenticeship (especially tailoring) and were attached to a practicing tailor, they (tailors) often declined the girls the practice time with the sewing machines citing that they should only use real garments (materials) as opposed to using 'practicing papers'. In addition the girls who had young children also lacked the child minders as they attended tailoring lessons. The main hinderance to enterprenuership transition was the delay in receiving the start-up kit (capital) and some ended up as casual laborers and domestic workers. It was also noted that in Garissa County some girls transitioned but could not receive the start-up money since they lacked Identification Documents (ID) and the funds had to be transferred directly to the beneficiaries. This delayed the transitioning even as the girls were being facilitated to acquire the ID cards.

The training period for apprenticeship and entrepreneurship was noted to be too short for a comprehensive training and skills transfer. During the FGDs with the girls in Kilifi County it was revealed that transitioning to different pathways was not happening immediately after finishing the curriculum at the CuC. The learners had to go back to their home awaiting further information on the next steps.

Reflection on Transition

- The most popular transition pathways were non-formal pathways. The pathways that were academic in nature (formal school and TVET pathways) were less preferred. In addition to functional literacy and numeracy skills, the life skills should continue to emphasize some of the skills required for successful entrepreneurship. This is because majority of the girls prefer pathways that ultimately lead to entrepreneurship.
- While the project intensified tracking of girls to establish drop-outs and re-enroll them, this was not without underlying challenges. Some girls still dropped out after the prolonged CUC Closure despite the project doing home visits and campaigns to sensitize the girls and the community to

support these girls to complete their learning and transition at the CuCs. There may be more value in initiating social groupings among the girls in the catch-up centres as early as possible (as soon as they decide on a pathway) so that the groups form another layer of social network that would enable them not drop out or at least pursue their intended pathway. These are the groups that may also form a peer network that would improve their resilience within their pathways. For instance, for the entrepreneurship group, this can be converted into a table banking group or women group and linked to other similar groups for continued mentorship. The use of the current existing Child to Child (C2C) or girls' forums structures can be the starting point for these social networks.

- The evaluation noted that there were a number of girls with severe disabilities still within the project and majority of them are visited and supported while at home. The evaluation could not determine specific transition plans for these girls with disabilities. In as much as it is noted the increased vulnerability of girls with disabilities in light of the COVID-19 pandemic, having these girls "isolated" from the other girls may result in more psychological harm, especially where they are aware other girls have resumed physical learning or interaction.

4.3 Sustainability

4.3.1 Introduction

This section discusses the Sustainability Outcome of the EFL project. It should be noted that the Fund Manager made changes on the approach towards evaluation of the Sustainability Outcome from the score card that was utilized in earlier evaluations to project based continuous measurement of progress. The midline evaluation therefore focuses on commenting on the Sustainability Plan by the project. The summarized sustainability plan that includes the comments of the external evaluator is annexed to this report.

4.3.2 Sustainability Approach

The sustainability approach of the project revolves around integration of the Education for Life Catch-up Centre model into the existing Adult Education framework. The Directorate of Adult and Continuing Education (DACE) oversees the Adult & Continuing Education (ACE) which includes all forms of organized education and training that meet the basic learning needs of adults and out-of-school children including youth. The role of Adult and Continuing Education (ACE) programmes in Kenya is to provide literacy knowledge and skills to illiterate adults and out-of-school youth, aged fifteen years and above. ACE also provides an alternative pathway for overage learners who drop out of school due to various social and other factors and may wish to continue with learning through ACE primary and secondary programmes.

The Education for Life project targets out-of-school girls, majority (over 80%) of them who are over 15 years old and therefore are eligible to be part of the ACE. The project's Catch-up Centre (CuC) model comprises of provision of literacy, numeracy, and psychosocial/mentorship for Out of School Girls. The CuCs are managed at the local community level through the support of Catch-up Centre steering committee members. The project proposes the integration of the CuC Model into the Adult Education

framework with an aim of expanding the services to include young adults who are out of school and do not have a school re-entry option. This is in line with the three policy priority areas of the ACE of: (i) access and participation in ACE; (ii) quality and relevance of ACE programme, and; (iii) governance and accountability in ACE institutions.

Specifically, the project plans to: (a) Influence the rehabilitation of Community Learning Resource Centres (CLRCs) through learning from CuC identification, management and adaptation processes; (b) Inform the establishment of linkages between ACE programmes and TVET borrowing from lessons on skills training transition pathway, and; (c) Influence the review of curriculum and training materials for ACE instructors (teacher education) borrowing from the Educator Facilitator TPD model.

The model was based on the project's interactions with the girls and communities which brought out issues on the different circumstances of the girls that make the formal pathway untenable – especially for the older, married girls or those who are mothers.

The project believes that the model is cost effective since its plan is to leverage on the existing MoE plans under the Directorate of Adult & Continuing Education to support the formation and rehabilitation of the Community Learning Resource Centres to make them inclusive and friendly to young mothers – similar to the Catch-up Centres. In this approach, the plan is to benchmark the Educator Facilitator's capacity building model to inform the ACE instructors' teacher education. In addition, utilize the lessons learnt in the Vocational pathway roadmap to inform how there could be linkages between ACE and TVET.

The project believes that the delivery model should continue to focus on community-led identification and management of learning centres for sustainability to be fostered. The project therefore proposes infusion of community participation in the identification of the Community Learning Resource Centres (CLRCs), adoption of management committees informed by the Catch-up Centre management committees' structure. Furthermore, to reduce the barrier of distance, the project proposes the clustered approach where there are clusters of centres that may have the instructors revolving around different centres.

Activities for Sustainability

Under Output 1 (marginalized girls gain access to safe and inclusive formal education, peer support networks and mentoring), the project innovation is the integration of the CuC model into the existing Adult Education framework and this will entail delivering 450 literacy and numeracy classes, 450 psychosocial support sessions and 1 position paper. The intermediate outcomes influenced will be on regular attendance that should lead to learning.

Under Output 4 (community members, including parents and guardians, enhance their understanding of the importance of supporting OOS girls to continue their education), the key innovation is to enhance the community understanding on girls' education. This will be done through 100 community sensitization sessions on out-of-school girls, training of 160 parents/caregivers of children with

disabilities and organizing them into support groups, and establishing or strengthening 100 community support groups to advocate or influence allocation of resources to support out-of-school education.

Drivers of Change

At the individual girl level, the project will focus on awareness creation on opportunities available in the integrated model. At the community level, the project will undertake community sensitization – knowledge, skills, and attitude change on girls’ education; enhance community understanding of the layered opportunity provided by Adult and Continuing Education to adolescent girls/youth; and strengthen community groups to continue advocating/championing for girls’ education. While at system level, the project works towards influencing supportive operational policies/legislation to support integrated CuC/adult and continuing education framework; Teacher Professional Development including material development; and enhanced civic education programmes to promote community participation in development programmes

4.3.3 The EE Comments on EFL Sustainability Plan

From the document review, the project had conducted a Policy Analysis and among the findings was the slow or un-adaptable nature of the Adult and Continuing Education sector, for instance the curriculum being utilized was last reviewed in 2003. The Policy Analysis report recommends that the ACE sector should embrace more marketable skills such as: entrepreneurial skills, knowledge of social systems, life skills and reproductive health in addition to the numeracy and literacy skills currently taught. In line with the three components of sustainability: (i) at individual girl level, (ii) community level, and (iii) system level, the EE makes the following comments and reflections:

(i) Individual level

For the girls who are already out of school, there should be a balance between teaching literacy and numeracy skills and the marketable skills as most girls prefer “starting a business” or “learning a skill”. This should be in addition to the life skills as conceptualized in the CuC model. For this to work, the EE concurs with the project that the issue of re-tooling of the current ACE teachers (instructors), providing the relevant curriculum and resourcing the supportive structures are important. During the evaluation, it was noted from the girls and the educator facilitators that there is a general concern on the certification since the catch-up centres do not offer this, it may be easier to advocate for this within the government system of CLRCs.

The external evaluator also concurs that the evidence from both the monitoring data and the evaluation data clearly show that for older girls, the school re-entry (formal school) is less preferred to learning a skill or starting a business. Even though this is mainly driven by their current status (often they are either married, young mothers or “feeling too old” to go back to school), it is noted that most of these girls prefer a flexi-time approach which is not offered in the formal school system.

(ii) Community Level

The project correctly identifies the girl, community and system level key drivers of change as level of awareness on the integrated model, community sensitization to increase knowledge, change attitudes and enhance understanding on the integrated model; and the supportive policy and legislative framework, teacher professional development and civic education programmes. The midline evaluation found both qualitatively and quantitatively that there is a general higher sense of self confidence for the girl (confirmed by a higher score of 3.55 from 3.41) and better support by the community (higher score of 3.63 from 3.52).

However, the EE notes that having a good political economy analysis to determine who the decision makers that will influence sustainability is critical. For example, the evaluation has shown that for married girls, their husbands have a major influence on their decisions. For the unmarried girls, their caregivers – and especially their education status, have an influence. At the community level, the strength of the community support groups (women groups, youth groups) has an influence in changing perceptions, while at system level – the Steering Committees; from the Catch-up Centres to National Steering Committee have an influence on the sustainability of the project from a policy and partnerships perspective. The midline evaluation found that there was differing opinion on the sustainability of the project with the girls and caregivers being more optimistic (nearly 7 out of 10 indicating the pathways are sustainable and parents/caregivers will continue to support even after end of funding). However, the educator facilitators were less optimistic with 23% and 28% indicating that the project pathways are sustainable and the parental/caregiver support is assured past the project period. The focus group discussions and interviews indicated the reasons for indicating sustainability challenges mainly revolved around sustaining the additional support required to ensure that the girls complete the pathway chosen, and for caregiver support – the continued household chore burden and other duties to the girls.

(iii) System Level

At the system level, the external evaluator is in agreement with the alignment strategies that the project plans to employ (and is currently employing) of influencing rehabilitation and resourcing of the Community Learning Resource Centres (to mirror the CuC model), forming linkages between DACE-Department for Adult & Continuing Education, and TVETA-Technical Vocational Education Training Authority, to determine the areas of synergy, and influence the review of curriculum for ACE instructors borrowing from the Educator Facilitator Teacher Professional Development model.

The project should emphasize on the CLRC/Catch-up Centre model with the structures that integrate the community but still maintain the Ministry of Education oversight. This is because there is a tendency of structures being created with no allocation of resources to maintain them (personnel, financial, technical) and therefore they end up not being sustainable.

Whereas the External Evaluator agrees with the project's strategy on cost that includes advocating adaptation of the Community Learning Resource Centres (**CLRCs**) through the national government, we also recommend that the project seeks partnerships and collaboration with the county government. It is noted that *"the functions of the County Government in relation to education are: pre-primary education, village polytechnics, home-craft centres, farmers training centres and childcare facilities"*. If the village

polytechnics, home-craft centres and farmers training centres are revived, then they would be useful for the learners in the Catch-up centre and this will bolster the transition pathways at the subcounty level which are more accessible and potentially affordable because of the subsidized costs and bursaries offered by National and County governments. This will make the delivery model more integrated working with DACE, TVETA and County governments. In addition, the project needs to also have more emphasis on inclusivity of children with disabilities (especially girls) in the model – this will mean seeking more collaboration with the Directorate of Special Needs Education and how the Educational Assessment and Research Centres (EARCs) can also be critical collaborators in the proposed model so that all the resources are integrated.

On the proposed outputs to be emphasized, the EE is in agreement with the project that Output 1 (learning) and Output 4 (caregiver and community support) are critical in the sustainability approach. The EE recommends that the project includes Output 5 (policy & partnerships) as part of the critical Outputs in the Sustainability plan and this will incorporate the activities listed as “Non-output activities” because the TPD, engagement with MoE and County structures should be undertaken with the objective of influencing a conducive policy and legislative framework for OOSGs. This is especially important because the midline evaluation found that there is good buy in so far by the ministry of education at the county level with the departments feeling well involved in the project.

On the assumptions, the EE agrees with the assumptions outlined by the project (MoE acceptance of the integrated model, government and community support, and positive perceptions by girls) but also suggests the inclusion of the assumption that the different government departments and agencies (DACE, TVETA, DSNE, County government) will be willing to work together and share resources through the CLRCs.

On measurement of progress, and in line with the recommendation to include County governments as part of the sustainability plans, the EE recommends that “Establishment and operationalization of village polytechnics, home-craft centres and farmers training centres by county governments” be part of measurement with a means of verification being the approved county budgets on Education.

Reflections on Sustainability

- The project sustainability plan is well thought out with the planned partnerships with Ministry of Education – Directorate of Adult & Continuing Education (DACE), Directorate of Special Needs Education (DSNE) and TVET institutions forming the foundation of the strategy. To consolidate this plan, the project needs to put in place concrete plans to also include other partners such as the relevant county departments dealing with vocational training institutes and the local community organizations.
- The structure of the DACE that includes the Community Learning Resource Centres (CLRCs) was found to mirror the structure of Catch-up centres since they target adult learners and those who have dropped out of school. However, for these centres (CLRCs) to be ideal, there will be need for adaptations (similar to the Catch-up centres adaptations) so that they are appropriate for girls with disabilities and the young mothers.

4.4 Value for Money

This section summarises the Value for money reflections of the evaluator through the lens of the evaluation criteria.

4.4.1 Effectiveness and Value for Money

Overall, the project generated **good value** based on the estimated unit costs compared to the costs in the public schools discussed in this section (see also annex Annex 3.32). There are positive transitions demonstrated in entrepreneurship and apprenticeship pathways with 85% of the girls transiting. This is a significant achievement given that the transition happened during the global pandemic.

On the change within the community, the evaluator noted that despite the fact that the interventions targeting communities were supposed to influence and improve their support for girls' education, there seems to be little or no effect on contribution to their attitudes towards supporting the different sub-groups of girls. A girl who is a mother or married is likely not to be supported to learn in school. Furthermore, house chores still remain a key barrier from baseline to midline. It was noted that the investment in community sensitization of Kes. 2,092 per annum per person was the lowest in all the outputs and perhaps this may point to possible under-investment in Output 4.

On the overall, the project was a **good investment** with the expenditure being 86% of the total budget. The deviation between the budget and the expenditure was generally about 2% lower than the budget meaning the project team was able to consistently make some savings from the budgeted amounts. On the other hand, the project on average achieved 95% of its targeted beneficiaries with the main challenge being achieving the requisite targets among the parents and community members (which averages 75% of the target). Nearly 94% of the girls surveyed indicated that the learning and teaching received from the catch up centres had helped them gain functional literacy and numeracy. Similarly, 91% of the girls indicated that the life skills knowledge had helped them make good decisions in their lives. The project has produced the desired impact of ensuring that more girls are able to acquire functional literacy and numeracy skills as demonstrated by improved learning scores.

On the drivers of value. The evaluation asked the girls which of the activities were most useful for them. Majority of Cohort 1 girls (73%) ranked learning activities as first, followed by the activities related to hygiene kits (53%), and lifeskills and mentorship (54%). Therefore the learning activities leading to functional literacy and numeracy skills were recognized across all counties as adding the most value followed by the life skills activities such as career counseling, knowledge on adolescent sexual reproductive health and self-efficacy. However, the evaluator noted that there were lower life skills scores at midline on sexual reproductive health compared to baseline.

The unit cost of public primary school teachers (using the minimum salary for an entry level teacher) of approximately Kes. 25,000 per month translates to annual cost per teacher of Kes 308,304 whereas the annual cost utilized in output 2 that focuses on teachers was Kes. 178,641. However, it is acknowledged that the public school teachers are engaged for longer time in schools, teach many more children per

class, and are often on permanent and pensionable terms, which leads to more costs. Therefore, the comparison may not be like for like but gives an insight on the two costs.

The cost per beneficiary for accessing the formal education at the catch up centre is Kes. 22,548 per year while the cost that the government allocates for students in day secondary schools is Kes. 22,244. It is acknowledged that the learning in catch up centres is part time with often times being half day, 3 days a week for 6 to 9 months, making the comparison between the costs not like for like. However, the girls targeted are the very marginalised that usually cost more to enrol and retain in school. This is an indicator of the probable cost effectiveness of the project in allocating and utilising resources.

4.4.2 Relevance and Value for Money

The project invested in the right things by utilizing adaptive management strategies during the period when the government put in place restrictions of movement and ensured that the girls continued to be engaged in majority of the counties. The engagements were either through physical visits to households or through telephone. In addition, because of the challenges in economic status for most households due to loss or decrease of income, the project prepared dignity kits and distributed to the girls and these were very useful. Overall, 92% of the caregivers and 87% of the girls surveyed reported that the Covid-19 response by the project was useful. The girls in Kilifi (74%) were the only ones with the lowest positive response compared to other counties that had over 80% whereas all the caregivers had over 90% positive feedback on the project's Covid-19 response. The medium term response plan adaptations made by the project were **relevant** because they enabled majority of the girls to continue being taught remotely or in-person during the school calendar interruption.

Optimal project design. A review of the variances in the expenditure vis a vis the budget would indicate that the design was optimal upfront. However, it is our opinion that there may be increased value in more optimization of Output 3 by utilizing as much as possible current trained educator facilitators in any scale up catch up centres, to reduce on training costs, and shifting some of those resources in sensitizing the communities (Output 4).

In addition, the project should re-focus the curriculum delivery so that it adapts to the profile of the girls within the catch up centres. Girls who are older, married or with children prefer having basic functional literacy and numeracy but with more emphasis on transition pathways (mostly apprenticeship or entrepreneurship) while younger, single girls are likely to prefer either the formal education pathway or the Vocational training pathway.

One of the biggest design gap that the project needs to address is to have the caregivers characteristics included in the vulnerability analysis matrix for the girls who are beneficiaries. The critical characteristics that need to be tracked are the level of education and the employment status which have shown to have direct correlation with more barriers and lower learning scores. Whereas the project has collected the girls' characteristics very well, the caregivers' characteristics remain the missing link in identifying the girls who may have another layer of challenges that may be masked by the current sub-group categorization.

The project allocated resources optimally through its design. One of the potentially high cost driver would have been setting up the catch up centres. The project, from the design, intentionally decided not to construct any catch up centre but to focus on utilizing community spaces such as churches and community centres. This ensured that the project only provided seats, rehabilitated the toilets to ensure they are accessible to girls with disabilities and also organized the community spaces into learning centres. This approach made the project adaptable because after wrapping up the catch-up centre, it was easy to move to another location where the need is greater without expensive closure and start up costs.

On addressing barriers. The evaluator is of the opinion that the project would have made good progress on addressing barriers were it not for the Covid-19 interruption. This is because the barriers which seem to have regressed and affected learning scores were all related to prolonged school closure. These include marital status, motherhood status and household chores. It was noted that during the prolonged closure of schools, there were more pregnancies, most of which resulted into marriages. In addition, because of lack of other activities to engage in, majority of the girls were engaged in house chores. It would be therefore difficult to conclusively determine the effect of the project interventions on the barriers since the project did not have much control on addressing these barriers during the period when there was restricted movement and ban on gatherings. It would therefore be difficult to make a judgement that the project did not address the barriers. Nevertheless, it is noteworthy that the counties (like Isiolo) that had concerted efforts to engage the girls in learning, visit and call the girls had the girls performing better than those that had limited engagement (such as Kilifi). However, generally we also note that changing attitudes is usually harder and slower.

On optimal resource allocation to targeted beneficiary groups. The evaluator adopted a light touch approach value for money analysis and therefore the resource analysis was not desegregated by beneficiary groups. However, from the overall evaluation, it was noted that since the procurement of the assistive devices was on a need basis, the budgetary allocations were not exhausted. The evaluation confirmed that as part of the project's response to Covid-19 pandemic during the prolonged school closure, there were home visits which were very beneficial for the girls with disabilities. On the other hand, majority of the educator facilitators (93%) felt that they required their capacity improved to support girls with disabilities hence indicating the need to allocate more resources on training and capacity building of the educator facilitators, teacher aides and mentors on how to handle girls with disabilities.

Separately, the evaluation noted that the target set for the boys (200) in year 3 was surpassed with over 500 boys being reached and recruited. This was an indication of the project seeing the importance of also bringing on board more boys as per the project design.

The project sustainability plan utilizes existing government structures and builds or strengthens them to ensure gender and social inclusivity.

On appropriate staffing and expertise. The evaluator notes that the qualification level for the educator facilitators was high and appropriate with over 86% having post secondary and university education and over 90% having at least some teaching certification. In addition, 47% of the educator facilitators had

prior experience teaching multi-grade, 20% had experience teaching adult learners and 20% had prior experience teaching learners with special needs. This was a good base for the project to build its catch up centre model and curriculum.

The evaluation also noted the very high staff turnover, especially in the Monitoring & Evaluation department that is key in advising the project teams on the key learnings and sharing between the different partners. The evaluation noted that there had been good results in some counties and the good practices had not been adopted or shared across other counties, perhaps a gap that may be as a result of turnovers in the M&E department with the lead partner. Whereas the reasons for staff turnover may be beyond the project, it is important that the lead partner identifies the specific challenges and addresses them so that these do not adversely affect the project deliverables – especially related to M&E.

4.4.3 Efficiency and Value for Money

On timely delivery. A review of the project deliverables, estimates and workplan indicates that the project is usually delivered on budget. As for the timeliness, it was noted that majority of the time (except the Covid-19 interruption), the project is delivered on time. The evaluation noted that the learning materials, the dignity/hygiene kits and the lifeskills and mentorship programmes were the ones that the girls reported as efficiently delivered. For instance, 90%, of the girls felt that the learning materials had been useful in supporting them to learn. Similarly, 94% of the caregivers felt that lifeskills support by the mentors had helped the girls build self-esteem, choose a career and make correct choices. The medium term response plan focused on continued learning for beneficiaries and the girls were able to resume physical classes earlier than the other schools in Kenya.

On efficient operations and roll out. Even though the project was very slow to start out with the whole of year 1 focusing on set up and only managed to recruit 641 girls (64%) out of a target of 1000 girls, the project progressively made gains in efficient operations and by Year 3 the recruitment was at 4699 (85% of the project targeted beneficiaries).

On the Covid-19 related interruptions. The project resumed in-person classes in September 2020 whereas the candidate classes (Class 8 and Form 4) resumed classes in October, and the other classes resumed school in January 2021. The project engaged the girls through home learning, while at the same time preparing the relevant protocols, sanitation procedures and acquiring relevant facilities to enable this early resumption. This resumption stemmed any further drop-outs that would have happened if the catch-up centres would have waited till January 2021. The robust Covid-19 resumption protocol formulated by the project has been instrumental in maintaining good hygiene standards at the catch-up centres, the evaluators observed girls reporting at catch up centres in Kisumu and Migori that were able to follow the protocols on their own, without being directed or monitored.

On wastage of resources. The educator facilitators (74%) reported to have the tablets and of these, 89% were functioning properly. The facilitators with the tablets indicated that the tablets (93%) were useful in delivering their lessons with 71% of the educator facilitators indicating they use them in every lesson. However, the evaluation noted that the attendance records were manually maintained despite this

being one of the intermediate outcomes that required constant tracking. Even though all the educator facilitators surveyed rated highly their knowledge on how to maintain attendance data, the lack of utilizing the technology based submission process for this data meant that the tablets were not being optimized.

The evaluation also appreciates the project strategy of separating the roles of the educator facilitators/teacher aides and the mentors. However, the educator facilitators felt that they required skills on how to incorporate lifeskills in the curriculum delivery (90%) and how to conduct career counseling (79%). This indicates that it would be more optimal to also have the educator facilitators and teacher aides have mentorship skills so as to augment and incorporate some of these in their daily activities. This approach will optimize the use of educator facilitators at the catch up centres.

On MEL Capacity. Whereas the MEL capacity has always been strong, the evaluation noted that the main challenge was the high turnover within the department. This is likely to negatively impact tacit knowledge within the department and also affecting the intra county and extra county learning because the MEL department is important in bringing together all the learnings across the partners, and counties.

On Targeting mechanism. The evaluation noted that whereas the Cohort 1 girls targeting seemed to be appropriate, there was a likelihood that for Cohort 3 girls in Kilifi, Kisumu and Migori, they may have found a loophole in the selection process. The evaluators noted that whereas the Cohort 3 girls in these counties had barely been able to read simple words and sentences at entry level Uwezo assessment (despite some of them having dropped out in grade 4,5 and even class 6,7) at selection, they were quite proficient at more complex sentences and were able to respond to questions and do more complex mathematics. Even without sufficient evidence, the evaluators hypothesise that perhaps the girls may have deliberately failed the entry exams so as to gain entry into the project and accrue the benefits that would jump start them. During the survey, when the girls and caregivers were asked if “the project is reaching all the intended girls (that is, there are no girls who are not being reached that should be reached), only 49% and 65% of the girls from Kisumu and Migori agreed to this statement compared to over 85% of the other counties. As for the caregivers, those from Kilifi, 65%, had the lowest agreement to this statement. This may indicate a possible feeling of unfairness (or inequity) in these three counties.

4.4.4 Sustainability and Value for Money

On continued benefits. There is a solid sustainability plan with clear plans to enhance strategic partnerships that will ensure that there is continued education and linkage to vocational training. There is a clear plan to ensure that marginalized women and girls (especially the young mothers) are accommodated in the Community Learning Resource Centres.

Generally, there is doubt of sustainability of learning for beneficiaries in the absence of funding. The educator facilitators felt strongly that learning would stop if the funding for the project would stop with only 23% indicating that learning would continue. However, the parents/caregivers and the girls were more optimistic with nearly 65% indicating that learning would continue. Garissa county seems to have

the highest confidence level of sustainability with over 90% (both caregivers and girls) believing that learning would continue.

On replication and scale up. As discussed in section 4.3.3, the project sustainability plan is well thought out with the planned partnerships with Ministry of Education – Directorate of Adult & Continuing Education (DACE), Directorate of Special Needs Education (DSNE) and TVET institutions forming the foundation of the strategy. To consolidate this plan, the project needs to put in place concrete plans to also include other partners such as the relevant county departments dealing with vocational training institutes and the local community organization

On changing mindsets. Generally, it was noted that the changes in mindsets is slowly happening. Even though, the disruptions caused by the Covid-19 pandemic have caused some challenges that have regressed the gains made. For instance, there were lower learning scores for girls from families whose caregivers believed that being a mother, married or older is a barrier to learning. When the caregivers were asked if the project had changed their views on the potential and future capabilities of girls, nearly three-quarters (74%) of the caregivers indicated that it had changed. However, caregivers from Kisumu seemed to be the ones with divergent opinions with only 33% indicating the project had an effect on them.

On changing social norms. The community and girls are changing their perceptions with more reporting a supportive environment even though this is different for different communities. For instance in Garissa, the communities were most positive about continued support of the girls to learn even after the end of the funding. To address some of the insecurity issues in the areas, the community had organized for girls to be accompanied to the catch up centres and back. On the other hand, Migori county community seem to be slow in changing and accepting the role and influence of girls and women in the community.

On equitable sustainable benefits. For internal equity, the girls believe that they are all treated equally with 88% indicating the same without much deviations within the county. However, the evaluation noted that in some of the counties, despite the resumption of physical classes, some of the girls with disabilities continue to be visited at home. This may cause psychological trauma to these girls since they would feel discriminated against if they come to know that others are meeting physically.

4.5 Overall Reflections on Evaluation Questions

4.5.1 Evaluation Questions

The following is a summary of the findings based on the evaluation questions at midline:

- Process: Under this criterion, the evaluators investigated how the project pursued a differentiated approach to interventions. The following are the key findings:
 - The project focused on security related interventions in Isiolo and Garissa Counties where there was more need while interventions targeting girls with disabilities were more in Kisumu and Migori. The adaptations during COVID-19 were also differentiated by subgroup

- and county with girls with disabilities having more home visits while the other girls had telephone discussions with educator facilitators.
- The project put in place activities and strategies to engage communities, and relevant MOE departments in the implementation of the project from the identification and recruitment of the OOSGs and their teachers and mentors, to the running of the CuC through the CuC committees and EFL steering committees. However, there is need to engage more relevant partners including the County Governments.
 - Relevance: As part of relevance, the evaluators investigated the appropriateness of the interventions, the adaptability of the project and how targeted the interventions were to the different subgroups. The following are the summarized findings:

Overall, the COVID-19 Medium Term Response was very relevant and timely as the project team was able to commence engaging the girls in a short period of time and resume in-person lessons. This averted and reduced the dropout rates and helped maintain or reduce the learning loss.

More girls reported preference for non-formal pathways (apprenticeship and entrepreneurship) compared to formal pathways (primary school and TVET) especially for girls who had dropped out at lower grades or who had no schooling at all. Furthermore, girls who were older, married or had additional responsibilities preferred non-formal pathways that were more flexible. This implies that for the project to remain relevant to the girls, then more focus should be on transition pathways that would enhance their skills to own their own business (and be in control).

The project has made some adaptations to make the interventions relevant to girls with disabilities, for instance – conducting home visits during the period of interruption of learning; inclusion of teacher aides, minders and mentors to support the educator facilitator in addressing the girls with disabilities; and adapting physical facilities such as toilets to suit learners with physical disabilities. However, the challenge of having relevant transition pathways for girls with disabilities remains.

 - Quantitatively through girls survey the evaluation sought to investigate the relevance of their learning experience at the catch-up centre to their lives: What are some of their priorities in regard to having the opportunities and learning base to be able to transition? The evaluation will also seek to find out their knowledge levels on life skill issues.
 - Qualitatively through the FGDs and KIIs, the evaluation investigated how they were involved in the re-design and implementation of the project; What they felt are the key issues that need to be addressed for the project to be successful (e.g. barriers, support for education, relevance of the teacher training, changes to address effects of COVID-19)? How the interventions have been appropriately designed/re-designed to achieve the objectives of the project.
 - The relevance of the Midterm Review Adaptations for COVID-19.

- **Impact:** The evaluation noted the following as the summarized impacts of the project to the girls' lives.

The evaluation noted that there was a positive impact of the project to 85% of the Cohort 1 girls who were able to transit. Those who decided on the entrepreneurship pathway were given a kick off package while those that opted for apprenticeship or vocational training were also supported financially. The girls were appreciative of the new-found possibilities of a better life because of the project.

The evaluation also found that there was significant learning – functional literacy and numeracy among the Cohort 1 girls from baseline to endline. This indicates that girls that were not able to read well were now in a position to read and compute simple numerical functions. Furthermore, whereas at baseline there were generally low learning levels, at midline, the learning scores had improved across all categories of girls.

There were also more girls who were aware of their rights, had more self-belief and were more assertive. More girls were able to voice their opinions in the communities compared to baseline – an indication that both the communities and the girls were changing and recognizing the importance of the girls' participation in learning.

- **Value for Money:** The value for money approach was the light touch approach and sought to determine the efficiency, effectiveness, economy and equity of the utilization of resources. The following are the summary findings:

The interruption of learning affected the whole country, but the project team was efficient such that it adapted and learning in catch-up centres was only disrupted for 4 months (March – July) as compared to other primary education institutions that were disrupted for 9 months (March-December). Before resumption, the CuCs were fumigated and sanitized as the girls were provided with hand-washing points. Upon re-opening, the project conducted literacy and numeracy assessment at the CuCs to establish the learning loss and adjust the IEP accordingly to address the learning gaps/loss.

On value for money: (i) the project has produced the desired impact of ensuring that more girls are able to acquire functional literacy and numeracy skills as demonstrated by improved learning scores. In addition, there is a positive impact with more girls transiting with 85% transiting. This is a significant achievement given that the transition happened during the global pandemic; (ii) the project has an efficient sustainability plan that only requires more emphasis on partnership building with all stakeholders so that resources are committed to implement it. The plan utilizes existing government structures and builds or strengthens them to ensure gender and social inclusivity; (iii) the adaptations made by the project were relevant because they enabled majority of the girls to continue learning; (iv) the training of the teachers on various components have enabled them be more effective leading better learning outcomes. However, there is need for the training needs assessments to be undertaken to ensure effective delivery of required sessions such as on dealing with learners with disabilities and use of technology; (v) the process of involving education officers from Ministry of education has been

useful in gaining support but the project needs to invest more resources in seeking and strengthening collaborations with the county governments for sustainability; (vi) even though the EFL functional literacy curriculum is appropriate for the targeted group, its relevance to other available options should be considered. For instance, there is a limitation of the curriculum in the entry into grade 4 (since the girls must do a grade 4 entrance assessment in grade 3). On the other hand, the curriculum is too basic to ensure the girls enter TVET institutions this has resulted in majority of the girls opting for either the entrepreneurship or apprenticeship options.

- Effectiveness: The evaluation noted what would facilitate re-enrolment, retention and transition of the girls so that their life chances would be increased. The following are the summary findings:

The evaluation found that households with care givers who had no education and no source of income were more likely to face more challenges (barriers) in their learning and transition. The evaluation concludes that for the project interventions to be effective, it is important that the project teams continue to maintain robust profiles of the girls and their households, specifically noting those households with these characteristics for targeted interventions.

More households (especially male caregivers) were supporting girls' attendance of catch-up centres to learn and indication on the effectiveness of the community sensitization activities by the project.

The teachers (educator facilitators) and girls indicated that learning activities were the highest influencers of their improved numeracy and literacy skills. On the other hand, the teachers reported having benefited from various relevant trainings on literacy, numeracy and life skills. However, there seems to be a need for more trainings especially on handling girls with disabilities for the EFs to be more effective. Possibly, to improve effectiveness of the trainings, the project could consider having more practical sessions covering specific areas that EFs have a challenge. In addition, there should be continuous training needs assessment/analysis (to understand specific areas of focus) before commencing trainings as part of the preparation of training content.

- Sustainability: The evaluation determined the sustainability of the activities, the leveraging options and reviewed the project sustainability plan. This was done by interacting with the beneficiaries and also reviewing the project documents.

The approach to utilize the existing structures within the Community Learning Resource Centres that are part of Adult & Continuing Education department is a sustainable approach. However, currently this department is under-resourced, the curriculum is not updated and the staffing is not optimal and capacitated to implement the catch-up centre model. There is need for targeted partnerships to enhance these structures to deliver on the EFL model sustainably.

- Learning: The evaluation sought to determine if the project had learning, what recommendations were there.

There is differentiated implementation of the projects in the different counties, which is appropriate. However, there are some processes that should be learned across counties to enhance effectiveness. For instance, during the COVID-19 related interruptions, whereas other counties were able to have educator facilitators supporting girls consistently, the girls from Kilifi reported minimal support and this was reflected in their literacy and numeracy scores.

4.5.2 Theory of Change

The assumptions for the theory of change were tested and most of them were found to be still holding true except the first two discussed below.

- I. Girls valuing transitioning in education and livelihood options. The findings indicate that even though girls appreciate the education provided by the project (they seem not to value the “education pathways” – both formal school and VTI) but rather value the livelihood options. For instance, out of 100% of the girls who had joined at baseline; 48% preferred Apprenticeship pathway, 25%-entrepreneurship, whereas 7% preferred back to school and 4% opted for Vocational Training Institutes. The rest-15% dropped out before transitioning. This is mainly because majority of the girls are older, married with diverse responsibilities and would prefer the shortest route to livelihood. The implication is that the project needs to invest more resources in mentors and guidance on apprenticeships and entrepreneurship while at the catch up centre.
- II. Private and public sectors generate jobs for girls and invest in girls’ entrepreneurs. There are fewer girls preferring employment but rather they would like to have their own business or be apprentices with the ultimate intention of having their own businesses. Some of the popular (main) businesses that the girls aspired to have were tailoring/dressmaking and saloonists/beauticians. The evaluation noted that direct entrepreneurship was the second most popular pathway, and few girls wanted employment. The implication is that the project should focus on giving girls skills that would improve their independence.

The following are general comments for the other assumptions

- I. Community bodies and education structures robust enough to sustain changes. Though the Adult & Continuing Education structures and the Education Assessment Resource Centres are not well resourced, with proper strategies, partnerships and resources these structures can sustain change
- II. Government is responsive to emerging recommendations: The policy initiatives undertaken by the project are bearing fruit with the County Steering Committees operational.
- III. Parental and community support for girls’ education and participation: There is more positive perceptions by the girls on the parental and community support towards their participation in community activities, and more support by male caregivers towards girls education. However, the households with care givers and heads with no education and employment (occupation) remain a big influence on girls’ educational participation.

- IV. Girls value training, mentorship and apprenticeship provided and will remain motivated to attend: There are more girls who complete the catch up centres and transit, this is a strong indicator of the value attached to the project by the girls.
- V. Teachers are committed to improving girls education: The teachers are motivated to ensure the girls are able to learn as demonstrated by majority of the educator facilitators, teacher aides and mentors engaging the girls during the period where the schools were closed.
- VI. MoE committed to implement education policies: This assumption has only been partly tested with the re-enrolment into formal schools where there is general support for the re-enrolled girls. However, the re-enrolled girls have been younger, without children and therefore some of the barriers that would usually compound their re-enrolment have not been tested, except for the cost of education – uniform, lunch contribution etc that were mentioned.

Reflections on the Relevance of the Theory of Change

Overall, the project theory of change remains relevant and the assumptions continue to hold to a large extent. At the intermediate outcome level, the evaluation noted that there is a general increase in community and parental perceptions to support out-of-school girls to access opportunities for learning and skills building, as at midline the girls are valuing the training, mentorship and apprenticeship offered by the project. However, some barriers still persist such as cost of education or training, the motherhood status, and marital status of the girls that affect their attendance, participation and completion. The assumptions need to include the county government support to enhance inclusion of village or community-based support for marginalized girls (including girls with disabilities) by tapping into the county resources.

CHAPTER FIVE: KEY INTERMEDIATE OUTCOME FINDINGS

The section discusses findings on Intermediate Outcome (attendance, teaching quality, positive social norms, policy environment and life skills). The Table below summaries the baseline and midline values for the intermediate outcomes.

Table 5. 1: Baseline and Midline values for Intermediate Outcomes

INTERMEDIATE OUTCOME 1	IO Indicator 1	Evaluation point 1 - Baseline - 2019	Target for the next Evaluation	Evaluation point 2 - Mid-Term – 2020
Regular attendance of girls in formal and non-formal learning	Percentage improvement in attendance rates (<i>proxy question – proportion of girls attending CuC without HH chores interference - CS_17s</i>)	BL 0%	Target: 40% (to be reviewed during baseline)	ML – C1 had already completed CuC while C3 had not started ML values using proxy question C1 62.7% C3 – 67.3%
	Change in perception of girls who appreciate attending, participating and transitioning through formal and informal learning institutions (on a scale of 1-5) (<i>proxy Question AVp_18 – Girls Rating on Community support for girls to achieve their dreams</i>)	BL C1 2.53 out of 5	Target: 4 out of 5	ML C1 3.05 out of 5 BL C3 2.69 out of 5
INTERMEDIATE OUTCOME 2	IO 2 Indicators			
Improved quality of teaching to support highly marginalized girls' learning and progression	Level of change in sensitive attitudes displayed by teachers/educators towards marginalized girls (<i>Proxy question CS_WA - my teacher make me feel welcome</i>)	BL 3.76	Target: 4 out of 5	ML – 3.76
	Proportion (%) of SMCs and PTAs demonstrating support of OOSGs through formulation, review and implementation of policies that support OOSGs learning and transition	BL 0%	Target: 20% (to be reviewed during baseline)	ML – 0%
INTERMEDIATE OUTCOME 3	IO 3 Indicators			
Increased positive social norms towards	Proportion (%) of target girls' parents/caregivers who are supportive of their girls' education	Cohort 1 BL - 46.1%	Target: 20% (to be reviewed during baseline)	Cohort 1 EL – 51.0% Cohort 3 BL – 38.7%

out-of-school girls' education	Level of change in attitudes and perceptions of community members towards OOSGs accessing education (on a scale of 1-5 proxy question Pcg_33)	Cohort 1 BL – 4.38 out of 5	Target: 4.5 out of 5	Cohort 1 EL – 4.45 out of 5 Cohort 3 BL – 4.31 out of 5
INTERMEDIATE OUTCOME 4	IO 4 Indicators			
Responsive and enabling policy environment to support education of OOS girls	Number of national-level policy formulations and reviews in which the project has engaged (via dialogue, advocacy or evidence provision)	Actual: 0	3	ML: 2
	Change in perception of officials within the MoE on utilizing alternative learning programmes to enhance opportunities for marginalized girls	BL - 0	Target:TBD	ML - Captured qualitatively in the report
INTERMEDIATE OUTCOME 5	IO 5 Indicators			
Girls acquire life skills that would improve their life chances	Proportion of marginalized girls/boys supported by GEC with improved life skills index	BL 3.4	Target: TBD at baseline	C1 EL=3.24 C3 BL=3.28)
	Girls feel more comfortable/ confident expressing themselves at school, in the community and at home	<i>Actual: 66.5% (both home and community)</i>	Target: TBD at baseline	Actual: C1EL=78%), C3BL=79%

5.1 Attendance

The section presents finding on intermediate outcome 1 – Regular attendance of girls in formal and non-formal learning.

Table 5. 2: Summary of Baseline Figures for Intermediate Outcome 1

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Midline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Attendance	Percentage improvement in attendance rates (<i>proxy question – proportion of girls attending CuC without HH chores interference - CS_17s</i>)	Attendance registers; Enrolment logs	External evaluator	BL 0% ML – C1 62.7% C3 – 67.3%	TBD	Y
	Change in perception of girls who appreciate attending, participating and transitioning through formal and informal learning institutions (Rating on a scale of 1-4)	Girl survey and FGDs	External evaluator	BL C1 2.75 ML C1 2.93 BL C3 2.67	TBD	Y

Main qualitative findings
<ul style="list-style-type: none"> • Time spent at the catch-up centre too short to acquire sufficient skills to transition to TVET pathway that requires higher level of learning. However, the village polytechnics require basic literacy, numeracy and writing skills and the skills acquired are sufficient. • Poverty and need to fend for the family take priority in their life and this greatly affects school attendance. • Incentives like dignity kits and learning materials provided by the project were rated highly in enabling and maintaining girls at the Catch-up centres. • Family obligations and household chores were listed as contributing factors to dropping out of CuC • For the young mother, lack of food for their children and child minders is the greatest risk for school attendance

Barriers to school enrolment and attendance

This section presents key barriers to school attendance in the counties visited. The quantitative data is mainly generated from the HH survey. Caregivers were asked to give their opinions on what conditions were acceptable for a child not to attend school. The findings are presented in table 5.3.

There was a slight increase in the proportion of caregivers who were of the opinion that it was acceptable for a girl not to attend school if they may be physically harmed or teased at school or on the way to/from school (10%) as well as those that felt that girls may physically harm or tease other children at school (9.3%). However, the proportions decreased for the caregivers that felt that the motherhood status (-9.5%), whether or not the girl is getting married (7.6%) and age of the girl (4.3%) are no longer key factors for a girl to attend school.

The discussion with the girls revealed that, while at home they have a lot of chores to attend to before and after coming from the catch-up centres. Poverty and the need to fend for the family take priority in their life and this greatly affects school attendance. CRP's and the mentors make regular checks on the girls and at their homes to ensure that they attend school regularly. For the young mother, lack of food for their children and child minders is the greatest risk for school attendance. Incentives like dignity kits and learning materials provided by the project were rated highly in enabling and maintaining girls at the Catch-up centres.

In Kilifi County where the drop-out rates at catch-up centres were high, the main reason for dropping out was relocation of the girls from the project sites arising from girls getting employment opportunities or getting married. Family obligations and household chores were also listed as contributing factors to dropping out. It was noted that slightly over half of the drop-outs dropped out immediately after admission, while the mentors and the Educator facilitators attempted to have the girls re-enroll through discussion with the spouse/Parent/guardian.

Household Chores

Overall, the proportion of girls reporting doing household chores increased by 4.5% at endline compared with the baseline. The main chores for both cohort one and three at the household include fetching water, housework (like cooking or cleaning) and spending time caring for younger or older family

members. Nine out of every ten girls reported spending a quarter a day or more doing these HH chores (Baseline 89% Endline 91% C3 86%).

Table 5. 3: Household Chores

		Endline						Change from Baseline					
		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Do you spend time caring for younger or older family members?	C1	90.9%	90.9%	89.6%	92.9%	100.0%	92.2%	18.4%	2.1%	-0.9%	26.2%	5.3%	7.0%
	C3	87.6%	85.7%	91.1%	92.7%	93.0%	90.1%						
Do you spend time doing housework (e.g. cooking or cleaning)?	C1	94.2%	86.2%	96.6%	98.0%	95.9%	93.8%	-2.9%	-11.9%	1.4%	23.9%	-0.6%	-0.1%
	C3	85.9%	100.0%	97.2%	97.6%	100.0%	95.9%						
Do you help with fetching water?	C1	94.3%	97.9%	97.7%	95.9%	95.0%	96.2%	0.1%	-1.2%	-1.1%	20.0%	-2.3%	1.4%
	C3	93.9%	97.7%	96.3%	97.0%	100.0%	96.7%						
Do you help with agricultural work (e.g. guarding livestock; planting, watering or harvesting crops)	C1	73.9%	24.5%	92.0%	87.8%	95.9%	74.5%	38.6%	-12.9%	3.9%	21.1%	4.7%	9.5%
	C3	51.0%	59.1%	92.5%	89.9%	100.0%	78.8%						
Do you help with a family business or work outside the home (non-agricultural)?	C1	43.3%	26.6%	39.1%	59.2%	29.8%	36.6%	20.1%	1.4%	-10.9%	35.1%	3.3%	6.6%
	C3	46.4%	43.2%	43.3%	51.5%	43.1%	46.5%						

Distance to Catch-up Centre

With most of the Catch-up centres being set up within the community, it was noted that a sizable (40%) proportion would still take more than 30 minutes to access them. Girls reported taking longer to access the catch-up centres in Migori (66.7%) and Kisumu (49%) compared with Garissa (16%), Isiolo (25%) and Kilifi (38%).

Safety to School

Overall, majority of girls reported being safe travelling to and from the catch-up centre (92%) as well as within the catch-up centres (97%). Security of the learners is a key consideration for learners to enroll and continue attending schools. However, it should be noted that the caregivers also indicated that security of the journey to and from school was a key consideration for girls enrolling or attending school.

Reflections on Attendance

- To ensure regular attendance the project availed child-minders at the CuC, provided scholastic kits for all the girls with extra additions for young mothers and girls with disabilities, as well as

provision of psycho-social and SRH support. The provision of a conducive environment for these girls, especially young mothers, was a key driver for attendance.

- At midline it was noted that there was a drop of caregivers indicating that the girls' marital status is a barrier to attending catch-up centre or school indicating a positive change in caregivers who will allow even married girls to go to school/catch-up centre. The project has continued to influence the thinking of communities – especially the male caregivers in allowing girls to be more literate and empowered.
- Insecurity and safety to and from school was noted as a key persistent barrier by the caregivers even though the girls indicated being or feeling safe at CuC or on the way to and from the CuC. The caregivers' perception on insecurity to schools were general for the community and not specific to the CuC. The issues of sexual harassment by some male motorcyclists (*boda boda* riders) who transported the girls to and from the catch-up centres was the challenge cited by some girls and some caregivers. The interventions targeting communities should find more opportunities of enlisting support from the *boda boda* riders to become advocates for girls rather than abusers. These riders have been reported to entice girls because most of them have ready cash and are a popular means of transportation from place to place.

5.2 Teaching quality

This section compares baseline and midline views from various respondents and informants in relation to quality of teaching. Cohort 3 baseline indicators are also presented.

The section presents findings on intermediate outcome 2 – Teaching quality.

Table 5. 4: Baseline and Endline Figures for Intermediate Outcome 2

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Midline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Teaching quality	Level of change in sensitive attitudes displayed by teachers/ educators towards marginalized girls (on a scale of 1-4)	Lesson observation reports; Lesson plans and curricula	External evaluator	BL 0 ML – 3.98	TBD	Y

	Proportion (%) of SMCs and PTAs demonstrating support of OOSGs through formulation, review and implementation of policies that support OOSGs learning and transition	Teacher interview Partner to confirm		BL 0% ML – 0%	TBD	
Main findings and reflections <ul style="list-style-type: none"> Level of change in sensitive attitudes by teachers was 3.98 at endline The proportion of Caregivers (cohort 1) who indicated that the quality of teaching was very good increased from 56.5% to 81.6%. 74.1% of the cohort 3 caregivers and almost all girls (97.8%) in cohort 3 girls indicated that the quality of teaching will be very good Educator Facilitators and mentors require more training on how to handle girls with disability. Educators' perception of improvement in English and Kiswahili was below 50% (Eng 40%; Kisw 44%) while Mathematics was 76%. Kilifi reported 0% for 'Yes a lot' for English and Kiswahili. Thirty-five per cent of Educator Facilitators attributed improved performance to provision of learning materials and 27.4% attendance to catch-up centres. According to the Educator Facilitators, Most of the CuCs had adequate furnitures (90%), adequate learning and teaching materials (81%) respectively. 						

Caregivers' Perceptions about Quality of Teaching/Learning

Caregivers' perceptions of the quality of teaching are summarized in (*Refer to Annex 3.22*). Overall, the proportion of Caregivers who indicated that the quality of teaching was very good increased from 56.5% to 81.6%. Kilifi County registered the highest proportion increase (20.5% to 77.3%) followed by Isiolo County (52.7% to 98.3%). However, there was a drop (65.5% to 50%) in Kisumu and Migori (85.0% to 83.3%).

For cohort 3, 74.1% of the caregivers indicated that the quality of teaching will be very good with Kisumu County recording the highest proportion (83.0%) while Kilifi recorded the least proportion (60.9%).

Girls' perceptions about their teachers

Annex 3.23 show that at endline, there was a 2 point's drop (98.9% to 96.9%) in the proportion of the girls who indicated that 'My teachers make me feel welcome in the classroom' while there was a slight increase in the proportion of the girls who disagreed that 'My teachers are often absent for class' (75.3% to 76.8%).

Cohort 3 baseline data (From the catch-up centres that had begun learning) shows that 98.3% of the girls indicated that their teachers explained the lesson well while 98.8% reported that 'my teachers make me feel welcome in classes' and 98.3% indicated that 'my teachers explain the lesson well'. 70.4% of the cohort girls disagreed that their teachers are often absent from class.

About Catch-Up Centre

Annex 3.24 indicates that all the catch-up centres had desks/chairs/benches/tables. However, only 36.1% of the catch-up centres were resourced with facilities for learners with disability and 84.5% of them were from Kisumu County.

Adequacy of facilities/resources at the catch-up centre

Adequacy of the facilities/resources at the catch-up centres are summarized in (Refer to Annex 3.24). According to the Educator Facilitators, Most of the CuCs had adequate furnitures (90%), adequate learning and teaching materials (81%) respectively.

Distribution of Tablets (Refer to Annex 3.25)

Overall, 73.8% of the catch-up centres had been issued with tablets. 57.8% of the Educator Facilitators reported that the tablets had been very useful in delivery of classes.

On average, 91.8% of the Educator Facilitators spent more than 8 hours teaching (per week), while 71.1% of them used tablets to deliver their every lesson.

Catch-up centre attendance and performance (Refer to Annex 3.26)

Overall, 16.4% of the Educators Facilitators reported that girls with disability were asked more questions while 39.3% were of the opinion that girls who had been to school before were asked harder questions. 80.8% of Educator facilitators from Kisumu County asked harder questions to girls who had been to school before.

Educators' perception of improvement in English/Mathematics/Kiswahili

Annex 3.27 indicates Educator Facilitators perceptions of improvement in **English, mathematics and Kiswahili by indication Yes, a lot of improvement.**

Overall, Educators' perception of improvement in English and Kiswahili was below 50% (Eng 40%; Kisw44%) while Mathematics was 76%. Kilifi reported 0% for 'Yes a lot' for English and Kiswahili.

Factors that led to the change in learning/performance

Generally, attribution to enablers of good performance such as learning materials and attendance to catch centres was low. Less than 50% (35%) of Educator Facilitators attributed improved performance to provision of learning materials and 27.4% attendance to catch-up centre. Attendance to catch-up centre had the least proportion (9.1%) from Migori County.

Enablers of Girls' transition

The highest proportion (29.8%) of Educator Facilitators attributed provision of conducive learning environment as enabler to transition. Support from the household had the least proportion (6.1%).

About Educator Facilitator Training by the EFL project

Overall, more (70%) Educator Facilitators were trained on delivery of literacy module followed by Numeracy Module (69%) and 66% each on supporting girls with disabilities and use of technology to submit reports or data.

Educator facilitator's perception of training by EFL Project

Educator Facilitators were asked to rate training by the EFL project using a 5 points Scale: **[1] Very Poor [2] Poor [3] Average [4] Good [5] Excellent**. Overall, Educators Facilitators rated training by the project as good in all components except on use of technology to submit report or data that was rated Average. From the qualitative data, Educator Facilitators and mentors considered the training received on project implementation relevant in girls' teaching, mentoring and career counseling.

Training Needs for Educator Facilitators

Although Educator Facilitators rated training by the EFL project very highly (Good or Excellent) high proportions of them indicated that they needed their capacity to be improved in: How to support girls with disabilities (93.4%); how to incorporate life skills in the delivery of the curriculum (90.2%); career counseling (78.7%) and use of technology to submit report/data (75.4%).

Qualitative evidence from FGDs showed Educator facilitators were not well equipped to teach girls with disability. As a result, girls with severe disabilities performed poorly in literacy and numeracy and instead focused on attaining life skills. Secondary data from the project with specific reference to Kilifi shows that training on the disability component was inadequate:

We didn't delve into the disability component during the training on how to handle learners with special needs cases during the training. There is a need for training on this component and the IEP part for girls with disabilities. From the feedback on the trainees on their expectations, they highlighted that this component needs adequate training. (Project data).

From the Group interview with educator facilitators and mentors it was reported that they had continued to teach and counsel girls during the COVID-19 closure period. Educator facilitators explained that they met the girls three times a week as they had subdivided them into three groups. Other times they would call them on the phone and teach them. Two parents further confirmed that the educator facilitators had organized three groups of students and assigned each group a day: Monday, Tuesday and Wednesday. They said that girls were also provided with the learning materials to use at home during the pandemic closure.

However, FGD with girls from cohort 1, contradicted the assertions by the educator facilitators and parents. They pointed out that they were not visited by the educator facilitators during the COVID-19 pandemic closure period, neither could they access the catch-up centre, but were provided with the textbooks to study at home, geometrical set, pens and exercise books. One informant explained:

There was no help or visit from the educator facilitators during the COVID-19 period. We could not access the catch-up centres but we were all given textbooks for good, geometrical sets, pens and exercise books.

[R1-7: KLF_FGD_C1_Female]

To support girls learning at home, learning materials and hygiene kits were distributed during this period and mentors provided girls with counselling and enlightenment of COVID-19 prevention protocols. In Kisumu County, girls were provided with face masks and sanitizers three times a week while in Garissa, Educator facilitators visited girls on a weekly basis. In Isiolo, girls were visited by the Educator Facilitators, mentors, counsellors and project staff. They were also visited by the Community Health Volunteers (CHVs) and Educator Facilitators assigned them homework. Once per week, the girls would also visit Educator facilitators to learn. In Migori, Educator facilitators and mentors visited girls at home, counselled them; and also advised the girls on how to conduct themselves during the pandemic. In Kilifi, girls were given learning materials as explained earlier.

Project beneficiaries acquired life skills such as creativity and decision making which activated their participation on community matters. The project impacted income generating skills on the beneficiaries, empowering them to become employed or self-employed. Income generating skills included tailoring, catering, saloonist, entrepreneurial skills among others. It enhanced beneficiaries' literacy and numeracy levels, helped them to read and write in the two national languages, English and Kiswahili and perform basic mathematics operations. It also strengthened girls' financial independence. The project provided hope to girls who had lost hope in life.

Reflections on teaching quality

- Whereas a high proportion of Educator Facilitators are trained on various components that are relevant to curriculum delivery, large proportions of the same teachers indicated that they needed their capacity to be improved in: How to support girls with disability (93%); how to incorporate life skills in the delivery of the curriculum (90%); career counselling (79%) and use of technology (75%) among others. The project needs to intensify deeper training of the Educator Facilitators to ensure that they acquire relevant skills and knowledge for effective delivery of the curriculum.
- Some of the girls who transited to formal education system faced same challenges (education cost) that had made them drop out or not enroll at all previously. The project design should be reviewed to address specific barriers to girls transiting to formal education such as uniform, school levies, child minders among other persistent barriers to marginalized girls education.

- The evaluation notes that with the introduction of Competency Based Curriculum (CBC) policy by the government affected girls transiting to class 4 since they were expected to be assessed at grade 3 before joining grade 4. The project to harmonize the EFL functional curriculum with CBC curriculum to ease transition from catch-up centre to formal education.

5.3 Community Attitudes and Behavioural Change

Baseline and Endline Figures for Intermediate Outcome 3

Table 5. 5: Summary of Baseline and Endline Figures for Intermediate Outcome 3

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Midline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
	Proportion (%) of target girls' parents/ caregivers who are supportive of their girls' education	HH surveys	External evaluator	Cohort 1 chapterBL - 46.1% EL – 51.0% Cohort 3 BL – 38.7%	55%	Y/N
Community attitudes and behaviour change	Level of change in attitudes and perceptions of community members towards OOSGs accessing education (on a scale of 1-5)	Interviews and FGDs	External evaluator	Cohort 1 BL – 4.38 EL – 4.45 (out of 5) Cohort 3 BL – 4.31 (out of 5)	4.5	Y/N
Main findings						
<ul style="list-style-type: none"> • There is 5 points increase (BL 46%; EL51%) in the proportion of caregivers who are supportive of their girls education • Overall, there was some change in the caregivers' perceptions on the value of girls' education between baseline and end line for C1 girls. • County wise, Garissa registered the highest positive change and Kilifi the highest drop in perceptions. • Lack of community willingness to support OOSGs education accounted for negative attitudes of caregivers of C1 girls towards the value of girl's education. Community mobilization and sensitization efforts were the drivers of positive perceptions of caregivers of C1 girls on the value of girls' education • Overall, caregivers of C3 girls had a positive attitude towards the value of girls' education. However, the cost of education was competing with meeting other household basic needs like food. Isiolo and Kisumu had the highest scores and Migori and Garissa the lowest. • The cost of basic needs like food and persistent social norms relating to Female Genital Mutilation (FGM), 						

stigma on early pregnancy and marriage continue to discourage the support for OOSGs education for C3 girls.

- The most positive change between baseline and endline, in perceptions of caregivers towards the support of OOSG's education was registered among males compared to females.
- There were mixed findings on the influence of the education status on the change of career givers' perceptions on the need for the education of different categories of OOSGs. While there was a positive change between baseline and endline in the perceptions of caregivers with some education on the need to educate girls who are mothers, those without education registered a positive change between baseline and endline on the need for educating married girls.

The intermediate outcome 3 of the project addresses community attitudes and behavioural change in relation to the support of OOSGs which is important for the sustainability of the EFL project. Informed by social norms that traditionally devalue the place of girls in society, communities tend to place the education of girls in general and those of OOSGs on the back burner of household spending. The evaluation set out to check whether there were any changes in the perception of caregivers on the prioritization of girls' education in money constraint contexts where other basic household needs like food are competing contenders. The baseline position for C3 girls was also sought. The table below provides the findings on caregivers' perceptions whether they prioritize OOSGs education in selected circumstances.

Table 5. 6: Perception of Caregivers of C1 Girls on the Value of Girls Education by County between Baseline and Endline and C3 at Baseline

		To what extent do you agree that "even when funds are limited it is worth investing in {0}'s education"?		To what extent do you agree "a girl is just as likely to use her education as a boy"?		To what extent do you agree that covering the cost of {0}'s education is as important as covering food and other essential costs?	
		C1 Baseline	C3 Baseline	C1 Baseline	C3 Baseline	C1 Endline	C3 Baseline
Baseline	Garissa	69.6%	82.7%	81.2%	87.7%		71.6%
	Isiolo	86.9%	72.1%	95.3%	96.7%		85.2%
	Kilifi	94.0%	89.4%	97.6%	92.3%		83.7%
	Kisumu	83.3%	90.4%	88.9%	94.8%		87.4%
	Migori	91.2%	70.0%	92.0%	92.0%		60.0%
	Total	86.2%	83.8%	91.8%	92.8%		80.0%
Endline	Garissa	90.6%		90.6%		87.5%	
	Isiolo	80.6%		94.4%		75.0%	
	Kilifi	81.7%		89.0%		82.9%	
	Kisumu	80.4%		97.8%		97.8%	
	Migori	89.0%		93.2%		94.1%	
	Total	85.1%		92.7%		87.4%	

Change from Baseline	Garissa	21.1%		9.5%			
	Isiolo	-6.4%		-0.9%			
	Kilifi	-12.3%		-8.6%			
	Kisumu	-2.9%		8.9%			
	Migori	-2.2%		1.2%			
	Total	-1.1%		0.9%			

Overall, there was a minimum change (-1.1% & 0.9%) in the caregivers' perceptions on the value of girls' education between baseline and endline for C1 girls. It was noted that 86.2% and 85.1% of the caregivers agreed that even when funds are limited it is worth investing in OOSGs' education at baseline and endline respectively. Similarly, 91.8 % and 92.7% of the caregivers agreed that a girl is just as likely to use her education as a boy at baseline and endline respectively. However, differences between counties were also noted. Overall, while Garissa registered the highest change (21%), between baseline and endline, there was a drop in the perceptions for Kilifi (-12%). These findings were corroborated by qualitative data from Kilifi reporting that there were still so many OOSGs not attending school in the community indicating minimum community support of education of OOSG. Girls who got pregnant or gave birth were blamed, stigmatized, and neglected by parents and the community who viewed providing them with education as a waste of time. The support to OOSGs was limited to taking care of children to facilitate school attendance of young mothers. The facilitation of increased access to education for OOGs in Kilifi was mainly attributed to the efforts of the EFL project and not community activities as illustrated in this excerpt:

Action Aid helped me not the community. There are girls who refused to go to school and some parents also refused their daughters from joining the programme ... their daughters to stay at home and take care of their children even as they performed other household chores. I would not say that the community helps out-of-school girls in any way since while my girls remained out-of-school even after giving birth the community did not help her until Action Aid came (Mixed Gender Parents Group Interview, Kilifi, July, 2021).

This was corroborated by results from the C1 girl's survey that indicated a 6.7 % increase between baseline (91.6%) and endline (98.3%) in the perception of girls who answered yes to the question: do you think children with disabilities have a right to go to school. The highest change between baseline and midline was for Kisumu (11.6%) and the lowest for Kilifi (2.5%) (See annex 3.27)

Good practices of community support for OOSGs education noted in Garissa, Isiolo and Kisumu where caregiver perceptions were favourable included sensitization or mobilization of community members to financially support school costs and enroll them back in school by community leader and local NGOs, fund raisings to raise school requirements, home outreach activities for affected parents, provision of scholarships by NGOs and the Community Development Fund (CDF), ensuring safety of girls in the community and taking over household chores from OOSGs including the care of their young children especially by husbands for those who are married in Garissa and Isiolo. A good example of community support for girls' education is summarized by this interview except from Garissa where the highest change was noted in the perception of caregivers.

R1- They leave parents, especially the girls' mother to babysit and go back to school. Chief Barazas are held.

R2- The chief talks about education, sensitizes the community on the importance of education for the girl & encourages parents to take their daughters to school.

R1-There's door to door visits done to know how many girls are not in school or on school, so from the number, he talks about the importance of education. (C1 Girls, FGD, Garissa, July, 2021).

A change in the attitudes towards OOSGs with disabilities was also noted in counties where such girls were a target group for the EFL project as is illustrated in the quote from Kisumu below.

On physically challenged is not the same...there those who may think that such person should go to school and there are those that may think that such person is cursed who is giving birth to a child who is disabled.... but there are some who have come out of such thoughts (Male Education Officer, Kisumu, KII, July, 2021).

For C3, overall, nine out of ten caregivers had a positive attitude towards the education of girls as indicated by the value they placed on the usability of the education gained by OOSGs. However, this number dropped to eight out of ten in situations where funds were limited (83.8%) and competing household expenditures costs like food and other essentials were introduced (80%). Again, differences between counties were noted with caregivers with the more favourable perceptions on the usability of OOSGs education coming from Isiolo (96.7%) and the lowest number from Garissa (87.7%). On the issue of girls' education competing with other essential household expenditure costs, more favourable perceptions come from Kisumu (90.4%) and the lowest number from Migori (60%). The relatively lower perceptions toward girls' education noted in Migori were attributed to persistent social norms relating to Female Genital Mutilation (FGM), stigmatization of early pregnancy and marriage that discourage the support for OOSGs education. This is illustrated in the quote from an FGD with female community members below:

R4: A pregnant school going girl here is an outcast. She will be married off to an old man or woman who does not have her own children so that she gives her children (traditional surrogate mother) so that her family lineage continues.

R1: If a girl has not been "cut", she also an outcast. Those matters of FGM are demanded more by men and not women (Female Community Members, CD, Migori, July, 2021).

Adaptations were made by the project to the community sensitization activities through a Medium Term Response Plan strategy to accommodate the COVID-19 restrictions that curtailed the holding of meetings. Creative and controlled measures included the reduction in the number of people attending meetings, use of radio forums and loud speakers to pass messages around the value of educating OOSGs in the community.

There were gender differences in the change of attitudes, towards the support of OOSGs' education with males registering the overall significant change between baseline and midline on key indicators of marginalization. On perceptions of caregivers on whether it is acceptable for a girl who is too old not to attend school there was a significant drop of -10.1% for males (BL:40.7, EL:30.6%) compared to females' drop of -1.4% (BL:25.8%, EL: 24.4%). On whether it is acceptable for a girl who is married/getting married not to attend school there was a significant drop of -15.7% for males (BL:38.5, EL:22.8 %)

compared to females' drop of -1.3% (BL:26.3%, EL: 25.0%). On whether it is acceptable for a girl who is a mother not to attend school there was a significant drop of -12.1% for males (BL: 37.9, EL: 25.7 %) compared to females' drop of -9.6% (BL: 24.9%, EL: 15.3%). (Refer to Annex 3.28).

Findings on the education status of care givers as factor in attitude change on OOSGs' education were mixed when key indicators of marginalization were analyzed for baseline and midline figures. It is only on perceptions of caregivers on whether it is acceptable for a girl who is a mother not to attend school, where there was a significant drop of -9.6% for those with some education (BL: 24.8, EL: 15.2%) compared to those without educations' drop of -9.1. % (BL: 35.4%, EL: 26.3%). For example, on perceptions of caregivers on whether it is acceptable for a girl who is married or getting married not to attend school, there was a significant drop of -11.3% for those with no education (BL: 38.1, EL: 26.8%) compared to those with some educations' drop of -4.2. % (BL: 24.8%, EL: 20.7%). (Refer to Annex 3.29).

Reflections on community attitudes and support for OOSGs' Education

- The change in the negative attitudes of community members towards girls' education is crucial and a key driver to the support of OOSGs' access to, participation and transition in education. Therefore, strategies that have worked on other projects like engaging men and boys as change agents among others should be enhanced on the EFL project.
- Creative and controlled community engagement strategies including the use of radio forums, social media platforms and use of community support groups used during COVID-19 period to mobilize community support for OOSGs education can be adopted for future use.

5.4 Policy Environment

The fourth IO of the EFL project is influencing policy to support education for OOSGs in order to contribute to the sustainability and replication project achievements. To this end, the evaluation set out to gauge if the EFL project was building a responsive and enabling policy environment to support education of OOS girls in the project Counties.

Table 5. 7: Summary of Baseline and Endline Figures for Intermediate Outcome 4

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Midline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
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IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Midline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Responsive and enabling policy environment to support education of OOS girls	Number of national-level policy formulations and reviews in which the project has engaged (via dialogue, advocacy or evidence provision)	HH surveys	External evaluator	BL - 0 ML – 2	TBD	Y
	Change in perception of officials within the MoE on utilizing alternative learning programmes to enhance opportunities for marginalized girls	Interviews and FGDs	External evaluator	BL - 0 ML - Captured qualitatively in the report	TBD	Y

At the national level, the EFL project had engaged in various advocacy missions to influence policy on the education of OOSGs based on the evidence that was emerging from the implementation of the EFL project. One such endeavor was the EFL project policy position paper that was presented during the review of the re-entry policy guidelines by the Technical Working Group on the Policy Review. Based on the EFL experience and evidence, the project made recommendations on expansion, formalization, resourcing, monitoring and evaluation of the re-entry policy to improve its effectiveness. In a recent undertaking, the EFL project, based on the project baseline survey report findings, wrote to the Principal Secretary, State Department of Early Learning and Basic Education, to lobby for the scrapping of school levies in Magharini Sub-County, Kilifi County. Out of the EFL project Counties, this issue of school dropouts was particularly affecting children in Kilifi County as indicated by the household respondents (Project Documents, August, 2021). The impact of these policy advocacy engagements was yet to be determined since these are recent undertakings.

In order to improve the sustainability of the project, the EFL project had involved relevant MOE departments during its implementation. At baseline, the EFL project was engaging the MOE through including the County Education Officers on the EFL project Steering Committee. Endline interviews indicated that the project had gone beyond this. It was now also involving relevant education departments including the department of Adult and Continuing Education (ACE), Basic Education, directorate of Special Needs of Education and TVET in the project committees. The MOE officials were also actively engaged in the project through meetings, workshops and seminars as well as joint community sensitization activities with EFL staff. They also collaborated with project stakeholders and staff in setting up the catch-up centres. However, the department of ACE which is directly linked to the provision of Accelerated Learning Programmes (ALPs) to OOSGs was not evenly engaged across all project Counties except Kisumu and Kilifi. Also, involvement of Education Officers, who are more on the ground and may influence direct change in practices relating to education support of OOSGs at the subcounty level in some Counties including Kilifi was lacking. This except from the MOE officer from Garissa illustrates these findings:

I can see that my predecessor was actively involved and they have invited me to their meetings as well. What I can urge is for the programme to get the directorate of adult education and children department into partnership. Right now, the involvement is too low. My department of basic education is very well engaged. They call us in meetings, workshops and seminars. They have incorporated us into the committee as well. Directorate of Policy could have been involved but that is at the higher level where I am not involved. But again, the programme could not continue without their involvement. I have also met the department of special needs and TVETs in these meetings so I believe they were involved (Male, MOE officer, KII, Garissa, July, 2021).

Another important finding is that some factors including underfunding of important MOE departments like the ACE and lack of schools and educational institutions for children with disabilities continue to hinder the participation of OOSGs in education. This needs to be addressed to nurture the sustainability and gains made by the EFL project. This sentiment is provided in the excerpts below.

When you talk to the MOE, they talk about adults' education which is underfunded because they do not even have teachers. The alternative learning programmes are not given much consideration by the government (Male, Implementing Partner Kilifi, KII, July, 2021).

You know for disability when you do not have structures to cater for their needs it's a barrier for them to access education. In these schools we do not have teachers who can cater for special needs. The community says if all schools can be like these then learners with disability have a chance to learn (Female, Implementing Partner, KII, Kisumu, July, 2021).

MOE officials positively regard ALPs, TVETs and special education in all the project counties. Increasingly, communities, with the push from MOE and partners, are now using ALPs such as the ACE and the community TVET institutions for OOSGs and boys who missed out on secondary education or dropped out-of-school or adults who have never enrolled. Similarly, enrolments in special needs education institutions were increasing. This is a shift from baseline where some MOE officials had a negative

attitude towards ALPs. The continued interaction with the EFL programme and positive learning outcomes emerging from the project were the explanations behind this change. These findings are demonstrated below:

Alternative learning programmes are taken seriously by the ministry of education in this community. The pathway is fully supported by the ministry of education. The ministry of education collaborates with the NGOs in the implementation of the OOSGs projects in the county. The alternative learning programme provides a second chance to girls, who drop out of the formal schooling and even help them in transiting to other pathways that would make them productive in the community (Male, MOE Officer, KII, Kilifi, and July, 2021).

At the community level, in order to ensure child friendly and safe learning environments for all children including girls, field interviews showed that the EFL project was and is still involved in the various activities. Peace building initiatives, formulation of Gender-Based Violence (GBV), child protection and inclusion policies for children living with disabilities in learning were some of the areas of focus. Specifically, school heads, SMCs and PTAs capacity were built to implement inclusive and gender-friendly school policy including child protection policies through training. Further, the EFL project has linked up with Education Assessment Resource Centres (EARC) and other partners to identify, assess and place OOSGs with disabilities. Project policy initiatives were replicated in the various project counties with peace building initiatives evident in Isiolo and Garissa and child protection in Migori, Kisumu and Kilifi counties. However, policy initiatives on GBV and inclusion of children living with disabilities in learning were distinctly implemented in Isiolo and Migori counties respectively. In Kisumu County, the project contributed to the amendment of the national policy on the non-formal education system. The excerpt below illustrates some of the activities described above.

Sensitizations of the community about TVET...yes this is done. During our educational meetings, teachers do sensitization, we have what is called TVC (Training Vocational Centre) in Nyakach, when we have stakeholder meetings, the principals are always invited to come and give what they offer so that kind of sensitization is being done (Male, MOE officer, KII, Kisumu, July, 2021).

Summary of findings

The EFL project was building a positive policy environment that fosters the support of OOSGs through advocacy and partnership activities at national and county levels. Specific areas include:

- Advocacy for improved participation of OOSGs in education through writing evidence-based policy position papers and letters of appeal to improve the effectiveness of the re-entry policy and reduce the cost of education respectively.
- Partnership with MOE at the County and subcounty level on project governance and implementation. The nature of involvement and activities were not even across the 5 counties.
- At the endline the EFL project had intensified its partnerships with MOE to include ACE, TVET and SNE departments that are relevant to the EFL interventions.
- At the endline the MOE official attitudes towards ALPs were more favourable compared to findings at baseline.

- Some key factors like underfunding for the department of ACE and lack of education structures to cater for SNE and OOSGs were derailing the efforts of the EFL project.

Reflections on Policy Environment

The EFL project is happening in a context of national structural and policy changes that can be capitalized on for sustainability of the project. These include the revival of TVET movement and institutions locally, Government support for SNE through capitation, formalization drives of Non-formal Education and the re-entry policy among others.

5.5 Life Skills

Table 5. 8: Summary of Intermediate 5 Outcome

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Midline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Life Skills	Proportion of marginalized girls/boys supported by GEC with improved life skills index	Girl Survey (Life Skill Index)	External evaluator	BL 3.4 C1EL=3.24 C3BL=3.28)	TBD	Y
	Girls feel more comfortable/ confident expressing themselves at school, in the community and at home	Girl Survey; Girl FGD	External evaluator	BL 66.5% 80% (achieved C1EL=78%) C3BL=79%	TBD	Y
Main qualitative findings						
<ul style="list-style-type: none"> • On average, Cohort 1 girls indicated that on average (77.4%) they expressed themselves much better at home (87%) than at the community (68%). The baseline for Cohort 3 was 78.5%. • Qualitative findings indicated that the community was more aware of the girls and was to a good extent supporting them and that their views and opinions were being considered in decisions affecting them in the community. • However, there was a slight decrease on the overall life skill index to 3.24 for Cohort 1 even though Cohort 3 girls was slightly higher at 3.28. 						

There was no significance difference in the life skill index between Baseline and Midline. This is a potential effect of the long interruption due to COVID-19 but also because of the general reduction of the SRH scores. There was a significant difference for the rights and abuse score showing general positive trends in communities dealing with issues of discrimination by gender, ethnicity, and reduction in cases of spousal abuse, child labour and increase in equity of opportunities for all gender.

Agency and Voice

To measure agency and voice, the midline evaluation utilized the same rating scale used at baseline by using a generalized self-efficacy (GSE) with 10 questions. The scale ranged from totally disagree to

totally agree. The figure below shows the cumulative proportions of girls who indicated that they agreed. It is noted that whereas at baseline 63% of the girls indicated that they agreed, from the same cohort – 77% of the girls indicated they agreed at endline. On the other hand, 78% of the girls in the Cohort 3 responded that they agreed indicating that they were already at very high self-efficacy rating. The focus group discussions, key informant interviews with project partners and the educator facilitators noted that the girls were indeed more confident with some of them (as cited in Garissa County) attending community meetings and able to discuss matters with their husbands, which could not happen before the project roll out.

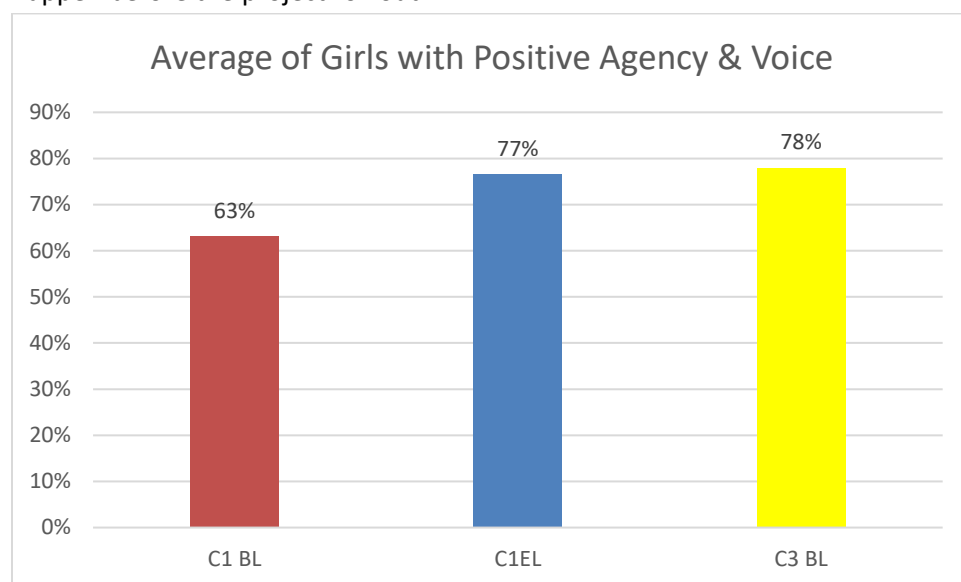


Figure 2: Average of Girls with Positive Agency & Voice

Girls' opinion on community support

There was generally increased positive perception of the girls on their opinion on community support. For instance, whereas only 10% (1 in 10 girls) had indicated at baseline that the community involves them in decision affecting them, at midline the 25% (1 in 4) indicated that they are now involved. On a scale of 1-5, at baseline the girls rated their involvement by community at 2.15 while at endline this had increased to 2.77. There were also more positive perceptions on the opportunities available for girls from a baseline rating of 2.44 to endline (3.04).

Kilifi county had generally the highest increases in positive perceptions around the communities from baseline (2.49) to midline (3.13) across all the areas (support for girls' dreams, access to health services, at household level, community level and access to opportunities). For instance, during baseline – 32% of the caregivers indicated that there were opportunities for girls, and this increased to 66% at midline. On the other hand, Garissa and Isiolo seemed to have reductions in some areas such as access to health services (reproductive health) with Isiolo having a reduced perception on practices around supporting each other from 3.25 at baseline to 3 at endline.

On the issues of agency and voice, it was noted that Garissa (decrease of 33%) and Isiolo (decrease of 11%) had more girls who reported being nervous when asked to read in front of others. However, generally all the girls were more confident expressing themselves at home and in the community compared to baseline.

Sexual Reproductive Health – Attitudes

On SRH scores, it was noted that there were significantly lower scores towards the components of SRH attitudes measured at baseline (2.92) and midline (2.46). For instance, asked if they agree that it was only women who should be using contraception, more women for Cohort 1 endline (rating of 2.65 out of 5) agreed compared to baseline (rating of 3.18 out of 5). There seems to be still muted discussions on issues of sexual and reproductive health.

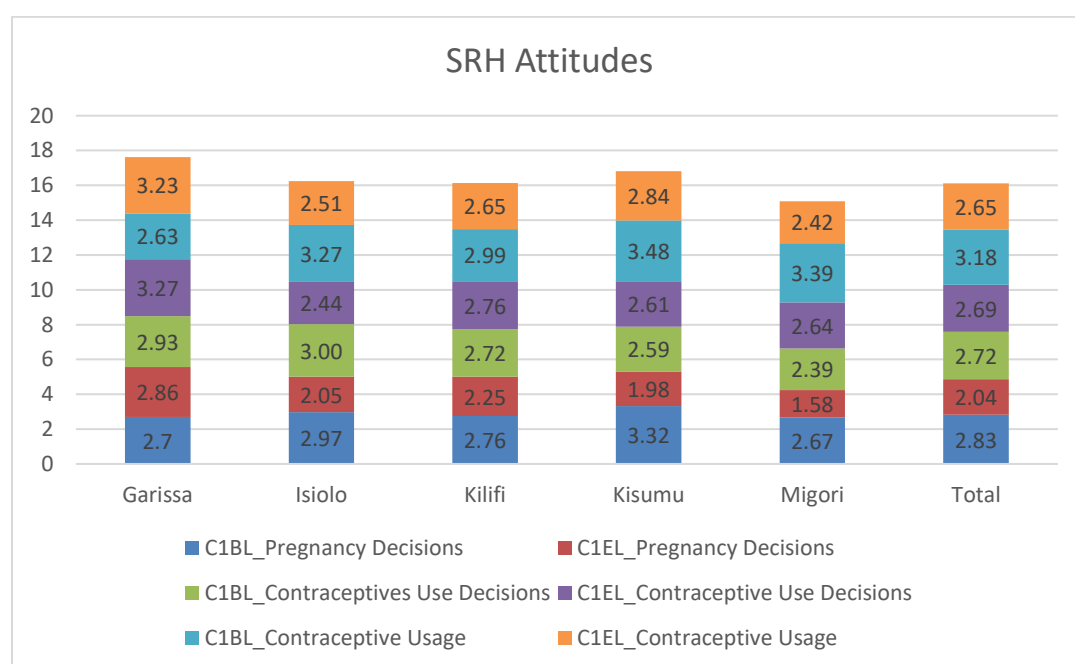


Figure 3: SRH Attitudes

“In this community, women generally don’t have a say but now things are changing because we have gone to school”
 (All the others nod their heads as a sign of agreement)
 Focus Group Discussion, Women, Garissa County

“Now days in this county, if a girl gives birth, she is being encouraged to go back to school as opposed to the past two years when the girls were not being encouraged to go back to school after giving birth,”
 Focus Group Discussion, Girls, Kisumu County

Rights and Abuse- Attitudes

On rights and abuse attitudes, there was an overall increased rating from baseline of 3.52 to endline of 3.63 that was statistically significant. However, it was noted across all the counties that soft skills of fostering relationships were reduced with girls from all the counties (except Kisumu) reporting lower rating when asked “if abusing someone once in a while is fine” from baseline rating of 3.69 to endline (3.45). This may be indicator for the girls feeling that perhaps fighting back through abusive language is a way of standing up for themselves. The findings also showed that on issues of gender, more girls from Isiolo and Kisumu seemed to agree that men and women should NOT be treated the same. Whereas at baseline the average rating was 3.85 for Isiolo and 4.52 for Kisumu, the endline rating was 3.41 and Kisumu (3.88). These were significant changes.

Rights and Abuse – Practices

On the overall, there were improved practices on issues of rights and reduction of abuses according to the girls, out of a rating scale of 3, a score of 2.46 was achieved at baseline and this statistically improved to 2.59 at endline for cohort 1. For the counties, Kilifi and Isiolo are the counties that indicated statistically significant improvements on practices of rights with Kilifi improving from 2.14 at Baseline to 2.40 at endline for Cohort 1 and Isiolo improving from 2.54 to 2.79. The two specific areas that had the most significant improvements across most of the counties was that of practices around children being taken to school and girls being taken to school. This was the case for all the counties except Garissa and Migori where there was no statistically significant change on the practices according to the girls. Indeed, there was no statistically significant change in opinions of girls on rights and abuses practices in Migori County whereas in Garissa the only significant change was generally on children going to school.

Reflections on Life-skills

The project has made minimal progress in enabling the girls to be aware of their rights, be self-aware and confident. However, more needs to be done to ensure the girls get the right attitudes in relation to sexual reproductive health. It is noted that for most local communities, sexual reproductive health issues are emotive and often times the decisions are controlled by the male partners. Perhaps having strategic partners who would target the communities with information on reproductive health information could help influence the community perspectives on reproductive health. The project also has made commendable steps in bringing to the communities the availability of opportunities; this was noted from the increased opportunities reported by the girls who indicated these opportunities are available for both girls and boys.

CHAPTER SIX: CONCLUSIONS

6.1 Outcome Findings:

Learning: Overall there was a significant improvement in learning in all the three tests from Baseline. There was consistently better performance in Mathematics, followed by Kiswahili and then English across the different cohorts indicating that language of instruction may be influencing the performance. There was also improvement in performance in all subtasks and reduction of the learners scoring zero indicating that more girls acquired literacy and numeracy skills. For girls with disabilities, it was noted that the girls reporting to have at least one domain of difficulty, their average scores in the 3 tests significantly improved as well. Separately, Cohort 3 girls recorded higher scores for all the tests compared to cohort 1 baseline and endline. Overall, the project has positively impacted on girls' performance as reflected in the positive scores.

Transition: Majority of the girls (85%) in cohort one transitioned successfully with Apprenticeship and Entrepreneurship being the most preferred pathways. The general trend was that the formal school pathway and the TVET pathway were less preferred because of the age categories of the girls (older girls cannot transit to primary school) and the academic nature of the TVET pathway. The girls also prefer a pathway that would lead them into meeting their livelihood needs faster. However, it must be noted that girls still reported to prefer TVET if the barriers to transition such as cost, enhanced curriculum to advance their literacy and numeracy skills to a level that would comprehend TVET approaches to training, and access to TVETs taking into consideration the responsibilities of these girls.

Sustainability: The project sustainability plan is very solid and well thought out. However, it may require more stakeholders mapping to bring on board more strategic partners, for instance the County Governments, the National Industrial Training Authority, TVETA to support its full implementation sustainably. The use of the Community Learning Resource Centres (CLRCs) under the Department of Adult and Continuing Education is relevant and will ensure there is seamless transfer of the model to the community.

Value for Money: In general, the project has delivered value for money based on the achievements across all the outputs, intermediate outcomes and outcomes. The only gaps that may need attention is specific activities that will ensure more inclusion of girls with disabilities-GWDs- (especially in Migori and Kisumu County where there are majority of GWDs) and other counties with girls with disabilities. Re-strategising on how best to address the needs of these girls with severe disabilities for them to feel part of the project in light of the COVID-19 adaptations is important.

6.2 Intermediate Outcomes Findings

Attendance: The girls continued to attend the catchup centres and participate in learning. The project was able to implement adaptation that was successful in four of the five counties leading to consistent learning in spite of a 4-month delay due to COVID-19 related interruptions (March to June 2020). There has been demonstrated commitment by the girls to learn and acquire skills that would improve their lives. There has been some impact by the project activities around the community sensitization that have led to changes in attitudes of parents. Some of the barriers reported by caregivers that would

influence their decision to allow attendance to school or catchup centres that have persisted since baseline while others have improved. Those that have improved include the motherhood status and marital status because these were no longer impediments to attendance according to the communities. While those that have persisted include issues of insecurity (both to and from school, and safety at school). There is indication that indeed the project strategy is working and influencing the community attitudes indeed has an effect on the attendance of the girls.

Teacher Quality: The educator facilitators reported having been trained on various skills that support them in the delivery of the adapted curriculum for functional literacy and numeracy skills. The availing of tablets was noted to have helped the educator facilitators to be more efficient in planning and managing data. However, training on delivering for girls with disabilities and incorporating life skills in the curriculum were noted to be a gap that required continuous refreshers and coaching. The training sessions were also noted to be quite compact with few instances for practical demonstrations.

Community Attitudes: Overall, the EFL project has positively impacted the attitude of community members towards the value of OOSGs education through various interventions. However, the positive gains can be maximized through mainstreaming of lessons of good practice across all the County projects. There has been some significant change in the community attitudes and parental attitudes towards out-of-school education and towards children with disabilities. The caregivers (both male and female) remain the main decision makers in the girls' lives and the project interventions targeting them have resulted in changes both from the caregivers' perspectives and the girls' perspectives. For instance, whereas at baseline the marital status of the girls and the motherhood status were likely to influence the caregiver's decision to allow a girl to participate in learning, at midline, this was no longer a barrier. Nevertheless, there are still county specific barriers from the caregivers' perspectives that impact negatively on out-of-school girls' education. For instance, insecurity to and from school (Garissa, Isiolo), household chores (Garissa, Isiolo) and motherhood status (Garissa, Kisumu, Isiolo) and marital status (Kilifi) were noted as significant barriers from the perspectives of caregivers.

Policy Environment: The EFL project has continued to build a positive policy environment for the support of OOSGs through relevant partnerships especially with the MOE and has the potential of expanding these engagements with more institutions including the engaging education at the National Industrial Training Authority (NITA) and the County Governments. This intermediate outcome and the community attitudes are critical in ensuring sustainability of the gains made by the project beyond the period of implementation. Incorporating majority of the key stakeholders in the Directorate of Adult & Continuing Education, Directorate of Special Needs Education, TVETA, the relevant County Government ministries (education, social services, trade etc) will help the project segment policy makers that can formulate legislative and regulatory frameworks that would allocate and distribute the resources required to actualize the Community Learning Resource Centres.

Life Skills: There is general increase in the agency and voice (self-efficacy) of the girls. However, there seems to be some lack of esteem issues in Garissa and Isiolo because more girls reported feeling nervous in front of class at endline compared to baseline. Furthermore, Isiolo and Kilifi also reported less

proportion of girls who recognize importance of decision making. On community support, there is generally a positive perception by the girls. However, notable was the negative perception on access to health services amongst girls in Garissa (BL=41%, EL=27%) and Isiolo (overall BL=42%, EL=25%) which has reduced from baseline. The role of the mentors is critical for effective actualization of the life skills component; however, it is important that the educator facilitators and teacher aides are also adequately skilled on how to effectively integrate life skills in their curriculum delivery.

Adaptation of the project: The project adaptations were relevant and timely given the vulnerability nature of the groups targeted in light of the COVID-19 pandemic. The wastage rate (drop-out rate of 15%) was minimal and the strategies adopted should be emphasized. However, the project should re-focus its plans around inclusion of girls with disabilities, especially in severe cases where there are no referral mechanisms in place; the socio-emotional learning needs for this group are a fundamental.

CHAPTER SEVEN: RECOMMENDATIONS

The following are the recommendations from the EE, based on findings detailed in previous sections:

Learning

With most of the girls reporting improved performance in the learning outcomes on numeracy and literacy, the project should broaden the scope of life skills given to the girls to further the positive gains made in this area.

The project needs to focus more on building languages skills because the girls are still lagging behind compared with numeracy. This is important because languages form the basis of further skill building.

Attendance

The project should continue providing the girls with the attendance support interventions to encourage the girls to continually attend classes. The provision of learning materials was also key to attendance and learning. The project should continue to enhance the adherence of the MoH protocols on COVID- 19 at the catch-up centres and in the community to further enhance attendance and related learning outcomes.

The distance to the Catch-up Centers was one of the barriers to attendance. For girls with disabilities, the EE recommends provision of transport in terms of funds for those with mobility challenges to pay for 'matatus' or 'boda boda' (public transport or use of motor bikes) services and those with visual challenges to pay guides.

Transition

The project should focus more attention on apprenticeship and entrepreneurship pathways compared with the formal schooling and vocational training pathways which are more academic oriented. More girls in the project are now too old to join the formal schooling pathways making it not attractive to them anymore. Further, the vocational pathway requires some higher level education than that provided at the functional literacy and numeracy skills levels. The project should focus more attention on apprenticeship and entrepreneurship pathways for the older girls compared with the formal schooling and vocational training pathways. For the younger girls who opt for the formal pathways, the project should continue with the support they provide to these girls to ensure they do not drop out again. For vocational training pathway to be successful, the project should work more closely with the County Governments so that the girls are enrolled in the Village Technical Institutes and supported through capitation grants, bursary and allocations from the county government.

Sustainability

The project should include the county government as a strategic partner to help support both the entrepreneurship and apprenticeship pathways through the Education and Social Development

ministries under the county government. This will ensure girls' smooth transition resulting from cost and job placement support.

The project should have a large emphasis on the inclusion of the girls with disabilities in the sustainability plan. Having a plan to have the CLRCs also doubling up as satellite EARCs would enhance the assessment of the girls (and boys) in the community to determine their disabilities and appropriate placement. The relevant stakeholders like the county and national government departments can also collaborate, to support the different community members with disabilities through the CLRCs. The integrated model being proposed by the EE is ideal for delivering this.

Teaching Quality

To improve educator and mentor relevance and quality, their preparation and support should be enhanced. What and how it is covered in training is important. For all project counties the EE recommends that the project should:

- Increase the frequency of pre-service and in-service training workshops. This way, more depth and breadth of the material being taught can be achieved.
- Thoroughly train all the educators and the mentors on special need education to increase or build up their confidence to fully handle and productively engage learners with disability.

Community attitudes

- Community mobilization and sensitization efforts and other relevant approaches should be intensified in Counties like Kilifi and Migori that have relatively lower attitudes towards OOSGs education including girl with disabilities.
- The issue of poverty that is affecting access to basic needs like food should also be addressed through rolling out the Economic Empowerment for Parents (EEP) programme. There is need to train parents on how to make profits from IGAS and saving; need to prioritize utilisation of profits to support girls' education through provision of learning materials and payment of school levies. In addition there is need to lobby with the County Governments to support IGAS and sponsor girls through scholarships and bursaries. These efforts will lead to sustainability of the project.

Policy Environment

- The EFL project should continue to lobby for other relevant policy changes for enhancing the participation of OOSGs in education through presentation of evidence to MOE and other critical stakeholder. Evidence from relevant policy reviews, research studies, stakeholder workshops and EFL project data on important themes including access and transition to Non Formal Education programs, enhancing positive behavior change models in schools including guidance and counseling, the value for parental involvement in school activities and remote learning models for emergency and crisis contexts among other themes should be sourced.

- EFL cross-county learning on areas of MOE partnership activities for improved policy environments for OOSGs' education to maximize project outcomes should be done.

Life skills

- The EE suggests that having strategic partners who would target the communities with information on reproductive health information could help influence the community perspectives on reproductive health.
- The Educator Facilitators and mentors need more training on delivery of life skills in order to effectively teach and mentor girls around how to make decisions and build their self-esteem.

Summary of the County Findings and Recommendations

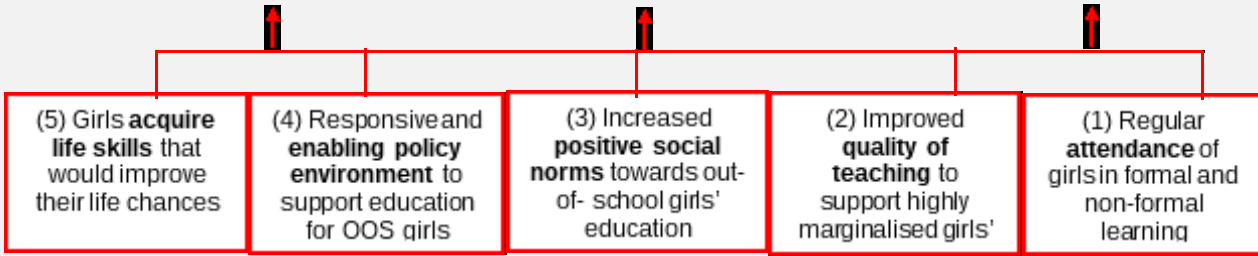
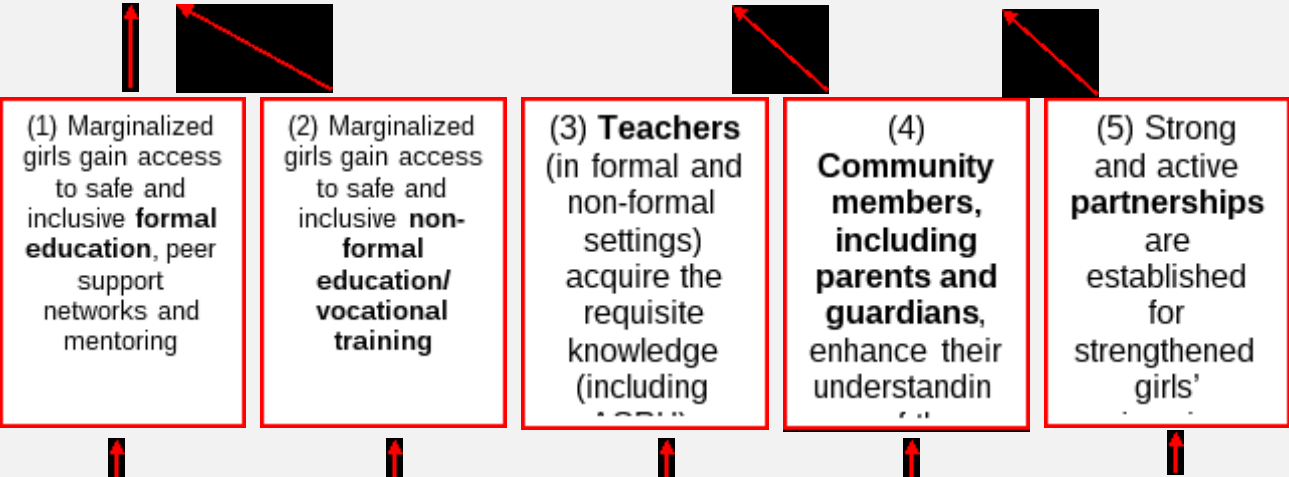
County	Issue/Finding	Recommendation
Garissa	<i>Characteristics:</i> More male caregivers and heads of households and with no education	Project to increase the emphasis on targeting men so that they support the women/girls (wives or daughters)
	<i>Learning:</i> Being a pastoralist county, there are more barriers that affect their attendance and learning such as insecurity, household chores, motherhood status and work	The project should consider allocating more resources (financial and technical) to this county to enhance project activities such as sensitization of community members on these issues.
	<i>Life skills:</i> The girls perception is that the community is yet to address issues of rights abuses such how girls or women are treated, how violations are handled and how girls who become pregnant before marriage are treated	There should be more focus in giving community and religious sensitive knowledge on child rights that can be appreciated by the male and other community members.
Isiolo	<i>Characteristics:</i> Male caregivers and heads of households are more and they have no education	The project should increase the interventions targeting male sensitization – including men in the relevant activities.
	<i>Barriers to school attendance:</i> Caregivers have safety and security concerns for girls who attend school both on the way to or from school and within the school	The security meetings or community meetings addressing issues of security should continue; the school environment should also be made safer for girls (introduce programmes that will increase safe spaces for girls in schools)
	<i>Barriers to learning:</i> Being a pastoralist county, there are more barriers that affect their attendance and learning such as insecurity, household chores, motherhood status and work	The project should consider allocating more resources (financial and technical) to this county to enhance project activities such as sensitization of community members
	<i>Life skills:</i> The perceptions by girls around sexual and reproductive health are lower than baseline	The project should pursue different strategies around addressing issues of sexual and reproductive health. The main issues that need to be delicately addressed are issues around pregnancy decisions and usage of contraceptive
Kilifi	<i>Characteristics:</i> The motherhood status and cost of education was previously likely to affect the attendance of a girl to school but	The good practices on changing the attitudes of communities towards education should be shared in other counties – depending on context

	that is changing positively	
	<i>Learning:</i> There was generally little change in the learning (English, Kiswahili & Mathematics), this may have been contributed by fewer engagement during the period of school interruption	The project should adopt some of the good practices in other counties with regard to improving learning
	<i>Learning:</i> There is a general feeling by girls that there is little improvement in performance of English	The project should address some of the attitudinal issues in relation to English. Learn from other counties such as Isiolo how they are addressing issues of teaching and learning English
	<i>Transition:</i> Many of the girls dropped out of the catch up centre after placement with most getting married or relocating to other locales	The efficiency of the project in communicating to girls and their caregivers about the project and also managing their expectations needs to be continuously emphasised to reduce drop outs
Kisumu	<i>Teaching quality:</i> There are more girls feeling that the teachers treat different girls differently (perhaps because of the girls with disabilities or differentiated learning needs in the catch-ups)	<p>The project should emphasise the training of educator facilitators on issues of inclusion in the teaching and learning</p> <p>The project should emphasise having educator facilitators not only concentrate on girls who have been in school before but should involve all girls in the lessons</p>
	<i>Lifeskills:</i> The perceptions by girls around sexual and reproductive health are lower than baseline	The project should pursue different strategies around addressing issues of sexual and reproductive health. The main issues that need to be delicately addressed are issues around pregnancy decisions and usage of contraceptive
Migori	<i>Teaching Quality:</i> There are more girls feeling that the teachers treat different girls differently (perhaps because the educator facilitators ask more hard questions to those who have been in school before)	The project should emphasise having educator facilitators not only concentrate on girls who have been in school before but should involve all girls in the lessons
	<i>Learning:</i> The girls from households that caregivers felt that the school cannot deal with the girl's special needs or the girl is unable to learn performed poorly	The community attitudes are a major challenge that needs to be addressed to ensure girls are adequately supported to perform even better.
	<i>Lifeskills:</i> The perceptions by girls around sexual and reproductive health are lower than baseline	The project should pursue different strategies around addressing issues of sexual and reproductive health. The main issues that need to be delicately addressed are issues around pregnancy decisions and usage of contraceptive

Annexes

Annex 1: Project design and interventions

The EE recommends that the EFL project thinks about concentrating its efforts more on the hands-on oriented pathways (entrepreneurial and apprenticeship) that are popular among the OOSGs. Ways of how to connect them to potential business opportunities and employers respectively. Partnerships with the National and local arms of National Industrial Training Authority (NITA) would be beneficial for this.

Education for Life Project - Theory of Change (ToC)				Assumptions
Impact	Improved life chances of marginalized girls			<ul style="list-style-type: none"> The various GEC projects and other initiatives, together, are necessary and sufficient to bring about this overarching goal
Outcomes	(1) Learning	(2) Transition	(3) Sustainability	<ul style="list-style-type: none"> Girls themselves value transitioning into education and livelihood options Private and public sectors generate jobs for the girls and invest in girls' entrepreneurship Community bodies and education structures are robust enough to sustain changes Government is receptive to emerging policy recommendations
	a. Literacy skills are improved b. Numeracy skills are improved	a. Girls progress to (re-) enroll in formal or informal primary or secondary education programmes b. Girls progress to enroll into formal or informal vocational education or training c. Girls progress to gain safe, fairly paid employment or self-employment	Changes are driven and embedded at the following levels: a. Community (including parents, guardians) b. Institutional (schools, VTCs, etc.) c. System (policies, CBO networks)	
Intermediate Outcomes				<ul style="list-style-type: none"> Parental and community support for addressing socio-cultural barriers increase girls' attendance and participation Girls value the training, mentorship and apprenticeships provided and will remain motivated to attend Teachers are committed to improving the quality of education MoE/schools committed to implementing education policy at school – national and county levels
Outputs				<ul style="list-style-type: none"> Marginalized girls are motivated and have the capacity to continue their education, learn vocational skills and engage in advocacy GWD are able to access and participate in catch-up classes (employers value and recognize girls' skills, and there is adequate demand for them as apprentices) Communities are receptive to the sensitizations; and parents/guardians are comfortable/confident enough to challenge gender norms There are accessible social protection funds in target communities; and households will take initiative to pursue funding Teachers and educator facilitators are motivated and capable of supporting the education of the girls Organizations are willing and capable to participate in the partnerships, remain available and active (limited turn-over)

Activities	<ul style="list-style-type: none"> Recruit and train mobile 'educator facilitators' to lead catch-up classes Adapt curriculum for functional literacy and numeracy Conduct teacher training on ASRH and inclusive methodologies for teachers in formal and non-formal settings Train 'teacher-aides' to support GWD in school Monitor girls' IEPs Develop/adapt contextualized learning <ul style="list-style-type: none"> Sensitize community members including religious leaders Strengthen community groups to advocate for OOS girls' education Link parents with social protection funds Support peace-building and resilience initiatives Engage with men and boys through male mentor programme and boys' clubs/forums <ul style="list-style-type: none"> Strengthen linkages with child protection systems including community referral and legal support Influence and monitor implementation of national and county policies in support of OOS girls' education Provide data and evidence to contribute to policy dialogue Build capacity of local implementing partners <ul style="list-style-type: none"> Set up catch-up classes for out of school girls and develop an IEP for all girls Provide mentoring by 'Education for Life' mentors Set up peer support mechanisms in schools Provide economic/ material support – e.g. assistive devices and childcare Offer role-modelling by successful women Establish 'safe' girl spaces for psycho-social support 	<ul style="list-style-type: none"> Boys and men are willing to engage in issues relating to girls' education and ASRH Numbers and retention rates of mentors and teachers are adequate to meet the targets of girls. There is adequate demand among local employers and artisans for apprenticeships (by marginalized girls) Existing/ongoing policy change initiatives complement and further the policy reform efforts of this project Child protection systems and other services are adequate (in terms of quality and quantity) for referrals
Barriers	<p>Demand side barriers: socio-cultural pressures – increasing pressures as girls move into adolescence, early marriage, girls required to help at home, parents unwilling to send girls and GWD to school, parental feelings of protection and shame, cost of schooling, gender based violence, lack of aspiration and feelings of self-value in girls and GWD, lack of awareness of options and alternatives, disability considered as matter of stigma and associated traditional belief.</p> <p>Supply side barriers: geographical distance to school, lack of trained female teachers, lack of gender-sensitive inclusive teaching, poor learning environment, lack of quality ASRH education, lack of WASH facilities, lack of child protection mechanisms in place in school, weak life skills and skills for work, lack of equity</p>	

Annex 2: Midline/endline evaluation approach and methodology

2.1 Evaluation Approach and Design

EFL external evaluation for midline adopted a *mixed methods approach*, with focus on sequential data collection starting with quantitative data collection, followed by pre-analysis of the quantitative data, then qualitative data collection. The quantitative data was collected from girls and households; this also included the learning data. The qualitative data focused on explaining the deviations (positive or negative) based on the quantitative data analysed to have in-depth understanding of the drivers of change or barriers to change. Data was collected from different points [individual girls, their caregivers, educator facilitators (teachers), school community (teachers and school board)] to evaluate any relationships between EFL interventions and measurable results at output, intermediate outcome and outcome levels. The external evaluator triangulated data collected from different source and also observations from the field such as project documents, the survey respondents, the qualitative informants (people, documents, direct observation, primary and secondary data sources) as well as data sets (qualitative and quantitative, project monitoring data and external evaluation data) to develop evaluation findings, conclusions and recommendations.

The external evaluation was designed to be a *pre-post design longitudinal* study (but with the option of replacement using the same cohort girls). The category of girls targeted by the project was noted to be much marginalized and therefore since baseline evaluation, it was determined that a quasi-experimental design was not appropriate for the context. It was noted that the category of girls targeted included young mothers, orphans and vulnerable children, girls with disabilities and girls who have never been enrolled. It would not have been ethically sound to have a control group of similar characteristics as the targeted group because that would have introduced ethical issues.

2.2 Changes to Methodology at Midline

Evaluation Focus on Cohort 1 and Cohort 3: During planning for the evaluations, there were three cohorts, Cohort 1 was to join the catch-up centres in 2019 and exit in 2020; Cohort 2 was to Join in 2020 and exit in 2020/2021; while cohort 3 was to join in 2021 and exit in 2022. Therefore, the planned evaluations were to have Cohort 1 baseline in 2019 (and endline in 2020), and cohort 2 baseline in 2020 (with endline in 2022. However, because of the interruption in learning caused by the closures related to the COVID-19 pandemic, there was no evaluation undertaken in 2020 and therefore Cohort 2 joined the catch-up centres without any baseline evaluation data from the external evaluator. This necessitated some changes, with Cohort 1 being targeted for endline in 2021 while Cohort 3 is targeted for baseline in 2021 so that it will be the endline cohort in 2022.

Changes in Qualitative Data Collection Approach: At baseline, the data collection approach for qualitative data was consecutive with both quantitative and qualitative data being collected at the same time (during the same week). However, in order to have a deeper understanding of how the project was influencing the girls and the transition pathways, the community attitudes, teaching practise and the policy influencing – a sequential data collection approach was adopted. In this approach, the quantitative data was collected first, analyzed to determine the trends from baseline to midline and then key issues derived for further investigation at midline. This meant that there were more specific

tools for the different regions and informant groups to highlight key issues on “why things are happening the way they are happening” either positively or negatively.

Changes in Analysis of Sustainability Outcome and Inclusion of Value of Money: At baseline, sustainability outcome was analyzed through the guidance of the fund manager using a sustainability matrix. However, based on feedback from projects and reflections from the evaluation manager, it was noted that the matrix was not meeting the needs of the projects adequately. Based on the new guidance for sustainability analysis, the evaluation focused on the monitoring data and the project reflections on sustainability and only picked components for validation from the different target groups. For the case of value for money, this was not reported on at baseline but the fund manager gave direction that the evaluation teams could consider undertaking light touch value for money analysis. The evaluation team included value for money questions in majority of the tools with emphasis on economy, efficiency, effectiveness and equity.

Inclusion of Educator Facilitator and Schools: At baseline, majority of the catch-up centres were still under formation, with the educator facilitators yet to be fully trained to deliver the curriculum. In addition, the specific schools would form the school re-entry pathway. The evaluation did not put a lot of emphasis on the educator facilitator. However, at midline, all the cohort 1 girls had transited (or dropped out) and cohort 2 girls were either in session, while cohort 3 girls were either in session or being on-boarded. The midline evaluation therefore took a keener interest in educator facilitators and the targeted primary schools by designing questionnaires for both groups and key informant interviews for more personnel at the catch-up centre (educator facilitator, teacher aide and mentor).

2.3 Rationale for Midline Evaluation on Learning

Despite the interruption of learning, the external evaluator in consultation with the project team recommended that learning is retained in the midline evaluation because of the following rationale. First, the design of the EFL project was such that each of the cohorts enters and exits the project within less than one year and learning levels is a major parameter of determining progression of the girls, therefore having measured cohort 1 learning levels at entry (baseline), it was important to measure their exit levels (endline). Furthermore, since Cohort 3 had just entered or was in the process of entering, then their entry behaviour (baseline) would also be measured so that it could be compared with the exit behaviour (at endline). Secondly, the measure of learning would also be used to assess the effect of COVID-19 to different girls in different environments and circumstances, and this will help understand how to effectively adapt for such vulnerable girls in future programming.

2.4 Data Analysis Approach:

The data analysis approach utilized both secondary and primary data. Secondary data was used to understand the execution of the catch-up classes, the transition pathways by region, the adaptation to COVID-19 and the sustainability approaches taken by the project, these analyses informed the questions for the survey questionnaires. Whereas the primary data was collected to give general overviews of the trends (changes between baseline to midline), the notable changes were further investigated using qualitative data. This meant that the data analysis approach adopted was cumulative in nature with the project documents and initial discussions with the project team informing the additional survey

questions of inquiry – while the pre-analysis of the quantitative data informing the qualitative themes of enquiry.

2.4.1 Midline Evaluation Questions and Overall Analysis Approach

The evaluation questions at midline focused on determining the situation as it was before any interventions are applied (to the girls and communities). At midline, the evaluation focus shifted to understanding the changes (if any) and some of the intended and unintended effects of these changes. Furthermore, the midline focus was also to determine the efficacy and effectiveness of the current strategies and make recommendations. Therefore, the following are some of the evaluation questions at midline:

- **Process:** Were interventions successfully differentiated by county?
 - Qualitatively through FGD and KIIs (with Project staff, MoE, Girls, Educator Facilitators and community members) the evaluation had questions on the involvement of different groups in the re-design and implementation of the project (*e.g., how effective was the support for girls who came from female headed HHs; how effective was the girl specific curriculum?*)
- **Relevance:** How appropriate were the interventions designed to achieve the objectives of the project? (*Desegregated by cognitive disabilities, for girls with other impairments, for young mothers, for older girls, for younger girls who might be able to return to school.*)
 - Quantitatively through girls' survey, the evaluation sought to investigate the relevance of their learning experience at the catch-up centre to their lives; What are some of their priorities in regard to having the opportunities and learning base to be able to transition? The evaluation will also seek to find out their knowledge levels on life skill issues.
 - Qualitatively through the FGDs and KIIs, the evaluation investigated how they were involved in the re-design and implementation of the project; What they felt as the key issues that need to be addressed for the project to be successful (*e.g., barriers, support for education, relevance of the teacher training, changes to address effects of COVID-19*); How the interventions have been appropriately designed/re-designed to achieve the objectives of the project.
- **Impact:** What impact did EfL funding have on the learning and transition of out-of-school girls for better quality life?
 - Quantitatively through the learning assessments, the evaluation investigated the midline state of learning for Cohort 1 (endline) and Cohort 3 (baseline).
 - Qualitatively through FGDs and KIIs, the midline sought information on the current state of education for the out-of-school girls, *e.g., Basic literacy and numeracy skills and life skills acquired, transition outcomes, support given to out-of-school girls; and effects of COVID-19 and likely long-term effects on ability to learn and transition.*
- **Efficiency and Value for Money:** How well were financial resources utilized by the project?

- Value for money was done light touch with focus on Economy – appropriate quality and price; Efficiency – spending well to convert inputs into outputs; Effectiveness – spending wisely for the outputs to have intended results; and Equity – spending fairly to include appropriate marginalized groups.
- Effectiveness: What works to facilitate the re-enrolment and retention of out-of-school girls through education stages and increase their learning and life opportunities?
 - Quantitatively: The evaluation focused on determining the changes in barriers and drivers to participation in learning/schooling (to check both the positive and negative shifts); while qualitative sought to find out why these shifts.
- Sustainability: How sustainable were the activities funded by EFL and was the programme successful in leveraging additional investment?
 - In addition to analyzing the programme documents, the evaluation investigated the level of knowledge/ownership by Adult & Continuing Education department of the project; Progress made on engaging at policy level; Involvement of education officers and community members in project re-design and implementation; Perceptions of alternative pathways; on educating of out-of-school girls and girls with disabilities.
- Learning: Was the project’s approach to learning fit-for-purpose? Qualitatively, through FGDs and KIIs, the informants were asked to give recommendations and learnings from the implementation of the project. This targeted all the informants.

2.4.2 Evaluating Theory of Change Assumptions

The EFL theory of change links five intermediate outcomes (attendance, quality of teaching, positive social norms, enabling policy environment and life skills acquisition) to the three outcomes of learning, transition and sustainability. This is based on the overall outcome related assumptions that the girls will value transitioning to the pathways, the community and education structures will sustain the changes and government will be receptive to emerging policy recommendations. On the other hand, the intermediate outcome level assumptions were, communities and caregivers will support girls’ learning, the girls will be motivated to attend and learn or participate in the pathways chosen, teachers will be committed to improve quality of education, and the schools will be committed to implement relevant education policies that encourage re-entry.

The midline evaluation focused on determining if these assumptions still hold, in addition to taking note of the changes and effects of COVID-19 interruptions to the theory of change. The likely long-term effects of the interruptions, the changing mind-sets and perspectives were also considered through both the quantitative analysis and the thematic analysis of qualitative data.

2.4.3 Gender Equity, Equality and Social Inclusion Analysis

The EFL project targets the most vulnerable and marginalized groups of girls. Therefore, this means that above the age and sex, there are other analysis criteria that need to be applied to ensure that no issues are “falling between the cracks”. The midline evaluation looked at the other components of the EFL

project vulnerability categories that included regions (counties), disability, motherhood status, marital status and orphan-hood status. The quantitative methods used to target the girls ensured that these categories were covered while the household survey collected data on sex of the caregiver so that sex disaggregated data was collected alongside the region, and the indicators for the social economic status of the household. For the qualitative data collection, the voices of male, boys were also included to bring in the gender dimension. While to cater for social inclusion, in addition to social economic status data, there was also the use of the Washington Group of Questions (short version) to determine the level of disability of the girls.

In terms of GESI minimum standards, the evaluation analysed the project's GESI report against midline data collection to validate its conclusions and provide the external evaluator's own assessment of GESI progress, challenges and suggestions for on-going performance improvement. The IO that proved the most challenging to assess in terms of GESI was IO #4 with regard to attitudes and perceptions (positive social norms) given that these are individual and as such, can be contradictory and challenging to aggregate in order to draw inferences for the project as a whole. This is particularly true, given the extremely diverse project intervention zones on EFL which vary by ethnicity, community type and regions, etc.

2.5 Overview of Midline Sampling Approach

The overall sampling strategy remained the same at midline as at baseline.

2.5.1 Sampling Strategy

The EFL theory of change links five intermediate outcomes (attendance, quality of teaching, positive social norms, enabling policy environment and life skills acquisition) to the three outcomes of learning, transition and sustainability. This is based on the overall outcome related assumptions that the girls will value transitioning to the pathways, the community.

Sampling Strategy for Quantitative Data Collection: Sampling points remained the same at midline: with catch-up centres being the main sampling units. Since the project requires analysis of the data by counties, the samples were pro-rated by county. The nature of the project (cumulative recruitment of the project beneficiaries from baseline to midline) necessitates having two sample sizes (baseline to midline and midline to endline).

The sample size was calculated using the statistical sample size calculator yielding a sample of 528 that was distributed across the counties. The sample was derived with an effect size (0.25) and power of 0.80 or 80%.

The quantitative sample sizes with all the counties sampled girls is below with Cohort 3 (528) and Cohort 1 being 454.

Annex 2. 1 : Quantitative Samples – Cohort 1 and 3

County	Cohort 3 Total	Sample Size C3	Cohort 1	Total Girls
Isiolo	354	86	110	196
Migori	186	45	119	164
Kilifi	446	108	97	205
Kisumu	759	184	54	238
Garissa	430	104	74	178
	2175	528	454	982

Sampling for Qualitative Data Collection: A similar approach to sampling for qualitative data collection was used at midline as was at baseline. The main difference was the sequencing of the data collection, whereas at baseline data collection was done consecutively, at endline there was a month break (for pre-analysis) between quantitative and qualitative data collection. In addition, there were certain target groups that were introduced such as husbands, and mentors and teacher aides (in addition to educator facilitators). The number of sampling points was retained at 10 points (2 per county) and these were selected based on purposeful sampling to ensure representation across the project intervention zone.

2.5.2 Data Collection

Changes to Midline Instruments: As explained under point 2.4.1 above, transition questions were added to the girl survey so that transition pathways of the girls can be captured and compared with the learning. There were also adaptations of the questions to the Girl Survey instruments certain questions were adapted and/or added to the household survey (clearer questions on domestic chore burden, on transition, on guidance counselling) in keeping with baseline analysis on barriers affecting intermediate outcomes. Finally, qualitative interview protocols were all revised to focus on change since baseline and the factors affecting this change. All of these revisions and modifications were discussed and shared with the EM; where changes were requested by the EM, revisions were made. The EM signed off on all midline instruments by June 2021.

Timing of Data Collection: The girl and household survey was administered in Mid-June 2021 concurrently. Qualitative data collection took place in August 2021. Learning tests and surveys were administered in Mid-June 2021. This approach of sequential was to focus the qualitative data collection.

Quantitative Sample Size and Re-contact Rates:

The midline evaluation re-contacted 286 girls representing 63%. The evaluation employed a replacement strategy to top up the sample up to 426 girls.

Annex 2. 2: Quantitative Sample Size and Re-contact Rates

County	Cohort 1 Total	Re-contacted Sample	Replacement Sample	Lost/Untraced
Garissa	74	67	5	2
Isiolo	110	40	54	16
Kilifi	97	55	34	8
Kisumu	54	26	23	5
Migori	119	98	24	

Total	454	286	140	31
Proportion Re-contacted		63%		

Qualitative Data Collection: Generally, the data collection exercise went on fairly well in all the counties. The researchers spent a minimum of three days and a maximum of five days in the field and administered nine research instruments including 6 FGDs for C1, C3, re-enrolled girls, Community members (one per gender), parents and at least 2 Key Informant Interviews for Implementing Partners and Ministry of Education officials' and 1 group interview for educator facilitators and mentors. *A total of 52 Interviews with 204 people (Males - 62 female - 142) were reached from the 5 Counties were undertaken over a period of 5 days in July 2021.*

2.5.3 Data Analysis

The data was analysed in three main stages. First, the quantitative data was cleaned after the data collection and a pre-analysis to identify the key issues for investigation established and the qualitative tools were informed by this pre-analysis. Secondly, the pre-analysis findings were used to identify the target groups for interviews and focus group discussions. For example, after pre-analysis, the evaluator decided to include the husbands for girls in the project in Isiolo and Garissa counties, where the male headed households were many with the husbands being the caregiver. Thirdly, after the pre-analysis, in-depth analysis of the quantitative was done both descriptively and inferential. Finally, the qualitative analysis was undertaken thematically and also to address the specific areas of clarification that had been noted from the pre-analysis. On the other hand, the document reviews were undertaken especially for the quarterly and annual reports, the syllabi for numeracy and literacy, sample activity reports and individual education plans, the mid-term adaptation plans, sustainability plan and the GESI analysis report/plan.

The findings were summarized into a 75-page report guided by the report outline. Majority of the details were in the annexures of the report.

Annex 3: Characteristics and barriers

Annex 3. 1: Evaluation sample breakdown by age

Baseline C1			Endline C1		Baseline C3	
	% of total	n	% of total	n	% of total	n
% sample aged <10	2%	9	0%	0	0%	0
% sample aged 10-11	10%	44	4%	16	7%	35
% sample aged 12-13	9%	41	8%	33	5%	26
% sample aged 14-15	10%	45	10%	43	9%	47
% sample aged 16-17	19%	87	13%	53	24%	120
% sample aged 18-19	47%	212	48%	205	50%	253
% sample aged >20	2%	11	17%	73	5%	27
Total		449		423		508

Annex 3. 2: Evaluation sample breakdown by age and County

Age-Group	Garissa			Isiolo			Kilifi			Kisumu			Migori		
	C1 BL	C1 EL	C3 BL	C1 BL	C1 EL	C3 BL	C1 BL	C1 EL	C3 BL	C1 BL	C1 EL	C3 BL	C1 BL	C1 EL	C3 BL
% sample aged <10	8%	0%	0%	0%	0%	0%	1%	0%	0%	4%	0%	0%	0%	0%	0%
% sample aged 10-11	18%	7%	20%	2%	1%	2%	15%	8%	12%	18%	2%	1%	3%	2%	0%
% sample aged 12-13	16%	13%	10%	5%	0%	3%	14%	20%	7%	13%	8%	3%	3%	2%	0%
% sample aged 14-15	18%	21%	16%	11%	4%	9%	7%	14%	8%	9%	12%	4%	7%	5%	14%
% sample aged 16-17	11%	23%	13%	22%	6%	22%	18%	6%	17%	15%	16%	27%	25%	15%	48%
% sample aged 18-19	22%	21%	39%	60%	69%	45%	39%	35%	50%	36%	47%	63%	62%	58%	32%
% sample aged >20	7%	14%	1%	0%	19%	17%	3%	17%	5%	5%	14%	2%	0%	19%	6%
Total	100%	100%	100%	100%	100%	100%	98%	100%	100%	100%	100%	100%	100%	100%	100%

Annex 3. 3: Evaluation sample breakdown by age groups and County

		Wave1			Total
		C1 Baseline	C1 Endline	C3 Baseline	
Garissa	Aged 14 and below	49.30%	28.60%	37.10%	38.30%
	Aged 15 and above	50.70%	71.40%	62.90%	61.70%
	Total	100.00%	100.00%	100.00%	100.00%
Isiolo	Aged 14 and below	10.30%	1.10%	8.10%	6.60%
	Aged 15 and above	89.70%	98.90%	91.90%	93.40%
	Total	100.00%	100.00%	100.00%	100.00%
Kilifi	Aged 14 and below	34.70%	35.20%	26.20%	31.70%
	Aged 15 and above	65.30%	64.80%	73.80%	68.30%
	Total	100.00%	100.00%	100.00%	100.00%
Kisumu	Aged 14 and below	40.00%	18.40%	4.80%	14.30%
	Aged 15 and above	60.00%	81.60%	95.20%	85.70%
	Total	100.00%	100.00%	100.00%	100.00%
Migori	Aged 14 and below	8.40%	4.10%	2.00%	5.50%
	Aged 15 and above	91.60%	95.90%	98.00%	94.50%
	Total	100.00%	100.00%	100.00%	100.00%
Total	Aged 14 and below	24.90%	15.60%	15.70%	18.70%
	Aged 15 and above	75.10%	84.40%	84.30%	81.30%
	Total	100.00%	100.00%	100.00%	100.00%

Annex 3. 4: Characteristic Subgroup – Disabilities (Girl survey)

		C1 Baseline						C1 Endline						Change from BL	P-value
		Garissa	Isiolo	Kilifi	Kisumu	Migori	All	Garissa	Isiolo	Kilifi	Kisumu	Migori	All		
SEEING	C1 Baseline	1.40%			2.30%	2.70%	1.20%		1.10%	2.20%	2.00%	5.00%	2.40%	1.20%	0.191
	C3 Baseline	1.00%			2.40%		1.00%								
HEARING	C1 Baseline	2.70%		1.10%	6.80%		1.40%				4.10%	5.00%	1.90%	0.50%	0.587
	C3 Baseline	1.00%			1.20%		0.60%								
WALKING	C1 Baseline				2.30%		0.20%			1.10%	4.10%	4.10%	1.90%	1.70%	0.019

	C3 Baseline	1.00%			1.80%		0.80%								
SELF CARE	C1 Baseline			2.20%			0.50%			1.10%	2.00%	5.80%	2.10%	1.60%	0.033
	C3 Baseline			3.70%	3.50%		1.90%								
COMMUNICATION	C1 Baseline	1.40%		4.40%	9.10%	0.90%	2.40%	1.40%		2.20%	6.10%	3.30%	2.40%	0.00%	0.996
	C3 Baseline			3.70%	2.90%		1.70%								
LEARNING	C1 Baseline	11.00%	12.10%	11.10%	20.50%	25.50%	16.00%	4.30%	3.20%	4.50%	12.20%	7.40%	5.90%	-10.10%	0.000
	C3 Baseline		2.30%	1.90%	2.90%	3.90%	2.10%								
REMEMBERING	C1 Baseline	1.40%	4.70%	7.80%	13.60%	21.80%	10.10%	2.90%	2.10%	4.50%	6.10%	6.60%	4.50%	-5.60%	0.002
	C3 Baseline	1.00%		4.70%	1.20%		1.60%								
CONCENTRATING	C1 Baseline			6.70%	6.80%	7.30%	4.00%	1.40%		3.40%	4.10%	5.00%	2.80%	-1.20%	0.348
	C3 Baseline	4.00%		1.90%	1.80%		1.70%								
ACCEPTING_CHANGE	C1 Baseline	5.50%	0.90%	5.60%	6.80%	9.10%	5.40%	1.40%		3.40%		7.40%	3.10%	-2.30%	0.090
	C3 Baseline	5.00%		0.90%	4.10%	3.90%	2.90%								
CONTROLLING_BEHAVIOUR	C1 Baseline	1.40%		3.30%	4.50%	6.40%	3.10%	1.40%		2.20%		4.10%	1.90%	-1.20%	0.272
	C3 Baseline				1.20%		0.40%								
MAKING_FRIENDS	C1 Baseline	2.70%	2.80%	4.40%	9.10%	11.80%	6.10%	1.40%		1.10%	2.00%	5.00%	2.10%	-4.00%	0.003
	C3 Baseline	1.00%			3.50%	2.00%	1.60%								
ANXIETY	C1 Baseline	6.80%	2.80%	13.30%	11.40%	14.50%	9.70%		2.10%	3.40%	8.20%	9.10%	4.70%	-5.00%	0.005
	C3 Baseline	8.00%	4.50%	1.90%	8.80%	5.90%	6.20%								
DEPRESSION	C1 Baseline	4.10%	3.70%	6.70%	9.10%	16.40%	8.30%	2.90%	2.10%	1.10%	4.10%	9.10%	4.30%	-4.00%	0.016
	C3 Baseline	6.00%	2.30%	3.70%	7.10%	2.00%	4.80%								
Proportion with at least one difficulty	C1 Baseline	23.30%	22.40%	26.70%	45.50%	51.80%	33.50%	8.60%	8.50%	11.20%	26.50%	31.40%	17.70%	-15.80%	0.000
	C3 Baseline	16.00%	8.00%	16.80%	22.40%	15.70%	16.90%								

Annex 3. 5: Characteristic Subgroup – Disabilities (Caregiver)

		C1 Baseline						C1 Endline					
		Garissa	Isiolo	Kilifi	Kisumu	Migori	All	Garissa	Isiolo	Kilifi	Kisumu	Migori	All
SEEING	C1 Baseline				7.4%	0.9%	1.2%			1.2%	2.2%	0.8%	0.8%
	C3 Baseline				0.7%		0.2%						
HEARING	C1 Baseline	1.4%			5.6%		0.9%				2.2%	0.8%	0.5%
	C3 Baseline			1.0%	0.7%		0.5%						
WALKING	C1 Baseline	2.9%		1.2%	11.1%	1.8%	2.6%			1.2%	4.3%	2.5%	1.6%
	C3 Baseline				1.5%		0.5%						
SELFCARE	C1 Baseline			3.6%	16.7%	3.5%	3.7%				2.2%	4.2%	1.6%
	C3 Baseline			1.9%			0.5%						
COMMUNICATION	C1 Baseline	4.3%		7.1%	25.9%	5.3%	6.8%				8.7%	3.4%	2.1%
	C3 Baseline			1.0%	3.7%		1.4%						
LEARNING	C1 Baseline	4.3%	2.8%	6.0%	25.9%	8.8%	8.2%		2.8%	4.9%	13.0%	10.2%	6.3%
	C3 Baseline			1.0%	5.2%	6.0%	2.6%						
REMEMBERING	C1 Baseline			4.8%	27.8%	5.3%	5.9%		1.4%	3.7%	8.7%	6.8%	4.2%
	C3 Baseline	1.2%			3.7%	2.0%	1.6%						
CONCENTRATING	C1 Baseline	1.4%		2.4%	24.1%	1.8%	4.2%			2.4%	4.3%	5.1%	2.6%
	C3 Baseline				3.0%	2.0%	1.2%						
ACCEPTING_CHANGE	C1 Baseline			1.2%	13.0%		1.9%					1.7%	0.5%
	C3 Baseline	1.2%					0.2%						
CONTROLLING_BEHAVIOUR	C1 Baseline	2.9%		1.2%	20.4%	4.4%	4.4%					3.4%	1.0%
	C3 Baseline	1.2%				2.0%	0.5%						
MAKING_FRIENDS	C1 Baseline	5.8%		3.6%	16.7%	2.7%	4.4%				6.5%	3.4%	1.8%
	C3 Baseline	1.2%			3.7%		1.4%						
ANXIETY	C1 Baseline	13.0%	3.7%	6.0%	14.8%	9.7%	8.7%	3.1%	5.6%	12.2%	4.3%	7.6%	7.1%
	C3 Baseline	9.9%	8.2%	5.8%	10.4%	10.0%	8.8%						
DEPRESSION	C1 Baseline	11.6%	0.9%	1.2%	13.0%	8.0%	6.1%	1.6%	8.3%	4.9%		7.6%	5.2%
	C3 Baseline	8.6%	8.2%	2.9%	6.7%	6.0%	6.3%						
Proportion with at least one difficulty	C1 Baseline	29.0%	6.5%	15.5%	46.3%	26.5%	22.2%	1.6%	12.5%	11.0%	19.6%	19.5%	13.4%
	C3 Baseline	9.9%	8.2%	5.8%	13.3%	10.0%	9.7%						

Annex 3. 6: Gender of Head of the Household

C1 Baseline									C1 Endline					
	Wave1	Gender	Garissa	Isiolo	Kilifi	Kisumu	Migori	All	Garissa	Isiolo	Kilifi	Kisumu	Migori	All
Gender of the Head of the Household	C1 Baseline	Male	53.6%	76.6%	65.1%	55.6%	46.9%	60.1%	88.1%	93.1%	68.3%	69.6%	70.3%	77.1%
		Female	46.4%	23.4%	34.9%	44.4%	53.1%	39.9%	11.9%	6.9%	31.7%	30.4%	29.7%	22.9%
		Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	C3 Baseline	Male	77.7%	78.7%	69.2%	70.6%	78.0%	73.7%						
		Female	22.3%	21.3%	30.8%	29.4%	22.0%	26.3%						
		Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%						
Proportion of husbands	C1 Baseline		24.6%	57.5%	9.6%	14.8%	21.2%	27.8%	20.0%	84.7%	14.6%	28.3%	45.8%	39.9%
	C3 Baseline		30.2%	44.3%	33.7%	40.7%	46.0%	38.1%						

Annex 3. 7: Girls Marital status and Child bearing status

C1 Baseline								C1 Endline					
Status		Garissa	Isiolo	Kilifi	Kisumu	Migori	All	Garissa	Isiolo	Kilifi	Kisumu	Migori	All
Married	C1	31.5%	66.4%	27.8%	18.2%	53.6%	43.9%	27.1%	90.4%	36.0%	36.7%	76.0%	58.2%
	C3	37.0%	72.7%	47.7%	51.2%	76.5%	53.9%						
Mothers	C1	24.7%	56.1%	42.2%	56.8%	83.6%	55.0%	27.1%	78.7%	51.2%	65.3%	87.6%	65.5%
	C3	32.7%	86.4%	61.7%	81.5%	94.1%	70.1%						
Single mothers	C1	5.6%		36.8%	68.0%	26.1%	24.0%	10.5%		25.0%	43.8%	16.0%	16.0%
	C3	6.3%	15.8%	24.2%	39.4%	20.8%	26.2%						

Annex 3. 8: Education Level of Head of the Household and Primary Caregiver

C1 Baseline									C1 Endline					
		Gender	Garissa	Isiolo	Kilifi	Kisumu	Migori	All	Garissa	Isiolo	Kilifi	Kisumu	Migori	All
Household Head with NO education	C1	Total	88.2%	57.1%	51.2%	7.4%	27.7%	46.8%	94.0%	65.3%	60.5%	2.2%	32.2%	51.7%
		Female	100.0%	68.0%	86.7%	8.3%	40.0%	58.8%	100.0%	100.0%	76.9%	7.1%	41.2%	55.2%
		Male	78.4%	53.8%	32.1%	6.7%	13.5%	38.8%	93.2%	62.7%	52.7%		28.4%	50.7%
	C3	Total	96.7%	76.7%	26.5%	15.4%	16.3%	43.2%						
		Female	95.2%	92.3%	59.4%	30.0%	18.2%	55.6%						
		Male	97.1%	72.3%	11.4%	9.4%	15.8%	38.8%						
Caregivers with No education	C1	Total	87.5%	62.0%	64.3%	11.8%	29.8%	52.9%	93.8%	62.5%	70.7%	4.3%	28.4%	52.1%
		Female	96.0%	68.2%	86.4%	8.3%	37.3%	59.1%	100.0%	80.0%	76.9%	7.1%	41.2%	54.0%
		Male	80.6%	60.0%	54.2%	13.6%	20.9%	49.1%	92.9%	61.2%	67.9%	3.1%	23.2%	51.5%
	C3	Total	92.4%	83.3%	32.7%	14.0%	18.4%	43.2%						
		Female	90.5%	92.3%	59.4%	27.5%	18.2%	53.8%						
		Male	93.1%	80.9%	20.8%	8.3%	18.4%	39.2%						

Annex 3. 9: Orphan status of girls

Wave1		C1 Baseline						C1 Endline					
		Garissa	Isiolo	Kilifi	Kisumu	Migori	All	Garissa	Isiolo	Kilifi	Kisumu	Migori	All
C1 Baseline	Total Orphan	1.4%	1.9%		11.1%	0.9%	2.3%	1.6%	4.2%		13.0%	13.6%	6.8%
	Partial Orphan	18.8%	25.2%	14.3%	42.6%	48.7%	30.4%	12.5%	29.2%	13.4%	30.4%	31.4%	23.8%
	Not Orphan	79.7%	72.9%	85.7%	46.3%	50.4%	67.2%	85.9%	66.7%	86.6%	56.5%	55.1%	69.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
C3 Baseline	Total Orphan	9.9%	1.6%	1.9%	11.0%	8.0%	6.9%						
	Partial Orphan	21.0%	24.6%	21.2%	34.6%	30.0%	26.9%						
	Not Orphan	69.1%	73.8%	76.9%	54.4%	62.0%	66.2%						
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%						

Annex 3. 10: Social economic status

C1 Baseline								C1 Endline					
Aspect		Garissa	Isiolo	Kilifi	Kisumu	Migori	All	Garissa	Isiolo	Kilifi	Kisumu	Migori	All
Type of dwelling (Traditional house/mud hut)	C1	62.3%	99.1%	80.7%	66.7%	84.1%	81.5%	82.8%	77.8%	85.4%	63.0%	89.0%	81.9%
	C3	65.0%	80.3%	82.7%	77.2%	84.0%	77.5%						
Gone to sleep hungry (Many days & always)	C1	7.9%	15.9%	47.6%	51.9%	61.9%	38.0%	3.2%	14.9%	40.2%	37.0%	50.0%	32.3%
	C3	2.60%	55.74%	63.11%	29.41%	40.82%	37.79%						
Unable to meet basic needs without charity	C1	27.5%	22.4%	65.5%	46.3%	46.9%	41.2%	37.9%	42.3%	68.3%	30.4%	56.8%	50.4%
	C3	42.6%	11.7%	91.3%	44.9%	28.0%	49.2%						
Gone without cash income (most days/ always)	C1	69.84%	49.49%	89.29%	90.74%	78.57%	74.03%	62.5%	48.4%	64.6%	82.2%	88.0%	71.2%
	C3	34.21%	93.33%	91.35%	71.97%	70.00%	72.75%						
HH head without an occupation	C1	46.4%	56.1%	52.3%	20.4%	38.9%	44.8%	55.2%	59.7%	20.7%	6.5%	22.0%	32.7%
	C3	50.0%	23.0%	26.9%	17.8%	30.0%	28.8%						
Household heads without education	C1	88.2%	56.6%	51.2%	7.4%	27.4%	46.6%	94.0%	65.3%	59.8%	2.2%	31.4%	51.2%
	C3	92.6%	75.4%	26.0%	15.6%	16.0%	42.6%						

Annex 3. 11: Changes in Key Characteristics – BL and EL

Characteristics	Total				Variable name		Source
	C1 BL	C1 EL	EL-BL	p-value	C3 BI		
Male headed household	60.1%	77.1%	17.0%	0.000	73.7%	HH_8=1	HH Survey
Female headed household	39.9%	22.9%	-17.0%	0.000	26.3%	HH_8=2	HH Survey
Male Care givers	42.0%	54.3%	12.3%	0.000	56.4%	RS_2=1	HH Survey
Female Care givers	58.0%	45.7%	-12.3%	0.000	43.6%	RS_2=2	HH Survey
Head of HH had NO education	46.6%	51.2%	4.6%	0.194	42.5%	HH_13Educ=0	HH Survey
Care giver has No education	52.9%	51.8%	-1.1%	0.775	42.8%	PCG_6=0	HH Survey
Head of HH has NO occupation	44.8%	32.7%	-12.0%	0.000	28.8%	HH_12Occupation=96	HH Survey
Care giver has NO occupation	3.7%	31.2%	27.4%	0.000	29.9%	PCG_5b=96	HH Survey

Girl is married	43.9%	58.2%	14.3%	0.000	53.9%	CS_8sa=2	HH Survey
Girl is a mother	55.0%	65.0%	10.1%	0.002	69.6%	CS_8sa=1	HH Survey
Orphan - No mother	6.1%	10.5%	4.4%	0.022	12.5%	PCG_11g=2	HH Survey
Orphan - No Father	29.0%	27.0%	-2.1%	0.591	28.2%	PCG_13g=2	HH Survey
Total Orphan	2.3%	6.8%	4.5%	0.002	6.9%	Orphan=1	HH Survey
Type of Dwelling (traditional house)	81.5%	81.9%	0.5%	0.860	77.3%	PCG_1econ=2	HH Survey
HH unable to meet basic needs	41.2%	49.5%	8.3%	0.018	47.5%	PCG_5econ=1	HH Survey
HH sleeping without food (many days)	37.5%	31.7%	-5.8%	0.084	37.3%	PCG_7econ=2 &3	HH Survey
HH going without clean water for use (many days)	37.5%	32.2%	-5.3%	0.117	34.5%	PCG_8econ=2&3	HH Survey
HH going without Medicine or treatment (many days)	43.4%	46.3%	2.9%	0.407	46.3%	PCG_9econ=2&3	HH Survey
HH going without cash income (many days)	71.6%	67.8%	-3.8%	0.241	71.1%	PCG_10econ=2&3	HH Survey
HH does not own any land	11.5%	13.9%	2.4%	0.305	17.1%	(PCG_11econ=4	HH Survey

Annex 3. 12: Changes in Key characteristics – BL and EL by Counties

	Garissa			Isiolo			Kilifi								
Characteristics	C1 BL	C1 EL	EL-BL	p-value	C3 BL	C1 BL	C1 EL	EL-BL	p-value	C3 BL	C1 BL	C1 EL	EL-BL	p-value	C3 BL
Male headed household (HH_8=1)	53.6%	88.1%	34.4%	0.000	77.7%	76.6%	93.1%	16.4%	0.004	78.7%	65.1%	68.3%	3.2%	0.662	69.2%
Female headed household (HH_8=2)	46.4%	11.9%	-34.4%	0.000	22.3%	23.4%	6.9%	-16.4%	0.004	21.3%	34.9%	31.7%	-3.2%	0.662	30.8%
Male Care giver (RS_2=1)	46.4%	58.2%	11.8%	0.167	73.4%	70.1%	88.9%	18.8%	0.003	55.7%	31.4%	19.5%	-11.9%	0.078	46.2%
Female Care giver (RS_2=2)	53.6%	41.8%	-11.8%	0.167	26.6%	29.9%	11.1%	-18.8%	0.003	44.3%	68.6%	80.5%	11.9%	0.078	53.8%
Head of HH had NO education (HH_13Educ=0)	88.2%	94.0%	5.8%	0.237	92.6%	56.6%	65.3%	8.7%	0.246	75.4%	51.2%	59.8%	8.6%	0.263	26.0%
Care giver has No education (PCG_6=0)	87.5%	93.8%	6.3%	0.237	90.1%	62.0%	62.5%	0.5%	0.943	82.0%	64.3%	70.7%	6.4%	0.397	32.7%
Head of HH has NO occupation (HH_12Occupation=96)	46.4%	55.2%	8.8%	0.302	50.0%	56.1%	59.7%	3.6%	0.628	23.0%	52.3%	20.7%	-31.6%	0.000	26.9%
Care giver has NO occupation (PCG_5b=96)	15.4%	56.3%	40.9%	0.007	50.6%	6.7%	56.9%	50.3%	0.000	26.2%		15.9%	15.9%	0.109	28.8%
Girl is married (CS_8sa=2)	31.5%	27.1%	-4.4%	0.567	37.0%	66.4%	90.4%	24.1%	0.000	72.7%	27.8%	36.0%	8.2%	0.240	47.7%
Girl is a mother (CS_8sa=1)	24.7%	27.1%	2.5%	0.734	32.0%	56.1%	78.7%	22.6%	0.001	86.4%	42.2%	49.4%	7.2%	0.235	61.7%
Orphan - No mother (PCG_11g=2)	5.8%	4.7%	-1.1%	0.759	18.5%	7.5%	11.1%	3.6%	0.403	6.6%	2.4%	1.2%	-1.2%	0.582	4.8%
Orphan - No Father (PCG_13g=2)	15.9%	10.9%	-5.0%	0.419	22.2%	21.5%	26.4%	4.9%	0.418	21.3%	11.9%	12.2%	0.3%	0.930	20.2%
Total Orphan (Orphan=1)	1.4%	1.6%	0.1%	0.957	9.9%	1.9%	4.2%	2.3%	0.360	1.6%					1.9%

Type of Dwelling (traditional house) ((PCG_1econ=2)	62.3%	82.8%	20.5%	0.008	64.2%	99.1%	77.8%	-21.3%	0.000	80.3%	80.7%	85.4%	4.6%	0.427	82.7%
HH unable to meet basic needs (PCG_5econ=1)	27.5%	34.4%	6.8%	0.393	35.8%	22.4%	41.7%	19.2%	0.006	11.5%	65.5%	68.3%	2.8%	0.700	90.4%
HH sleeping without food (many days) (PCG_7econ=2 &3)	7.2%	3.1%	-4.1%	0.288	2.5%	15.9%	13.9%	-2.0%	0.714	55.7%	47.6%	40.2%	-7.4%	0.339	62.5%
HH going without clean water for use (many days) (PCG_8econ=2&3)	37.7%	48.4%	10.8%	0.210	17.3%	44.9%	33.3%	-11.5%	0.123	59.0%	45.2%	45.1%	-0.1%	0.988	55.8%
HH going without Medicine or treatment (many days) (PCG_9econ=2&3)	50.7%	53.1%	2.4%	0.782	23.5%	24.3%	18.1%	-6.2%	0.321	52.5%	48.8%	46.3%	-2.5%	0.750	68.3%
HH going without cash income (many days) (PCG_10econ=2&3)	63.8%	54.7%	-9.1%	0.287	32.1%	45.8%	43.1%	-2.7%	0.718	91.8%	89.3%	64.6%	-24.7%	0.000	91.3%
HH does not own any land (PCG_11econ=4)	10.1%	4.7%	-5.5%	0.233	8.6%	8.4%	1.4%	-7.0%	0.045	29.5%	13.1%	3.7%	-9.4%	0.029	17.3%

Annex 3. 13: Changes in Key characteristics – BL and EL by Counties (Cont)

	Kisumu					Migori				
Characteristics	C1 BL	C1 EL	EL-BL	p-value	C3 BL	C1 BL	C1 EL	EL-BL	p-value	C3 BL
Male headed household (HH_8=1)	55.6%	69.6%	14.0%	0.015	70.6%	46.9%	70.3%	23.4%	0.000	78.0%
Female headed household (HH_8=2)	44.4%	30.4%	-14.0%	0.015	29.4%	53.1%	29.7%	-23.4%	0.000	22.0%
Male Care giver (RS_2=1)	25.9%	45.7%	19.7%	0.039	52.9%	28.3%	58.5%	30.2%	0.000	56.0%
Female Care giver (RS_2=2)	74.1%	54.3%	-19.7%	0.039	47.1%	71.7%	41.5%	-30.2%	0.000	44.0%
Head of HH had NO education (HH_13Educ=0)	7.4%	2.2%	-5.2%	0.231	15.4%	27.4%	31.4%	3.9%	0.513	16.0%
Care giver has No education (PCG_6=0)	11.8%	4.3%	-7.4%	0.213	14.0%	29.8%	28.0%	-1.8%	0.771	18.0%
Head of HH has NO occupation (HH_12Occupation=96)	20.4%	6.5%	-13.8%	0.047	17.6%	38.9%	22.0%	-16.9%	0.005	30.0%
Care giver has NO occupation (PCG_5b=96)		4.3%	4.3%	0.344	19.9%		22.9%	22.9%	0.020	30.0%
Girl is married (CS_8sa=2)	18.2%	36.7%	18.6%	0.047	51.2%	53.6%	76.0%	22.4%	0.000	76.5%
Girl is a mother (CS_8sa=1)	56.8%	65.3%	8.5%	0.401	80.6%	83.6%	87.6%	4.0%	0.390	94.1%
Orphan - No mother (PCG_11g=2)	11.1%	15.2%	4.1%	0.543	15.4%	5.3%	17.8%	12.5%	0.003	18.0%
Orphan - No Father (PCG_13g=2)	53.7%	41.3%	-12.4%	0.216	41.2%	45.1%	40.7%	-4.5%	0.566	28.0%
Total Orphan (Orphan=1)	11.1%	13.0%	1.9%	0.767	11.0%	0.9%	13.6%	12.7%	0.000	8.0%
Type of Dwelling (traditional house) ((PCG_1econ=2)	66.7%	63.0%	-3.6%	0.705	77.2%	84.1%	89.0%	4.9%	0.274	84.0%
HH unable to meet basic needs (PCG_5econ=1)	46.3%	30.4%	-15.9%	0.105	44.9%	46.9%	56.8%	9.9%	0.133	28.0%
HH sleeping without food (many days) (PCG_7econ=2 &3)	51.9%	37.0%	-14.9%	0.136	29.4%	61.9%	50.0%	-11.9%	0.068	40.0%
HH going without clean water for use (many days) (PCG_8econ=2&3)	31.5%	6.5%	-25.0%	0.002	21.3%	27.4%	23.7%	-3.7%	0.519	24.0%
HH going without Medicine or treatment (many days) (PCG_9econ=2&3)	55.6%	47.8%	-7.7%	0.441	46.3%	47.3%	59.3%	12.0%	0.068	30.0%

HH going without cash income (many days) (PCG_10econ=2&3)	90.7%	80.4%	-10.3%	0.139	69.9%	78.6%	87.3%	8.7%	0.078	70.0%
HH does not own any land (PCG_11econ=4)	14.8%	10.9%	-3.9%	0.559	19.1%	6.2%	2.5%	-3.7%	0.000	14.0%

Annex 3. 14: Barriers to Education and Attendance

		Total				Variable Name	Source
		BL	EL	Change	p-value		
The girl may be physically harmed or teased at school or on the way to/from school	C1 Baseline	31.4%	41.4%	9.9%	0.003		
	C3 Baseline	38.4%					
The girl may physically harm or tease other children at school	C1 Baseline	26.6%	35.9%	9.3%	0.004		
	C3 Baseline	30.6%					
The girl needs to work	C1 Baseline	19.7%	23.0%	3.4%	0.245		
	C3 Baseline	25.2%					
The girl needs to help at home	C1 Baseline	20.7%	24.3%	3.6%	0.221		
	C3 Baseline	24.8%					
The girl is married/is getting married	C1 Baseline	31.4%	23.8%	-7.6%	0.017		
	C3 Baseline	25.7%					
The girl is too old	C1 Baseline	32.0%	27.7%	-4.3%	0.187		
	C3 Baseline	25.2%					
The girl has physical or learning needs that the school cannot meet	C1 Baseline	37.7%	40.8%	3.2%	0.365		
	C3 Baseline	31.3%					
The girl is unable to learn	C1 Baseline	35.5%	33.2%	-2.2%	0.505		
	C3 Baseline	30.6%					
Education is too costly	C1 Baseline	39.0%	36.1%	-2.9%	0.406		
	C3 Baseline	34.7%					
The girl is a mother	C1 Baseline	30.4%	20.9%	-9.4%	0.002		
	C3 Baseline	23.8%					

Annex 3. 15: Barriers to Education (attendance) by Counties

Garissa						Isiolo				Kilifi			
		BL	EL	Change	p-value	BL	EL	Change	p-value	BL	EL	Change	p-value
The girl may be physically harmed or teased at school or on the way to/from school	C1 Baseline	54.0%	54.7%	0.7%	0.935	60.4%	81.9%	21.6%	0.002	33.3%	15.9%	-17.5%	0.009
	C3 Baseline	59.3%				55.7%				45.2%			
The girl may physically harm or tease other children at school	C1 Baseline	27.4%	40.6%	13.2%	0.118	53.3%	68.1%	14.8%	0.048	34.1%	18.3%	-15.9%	0.021
	C3 Baseline	43.2%				27.9%				44.2%			
The girl needs to work	C1 Baseline	29.0%	43.8%	14.7%	0.086	44.9%	33.3%	-11.5%	0.123	12.2%	22.0%	9.8%	0.097
	C3 Baseline	44.4%				36.1%				29.8%			
The girl needs to help at home	C1 Baseline	42.6%	43.8%	1.1%	0.899	39.3%	36.1%	-3.1%	0.671	19.5%	22.0%	2.4%	0.700
	C3 Baseline	44.4%				36.1%				23.1%			
The girl is married/is getting married	C1 Baseline	49.2%	40.6%	-8.6%	0.336	37.7%	25.0%	-12.7%	0.075	33.7%	25.6%	-8.1%	0.253
	C3 Baseline	34.6%				37.7%				34.6%			
The girl is too old	C1 Baseline	54.8%	40.6%	-14.2%	0.110	51.9%	36.1%	-15.8%	0.038	34.6%	25.6%	-9.0%	0.212
	C3 Baseline	27.2%				36.1%				31.7%			
The girl has physical or learning needs that the school cannot meet	C1 Baseline	48.1%	37.5%	-10.6%	0.244	54.8%	45.8%	-9.0%	0.242	39.0%	32.9%	-6.1%	0.416
	C3 Baseline	37.0%				44.3%				37.5%			
The girl is unable to learn	C1 Baseline	44.3%	37.5%	-6.8%	0.442	57.0%	33.3%	-23.7%	0.002	39.0%	26.8%	-12.2%	0.097
	C3 Baseline	33.3%				29.5%				36.5%			
Education is too costly	C1 Baseline	40.7%	51.6%	10.9%	0.227	37.7%	38.9%	1.2%	0.877	50.6%	29.3%	-21.3%	0.005
	C3 Baseline	54.3%				36.1%				36.5%			
The girl is a mother	C1 Baseline	41.3%	34.4%	-6.9%	0.423	38.3%	30.6%	-7.8%	0.286	46.3%	18.3%	-28.0%	0.000
	C3 Baseline	37.0%				31.1%				29.8%			

Annex 3. 16: Barriers to Education (attendance) by Counties (Cont)

		Kisumu				Migori			
		BL	EL	Change	p-value	BL	EL	Change	p-value
The girl may be physically harmed or teased at school or on the way to/from school	C1 Baseline	3.7%	13.0%	9.3%	0.086	3.5%	38.1%	34.6%	0.000
	C3 Baseline	16.2%				30.0%			
The girl may physically harm or tease other children at school	C1 Baseline	7.4%	19.6%	12.2%	0.072	4.4%	32.2%	27.8%	0.000
	C3 Baseline	14.7%				28.0%			
The girl needs to work	C1 Baseline	3.8%	10.9%	7.1%	0.170	3.5%	11.0%	7.5%	0.030
	C3 Baseline	9.6%				14.0%			
The girl needs to help at home	C1 Baseline	1.9%	6.5%	4.6%	0.251	0.9%	15.3%	14.4%	0.000
	C3 Baseline	9.6%				24.0%			
The girl is married/is getting married	C1 Baseline	38.9%	19.6%	-19.3%	0.036	10.6%	14.4%	3.8%	0.385
	C3 Baseline	14.0%				10.0%			
The girl is too old	C1 Baseline	22.6%	26.1%	3.4%	0.690	3.6%	17.8%	14.2%	0.001
	C3 Baseline	18.4%				14.0%			
The girl has physical or learning needs that the school cannot meet	C1 Baseline	33.3%	39.1%	5.8%	0.547	17.9%	45.8%	27.9%	0.000
	C3 Baseline	22.8%				16.0%			
The girl is unable to learn	C1 Baseline	31.5%	23.9%	-7.6%	0.401	9.7%	39.0%	29.2%	0.000
	C3 Baseline	25.0%				30.0%			
Education is too costly	C1 Baseline	33.3%	19.6%	-13.8%	0.122	33.6%	37.3%	3.7%	0.561
	C3 Baseline	23.5%				28.0%			
The girl is a mother	C1 Baseline	18.9%	15.2%	-3.7%	0.631	10.6%	11.9%	1.2%	0.765
	C3 Baseline	16.9%							

Annex 3. 17: Significant intersections of the Household Characteristics and Barriers to education

Overall	Wave	Male Gender of HoH	Female Gender of HoH	Male Gender of PCG	Female Gender of PCG	Orphaned (Father)	HH with no Education	Care giver with no Education	HH not employed	Unable to meet basic needs	Gone to sleep hungry (many days)	Girl has Never attended	Girl is a mother	Girl is married	Pastoralist Girls (Garissa)	Pastoralist Girls (Isiolo)
Insecurity to school or at school	C1 BL	33.3%	28.5%	42.9%**	23.3%**	23%**	41.7%**	40.8%**	45.5%**	21.1%**	17%**	41%*	25.9%**	39.8%**	54%**	60.4%**
	C1 EL	45.2%*	28.4%*	53.9%**	26.7%**	42.7%	47.9%**	44.4%	52.8%**	44.4%	30.6%**	51.3%**	44.0%	51.2%**	54.7%*	81.9%**
	Change	11.9%	-0.1%	11.0%	3.4%	19.8%	6.3%	3.7%	7.3%	23.3%	13.6%	10.2%	18.1%	11.4%	0.7%	21.6%
	C3 BL	43.5%*	24.8%*	43.3%*	32.5%*		44.1%*	45.9%**			25.5%**	50.4%**			59.3%**	55.7%**
Bad child	C1 BL			37.4%**	18.9%**	19.7%**	32.8%**	32.4%*	36.2%**	16%**	16.5%**	29.1%	21.8%**	32.4%*		53.3%**

behaviour (truancy)	C1 EL			43.7%**	26.7%**	34.0%	40.2%	39.4%	48.8%**	38.1%	28.9%	45.3%*	38.4%	41.9%**		68.1%**
	Change			6.3%	7.9%	14.3%	7.4%	7.0%	12.6%	22.1%	12.5%	16.2%	16.6%	9.5%		14.8%
	C3 BL	33.3%**	23.1%**						37.9%*						43.2%**	
The child needs to work	C1 BL			25.6%**	15.5%**		26.6%**	27.5%**	21.8%		14%*	25.4%			29%*	44.9%**
	C1 EL			26.2%	19.3%		28.9%**	28.8%**	33.6%**		16.5%*	33.3%**			43.8%**	33.3%*
	Change						2.3%	1.3%	11.8%		2.5%	8.0%			14.7%	-11.5%
	C3 BL						35.6%**	34.1%**	38.7%**			36.1%**			44.4%**	36.1%*
The child needs to help at home	C1 BL			24.9%	17.8%		31.9%**	34.5%**	41.7%*		9.5%*	30.8%**	16%**		42.6%**	39.3%**
	C1 EL			28.6%*	19.3%*		28.9%*	29.3%*	17.9%**		19.0%	35%**	22.4%		43.8%**	36.1%*
	Change			3.8%	1.5%		-3.1%	-5.2%	-23.8%		9.5%	4.3%	6.4%		1.1%	-3.1%
	C3 BL						32.2%**	31.4%**	11.3%**			32.8%*			44.4%**	36.1%*
Married or about to get married	C1 BL			38.5%**	26.3%**		37.9%**	38.1%**				40.2%**			49.2%**	
	C1 EL			22.8%	25.0%		26.3%	26.8%				29.1%	19.6%*		40.6%**	
	Change			-15.7%	-1.3%		-11.6%	-11.3%				-11.1%			-8.6%	
	C3 BL								33.1%*						34.6%*	37.7%*
The child is too old	C1 BL			40.7%**	25.8%**	19.2%**	41.8%**	40%**	33.5%		25.6%*	41.2%**			54.8%**	51.9%**
	C1 EL			30.6%	24.4%	25.2%	31.4%	30.3%	36.8%**		24.0%	31.6%			40.6%*	36.1%
	Change					6.1%	-10.4%	-9.7%	3.3%		-1.7%	-9.6%			-14.2%	-15.8%
	C3 BL								36.3%**							36.1%*
Child with unmet physical and learning	C1 BL						43.6%*	42.2%	45%**				32.4%*			54.8%**
	C1 EL						36.1%	35.9%*	44.8%							45.8%
	Change						-7.6%	-6.3%	-0.2%							-9.0%
	C3 BL															44.3%*
The child is unable to learn	C1 BL						43.5%**	45.8%**				43.6%*	28.1%**			57%**
	C1 EL						33.5%	33.8%				33.3%	34.4%			33.3%
	Change						-10.0%	-11.9%				-10.3%	6.3%			-23.7%
Education is too costly	C1 BL	42.9%**					44.4%*	45.1%**	42.2%	49.7%**		42.0%			40.7%	
	C1 EL	36.7%					42.3%	39.4%	48%**	36.5%		43.6%*			51.6%**	
	Change	-6.1%					-2.1%	-5.7%	5.8%	-13.2%		1.6%			10.9%	
	C3 BL														54.3%	
The child is a mother	C1 BL	35.8%*		37.9%**	24.9%**	15.6%**	35.4%*	35.4%	40.3%**		22.8%*	34.3%			41.3%*	38.3%*
	C1 EL	23.1%		25.7%*	15.3%*	18.4%	24.7%	26.3%**	30.4%**		18.2%	27.4%*			34.4%**	30.6%*
	Change	-12.7%		-12.1%	-9.6%	2.8%	-10.7%	-9.1%	-9.9%		-4.6%	-7.0%			-6.9%	-7.8%
	C3 BL								31.5%*						37%**	31.1%**

** Significant at p<0.01, *significant at p<0.05

Annex 3. 18: Significant Intersection of the Characteristics and Barriers to Education in Garissa County

Overall		Male Gender of HoH	Female Gender of HoH	Male Gender of PCG	Female Gender of PCG	Orphaned (Father)	HH with no Education	Care giver with no Education	HH not employed	Unable to meet basic needs	Girl is a mother	Girl is married	Pastoralist Girls (Garissa)
Insecurity to school or at school	C1 BL								69%*	73.7%*			54%**
	C1 EL								47.2%	54.5%			54.7%*
	Change								-21.7%	-19.1%			0.7%
	C3 BL								69.8%*	79.3%**			59.3%**
Bad child behaviour (truancy)	C3 BL	36.7%*	61.9%*						58.1%**				43.2%**
The child needs to work	C1 BL												29%*
	C1 EL												43.8%**
	Change												14.7%
	C3 BL	36.7%*	66.7%*						58.1%**			66.7%*	44.4%**
The child needs to help at home	C1 BL			28.6%*	54.5%*		46.3%*	53.3%*	56.7%*				42.6%**
	C1 EL			55.6%*	28.6%*		45.0%	45.0%	41.7%				43.8%**
	Change			27.0%	-26.0%		-1.3%	-8.3%	-15.0%				1.1%
	C3 BL	35%**	71.4%**				41.3%*						44.4%**
Married or about to get married	C1 BL									63.2%*			49.2%**
	C1 EL									22.7%			40.6%**
	Change									-40.4%			-8.6%
	C3 BL			42.9%*	16%*	27.8%*							34.6%*
The child is too old	C1 BL									47.4%	80%*	75%*	54.8%**
	C1 EL									22.7%*	52.6%	55.6%	40.6%*
	Change									-24.6%	-27.4%	-19.4%	-14.2%
Child with unmet physical and learning needs	C3 BL								48.8%*	51.7%*			
The child is unable to learn	C1 BL									68.4%*			
	C1 EL									22.7%			
	Change									-45.7%			
	C3 BL										56.5%**	55.6%**	
Education is too costly	C1 BL										28.6%		40.7%
	C1 EL										31.6%*		51.6%**
	Change										3.0%		10.9%
	C3 BL												54.3%
The child is a	C1 BL	43.2%		45.2%	37.5%					52.6%			41.3%*

mother	C1 EL	39.3%*		47.2%*	17.9%*					9.1%*			34.4%**
	Change	-4.0%		2.1%	-19.6%					-43.5%			-6.9%
	C3 BL						33.3%*	31.5%**					37%**

** Significant at p<0.01, *significant at p<0.05

Annex 3. 19: Significant Intersection of the Characteristics and Barriers to Education in Isiolo County

Overall		Male Gender of HoH	Female Gender of HoH	Orphaned (Father)	HH with no Education	Care giver with no Education	HH not employed	Unable to meet basic needs	Gone to sleep hungry (many days)	Girl has Never attended	Girl is a mother	Pastoralist Girls (Isiolo)
Insecurity to school or at school	C1 BL						76.7%**	26.1%**	12.5%**			60.4%**
	C1 EL						79.1%	86.7%	70.0%			81.9%**
	Change						2.4%	60.6%	57.5%			21.6%
	C3 BL								35.3%**			55.7%**
Bad child behaviour (truancy)	C1 BL			47.8%**			70%**	20.8%**	17.6%**	51.3%		53.3%**
	C1 EL			47.4%			69.8%	73.3%	60.0%	80.6%*		68.1%**
	Change			-0.5%			-0.2%	52.5%	42.4%	29.4%		14.8%
	C3 BL								5.9%*			
The child needs to work	C1 BL										45.0%	44.9%**
	C1 EL										40.4%*	33.3%*
	Change										-4.6%	-11.5%
	C3 BL								23.5%*			36.1%*
The child needs to help at home	C1 BL					47.4%**	30%*		41.2%			39.3%**
	C1 EL					33.3%	37.2%		70%*			36.1%*
	Change					-14.0%	7.2%		28.8%			-3.1%
	C3 BL			7.7%*						25%*		36.1%*
Married or about to get married	C1 BL								31.3%			
	C1 EL								60%*			
	Change								28.8%			
	C3 BL											37.7%*
The child is too old	C1 BL	40.5%**	88%**									51.9%**
	C1 EL	34.3%	60.0%						**			36.1%
	Change	-6.2%	-28.0%									-15.8%
	C3 BL											36.1%*
Child with unmet	C1 BL					56.4%			88.2%**			54.8%**

physical and learning needs	C1 EL					35.6%*			90%**			45.8%
	Change					-20.8%			1.8%			-9.0%
	C3 BL								26.5%**			44.3%*
The child is unable to learn	C1 BL	51.2%*			65%*				76.5%			57%**
	C1 EL	31.3%			36.2%				90%**			33.3%
	Change	-19.9%			-28.8%				13.5%			-23.7%
	C3 BL								17.6%*			
Education is too costly	C1 BL				48.3%**	50%*	36.7%		58.8%			
	C1 EL				36.2%	37.8%	48.8%*		80%**			
	Change				-12.2%	-12.2%	12.2%		21.2%			
	C3 BL									25%**		
The child is a mother	C1 BL			17.4%*			51.7%**	37.5%	5.9%**			38.3%*
	C1 EL			31.6%			32.6%	46.7%*	70%**			30.6%*
	Change			14.2%			-19.1%	9.2%	64.1%			-7.8%
	C3 BL	37.5%*	7.7%*	**								31.1%**

** Significant at p<0.01, *significant at p<0.05

Annex 3. 20: Significant Intersection of the Characteristics and Barriers to Education in Kilifi County

Overall		Male Gender of HoH	Female Gender of HoH	Male Gender of PCG	Female Gender of PCG	Orphaned (Father)	HH with no Education	Care giver with no Education	HH not employed	Unable to meet basic needs	Gone to sleep hungry (many days)	Girl has Never attended	Girl is a mother	Girl is married
Insecurity to school or at school	C1 BL			56.0%	23.7%			31.1%		23.6%	52.5%	7.7%		
	C1 EL			37.5%	10.6%			8.6%		17.9%	6.1%	0.0%		
	Change			-18.5%	-13.1%			-22.5%		-5.8%	-46.4%	-7.7%		
	C3 BL	54.2%	25.0%	56.3%	35.7%		25.9%				30.8%			56.0%
Bad child behaviour (truancy)	C1 BL			56.5%	25.4%					25.9%	47.4%			
	C1 EL			25.0%	16.7%					25.0%	18.2%			
	Change			-31.5%	-8.8%					-0.9%	-29.2%			
	C3 BL	54.2%	21.9%	56.3%	33.9%		25.9%	29.4%			33.8%			
The child needs to work	C1 BL										21.1%			
	C1 EL										18.2%			
	Change										-2.9%			
The child needs to help at home	C1 BL								29.5%					
	C1 EL								29.4%					
	Change								-0.1%					
	C3 BL								39.3%					
Married or about to get married	C1 BL			54.2%	25.4%					35.2%	51.3%	7.7%	44.1%	
	C1 EL			37.5%	22.7%					32.1%	24.2%	8.3%	24.4%	
	Change			-16.7%	-2.7%					-3.0%	-27.0%	0.6%	-19.7%	
	C3 BL			33.3%	35.7%				53.6%					
The child is too old	C1 BL							32.6%		43.4%				
	C1 EL							22.4%		32.1%				
	Change							-10.1%		-11.3%				
	C3 BL								53.6%					
Child with unmet physical and learning needs	C1 BL	38.9%	39.3%						58.1%					
	C1 EL	25.0%	50.0%						35.3%					
	Change	-13.9%	10.7%						-22.8%					
	C3 BL								53.6%					
The child is unable to learn	C1 BL								50.0%					
	C1 EL								41.2%					
	Change								-8.8%					
	C3 BL								53.6%					
Education is too costly	C1 BL	64.2%	25.0%						63.6%	66.7%			66.7%	
	C1 EL	30.4%	26.9%						47.1%	32.1%			26.8%	

	Change	-33.8%	1.9%						-16.6%	-34.5%			-39.8%	
The child is a mother	C1 BL								55.6%					
	C1 EL								35.3%					
	Change								-20.3%					
	C3 BL								50.0%					

** Significant at p<0.01, *significant at p<0.05

Annex 3. 21: Significant Intersection of the Characteristics and Barriers to Education in Kisumu County

Overall		Male Gender of HoH	Female Gender of HoH	Male Gender of PCG	Female Gender of PCG	HH with no Education	Care giver with no Education	Gone to sleep hungry (many days)	Girl has Never attended	Girl is a mother	Girl is married
Insecurity to school or at school	C3 BL						60.3%*				
The child needs to work	C1 BL					25%*					
	C1 EL					0.0%					
	Change					-25.0%					
	C3 BL							17.5%*			
The child needs to help at home	C3 BL							17.5%*			
Married or about to get married	C1 BL	53.3%*	20.8%*				100%*				
	C1 EL	21.9%	14.3%				50.0%				
	Change	-31.5%	-6.5%				-50.0%				
The child is too old	C1 BL								46.7%*	16.0%	
	C1 EL								25.0%	36.7%*	
	Change								-21.7%	20.7%	
Child with unmet physical and learning needs	C1 BL									20.0%	37.5%
	C1 EL									53.3%**	58.8%*
	Change									33.3%	21.3%
The child is unable to learn	C1 BL			21.4%	35.0%					16%**	0%*
	C1 EL			4.8%**	40%**					26.7%	17.6%
	Change			-16.7%	5.0%					10.7%	17.6%
Education is too costly	C1 BL					100%**	75%**			20%*	
	C1 EL					0.0%	0.0%			30%*	
	Change					-100.0%	-75.0%			10.0%	

Annex 3. 22: Significant Intersection of the Characteristics and Barriers to Education in Migori County

Overall		Male Gender of HoH	Female Gender of HoH	Male Gender of PCG	Female Gender of PCG	Orphaned (Father)	HH not employed	Unable to meet basic needs	Gone to sleep hungry (many days)	Girl is a mother	Girl is married
Insecurity to school or at school	C1 BL							3.8%			
	C1 EL							50.7%**			
	Change							47.0%			
	C3 BL	38.5%*									
Bad child behaviour (truancy)	C3 BL	35.9%*				50.0% *					
The child needs to help at home	C1 BL						0.0%				1.8%*
	C1 EL						38.5%**				19.3%
	Change						38.5%**				17.5%
	C3 BL	30.8%*							5.0%*		
The child is too old	C3 BL			3.6%*	27.3%						
The child is unable to learn	C1 BL					11.8%*				7.0%*	
	C1 EL					39.6%				39.8%	
	Change					27.8%				32.8%	
	C3 BL								5.0%**		
Education is too costly	C1 BL					25.5%	38.6%				
	C1 EL					27.1%*	61.5%**				
	Change					1.6%	22.9%				
	C3 BL						6.7%*	7.1%*			
The child is a mother	C1 BL	17.0%*	5.0%*			3.9%*	11.4%				
	C1 EL	13.3%	8.6%			14.6%	23.1%*				
	Change	-3.7%	3.6%			10.7%	11.7%				

** Significant at p<0.01, *significant at p<0.05

Annex 3. 23: Caregivers Perceptions about Quality of Teaching/Learning

		Baseline						Endline					
		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
C1 Baseline	Very good	43.8%	52.7%	20.5%	65.2%	85.0%	56.5%	80.9%	98.3%	77.3%	50.0%	83.3%	81.6%
	Fairly good	37.5%	16.2%	68.2%	26.1%	11.3%	27.9%	17.0%	1.7%	18.2%	46.4%	14.4%	16.1%
	Neither good nor bad	12.5%	5.4%				3.7%						
	Not very good	2.1%	2.7%	6.8%			2.2%	2.1%				1.1%	0.7%
	Not good at all	2.1%		4.5%			1.1%						
	Don't know	2.1%	23.0%		8.7%	3.8%	8.6%			4.5%	3.6%	1.1%	1.5%
C3 Baseline	Very good	76.5%	67.7%	60.9%	83.0%	74.0%	74.1%						
	Fairly good	17.6%	25.8%	34.8%	13.4%	20.0%	21.1%						
	Neither good nor bad				1.8%	2.0%	1.0%						
	Not very good	2.0%		1.4%			0.6%						
	Not good at all			1.4%			0.3%						
	Don't know	3.9%	6.5%	1.4%	1.8%	4.0%	2.9%						

Annex 3. 24: Girls perceptions about their teacher

		Baseline						Endline					
		GSA	Isiolo	Kilifi	Kisumu	Migori	Total	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
My teachers make me feel welcome in the classroom	C1	100.0%	97.4%	100.0%	100.0%	94.1%	98.9%	100.0%	92.6%	97.7%	98.0%	97.5%	96.9%
	C3	95.9%	100.0%	98.7%	100.0%	100.0%	98.8%						
My teachers treat some girls differently in the classroom (Disagree)	C1	87.1%	94.9%	74.0%	100.0%	88.2%	85.6%	77.6%	76.1%	69.4%	67.3%	77.4%	74.3%
	C3	61.3%	93.8%	50.7%	77.6%	78.4%	70.5%						
My teachers use teaching aids to make the sessions interesting	C3	94.7%	100.0%	96.0%	95.1%	98.0%	95.9%						
My teachers provided support during covid/ lockdown	C3	81.1%	95.5%	81.7%	84.5%	97.9%	85.5%						
My teachers explain the lesson well	C3	95.9%	100.0%	100.0%	98.2%	100.0%	98.3%						
My teachers respond to questions well	C3	97.9%	100.0%	100.0%	98.8%	100.0%	99.0%						
My teachers are often absent for class (Disagree)	C1	71.9%	66.7%	78.4%	66.7%	100.0%	75.3%	69.2%	81.1%	65.1%	89.6%	81.5%	76.8%
	C3	62.8%	77.4%	58.3%	76.3%	79.6%	70.4%						

Annex 3. 25: Facilities at the Catch-up centre

	Pre_3. County:					Total
	Garissa	Isiolo	Kilifi	Kisumu	Migori	
Desks / Chairs/ benches/ Tables	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Learning materials	100.0%	85.7%	40.0%	100.0%	100.0%	87.0%
Teaching materials	100.0%	85.7%	90.0%	100.0%	100.0%	96.3%
Tablets	100.0%	71.4%	100.0%	61.5%	100.0%	77.8%
Toilet/latrine	33.3%	85.7%	0.0%	100.0%	100.0%	68.5%
Clean water for drinking	55.6%	100.0%	20.0%	96.2%	100.0%	75.9%
Hand washing facility (water& soap)	88.9%	85.7%	0.0%	100.0%	100.0%	77.8%
Hygiene Kits	88.9%	85.7%	0.0%	100.0%	100.0%	77.8%
Face masks	88.9%	85.7%	10.0%	96.2%	100.0%	77.8%
Facilities for child care	66.7%	85.7%	0.0%	88.5%	100.0%	68.5%
Child minder	100.0%	85.7%	0.0%	100.0%	100.0%	79.6%
Facilities for learners with disabilities (Specify them)	0.0%	0.0%	0.0%	84.6%	0.0%	40.7%
Others (specify)	0.0%	57.1%	0.0%	15.4%	0.0%	14.8%
Dignity Kits	100.0%	85.7%	0.0%	100.0%	100.0%	79.6%

Adequacy of resources at CuC
Annex 3. 26: Tables Issuance

		Pre_3. County:					Total
		Garissa	Isiolo	Kilifi	Kisumu	Migori	
CC_3a. Have you been issued with a tablet by the project?	Yes	100.0%	85.7%	100.0%	53.8%	100.0%	75.9%
	No		14.3%		46.2%		24.1%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
CC_3b. Is the tablet operational/working?	Yes	88.9%	66.7%	100.0%	92.9%	100.0%	90.2%
	No	11.1%	33.3%		7.1%		9.8%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
CC_3c. Has the tablet been useful in your delivery of classes?	Yes, a lot	100.0%	83.3%	100.0%		50.0%	61.0%
	Yes, a little				92.9%	50.0%	34.1%
	No		16.7%		7.1%		4.9%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
CC_3d. How often did you use it in delivery of classes?	Every Lesson/ Class	100.0%	83.3%	100.0%	28.6%	50.0%	70.7%
	Once a Week				21.4%	50.0%	9.8%
	Rarely		16.7%		50.0%		19.5%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
CC_4. On average, how many hours a week do you spend teaching?	Between 1 and 2 hours		14.3%				1.9%
	Between 2 and 4 hours	11.1%	14.3%				3.7%
	Between 4 and 8 hours		14.3%	10.0%			3.7%
	More than 8 hours	88.9%	57.1%	90.0%	100.0%	100.0%	90.7%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Annex 3. 27: Catch-up centre attendance and performance

		Pre_3. County:					Total
		Garissa	Isiolo	Kilifi	Kisumu	Migori	
CS_2s_1. In your opinion: Educator facilitator (s) ask more questions to:	Girls with disability			10.0%	34.6%		18.5%
	Married girls			10.0%			1.9%
	Young mothers			10.0%	3.8%		3.7%
	Girls who had been to school before	11.1%			42.3%		22.2%
	Girls who are older			10.0%			1.9%
	All girls	88.9%	100.0%	60.0%	19.2%	100.0%	51.9%
CS_2s_2. In your opinion, Educator facilitator(s) ask harder questions to:	Girls with disability				7.7%		3.7%
	Married girls			10.0%			1.9%
	Young mothers			10.0%			1.9%
	Girls who had been to school before	11.1%			80.8%	50.0%	42.6%
	Girls who are older			10.0%	3.8%		3.7%
	All girls	88.9%	100.0%	70.0%	7.7%	50.0%	46.3%

Annex 3. 27: Percentage of Girls who reported that Children with disabilities have a right to go to school

		Counties					Total
		Garissa	Isiolo	Kilifi	Kisumu	Migori	
% of Girls who reported that Children with disabilities have a right to go to school	C1 Baseline	88.4%	92.5%	95.2%	86.4%	92.2%	91.6%
	C1 Endline	98.6%	97.9%	97.7%	97.9%	99.2%	98.3%
	Change from BL	10.2%	5.4%	2.5%	11.6%	6.9%	6.7%
	C3 Baseline	86.5%	96.5%	97.1%	97.0%	96.0%	94.9%

Annex 3. 288: Performance in English/Maths/Kiswahili

		Pre_3. County:					Total
		Garissa	Isiolo	Kilifi	Kisumu	Migori	
English	Yes, a lot	33.3%	20.0%		40.0%	83.3%	40.0%
	Yes, a little	66.7%	80.0%	66.7%	60.0%	16.7%	56.0%
	No			33.3%			4.0%
Mathematics	Yes, a lot	50.0%	60.0%	66.7%	100.0%	100.0%	76.0%
	Yes, a little	50.0%	40.0%	33.3%			24.0%
Kiswahili	Yes, a lot	33.3%	40.0%		20.0%	100.0%	44.0%
	Yes, a little	66.7%	60.0%	100.0%	80.0%		56.0%

Annex 3. 29: Perceptions of Care givers on barriers to Learning by Gender of the Care giver (by County)

		Garissa			Isiolo			Kilifi			Kisumu			Migori			Total		
		Males	Female	Total	Males	Female	Total	Males	Female	Total	Males	Female	Total	Male	Female	Total	Males	Female	Total
The girl may be physically harmed or teased at school or on the way to/from school	C1 BL	43.3%	63.6%	54.0%	63.5%	53.1%	60.4%	56.0%	23.7%	33.3%		5.0%	3.7%	3.1%	3.7%	3.5%	42.9%	23.3%	31.4
	C1 EL	58.3%	50.0%	54.7%	82.8%	75.0%	81.9%	37.5%	10.6%	15.9%	9.5%	16.0%	13.0%	42.0	32.7%	38.1	53.9%	26.7%	41.4
	Change	15.0%	-13.6%	0.7%	19.3%	21.9%	21.6%	-	-13.1%	-	9.5%	11.0%	9.3%	38.9	28.9%	34.6	11.0%	3.4%	9.9%
	Significanc	N	N	N	Y	N	Y	N	N	Y	N	N	N	N	N	N	Y	N	Y
The girl may physically harm or tease other children at school	C1 BL	30.0%	25.0%	27.4%	54.7%	50.0%	53.3%	56.5%	25.4%	34.1%	7.1%	7.5%	7.4%	3.1%	4.9%	4.4%	37.4%	18.9%	26.6
	C1 EL	44.4%	35.7%	40.6%	68.8%	62.5%	68.1%	25.0%	16.7%	18.3%	14.3%	24.0%	19.6%	33.3	30.6%	32.2	43.7%	26.7%	35.9
	Change	14.4%	10.7%	13.2%	14.1%	12.5%	14.8%	-	-8.8%	-	7.1%	16.5%	12.2%	30.2	25.7%	27.8	6.3%	7.9%	9.3%
	Significanc	N	N	N	N	N	Y	N	N	Y	N	N	N	N	N	N	N	N	Y
The girl needs to work	C1 BL	28.6%	29.4%	29.0%	42.7%	50.0%	44.9%	13.0%	11.9%	12.2%		5.1%	3.8%	3.1%	3.7%	3.5%	25.6%	15.5%	19.7
	C1 EL	52.8%	32.1%	43.8%	34.4%	25.0%	33.3%	25.0%	21.2%	22.0%	9.5%	12.0%	10.9%	10.1	12.2%	11.0	26.2%	19.3%	23.0
	Change	24.2%	2.7%	14.7%	-8.3%	-25.0%	-	12.0%	9.3%	9.8%	9.5%	6.9%	7.1%	7.0%	8.5%	7.5%	0.6%	3.8%	3.4%
	Significanc	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
The girl needs to help at home	C1 BL	28.6%	54.5%	42.6%	40.0%	37.5%	39.3%	16.0%	21.1%	19.5%	100.0	97.4%	98.1%	3.1%		0.9%	24.9%	17.8%	20.7
	C1 EL	55.6%	28.6%	43.8%	35.9%	37.5%	36.1%	25.0%	21.2%	22.0%	100.0	88.0%	93.5%	17.4	12.2%	15.3	28.6%	19.3%	24.3
	Change	27.0%	-26.0%	1.1%	-4.1%	0.0%	-3.1%	9.0%	0.2%	2.4%	0.0%	-9.4%	-4.6%	14.3	12.2%	14.4	3.8%	1.5%	3.6%
	Significanc	Y	N	N	N	N	N	N	N	N		N	N	N	N	N	N	N	N
The girl is married/is getting married	C1 BL	48.3%	50.0%	49.2%	37.3%	38.7%	37.7%	54.2%	25.4%	33.7%	42.9%	37.5%	38.9%	18.8	7.4%	10.6	38.5%	26.3%	31.4
	C1 EL	38.9%	42.9%	40.6%	25.0%	25.0%	25.0%	37.5%	22.7%	25.6%	14.3%	24.0%	19.6%	11.6	18.4%	14.4	22.8%	25.0%	23.8
	Change	-9.4%	-7.1%	-8.6%	-	-13.7%	-	-	-2.7%	-8.1%	-28.6%	-13.5%	-	-7.2%	11.0%	3.8%	-	-1.3%	-7.6%
	Significanc	N	N	N	N	N	N	N	N	N	N	N	Y	N	N	N	Y	N	Y
The girl is too old	C1 BL	66.7%	43.8%	54.8%	47.2%	62.5%	51.9%	50.0%	28.1%	34.6%	28.6%	20.5%	22.6%		5.0%	3.6%	40.7%	25.8%	32.0
	C1 EL	47.2%	32.1%	40.6%	35.9%	37.5%	36.1%	43.8%	21.2%	25.6%	14.3%	36.0%	26.1%	18.8	16.3%	17.8	30.6%	24.4%	27.7
	Change	-	-11.6%	-	-	-25.0%	-	-6.3%	-6.9%	-9.0%	-14.3%	15.5%	3.4%	18.8	11.3%	14.2	-	-1.4%	-4.3%
	Significanc	N	N	N	N	N	Y	N	N	N	N	N	N	N	N	N	Y	N	N
The girl has physical or learning needs that the school cannot meet	C1 BL	45.8%	50.0%	48.1%	54.2%	56.3%	54.8%	44.0%	36.8%	39.0%	42.9%	30.0%	33.3%	15.6	18.8%	17.9	43.1%	33.9%	37.7
	C1 EL	47.2%	25.0%	37.5%	45.3%	50.0%	45.8%	31.3%	33.3%	32.9%	42.9%	36.0%	39.1%	43.5	49.0%	45.8	43.7%	37.5%	40.8
	Change	1.4%	-25.0%	-	-8.9%	-6.3%	-9.0%	-	-3.5%	-6.1%	0.0%	6.0%	5.8%	27.9	30.2%	27.9	0.6%	3.6%	3.2%
	Significanc	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
The girl is unable to learn	C1 BL	44.8%	43.8%	44.3%	53.3%	65.6%	57.0%	40.0%	38.6%	39.0%	21.4%	35.0%	31.5%	9.4%	9.9%	9.7%	39.4%	32.6%	35.5
	C1 EL	44.4%	28.6%	37.5%	31.3%	50.0%	33.3%	31.3%	25.8%	26.8%	4.8%	40.0%	23.9%	40.6	36.7%	39.0	34.0%	32.4%	33.2
	Change	-0.4%	-15.2%	-6.8%	-	-15.6%	-	-8.8%	-12.8%	-	-16.7%	5.0%	-7.6%	31.2	26.9%	29.2	-5.4%	-0.3%	-2.2%
	Significanc	N	N	N	Y	N	Y	N	N	N	N	N	N	N	N	N	N	N	N
Education is too costly	C1 BL	28.6%	51.6%	40.7%	40.0%	32.3%	37.7%	60.0%	46.4%	50.6%	14.3%	40.0%	33.3%	43.8	29.6%	33.6	39.7%	38.5%	39.0
	C1 EL	50.0%	53.6%	51.6%	39.1%	37.5%	38.9%	31.3%	28.8%	29.3%	19.0%	20.0%	19.6%	37.7	36.7%	37.3	37.9%	34.1%	36.1
	Change	21.4%	2.0%	10.9%	-0.9%	5.2%	1.2%	-	-17.6%	-	4.8%	-20.0%	-	-6.1%	7.1%	3.7%	-1.8%	-4.4%	-2.9%

	Significanc	N	N	N	N	N	N	N	Y	Y	N	N	N	N	N	N	N	N	N
The girl is a mother	C1 BL	45.2%	37.5%	41.3%	41.3%	31.3%	38.3%	56.0%	42.1%	46.3%	14.3%	20.5%	18.9%	18.8	7.4%	10.6	37.9%	24.9%	30.4
	C1 EL	47.2%	17.9%	34.4%	29.7%	37.5%	30.6%	31.3%	15.2%	18.3%	9.5%	20.0%	15.2%	14.5	8.2%	11.9	25.7%	15.3%	20.9
	Change	2.1%	-19.6%	-6.9%	-	6.3%	-7.8%	-	-27.0%	-	-4.8%	-0.5%	-3.7%	-4.3%	0.8%	1.2%	-	-9.6%	-9.4%
	Significanc	N	N	N	N	N	N	N	Y	Y	N	N	N	N	N	N	Y	Y	Y

Annex 3. 30: Perceptions of Care givers on Barriers to Learning by Education level of the Care giver (by County)

		Garissa			Isiolo			Kilifi			Kisumu			Migori			Total		
		Some	No	Total	Some	No	Total	Some	No	Total	Some	No	Total	Some	No	Total	Some	No	Total
The girl may be physically harmed or teased at school or on the way	C1 BL	16.7%	58.7%	53.8	60.0%	57.1%	58.2	44.0%	31.1%	35.7	6.7%	5.1%	5.9%	6.1%	5.1%	4.3%	24.1%	40.8%	32.8
	C1 EL	100.0%	51.7%	54.7	77.8%	84.4%	81.9	33.3%	8.6%	15.9	11.4%	50.0%	13.0	37.6%	39.4%	38.1	38.0%	44.4%	41.4
	Change	83.3%	-7.0%	0.8%	17.8%	27.3%	23.7	-10.7%	-	-	4.7%	50.0%	7.2%	31.6%	39.4%	33.9	14.0%	3.7%	8.5%
	Significan	Y	N	N	N	Y	Y	N	Y	Y	N	N	N	Y	Y	Y	Y	N	Y
The girl may physically harm or tease other children at school	C1 BL		28.9%	25.5	57.1%	52.6%	54.3	34.8%	33.3%	33.8	6.7%		5.9%	6.1%		4.3%	21.3%	32.4%	27.1
	C1 EL	25.0%	41.7%	40.6	66.7%	68.9%	68.1	25.0%	15.5%	18.3	18.2%	50.0%	19.6	30.6%	36.4%	32.2	32.1%	39.4%	35.9
	Change	25.0%	12.8%	15.1	9.5%	16.3%	13.7	-9.8%	-	-	11.5%	50.0%	13.7	24.5%	36.4%	27.9	10.8%	7.0%	8.7%
	Significan	N	N	N	N	N	N	N	Y	Y	N	N	N	Y	Y	Y	Y	N	Y
The girl needs to work	C1 BL		31.8%	28.0	40.0%	49.1%	45.7	21.7%	11.1%	14.7	3.4%	25.0%	6.1%	3.0%	3.6%	3.2%	13.8%	27.5%	21.1
	C1 EL	50.0%	43.3%	43.8	25.9%	37.8%	33.3	29.2%	19.0%	22.0	11.4%		10.9	11.8%	9.1%	11.0	16.8%	28.8%	23.0
	Change	50.0%	11.5%	15.8	-14.1%	-	-	7.4%	7.9%	7.2%	7.9%	-	4.8%	8.7%	5.5%	7.8%	3.0%	1.3%	2.0%
	Significan	N	N	N	N	N	N	N	N	N	N	N	N	Y	N	Y	N	N	N
The girl needs to help at home	C1 BL		53.3%	48.0	20.0%	47.4%	37.0	24.0%	23.3%	23.5		100.0	100.0				8.2%	34.5%	22.0
	C1 EL	25.0%	45.0%	43.8	40.7%	33.3%	36.1	33.3%	17.2%	22.0	6.8%	100.0	93.5	14.1%	18.2%	15.3	19.0%	29.3%	24.3
	Change	25.0%	-8.3%	-4.3%	20.7%	-	-0.8%	9.3%	-6.0%	-1.6%	6.8%	0.0%	-6.5%	14.1%	18.2%	15.3	10.8%	-5.2%	2.3%
	Significan	N	N	N	N	N	N	N	N	N	N		N	Y	Y	Y	Y	N	N
The girl is married/is getting married	C1 BL	16.7%	53.5%	49.0	37.1%	39.3%	38.5	41.7%	35.6%	37.7	40.0%	100.0	47.1	6.1%	7.1%	6.4%	24.8%	38.1%	31.8
	C1 EL		43.3%	40.6	33.3%	20.0%	25.0	37.5%	20.7%	25.6	18.2%	50.0%	19.6	14.1%	15.2%	14.4	20.7%	26.8%	23.8
	Change	-16.7%	-	-8.4%	-3.8%	-	-	-4.2%	-	-	-21.8%	-	-	8.1%	8.0%	8.0%	-4.2%	-	-
	Significan	N	N	N	N	Y	N	N	N	N	Y	N	Y	N	N	N	N	Y	Y
The girl is too old	C1 BL	33.3%	57.8%	54.9	42.9%	50.9%	47.8	58.3%	32.6%	41.8	17.2%	25.0%	18.2	4.6%	3.6%	4.3%	24.5%	40.0%	32.6
	C1 EL	25.0%	41.7%	40.6	40.7%	33.3%	36.1	33.3%	22.4%	25.6	27.3%		26.1	16.5%	21.2%	17.8	25.0%	30.3%	27.7
	Change	-8.3%	-	-	-2.1%	-	-	-25.0%	-	-	10.0%	-	7.9%	11.9%	17.6%	13.5	0.5%	-9.7%	-
	Significan	N	N	N	N	N	N	N	N	Y	N	N	N	Y	Y	Y	N	N	N
The girl has physical or learning needs that	C1 BL	16.7%	45.9%	41.9	57.1%	56.4%	56.7	44.0%	41.9%	42.6	30.0%	25.0%	29.4	18.2%	11.1%	16.1	32.7%	42.2%	37.5
	C1 EL	50.0%	36.7%	37.5	63.0%	35.6%	45.8	37.5%	31.0%	32.9	40.9%		39.1	45.9%	45.5%	45.8	46.2%	35.9%	40.8
	Change	33.3%	-9.3%	-4.4%	5.8%	-	-	-6.5%	-	-9.7%	10.9%	-	9.7%	27.7%	34.3%	29.6	13.5%	-6.3%	3.3%

the school	Significan	N	N	N	N	Y	N	N	N	N	N	N	N	Y	Y	Y	Y	N	N
The girl is unable to learn	C1 BL	50.0%	45.5%	46.0	45.7%	64.9%	57.6	41.7%	43.2%	42.6	20.0%	25.0%	20.6	7.6%	14.3%	9.6%	24.8%	45.8%	35.8
	C1 EL	75.0%	35.0%	37.5	29.6%	35.6%	33.3	33.3%	24.1%	26.8	22.7%	50.0%	23.9	36.5%	45.5%	39.0	32.6%	33.8%	33.2
	Change	25.0%	-	-8.5%	-16.1%	-	-	-8.3%	-	-	2.7%	25.0%	3.3%	28.9%	31.2%	29.4	7.8%	-	-
	Significan	N	N	N	N	Y	Y	N	Y	Y	N	N	N	Y	Y	Y	N	Y	N
Education is too costly	C1 BL	33.3%	35.7%	35.4	20.0%	50.0%	38.5	58.3%	55.8%	56.7	13.3%	75.0%	20.6	34.8%	28.6%	33.0	31.1%	45.1%	38.3
	C1 EL	25.0%	53.3%	51.6	40.7%	37.8%	38.9	29.2%	29.3%	29.3	20.5%		19.6	37.6%	36.4%	37.3	32.6%	39.4%	36.1
	Change	-8.3%	17.6%	16.1	20.7%	-	0.4%	-29.2%	-	-	7.1%	-	-1.0%	2.8%	7.8%	4.3%	1.6%	-5.7%	-
	Significan	N	N	N	N	N	N	Y	Y	Y	N	N	N	N	N	N	N	N	N
The girl is a mother	C1 BL	42.9%	42.2%	42.3	37.1%	38.6%	38.0	58.3%	45.5%	50.0	13.8%		12.1	9.1%	7.1%	8.5%	24.8%	35.4%	30.4
	C1 EL	75.0%	31.7%	34.4	22.2%	35.6%	30.6	20.8%	17.2%	18.3	13.6%	50.0%	15.2	9.4%	18.2%	11.9	15.2%	26.3%	20.9
	C1 BL	32.1%	-	-7.9%	-14.9%	-3.0%	-7.5%	-37.5%	-	-	-0.2%	50.0%	3.1%	0.3%	11.0%	3.4%	-9.6%	-9.1%	-
	Significan	N	N	N	N	N	N	Y	Y	Y	N	N	N	N	N	N	Y	N	Y

Annex 3. 31: Institutoins where or who the cases of abuseor violation of righs are reported to

Wave		Pre_4s_County					
		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
C1 BL	The parent or adult eg teacher/trainer,	19%	3%	1%	0%	2%	4%
	To your friend	2%	0%	10%	3%	2%	3%
	Community Health Volunteer	50%	79%	57%	72%	59%	64%
	The chief,	35%	59%	42%	28%	37%	43%
	The village elder,	33%	43%	17%	21%	49%	35%
	The police,	0%	0%	2%	0%	0%	1%
	The school/catch up centre	0%	1%	1%	3%	2%	1%
	The church/mosque	0%	0%	10%	10%	4%	4%
	The health centre or hospital						
	Other specify	2%	2%	0%	3%	8%	3%
	I don't know	2%	3%	22%	7%	9%	9%
C1 EL	The parent or adult eg teacher/trainer,	21%	11%	0%	0%	0%	7%
	To your friend	8%	4%	0%	0%	5%	4%
	Community Health Volunteer	38%	18%	21%	16%	12%	20%
	The chief,	67%	64%	61%	25%	43%	54%
	The village elder,	48%	77%	21%	63%	78%	63%

	The police,	35%	14%	18%	0%	12%	16%
	The school/catch up centre	17%	3%	21%	3%	15%	11%
	The church/mosque	6%	12%	0%	6%	1%	6%
	The health centre or hospital	13%	5%	9%	56%	12%	15%
	Other specify	13%	9%	15%	6%	9%	3%
	I don't know	0%	3%	6%	0%	1%	1%
C3 BL	The parent or adult eg teacher/trainer,	11%	3%	6%	0%	0%	3%
	To your friend	22%	0%	5%	1%	0%	3%
	Community Health Volunteer	22%	9%	21%	12%	17%	15%
	The chief,	30%	71%	63%	42%	31%	50%
	The village elder,	74%	55%	35%	63%	66%	57%
	The police,	30%	2%	14%	5%	9%	9%
	The school/catch up centre	30%	0%	21%	16%	0%	13%
	The church/mosque	11%	0%	2%	0%	0%	1%
	The health centre or hospital	19%	2%	16%	23%	11%	15%
	Other specify	15%	12%	17%	14%	11%	14%
	I don't know	4%	2%	0%	2%	0%	1%

Annex 3. 32: Analysis of Project Budget versus Expenditure

Time Period		Output 1		Output 2		Output 3		Output 4		Output 5		M&E		CA		Total Spe
Period	Quarter	Budget	Expenditur e	Budget	Expenditur e	Budget	Expenditur e	Budget	Expenditur e	Budget	Expenditur e	Budget	Expenditur e	Budget	Expenditur e	(Expendit e/Budget
30/Jan/19	Qtr02	16%	11%	11%	7%	11%	7%	8%	7%	3%	4%	32%	15%	20%	49%	2
30/Apr/19	Qtr03	42%	34%	13%	8%	16%	9%	6%	7%	3%	5%	9%	14%	10%	23%	4
31/Jul/19	Qtr04		26%		11%		15%		9%		9%		15%		17%	
31/Oct/19	Qtr05		18%		10%		15%		9%		7%		30%		12%	
31/Jan/20	Qtr06	21%	33%	15%	14%	23%	20%	7%	11%	9%	8%	18%	8%	7%	7%	6
30/Apr/20	Qtr07	31%	25%	13%	13%	22%	22%	5%	8%	4%	8%	19%	12%	6%	12%	4
31/Jul/20	Qtr08	42%	43%	10%	8%	20%	26%	6%	7%	6%	3%	5%	3%	12%	10%	11
31/Oct/20	Qtr09	39%	36%	8%	11%	21%	19%	6%	9%	9%	6%	10%	10%	8%	9%	7

31/Jan/21	Qtr10	34%	30%	24%	13%	22%	22%	4%	6%	4%	12%	8%	9%	4%	7%	5
30/Apr/21	Qtr11	32%	34%	16%	16%	23%	26%	7%	7%	9%	4%	8%	5%	6%	8%	6
31/Jul/21	Qtr12		30%		17%		20%		7%		8%		10%		7%	
Total	All	33%	31%	15%	13%	21%	20%	6%	8%	6%	7%	12%	11%	7%	10%	8

Outputs

- 1_Marginalized girls gain access to safe and inclusive formal education, peer support networks and mentoring
- 2_Marginalised girls gain access to safe and inclusive non-formal education/ vocational training
- 3_Teachers (in formal and non-formal settings) acquire the requisite knowledge (including ASRH), attitudes and skills to advance the learning of marginalised girls
- 4_Community members, including parents and guardians, enhance their understanding of the importance of supporting OOSG to continue their education
- 5_Strong and active partnerships are established for strengthened girls' education

Annex 3. 33: Actual Project Expenditures

Row Labels	Sum of Total	Sum of Output_1	Sum of Output_2	Sum of Output_3	Sum of Output_4	Sum of Output_5	Sum of M&E	Sum of CA
30-Jan-19	56997	6339	3930	3930	3930	2120	8621	28127
30-Apr-19	201228	68677	17034	18165	13421	9812	27803	46316
31-Jul-19	228066	58343	24667	33482	19759	19920	34104	37791
31-Oct-19	346051	62067	33924	51486	30916	22590	104447	40621
31-Jan-20	372571	121577	51567	73182	41029	28136	30414	26666
30-Apr-20	320293	80453	41508	71059	24765	24271	39388	38849
31-Jul-20	474526	206049	35663	122156	32497	16390	15436	46335
31-Oct-20	500554	181040	55636	95441	43434	31570	49817	43616
31-Jan-21	518550	157625	66984	114375	31370	63739	45947	38510
30-Apr-21	584436	200474	95479	149052	39624	22289	30811	46707
31-Jul-21	605395	181760	104730	119192	42282	51211	61954	44266
Grand Total	4,208,667.00	1,324,404.00	531,122.00	851,520.00	323,027.00	292,048.00	448,742.00	437,804.00

Participants/Beneficiaries	16,852.00	4699	2406	286	9264	197		
Unit costs	Overall	Output 1	Output 2	Output 3	Output 4	Output 5		
in GB Pounds	250	282	221	2977	35	1482		
Per anum (GBP)	100	113	88	1191	14	593		
Per anum (KES)		22,548	13,245	178,641	2,092	88,949		
		Output 1	Output 2	Output 3	Output 4	Output 5		
Benchmark averages		Kes. 22,244		308,304				
		Capitation grant for day schools		Minimum annual salary for teachers				

Annex 4: Learning outcome data tables

EE Guidance

If not already included in the main report, please describe the sample used to calculate learning outcomes (i.e. matched, cross-sectional, matched with replacements, etc.). Discuss any adjustments that needed to be made to the estimation of the learning outcomes because of lack of matching, attrition bias or small cohort samples. Adjustments may include the following:

Using a cross-sectional approach (instead of a cohort approach);

Using multi-variate regressions controlling for characteristics that are systematically different between treatment and comparison groups (conditional model instead of an unconditional model);

Using statistical matching;

Using inverse probability weighting in regression analysis to mitigate attrition bias.

The data points of interest include aggregate score averages across time, zero scores across time (by subtask) and distributions of scores (aggregate and by subtask). The FM recommends using histograms for distributions.

Tables should include details for all cohorts for which learning data were collected—for example, formal track and nonformal track. The project and EE should agree on whether findings should be disaggregated by cohort *type* (e.g., formal versus nonformal). Please add on row(s) as needed for disaggregating by cohort *type*.

If this evaluation point is also used to collect data for multiple cohort *numbers*, please add on row(s) as needed to present data for multiple cohorts.

In addition to the tables below, please present any results for other analyses conducted using learning outcome data, such as regression analyses.

Recruitment and placement criteria at Catch-up Centres

At entry into the catch-up centres, all the girls take a functional Literacy and Numeracy assessment to establish their levels of functional Literacy and Numeracy. The assessment for literacy in English and Kiswahili assesses the girl's levels in reading (letter, word, paragraph and story). For those who successfully read the story, they are then assessed on comprehension level. For functional Numeracy levels, the girls are assessed in Mathematics for the number concept (Matching numbers and objects, counting, addition, subtraction, division and multiplication). All the girls are then assessed in ethno-math which assesses their ability to apply basic mathematical concepts of addition, subtraction, division and multiplication as they would in their everyday life e.g., when buying an item in the market, or something from the shop. For those who are not able to read on their own, this question is read to them and their response recorded.

Generally, except for those who have never been to school and were not able to read even letters, most girls can read up to the word level with some successfully reading at paragraph and story level. However, none of the girls taken into the project is at the comprehension level. For a girl to be categorized at the comprehension level, this means she can read, understand and correctly respond to questions from the story. Basically, this means the girls is functionally literate. She can use the

information she reads to inform her response, decisions or actions. This is the level desired for the girl by the time she transitions into other pathways since it is this level of literacy that they need to improve the quality of their life. For numeracy levels, most girls were able to recognize numbers, count and even match object with numbers. A good number were able to go beyond counting and were able to do addition of whole numbers and subtraction. However, the number of those able to do multiplication and subtraction was fewer than those doing addition and subtraction. The ethno-math assesses all these competencies at the same time; addition, subtraction, multiplication and division, since these are the skills girls need to inform their decisions and actions in everyday life and to improve the quality of their life. This is the level desired for all the girls at the point of transition.

The project recognizes that some girls may take a very short time to get to the desired levels and therefore may stay for a shorter time in the catch-up centres. For example, a girl who dropped out of school at the comprehension level may have fallen back just because she is out of school but may catch up and get back to the comprehension level within just two months of exposure to learning in the catch-up centre. Since there will be IEPs, the Educator facilitators should be able to support this girl progress very fast and once she attains the desired level, the girl should be able to transition to her path of ambition within a shorter time than others. It is however important that girls and their parents are made to understand and appreciate that they need to achieve the comprehension level for meaningful lives after the catch-up centres.

Annex 4. 1: Scoring for Literacy and Numeracy Tests

Kiswahili Assessment			
No	Subtasks	Number of Items	Scoring
1	Syllable Making Words (Usomaji wa Maneno)	There were 45 familiar words to be read in one minute.	Any correct familiar word was awarded one mark giving a maximum of 45 marks (equal weighting). To get a score for each girl, the correct words read per minute were converted to 100 points.
2	Oral passage Reading (Kusoma Kifungu kwa Sauti)	The story had 78 words to be read in a minute.	The correct words read in the oral passage per minute were noted. The score for correct words read per minute for each child was converted into 100 points.
3	Reading Comprehension (Ufahamu wa Kusoma)	The comprehension questions were five (5). The girl only attempted questions covering the section of the story she had read.	For comprehension questions, there were five (5) questions with equal weighting. Score for each child was converted into 100 points.
English Written Assessment			
No	Subtasks	Number of Items	Scoring
1	Using 'a' or 'an'	There were 4 items where the girls were supposed to fill in the blank spaces using 'a' or 'an'.	

	Using 'under' or 'in'	There were 4 items where the girls were supposed to fill in the blank spaces using 'under' or 'in'	The time allocated was 15 minutes. The total items in this task were 15, with equal weighting (one point each). Score for each girl was converted into 100 points.
	Using 'is' or 'are'	There were 4 items where the girls were supposed to fill in the blank spaces using 'is' or 'are'.	
	Identification of verbs	There were 3 items where the girls were supposed to underline a verb in a sentence.	
2	Creative writing	Write a passage (story or a description) of not more than 50 words.	The passage was marked out of 10 points then converted into 100 points.
English Oral Assessment			
No	Subtasks	Number of Items	Scoring
1	Syllable Making Words	There were 50 words to be read in one minute.	Any correct 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	Oral passage Reading	The story had 86 words to be read in a minute.	The correct words read in the oral passage per minute were noted. The score for correct words read per minute for each child was converted into 100 points.
3	Reading Comprehension	The comprehension questions were five (5). The girl only attempted questions covering the section of the story she had read.	For comprehension questions, there were five (5) questions with equal weighting. Score for each child was converted into 100 points.
4	Listening Comprehension	The story had 93 words to be read aloud by the enumerator as the girl listens. The enumerator would then ask the girl questions from the passage.	For listening comprehension questions, there were five (5) questions with equal weighting. Score for each child was converted into 100 points.
Numeracy Assessment			
1	Number identification	There were 15 items where the girl was required to identify numbers between 0 and 999 within one minute.	The score for every girl calculated by taking the correct scores/15 and then converted into 100 points.
2	Missing Number	There were 5 items where the girl was to fill the missing numbers.	The score for every girl calculated by taking the correct scores/5 and then converted into 100 points.
3	Addition	There were 8 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/8 and then converted

			into 100 points.
4	Subtraction	There were 8 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/8 and then converted into 100 points.
5	Multiplication	There were 7 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/7 and then converted into 100 points.
6	Division	There were 10 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/10 and then converted into 100 points.
7	Fractions	There were 5 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/5 and then converted into 100 points.
8	Word Problems	There were 4 items	The score for every girl calculated by taking the correct scores/4 and then converted into 100 points.
Ultimately, an average aggregate numeracy and literacy score for all the tasks/subtasks for each child was computed. These score(s) will be used to estimate the baseline scores for the learning outcome.			

Annex 4. 2: Kiswahili average score across Baseline (C1 and C3) and Endline (C3)

	C3 BL	C1 BL	C1 EL	Change	P-value	Significant
Garissa	16.90	4.49	23.6	19.11	0.000	Y
Isiolo	18.63	18.44	28.87	10.43	0.004	Y
Kilifi	44.68	29.54	21.74	-7.8	0.099	N
Kisumu	49.12	29.75	37.56	7.81	0.215	N
Migori	58.20	10.83	44.8	33.97	0.000	Y
Total	37.23	17.61	32.14	14.53	0.000	Y

Annex 4. 3: Kiswahili average score by sub tasks across Baseline (C1 and C3) and Endline (C3)

		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
C3 BL	Maneno_Percent	22.23	25.45	57.38	64.44	74.75	48.62
	Ufahamu_Percent	16.26	17.24	40.65	48.29	55.83	35.53
	UfahamuQ_Percent	12.23	13.18	36.00	34.63	44.00	27.55
C1 BL	Maneno_Percent	6.79	30.62	39.28	45.00	14.98	25.76
	Ufahamu_Percent	3.71	16.39	25.21	27.44	11.28	15.93
	UfahamuQ_Percent	2.97	8.26	24.12	16.82	6.22	11.15
C1 EL	Maneno_Percent	34.54	36.81	29.47	52.02	61.48	43.85

	Ufahamu_Percent	24.42	26.19	18.30	35.81	43.81	30.46
	UfahamuQ_Percent	11.83	23.62	17.45	24.84	29.11	22.12
Change	Maneno_Percent	27.75	6.19	-9.81	7.02	46.50	18.09
	Ufahamu_Percent	20.71	9.81	-6.91	8.38	32.53	14.54
	UfahamuQ_Percent	8.86	15.36	-6.68	8.02	22.89	10.97
P Value	Maneno_Percent	0.000	0.203	0.105	0.395	0.000	0.000
	Ufahamu_Percent	0.000	0.005	0.106	0.197	0.000	0.000
	UfahamuQ_Percent	0.003	0.000	0.151	0.173	0.000	0.000
Significant	Maneno_Percent	Y	N	N	N	Y	Y
	Ufahamu_Percent	Y	Y	N	N	Y	Y
	UfahamuQ_Percent	Y	Y	N	N	Y	Y

Annex 4. 4: Kiswahili zero scores by subtasks across Baseline and Endline

		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
C3 BL	Maneno_Percent	59.3%	27.1%	53.4%	33.0%	31.4%	39.9%
	Ufahamu_Percent	60.7%	33.0%	57.1%	34.0%	35.1%	43.4%
	UfahamuQ_Percent	82.1%	63.1%	62.8%	60.4%	59.9%	64.9%
C1 BL	Maneno_Percent	83.80%	35.80%	49.50%	34.10%	44.50%	48.80%
	Ufahamu_Percent	83.80%	39.40%	50.50%	38.60%	49.60%	51.70%
	UfahamuQ_Percent	91.90%	74.30%	56.70%	65.90%	81.50%	74.50%
C1 EL	Maneno_Percent	33.80%	18.10%	57.40%	32.30%	18.70%	31.10%
	Ufahamu_Percent	38.00%	25.50%	63.80%	30.60%	21.10%	35.10%
	UfahamuQ_Percent	71.80%	50.00%	69.10%	56.50%	39.00%	55.40%
Change	Maneno_Percent	-50.00%	-17.70%	7.90%	-1.80%	-25.80%	-17.70%
	Ufahamu_Percent	-45.80%	-13.90%	13.30%	-8.00%	-28.50%	-16.60%
	UfahamuQ_Percent	-20.10%	-24.30%	12.40%	-9.40%	-42.50%	-19.10%
Pvalue	Maneno_Percent	0.000	0.005	0.270	0.843	0.000	0.000
	Ufahamu_Percent	0.000	0.035	0.063	0.392	0.000	0.000
	UfahamuQ_Percent	0.002	0.000	0.075	0.327	0.000	0.000
Significant	Maneno_Percent	Y	Y	N	N	Y	Y
	Ufahamu_Percent	Y	Y	N	N	Y	Y
	UfahamuQ_Percent	Y	Y	N	N	Y	Y

Annex 4. 5: English average score across Baseline (C1 and C3) and Endline (C3)

	C3 BL	C1 BL	C1 EL	Change	P-value	Significant
Garissa	14.14	4.88	18.75	13.87	0.000	Y
Isiolo	17.50	14.19	29.10	14.91	0.000	Y
Kilifi	35.04	17.60	15.30	-2.30	0.478	N
Kisumu	53.11	29.39	44.04	14.65	0.02	Y

Migori	54.15	7.18	35.30	28.12	0.000	Y
Total	35.34	13.05	28.33	15.28	0.000	Y

Annex 4. 6: English Score averages by subtasks across Baseline and Endline

		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
C3 BL	Written_Percent	22.91	27.73	51.56	68.42	74.53	49.18
	Creative_Percent	5.63	5.00	14.67	36.06	34.20	19.84
	Words_Percent	15.43	21.62	37.71	53.11	55.38	36.99
	OralReading_Percent	17.98	20.18	44.76	60.54	69.18	42.44
	Reading_Compe_Percent	12.23	12.27	22.67	42.63	33.20	26.09
	Listening_Compe_Percent	10.68	18.18	38.86	57.88	58.40	37.47
C1 BL	Written_Percent	11.26	37.49	35.12	41.67	16.53	27.37
	Creative_Percent	1.49	6.15	7.73	20.45	2.44	6.14
	Words_Percent	3.33	9.42	17.50	33.03	5.53	11.47
	OralReading_Percent	3.19	13.55	19.48	37.02	8.53	14.10
	Reading_Compe_Percent	3.78	8.44	11.55	21.36	2.86	8.13
	Listening_Compe_Percent	6.22	10.09	14.23	26.82	7.23	11.24
C1 EL	Written_Percent	29.20	40.92	27.52	54.09	53.98	41.67
	Creative_Percent	5.07	8.83	7.98	32.74	18.46	14.05
	Words_Percent	28.48	25.04	16.81	43.69	39.98	30.59
	OralReading_Percent	26.62	32.24	15.23	50.82	45.74	34.07
	Reading_Compe_Percent	11.83	23.19	9.36	31.94	18.86	18.47
	Listening_Compe_Percent	11.27	44.04	14.89	50.97	34.80	31.04
Change	Written_Percent	17.94	3.43	-7.60	12.42	37.46	14.29
	Creative_Percent	3.58	2.68	0.25	12.29	16.02	7.91
	Words_Percent	25.15	15.62	-0.69	10.66	34.45	19.12
	OralReading_Percent	23.43	18.69	-4.25	13.80	37.21	19.97
	Reading_Compe_Percent	8.05	14.75	-2.18	10.57	16.00	10.34
	Listening_Compe_Percent	5.05	33.95	0.67	24.15	27.57	19.79
P-value	Written_Percent	0.000	0.499	0.145	0.119	0.000	0.000
	Creative_Percent	0.012	0.113	0.898	0.023	0.000	0.000
	Words_Percent	0.000	0.000	0.867	0.152	0.000	0.000
	OralReading_Percent	0.000	0.000	0.315	0.088	0.000	0.000
	Reading_Compe_Percent	0.018	0.000	0.537	0.099	0.000	0.000
	Listening_Compe_Percent	0.193	0.000	0.863	0.001	0.000	0.000
Significance	Written_Percent	Y	N	N	N	Y	Y
	Creative_Percent	Y	N	N	Y	Y	Y
	Words_Percent	Y	Y	N	N	Y	Y
	OralReading_Percent	Y	Y	N	N	Y	Y
	Reading_Compe_Percent	Y	Y	N	N	Y	Y
	Listening_Compe_Percent	N	Y	N	Y	Y	Y

Annex 4. 7: English zero scores by subtasks across Baseline and Endline

		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
C1 BL	Written_Percent	82.4%	32.1%	43.3%	34.1%	45.4%	46.7%
	Creative_Percent	91.9%	73.4%	66.0%	52.3%	84.9%	75.8%
	Words_Percent	83.8%	59.6%	59.8%	43.2%	66.4%	63.9%
	OralReading_Percent	85.1%	51.4%	59.8%	34.1%	56.3%	58.5%
	Reading_Compe_Percent	95.9%	80.7%	78.4%	63.6%	88.2%	83.1%
	Listening_Compe_Percent	93.2%	81.7%	74.2%	50.0%	84.0%	79.5%
C1 EL	Written_Percent	33.8%	38.3%	48.9%	21.0%	15.4%	31.1%
	Creative_Percent	77.5%	55.3%	70.2%	32.3%	39.8%	54.5%
	Words_Percent	42.3%	28.7%	62.8%	29.0%	26.0%	37.4%
	OralReading_Percent	43.7%	31.9%	69.1%	27.4%	26.0%	39.4%
	Reading_Compe_Percent	73.2%	48.9%	78.7%	35.5%	55.3%	59.0%
	Listening_Compe_Percent	77.5%	33.0%	64.9%	27.4%	26.8%	44.4%
Change	Written_Percent	-48.6%	6.2%	5.6%	-13.1%	-29.9%	-15.6%
	Creative_Percent	-14.4%	-18.1%	4.2%	-20.0%	-45.0%	-21.3%
	Words_Percent	-41.5%	-30.9%	3.0%	-14.1%	-40.4%	-26.5%
	OralReading_Percent	-41.5%	-19.5%	9.4%	-6.7%	-30.3%	-19.1%
	Reading_Compe_Percent	-22.7%	-31.8%	0.4%	-28.2%	-33.0%	-24.1%
	Listening_Compe_Percent	-15.8%	-48.7%	-9.3%	-22.6%	-57.2%	-35.1%
pvalue	Written_Percent	0.000	0.357	0.435	0.131	0.000	0.000
	Creative_Percent	0.015	0.007	0.530	0.039	0.000	0.000
	Words_Percent	0.000	0.000	0.673	0.132	0.000	0.000
	OralReading_Percent	0.000	0.005	0.177	0.461	0.000	0.000
	Reading_Compe_Percent	0.000	0.000	0.950	0.004	0.000	0.000
	Listening_Compe_Percent	0.007	0.000	0.161	0.018	0.000	0.000
Significant	Written_Percent	Y	N	N	N	Y	Y
	Creative_Percent	Y	Y	N	Y	Y	Y
	Words_Percent	Y	Y	N	N	Y	Y
	OralReading_Percent	Y	Y	N	N	Y	Y
	Reading_Compe_Percent	Y	Y	N	Y	Y	Y
	Listening_Compe_Percent	Y	Y	N	Y	Y	Y

Annex 4. 8: Mathematics average score across Baseline (C1 and C3) and Endline (C3)

	C3 BL	C1 BL	C1 EL	Change	P-value	Significant
Garissa	23.83	9.57	32.05	22.48	0.000	Y
Isiolo	29.36	27.71	52.08	24.37	0.000	Y
Kilifi	39.59	29.20	24.54	-4.66	0.065	N
Kisumu	49.91	32.72	39.61	6.89	0.176	N
Migori	56.93	13.86	42.68	28.82	0.000	Y

Total	39.58	21.98	38.34	16.36	0.000	Y
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Annex 4. 9: Mathematics Score averages by subtasks across Baseline and Endline

		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
C3 BL	Number_percent	40.39	54.55	62.86	70.38	74.13	60.33
	Missing_percent	28.16	24.77	43.81	54.13	58.40	42.02
	Addition_percent	21.97	32.53	43.93	52.19	62.75	41.95
	Subtraction_percent	20.39	26.70	33.57	43.75	50.75	34.61
	Multiplication_percent	25.94	35.39	40.54	59.20	68.00	45.29
	Division_percent	18.25	20.57	28.19	37.81	44.60	29.51
	Fractions_percent	14.95	21.36	31.43	49.63	62.80	35.18
	WordsProblems_percent	20.63	19.03	32.38	32.19	34.00	27.77
C1 BL	Number_percent	25.14	54.80	53.47	64.70	32.32	44.50
	Missing_percent	9.46	27.16	35.05	35.00	12.77	22.84
	Addition_percent	7.43	31.77	30.03	32.10	14.60	22.74
	Subtraction_percent	5.24	24.08	25.39	25.57	11.76	18.06
	Multiplication_percent	7.34	29.36	29.01	39.29	15.85	22.96
	Division_percent	4.86	15.96	18.14	25.68	13.36	14.85
	Fractions_percent	10.68	22.02	22.68	24.09	8.57	16.86
	WordsProblems_percent	6.42	16.51	26.80	15.34	1.68	12.98
C1 EL	Number_percent	62.54	65.46	46.74	63.12	69.27	61.76
	Missing_percent	40.28	56.17	22.77	44.19	48.46	42.75
	Addition_percent	30.99	57.85	26.86	45.36	47.15	42.29
	Subtraction_percent	30.11	48.54	19.15	38.10	36.48	34.57
	Multiplication_percent	31.19	60.64	22.04	45.62	50.29	42.79
	Division_percent	21.55	46.17	11.28	27.90	28.46	27.39
	Fractions_percent	25.35	51.49	14.26	33.23	36.91	32.84
	WordsProblems_percent	14.44	30.32	19.68	19.35	24.39	22.35
Change	Number_percent	37.40	10.66	-6.73	-1.58	36.94	17.26
	Missing_percent	30.82	29.01	-12.29	9.19	35.68	19.90
	Addition_percent	23.55	26.08	-3.16	13.26	32.55	19.54
	Subtraction_percent	24.87	24.45	-6.24	12.54	24.72	16.51
	Multiplication_percent	23.85	31.28	-6.98	6.34	34.44	19.83
	Division_percent	16.68	30.21	-6.87	2.22	15.09	12.53
	Fractions_percent	14.68	29.47	-8.43	9.13	28.34	15.98
	WordsProblems_percent	8.02	13.81	-7.12	4.01	22.71	9.37
Pvalue	Number_percent	0.000	0.001	0.248	0.799	0.000	0.000
	Missing_percent	0.000	0.000	0.021	0.222	0.000	0.000
	Addition_percent	0.000	0.000	0.500	0.030	0.000	0.000

	Subtraction_percent	0.000	0.000	0.111	0.025	0.000	0.000
	Multiplication_percent	0.000	0.000	0.151	0.349	0.000	0.000
	Division_percent	0.000	0.000	0.032	0.688	0.000	0.000
	Fractions_percent	0.007	0.000	0.077	0.216	0.000	0.000
	WordsProblems_percent	0.094	0.009	0.160	0.525	0.000	0.000

Annex 4. 10: Mathematics zero scores by subtasks across Baseline and Endline

		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
C1 BL	Number_percent	51.4%	10.1%	35.1%	13.6%	19.3%	25.3%
	Missing_percent	83.8%	49.5%	48.5%	43.2%	70.6%	60.0%
	Addition_percent	73.0%	19.3%	39.2%	22.7%	33.6%	36.8%
	Subtraction_percent	79.7%	27.5%	39.2%	31.8%	42.9%	43.3%
	Multiplication_percent	82.4%	36.7%	50.5%	31.8%	55.5%	51.9%
	Division_percent	83.8%	46.8%	49.5%	38.6%	47.1%	52.8%
	Fractions_percent	83.8%	56.0%	67.0%	54.5%	79.8%	69.3%
	WordsProblems_percent	93.2%	78.0%	62.9%	81.8%	98.3%	83.1%
C1 EL	Number_percent	5.6%	7.4%	34.0%	16.1%	5.7%	13.5%
	Missing_percent	25.4%	20.2%	57.4%	25.8%	17.1%	28.8%
	Addition_percent	16.9%	7.4%	50.0%	21.0%	8.9%	20.3%
	Subtraction_percent	16.9%	10.6%	53.2%	27.4%	14.6%	24.1%
	Multiplication_percent	31.0%	12.8%	59.6%	24.2%	16.3%	28.2%
	Division_percent	40.8%	19.1%	61.7%	30.6%	23.6%	34.5%
	Fractions_percent	59.2%	24.5%	75.5%	43.5%	39.0%	47.5%
	WordsProblems_percent	80.3%	58.5%	68.1%	67.7%	62.6%	66.4%
Change	Number_percent	45.72%	2.64%	1.01%	-2.49%	13.64%	11.77%
	Missing_percent	58.43%	29.33%	-8.99%	17.38%	53.52%	31.22%
	Addition_percent	56.07%	11.82%	-10.82%	1.76%	24.67%	16.52%
	Subtraction_percent	62.83%	16.88%	-14.02%	4.40%	28.22%	19.24%
	Multiplication_percent	51.45%	23.93%	-9.06%	7.62%	39.20%	23.77%
	Division_percent	42.94%	27.64%	-12.22%	7.99%	23.48%	18.36%
	Fractions_percent	24.63%	31.50%	-8.52%	11.00%	40.81%	21.78%
	WordsProblems_percent	12.96%	19.47%	-5.20%	14.08%	35.72%	16.63%
Pvalue	Number_percent	0.000	0.509	0.883	0.724	0.001	0.000
	Missing_percent	0.000	0.000	0.213	0.061	0.000	0.000
	Addition_percent	0.000	0.015	0.132	0.829	0.000	0.000
	Subtraction_percent	0.000	0.003	0.052	0.624	0.000	0.000
	Multiplication_percent	0.000	0.000	0.208	0.386	0.000	0.000
	Division_percent	0.000	0.000	0.089	0.392	0.000	0.000
	Fractions_percent	0.001	0.000	0.194	0.264	0.000	0.000
	WordsProblems_percent	0.021	0.003	0.450	0.105	0.000	0.000

Annex 4. 11: Learning Outcome score averages by Household and Girls characteristics

	C1 Baseline			C1 Endline			C3 Baseline		
	KIS	ENG	Math	KIS	ENG	Math	KIS	ENG	Math
Mean Score	17.61	13.05	21.98	32.14	28.33	38.34	37.23	35.34	39.58
Male Care giver ++ (RS_2=1)	17.73	13.24	23.55	33.39	29.77	42.23	40.37	38.21	42.55
Female Care giver++ (RS_2=2)	17.62	13.22	21.05	31.91	26.36	32.64	39.97	36.76	40.45
Head of HH had NO education++ (HH_13Educ=0)	10.98**	9.44**	17.68**	25.81**	21.44**	34.65*	28.7	24.72	32.29
Care giver has No education++ (PCG_6=0)	13.07**	10.51*	19.02	25.41**	20.85**	33.34**	29.16	25.37	31.71
Head of HH has NO occupation++ (HH_12Occupation=96)	14.94	11.27	19.79	26.03*	21.08**	36.99	39.83	37.01	38.83
Care giver has NO occupation (PCG_5b=96)	0.00	5.93	9.77*	29.25	23.33*	38.31			
Girl is married (CS_8sa=2)				36.08	31.21	44.56**	41.01	39.32	42.63
Girl is a mother++ (CS_8sa=1)	22.10*	16.11*	25.61*	39.01**	33.85**	45.24**	42.16	41.07	44.35
Girl has never been to school++	6.27**	5.86**	11.12**	13.68**	12.51**	26.12**	11.44	10.09	20.01
Orphan - No mother (PCG_11g=2)	25.74	26.93*	29.73						
Orphan - No Father (PCG_13g=2)				37.69	35.24*	42.17	45.9	43.31	43.03
Total Orphan (Orphan=1)	33.3	37.95*	37.69*				50.75	45.06	43.37
HH unable to meet basic needs (PCG_5econ=1)				29.9	24.62	32.99**	45.57	41.01	43.34
HH sleeping without food (many days)++ (PCG_7econ=2 &3)	15.56	12.04	21.25	29.97	25.49	33.19*	42.47	37.93	41.74
HH going without clean water for use (many days) (PCG_8econ=2&3)				24.18**	19.58*	30.50**			
HH going without cash income (many days) (PCG_10econ=2&3)							43.46	39.7	44.26
HH does not own any land (PCG_11econ=4)				41.41*	31.78	40.72	45.82	44.06	43.38

** Significant at p-value < 0.01, * significant at p-value < 0.05, ++ Key household characteristic

Annex 4. 12: Learning Outcome score averages by Barriers

	C1 BL			C1 EL			C3 BL		
	KIS	ENG	Math	KIS	ENG	Math	KIS	ENG	Math
Mean Score	17.61	13.05	21.98	32.14	28.33	38.34	37.23	35.34	39.58
Insecurity to school or at school	15.58	11.91	23.75	29.91	25.64	39.87	37.07	34.55	38.84
Bad child behaviour (truancy)	17.25	13.34	25.16	29.27	26.12	40.87	42.07	38.81	42.48
The child needs to work	14.04	10.05	19.65	28.3	21.62**	34.92	31.62	27.12**	31.78**
The child needs to help at home	13.77	10.42	18.99	29.62	23.83	36.41	31.84	29.57*	32.65**
Married or about to get married	14.93	11.97	21.47	25.51*	20.12**	31.14**	36.27	30.22*	37.05
The child is too old	16.34	12.18	22.09	27.62	23.30*	37.09	37.89	32.71	37.64
Education is too costly	15.6	11.73	21.23	28.49	22.13**	32.55**	36.19	33.47	37.08
The child is a mother	17.13	12.9	22.37	22.58**	18.94**	32.93**	33.38	28.50*	34.73

EE Guidance

If not already included in the main report, please present learning outcome scores by disability status, subgroup, barrier and school status. If the project is reporting on a third learning outcome, please add an additional table to present results by disability status, subgroup and barrier.

If the project is interested in any additional variables (e.g., age, language at home, socioeconomic status, etc.) please also include these in the table below.

If subgroups are powered sufficiently, please provide p-values.

Annex 4. 13: The EFL Sustainability Plan

Parameter	Project Sustainability Approach	EE Comments on Sustainability Approach	Project Feedback/Clarification
<p>Describe what your chosen key innovation/intervention is and why this area has suitable potential to endure? (<i>Alignment, data, cost, delivery model</i>)</p> <p>Word limit: 350</p> <p>Please highlight what areas of traction or signs of interest you have already observed - please indicate what sources of evidence you base these assertions on.</p> <p>Please highlight which output this intervention sits under.</p>	<p><i>Integration of Efl CuC model into the existing Adult Education framework</i></p> <p>Adult and Continuing Education includes all forms of organized education and training that meet basic learning needs of adults and out-of-school children and youth. The role of Adult and Continuing Education (ACE) programmes in Kenya is to provide literacy knowledge and skills to illiterate adults and out-of-school youth, aged fifteen years and above. ACE also provides an alternative pathway for overage learners who drop out of school due to various social and other factors and may wish to continue with learning through ACE primary and secondary programmes.</p> <p>In its current orientation, ACE is erroneously synonymous to adult learning or adult education and to a large extent does not attract the educational needs and the aspirations of Kenyan youth.</p> <p>The Ministry of Education through its National Education Sector Strategic Plan for the period 2018 – 2020 proposes the establishment 300 additional learning centres; Rehabilitation of 300 Community Learning Resource Centres (CLRCs); Review and harmonize ACE and Alternative Provision of Basic Education and Training (APBET) policies and conduct community sensitization on adult and functional literacy, with particular attention to adolescent girls.</p> <p>The project's Catch-up Centre (CuC) model comprises of provision of literacy, numeracy, and psychosocial/mentorship for Out of School Girls. The CuCs are managed at the local community level through the support of Catch-up Centre steering committee members. The project proposes the integration of the CuC Model into the Adult Education framework with an aim of expanding the services to include young adults who are out of school and do not have a school re-entry option.</p> <p><i>Required:</i> Teacher Professional Development for Adult Educators for a more nuanced approach to integration and teaching of out-of-school girls through the integrated CuC-Adult Education Model.</p>	<p>From the document review, the project had conducted a Policy Analysis and among the findings was the slow or unadaptable nature of the Adult and Continuing Education sector, for instance the curriculum being utilized was last reviewed in 2003, the sector should embrace more marketable skills such as, entrepreneurial skills, knowledge of social systems, life skills and reproductive health in addition to the numeracy and literacy skills currently taught.</p> <p>The project should emphasize on the Catch-up Centre model with the structures that integrate community but still maintain the Ministry of Education oversight. In addition, there should be funding that is adequate not only to support adult and continuing education but more so to prevent wastage (through drop outs) as fees and levies continue to be the leading cause for drop out. For the girls who are already out of school, there should be a balance between teaching literacy and numeracy skills and the marketable skills as most girls prefer "starting a business" or "learning a skill". This should be in addition to the life skills as conceptualized in the CuC model. For this to work, then the issue of re-tooling of the current ACE teachers, providing the relevant curriculum and resourcing the supportive structures have been incorporated by the project in the sustainability approach.</p> <p>The external evaluator is in agreement with the alignment strategies that the</p>	

		project plans to employ (and is currently employing) of influencing rehabilitation and resourcing of the Community Learning Resource Centres (to mirror the CuC model), forming linkages between DACE-Department for Adult & Continuing Education, and TVETA-Technical Vocational Education Training Authority, to determine the areas of synergy, and influence the review of curriculum for ACE instructors borrowing from the Educator Facilitator Teacher Professional Development model.	
	<p>Alignment: The intervention is in line with the Government's 3 policy priority areas around provision of ACE:</p> <ol style="list-style-type: none"> 1. Access and Participation in ACE 2. Quality and Relevance of ACE Programme 3. Governance and Accountability in ACE Institutions <p>Specifically, the project would like to:</p> <ol style="list-style-type: none"> 1. Influence the rehabilitation of Community Learning Resource Centres (CLRCs) through learnings from CuC identification, management and adaptation processes. 2. Inform the establishment of linkages between ACE programmes and TVET borrowing from lessons on skills training transition pathway. 3. Influence the review of curriculum and training materials for ACE instructors (teacher education) borrowing from the Educator Facilitator TPD model. 	<p>The external evaluator also concurs that the evidence from both the monitoring data and the evaluation data clearly show that for older girls, the school re-entry (formal school) is less preferred to learning a skill or starting a business. Even though this is mainly driven by their current status (often they are either married, young mothers or "feeling too old" to go back to school), it is noted that most of these girls prefer a flexi-time approach which is not offered in the formal school system.</p>	
	<p>Data: The voices of girls from FGDs and the Community Led Participatory Change Process indicates that, because of the different circumstances of girls, some of them are not willing to go back to formal education. In addition, data on transition has also pointed out that fewer OOSG prefer formal school re-entry and therefore would benefit much from an alternative programme. Lastly, the clustered approach and staggered attendance ensures that girls/young mothers can continue performing their daily responsibilities as they learn.</p>	<p>Whereas the External Evaluator agrees with the project's strategy on cost that includes advocating adaptation of the Community Learning Resource Centres (CLRCs) through the national government, we also recommend that the project seeks partnerships and collaboration with the county government. It is noted that <i>"the functions of the County Government in relation to education are: pre-primary education, village polytechnics, home-craft centres, farmers training centres and childcare facilities"</i>. If the village</p>	
	<p>Cost: The innovation/intervention is cost effective considering that it will leverage on the aspirations of Ministry of Education - National Education Sector Strategic Plan for ACE programmes. The project already has Catch-up Centre adaptation minimum standard checklist which if adopted will inform the rehabilitation of Community Learning Resource Centre's (CLRCs) by making them inclusive and friendly for young mothers. In addition, the project has developed a vocational training pathway roadmap that can be used to inform linkages between ACE programmes and TVET. Lastly, the project will benchmark its Educator Facilitator capacity building model to inform ACE instructors</p>		

	<p>(teacher education). The same infrastructure and personnel will also be used to carry out the teaching and learning activities under the integrated model.</p>		<p>polytechnics, home-craft centres and farmers training centres are revived, then they would be useful for the learners in the Catch-up centre and this will bolster the transition pathways at the subcounty level. This will make the delivery model more integrated working with DACE, TVETA and County governments.</p> <p>In addition, the project needs to also have more emphasis on inclusivity of children with disabilities (especially girls) in the model – this will mean seeking more collaboration with the Directorate of Special Needs Education and how the Educational Assessment and Research Centres (EARCs) can also be critical collaborators in the proposed model so that all the resources are integrated</p>	
	<p>Delivery model: The community led identification and management of learning centres will be critical to maintain the momentum and is likely to be continue beyond the life of the project. The project will infuse community participation and ownership in the identification and rehabilitation of Community Learning Resource Centres (CLRCs), the project will influence the adoption of Community Learning Resource Centres (CLRCs) management committees as informed by the Catch-up centre management committees and requirements on the same. Cost driver are likely to be high in communities without adequate infrastructure and co-ownership will be advocated for in such instances. The project will also build on existing buy in from the community on the CuC’s and encourage a clustered approach as it currently exists in the project to reduce instances where distance becomes a barrier.</p>			
Key Innovation/ intervention relating to output	<p>Output No. 1: Marginalized girls gain access to safe and inclusive formal education, peer support networks and mentoring</p> <p>Key Innovation: Integration of the CuC model into the existing Adult Education framework</p>	<p>Delivery of 450 literacy and numeracy classes in Catch-up centres by Educator Facilitators</p> <p>Provision of psycho-social and ASHR support (450 sessions) in the established safe spaces for OOSG (girls' club forums, C2C)</p> <p>Delivery of 1 position paper on CuC-AE integrated model</p>	The EE is in agreement with the project that Output 1 (learning) and Output 4 (caregiver and community support) are critical in the sustainability approach. The EE recommends that the project includes Output 5 as part of the critical Outputs in the Sustainability plan and this will incorporate the activities listed as “Non-output activities” because the TPD, engagement with MoE and County structures should be undertaken with the objective of influencing a conducive policy and legislative framework for OOSGs.	
	<p>Output No. 4: Community members, including parents and guardians, enhance their understanding of the importance of supporting OOS girls to continue their education</p> <p>Key Innovation: Community’s enhanced understanding on girls’ education</p>	<p>Mapping, mobilization and sensitization of community stakeholders -100</p> <p>Training of 160 parents with children with severe disabilities to support learning</p>		

		Map/establish/create 100 community support groups		
	Non-output activities	Meetings with MoE – Directorate of Adult Education to discuss proposed model and associated TPD requirements Political economy analysis to assess changes in the political socio-economic environment Material/content development for TPD activities of Adult Educators		
Define the core drivers of change of the key innovation/intervention and describe how the project will work at either the level of the girl, family/ household, communities, schools/ learning centre, community, or system to bring about any such lasting change.	Girl-level <ul style="list-style-type: none">Awareness creation on opportunities available in the integrated model Community Level <ul style="list-style-type: none">Community sensitization – knowledge, skills, and attitude change on girls’ educationEnhanced community understanding of the layered opportunity provided by Adult and Continuing Education to adolescent girls/youthStrengthen community groups to continue advocating/championing for girls’ education System Level <ul style="list-style-type: none">Supportive operational policies/legislation to support integrated CuC/adult and continuing education frameworkTeacher Professional Development including material developmentEnhanced civic education programmes to promote community participation in development programmes	The project correctly identifies the girl, community and system level key drivers of change as level of awareness on the integrated model, community sensitization to increase knowledge, change attitudes and enhance understanding on the integrated model; and the supportive policy and legislative framework, teacher professional development and civic education programmes. However, the EE notes that having a good political economy analysis to determine who the decision makers that will influence sustainability is critical. For example, the evaluation has shown that for married girls, their husbands have a major influence on their decisions. For the unmarried girls, their caregivers – and especially their education status, has an influence. At the community level, the strength of the community support groups (women groups, youth groups) has an influence in changing perceptions, while at system level – the Steering Committees, from the Catch-up Centres to National Steering Committee have an influence on the sustainability of the project from a policy and partnership		

		perspective.	
Please outline the key assumptions on which the prioritized area you have decided to focus on is based.	<ul style="list-style-type: none"> • Government will implement policies on Adult and Continuing Education in Kenya. • MOE will be receptive to the proposed integrated model. • Community will be willing to embrace Community Learning Resource Centres (CLRCs). • Girls will have positive outlook towards the proposed model. • Communities will support the integrated model. • Community advocacy groups united to champion girls' education at various levels. • Government will provide platforms for engagements with community. 	The EE agrees with the assumptions outlined but also suggests the inclusion of the assumption that the different government departments and agencies (DACE, TVETA, DSNE, County government) will be willing to work together and share resources through the CLRCs	
<u>Measurement:</u> What would demonstrate government take up / commitment to an approach / intervention? What would be your means of verification?	<ul style="list-style-type: none"> • Establishment and operationalization of integrated adult and continuing learning centres. • Government facilitating access of adult education centres for vulnerable girls. • Meetings with adult education directorates on the proposed approaches. • Policy development/reviews. <p>MoVs</p> <ul style="list-style-type: none"> • Position papers – Integrated CuC-AE model, Apprenticeship model to transition • Policy review/development framework meetings • Recognition of community and advocacy groups and participation in public participation programmes. • Presentations in public participation forums/MOUs with government. • Resource allocations – approved budgets 	In line with the recommendation to include County governments as part of the sustainability plans, the EE recommends that “Establishment and operationalization of village polytechnics, home-craft centres and farmers training centres by county governments” as part of measurement with a means of verification being the approved county budgets on Education	
Consider how the benefits of key	The proposed integrated CuC-Adult Education Approach will rely on already recruited and government supported Adult Educators.		

interventions will continue without project staffing or how resources will be sourced to continue this work	<p>Delivery of literacy and numeracy sessions for out-of-school girls will take place at the already established and Government run adult education centres. These centres will continue to run in the post funding period after all CuCs have been wound up.</p> <p>For enhanced community capacity to advocate for OOSG education, the project will leverage on the strengthened capacity of community groups and stakeholders – parents with children with disability, religious and cultural leaders – as well as “alumni” GEC girls for continued sensitization and effective participation in advocacy spaces to influence resource allocation to support OOSG education.</p>		
<p>Implementation Phasing and Exit:</p> Consider how the benefits of key interventions will continue without project staffing or how resources will be sourced to continue this work	<p>The proposed integrated CuC-Adult Education Approach will rely on already recruited and government supported Adult Educators. Delivery of literacy and numeracy sessions for out-of-school girls will take place at the already established and Government run adult education centres. These centres will continue to run in the post funding period after all CuCs have been wound up.</p> <p>For enhanced community capacity to advocate for OOSG education, the project will leverage on the strengthened capacity of community groups and stakeholders – parents with children with disability, religious and cultural leaders – as well as “alumni” GEC girls for continued sensitization and effective participation in advocacy spaces to influence resource allocation to support OOSG education.</p>		
<p>Effect of COVID-19:</p> Explain how any COVID-19 related limitations are/may affect or impact on your sustainability plans. Highlight in particular areas that are time sensitive	<p>The surge in COVID-19 cases may lead to the closure of all learning centres again, including the Adult Education Centres on which this sustainability plan heavily relies for continued delivery of literacy and numeracy sessions.</p> <p>A shift in government priorities towards fighting the COVID-19 pandemic may lead to high budgetary allocation in curbing the spread of virus with reduced resource allocation to ‘halted’ sectors like education despite sustained community-led advocacy.</p> <p>Impact of COVID-19 on the economy may result in a shift of priority among girls preferring to engage in economic activities at the expense of learning.</p>		

Annex 4. 14: Life-skills Index

County		Average SES (Agency & voice)	SRH Score	Rights and Abuse Score	Life Skill Index
Garissa	C1 Baseline	3.71	2.81	3.48	3.36
	C1 Endline	3.63	3.09	3.66	3.5
	C3 Baseline	3.32	2.4	3.16	3.04
Isiolo	C1 Baseline	3.33	3.09	3.58	3.33
	C1 Endline	3.54	2.33	3.48	3.12
	C3 Baseline	3.44	2.68	3.34	3.16
Kilifi	C1 Baseline	3.57	2.85	3.43	3.32
	C1 Endline	3.36	2.55	3.44	3.14
	C3 Baseline	3.7	2.6	3.59	3.33
Kisumu	C1 Baseline	3.29	3.13	3.6	3.34
	C1 Endline	3.38	2.47	3.87	3.27
	C3 Baseline	3.72	2.76	3.73	3.41
Migori	C1 Baseline	3.22	2.81	3.52	3.19
	C1 Endline	3.72	2.21	3.76	3.23
	C3 Baseline	3.94	2.38	3.88	3.4
Total	C1 Baseline	3.41	2.92	3.52	3.3
	C1 Endline	3.55	2.46	3.63	3.24
	C3 Baseline	3.61	2.62	3.54	3.28

Agency & Voice Practice

- Overall, there was a general increase in indicators of agency and voice.
- Generally, Garissa and Isiolo reported increase in nervousness when reading in front of classes.

Annex 4. 15: Agency & Voice Practice

		C1 EL						Change from BL					
		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
I get nervous when I have to read in front of others (R.)	C1 BL	21.4%	37.2%	46.1%	46.9%	49.6%	41.1%	-33.4%	-11.4%	6.1%	3.8%	17.8%	-1.8%
	C3 BL												
I recognize when choices I make today about my studies can affect my life in the future.	C1 BL	72.9%	60.6%	77.5%	89.8%	86.0%	76.8%	4.4%	-25.3%	-10.2%	8.0%	4.1%	-5.0%
	C3 BL												
I feel confident expressing myself while at home.	C1 BL	78.6%	95.7%	71.9%	95.9%	92.6%	87.0%	-0.9%	7.9%	-10.3%	14.1%	12.6%	4.5%
	C3 BL												
I feel confident expressing myself while in the community.	C1 BL	45.7%	81.9%	69.7%	67.3%	68.6%	67.8%	0.5%	36.1%	0.8%	26.4%	22.2%	17.6%
	C3 BL												
I have trusted adults I can talk to when I need to.	C1 BL	81.4%	97.9%	80.9%	87.8%	88.4%	87.7%	-2.1%	31.5%	-4.7%	1.4%	7.5%	8.5%
	C3 BL												
If someone does not understand me, I try to find a different way of saying what is on my mind.	C1 BL	72.9%	78.7%	76.4%	87.8%	86.8%	80.6%	3.0%	9.9%	-2.5%	8.2%	15.0%	7.6%
	C3 BL												
I consider the risk of a choice before making a decision.	C1 BL	87.1%	75.5%	76.4%	87.8%	81.8%	80.9%	22.8%	-3.9%	-5.4%	13.3%	20.0%	8.6%
	C3 BL												

Agency and Voice

- On self-efficacy, there was a general increase in the self-efficacy of the girls.
- Kilifi and Kisumu had areas of slight decreases with Kilifi having more components decreasing.

Annex 4. 16: Agency and Voice

		C1 EL						Change from BL					
		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
I can always manage to solve difficult problems if I try hard enough.	C1 BL	77.9%	84.6%	70.4%	68.1%	63.6%	72.6%	9.4%	26.7%	7.0%	-2.4%	10.8%	11.7%
	C3 BL												
If someone opposes me, I can find the means and ways to get what I want.	C1 BL	84.1%	78.4%	68.8%	68.9%	59.0%	70.7%	27.9%	22.3%	-1.3%	3.0%	2.1%	10.4%
	C3 BL												
It is easy for me to stick to my aims and accomplish my goals.	C1 BL	89.6%	91.3%	70.5%	87.0%	88.9%	85.8%	18.3%	24.9%	-7.3%	25.6%	28.0%	18.1%
	C3 BL												
I am confident that I could deal efficiently with unexpected events.	C1 BL	72.6%	62.9%	64.5%	57.8%	74.8%	67.7%	4.1%	4.0%	2.3%	-3.6%	36.6%	11.6%
	C3 BL												
Thanks to my resourcefulness, I know how to handle unforeseen situations	C1 BL	59.0%	68.9%	69.7%	57.1%	71.4%	66.9%	4.2%	16.6%	8.6%	9.4%	27.8%	15.0%
	C3 BL												
I can solve most problems if I invest the necessary effort.	C1 BL	88.4%	91.5%	67.5%	70.2%	81.0%	80.9%	24.0%	27.0%	-8.0%	4.3%	8.3%	11.8%
	C3 BL												
I can remain calm when facing difficulties because I can rely on my coping abilities.	C1 BL	80.3%	72.5%	77.0%	73.8%	70.9%	74.4%	7.7%	16.5%	3.7%	5.6%	6.4%	8.3%
	C3 BL												
When I am confronted with a problem, I can usually find several solutions.	C1 BL	87.9%	85.1%	85.5%	76.1%	80.2%	83.2%	18.4%	25.3%	13.3%	21.5%	22.9%	20.3%
	C3 BL												
If I am in trouble, I can usually think of a solution.	C1 BL	91.0%	92.4%	77.9%	76.6%	86.4%	85.8%	15.7%	21.4%	0.1%	10.7%	10.1%	11.7%
	C3 BL												
I can usually handle whatever comes my way.	C1 BL	73.5%	90.8%	87.2%	83.3%	61.0%	77.4%	0.9%	29.1%	19.4%	35.6%	4.7%	15.4%
	C3 BL												

Agency & Voice Practice - Rating (Good/Excellence)

- Overall, there was increase in the rating by the girls on community practice.
- In the counties, Garissa and Isiolo rated lower the community support of girls for their aspirations, sexual reproductive health and general support for each other.

Annex 4. 17: Agency & Voice Practice - Rating (Good/Excellence)

		C1 EL						Change from BL					
		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Community support for girls to achieve their dreams.	C1 BL	43.5%	22.3%	45.8%	17.1%	38.5%	34.9%	-1.7%	-2.0%	37.7%	-3.4%	15.5%	11.1%
	C3 BL												
Girls supporting each other to progress or in times of challenges.	C1 BL	50.0%	33.3%	40.2%	27.9%	50.4%	41.9%	-3.4%	-5.9%	26.5%	23.4%	24.1%	12.4%
	C3 BL												
Girls' access to health services (including sexual and reproductive health services).	C1 BL	27.4%	24.5%	40.5%	38.5%	48.3%	36.7%	-13.7%	-16.7%	24.2%	6.6%	7.4%	1.7%
	C3 BL												
Girls' participation in decisions that affect them (at household level).	C1 BL	40.0%	18.1%	35.0%	45.0%	27.4%	30.7%	9.9%	-0.6%	24.7%	22.3%	8.3%	11.2%
	C3 BL												
Girls' participation in decisions that affect them at community level.	C1 BL	27.5%	21.3%	27.8%	26.8%	22.0%	24.4%	7.0%	12.9%	20.9%	17.7%	16.6%	14.9%
	C3 BL												
The opportunities available for GIRLS in this community.	C1 BL	36.2%	26.6%	37.3%	23.3%	24.6%	29.5%	4.3%	13.5%	23.6%	11.9%	7.3%	12.1%
	C3 BL												
The opportunities available for BOYS in this community.	C1 BL	51.5%	45.7%	46.3%	46.7%	73.9%	55.0%	-18.4%	-32.8%	33.7%	28.5%	19.4%	4.1%
	C3 BL												

What are the healthy ways of managing stress that you apply?

- Overall, the girls indicated that talking to mature adults, talking to fellow girls, and relaxing were the main ways of managing stress.
- For cohort 3, relaxing seems to be more preferred strategy for managing stress compared to other options.

Annex 4. 18: Healthy Ways of Managing Stress

	Garissa			Isiolo			Kilifi			Kisumu			Migori		
	C1 BL	C1 EL	C3 BL	C1 BL	C1 EL	C3 BL	C1 BL	C1 EL	C3 BL	C1 BL	C1 EL	C3 BL	C1 BL	C1 EL	C3 BL
Choosing and maintaining good friends	15%	6%	5%	10%	3%	6%	33%	5%	11%	11%	4%	6%	26%	7%	3%
Talking to fellow girls	34%	17%	11%	22%	12%	21%	25%	16%	16%	11%	17%	15%	25%	15%	21%
Relaxing	27%	18%	27%	31%	18%	16%	8%	21%	18%	33%	22%	9%	19%	17%	13%
Exercising	7%	11%	10%	0%	5%	1%	5%	6%	6%	2%	2%	2%	1%	9%	0%
Eating healthy	2%	9%	11%	2%	13%	1%	5%	2%	6%	0%	0%	1%	0%	2%	0%
Listening to music	0%	2%	7%	7%	20%	2%	3%	5%	8%	5%	15%	6%	5%	14%	9%
Managing time wisely	2%	6%	2%	0%	2%	0%	3%	0%	6%	3%	1%	1%	1%	3%	0%
Positive self-talk	3%	6%	10%	7%	7%	15%	4%	8%	8%	8%	2%	6%	3%	9%	12%
Talking to professionals	0%	3%	2%	1%	2%	2%	2%	0%	1%	2%	0%	6%	0%	3%	3%
Talking to an adult or mature person	9%	15%	11%	14%	16%	20%	12%	19%	16%	25%	27%	29%	13%	16%	25%
Crying							0%	2%	0%	0%	1%	1%	1%	0%	1%
Praying	1%	4%	0%	4%	0%	9%	1%	2%	2%	2%	0%	8%	3%	0%	4%
Sleeping				1%	1%	1%	0%	3%	1%	0%	0%	2%	2%	0%	1%
Others	0%	2%	2%	0%	1%	8%	0%	13%	4%	0%	8%	9%	0%	4%	9%

When a friend or another girl does something wrong to you what will you do?

- In terms of conflict resolution, the option of talking things out was preferred followed by reporting to an older or mature adult.

Annex 4. 19: What do you do when someone does something wrong to you

	Garissa			Isiolo			Kilifi			Kisumu			Migori		
	C1 BL	C1 EL	C3 BL	C1 BL	C1 EL	C3 BL	C1 BL	C1 EL	C3 BL	C1 BL	C1 EL	C3 BL	C1 BL	C1 EL	C3 BL
Talk to her about what she has done to me	22.3%	39.8%	42.3%	21.7%	30.1%	47.2%	50.5%	58.3%	56.0%	42.3%	52.5%	52.0%	46.6%	64.9%	39.7%
Say nothing to maintain our friendship/relationship	17.5%	10.7%	9.9%	4.3%	5.3%	14.2%	3.1%	8.3%	10.6%	30.8%	1.7%	8.5%	18.0%	12.7%	8.2%
Keep quiet and look for a way to revenge	11.7%	3.9%	14.4%	1.9%	3.8%	1.9%	0.0%	1.0%	5.0%	1.9%	3.4%	1.3%	2.3%	0.7%	0.0%
I revenge (do the same thing to her) immediately	28.2%	3.9%	10.8%	14.9%	9.0%	0.0%	5.2%	1.0%	4.3%	7.7%	6.8%	3.1%	3.8%	0.7%	1.4%
Report her to an adult or someone else	7.8%	30.1%	3.6%	39.1%	40.6%	17.0%	33.0%	15.6%	17.0%	5.8%	13.6%	14.3%	6.8%	9.7%	16.4%
Leave her alone but end our friendship/relationship	10.7%	10.7%	13.5%	15.5%	9.0%	5.7%	0.0%	7.3%	0.7%	7.7%	11.9%	7.2%	11.3%	6.0%	13.7%
Forgive	1.9%	1.0%	0.9%	2.5%	0.0%	1.9%	5.2%	4.2%	2.8%	3.8%	1.7%	4.9%	6.0%	1.5%	12.3%
Do nothing/leave her	0.0%	0.0%	1.8%	0.0%	0.0%	5.7%	3.1%	1.0%	0.7%	0.0%	1.7%	1.3%	5.3%	2.2%	2.7%
Others	0.0%	0.0%	2.7%	0.0%	2.3%	6.6%	0.0%	3.1%	2.8%	0.0%	6.8%	7.2%	0.0%	1.5%	5.5%

Rights & Abuse Knowledge

- Overall, there was a positive change in the rights and abuse.
- Garissa seemed to have decreased knowledge on rights and abuse.

Annex 4. 20: Rights & Abuse Knowledge

		C1 EL						Change from BL					
		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Knowledge on your rights	C1 BL	32.9%	53.2%	37.1%	57.1%	43.8%	44.2%	-24.5%	13.8%	19.3%	23.1%	29.4%	13.4%
How girls/women are treated in this community	C1 BL	55.7%	40.4%	32.6%	49.0%	34.7%	40.7%	-18.2%	18.3%	15.3%	14.0%	11.3%	8.8%
How cases of abuse or violation are handled in this community	C1 BL	50.0%	37.2%	29.2%	49.0%	32.2%	37.6%	-18.3%	4.9%	4.6%	14.8%	0.3%	0.7%
How the community treats children with disabilities	C1 BL	75.7%	44.7%	41.6%	59.2%	38.8%	49.2%	-5.8%	-2.0%	21.0%	16.3%	5.2%	5.4%
How the community treats girls who become pregnant before marriage	C1 BL	31.4%	10.6%	39.3%	34.7%	31.4%	28.8%	-12.1%	3.1%	30.4%	12.7%	18.1%	12.3%
How the community treats persons from different ethnic community or religion	C1 BL	77.1%	28.7%	39.3%	61.2%	54.5%	50.1%	21.6%	2.8%	7.7%	26.1%	-10.8%	6.8%

Rights & Abuse Attitudes

- There were generally improved attitudes on rights and abuse.
- There were mixed attitudinal changes by county on different elements.

Annex 4. 21: Rights & Abuse Attitudes

		C1 EL						Change from BL					
		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Men and Women are equal	C1 BL	67.6%	61.7%	80.0%	41.7%	64.7%	65.0%	1.9%	2.8%	8.9%	-19.7%	11.1%	3.4%
Abusing someone once in a while when they wrong you is fine	C1 BL	37.7%	72.0%	47.6%	77.6%	60.2%	58.6%	-37.7%	5.7%	-22.0%	13.9%	-21.6%	-13.7%
Children working so that they are paid to support their families is fine	C1 BL	58.0%	71.3%	48.8%	85.7%	69.2%	65.6%	12.8%	20.8%	2.8%	47.1%	17.3%	17.8%
Some ethnic communities are better than others	C1 BL	76.5%	79.8%	50.0%	79.2%	56.8%	66.4%	1.5%	1.3%	1.1%	17.8%	2.2%	2.8%
Men and Women should be treated the same	C1 BL	76.5%	63.8%	84.9%	75.0%	80.2%	76.3%	-1.3%	-10.9%	6.5%	-15.9%	9.3%	-0.5%

Rights & Abuse Practice (Contd)

Annex 4. 22: Rights & Abuse Practice (Contd)

		C1 EL						Change from BL					
		Garissa	Isiolo	Kilifi	Kisumu	Migori	Total	Garissa	Isiolo	Kilifi	Kisumu	Migori	Total
Children are treated cruelly and punished in a cruel way	C1 BL	10%	2%	35%	34%	45%	26%	-22%	-42%	-17%	9%	-4%	-17%
Children are denied food and shelter	C1 BL	1%	0%	24%	6%	28%	14%	-12%	-14%	-22%	-19%	7%	-10%
Children are NOT taken to school	C1 BL	9%	13%	41%	8%	41%	25%	-39%	-30%	-41%	-30%	-9%	-28%
Girls are NOT taken to school	C1 BL	31%	18%	42%	10%	54%	34%	-25%	-36%	-37%	-30%	-3%	-24%
All adults including teachers and parents do what is best for the child	C1 BL	71%	70%	67%	93%	83%	76%	-24%	-20%	-23%	-7%	-10%	-17%

Annex 5: Log-frame and Medium-Term Response Plan Output Monitoring Framework

MTRP Output Monitoring Framework (OMF)



Education for Life
Medium Term Respon

Project's logframe

Annex 7: External Evaluator's Inception Report

Final External Evaluator's Inception Report












EfL Project Midline
Inception Report 202









Annex 8: Quantitative and qualitative data collection tools used for midline/endline

EE Guidance

Please provide a bulleted list of all quantitative and qualitative data collection tools. Next to each tool, please annotate data use and data access requirements as stipulated in consent and assent forms. For example, if a consent form stated that anonymized data could be used by other researchers, please list this next to the data collection tools covered by that consent form.

Provide all data collection tools as separate documents. These documents must also be uploaded to the UK Data Archive alongside any other supporting datasets and annotated documents. See guidance on submission to the UK data archive in Annex 10.

Quantitative Evaluation Tools	Data use and data access by other researchers	
Literacy assessment - Kiswahili	Yes	  Midline Evaluation - Kiswahili protocol_EFL Midline Evaluation - Kiswahili Stimuli_EFL
Literacy assessment – English (Written)	Yes	 Midline Evaluation-Written Test
Literacy assessment – English (Oral)	Yes	  Midline Evaluation-English Protocol Midline Evaluation-English Stimuli
Numeracy assessment Test	Yes	  Midline Evaluation-Numeracy Midline Evaluation-Numeracy
Girls Survey	Yes	 ELF_GIRL_SURVEY_ML_10062021.docx
Household Survey	Yes	 EFL HH Survey EL and BL - Revised.doc
Qualitative Evaluation Tools		

FGD with girls and boys	Yes	  EFL Tool 1a Girl FGD EFL Tool 1b Girl FGD C1 July 2021 Final 1.doc C3 July 2021 Final 1.doc
Community Dialogue	Yes	 EFL tool 3a community dialogue N
Parents and Husbands Tool	Yes	  EFL Tool 2b Parents EFL Tool 2c Husband July 2021-Final 1.doc FGD July 2021 Final 1.doc
Key Informant Interviews with Educator Facilitators	Yes	 EFL Tool 4a Educator KII Midline_cohort 1.doc
Key informant interviews with Ministry of Education and Implementation Partners	Yes	 EFL Tool 4 MOE Tool July 2021 Final 1.doc
Key Informant Interviews with Implementing Partner	Yes	 EFL Tool 5 IP July 2021 Final 1.docx

Annex 9: Qualitative transcripts

County	Transcript
EFL Transcripts IP Isiolo	 EFL Transcript 5 ISL_KII_IP_PP_Male (
EFL transcripts GH Garissa	 EFL Transcript 4 GSA_KII_EO_MALE.d
EFL transcripts EF Kisumu	 EFL Transcript 2 KSM_GI_EF_Female (
EFL transcripts C1 Girls Migori	 EFL Transcripts 1 MGR_FGD_C1_Female
EFL transcripts CD Kilifi	 EFL Transcript 3 KLF_FGD_CD_Female

Annex 10: Quantitative datasets, codebooks and programs

EE Guidance

Submission of quantitative datasets to the FM:

Submit all the cleaned and labelled quantitative datasets, specifically the school girls' survey data, the household survey data, and learning test data to the FM in advance of or as part of the endline report submission. The datasets should be fully anonymized before submission. Ensure all datasets are clean and clearly labelled so individuals, and school/communities can be matched across datasets. Accepted formats are Excel, STATA, SPSS and R.

Provide all codebooks and STATA and R programs (where available) in addition to the datasets. This will facilitate the replication of the key learning data where applicable. Ensure the following information points are followed:

- Provide clear details on how many learning test subtasks were administered and how they were weighted.

- Include a variable that records the aggregate learning score for each girl and both literacy and numeracy, in addition to subtask and item scores.

- Wherever possible, provide one merged dataset.

- Ensure that you have one, definitive and clearly marked unique ID variable.

- Ensure you have only one, definitive and clearly marked variable for grade and for treatment status.

Submission of qualitative transcripts to the FM:

Submit two qualitative transcripts in English to the FM as part of the endline report submission. These transcripts will be reviewed alongside the main report. The transcripts should be in the same format as the ones you used for qualitative analysis at endline.

Submission of quantitative datasets to the UK Data Archive:

All datasets, codebooks, and accompanying tools should also be uploaded to the UK Data archive. Your FM Evaluation Officer will provide further details on which catalogue the submission should be made under. Please read the following guidance to ensure the correct format for documents is used early on in the process to prevent additional work at the end.

<https://www.ukdataservice.ac.uk/deposit-data>

<https://www.ukdataservice.ac.uk/deposit-data/how-to/regular-depositors.aspx>

<https://www.ukdataservice.ac.uk/deposit-data/preparing-data.aspx>

EE Guidance

Submission of qualitative transcripts to the UK Data archive:

Where **consent** has been obtained for data sharing and indefinite storing, qualitative transcripts should be submitted to the UK Data Archive. Audio recordings do not need to be submitted. A blank consent form, outlining the information provided when seeking consent, should also be submitted alongside the transcripts. Please read the following guidance on seeking consent for data sharing:

<https://www.ukdataservice.ac.uk/manage-data/legal-ethical/consent-data-sharing/overview.aspx>

Please ensure the following points are followed:

- Full **verbatim** transcripts should ideally be submitted to the archive. However, where only summary transcripts are available, these can also be uploaded. Transcripts can be submitted in any language, but ideally in English, where possible. Transcripts should be presented in a consistent format with speaker tags and clear turn taking. Please read the following link for guidance on the recommended format for qualitative transcripts: <https://www.ukdataservice.ac.uk/manage-data/format/transcription.aspx>
- Transcripts should be accompanied by a header or cover sheet which includes details about the date, time and place where the data was collected. Ideally, the transcripts should be accompanied with information about the **sampling** design, including approach used, overall sample size and any relevant details about sample composition.
- All transcripts should be **anonymized** to the extent which is appropriate given the nature of the data and the context in which it was collected. This will need to be based on a clear plan about the types of identifiable information which will be stripped out. At a minimum, all names should be removed and replaced with pseudonyms or numbers. If sensitive data has been collected, you may decide that additional data should also be removed, for example in order to further protect the identities of individuals, communities or schools. Your approach to anonymizing should be set out and agreed with the Fund Manager before transcripts are uploaded.

Annex 11: Quantitative sampling framework

EE Guidance

Please provide updated and final excel file. The final selection of the schools/communities for the midline/endline evaluation should be clear.

Annex 12: External Evaluator declaration

Name of Project: *(Leave No Girl behind – LNGB)*

Name of External Evaluator: WOMEN EDUCATIONAL RESEARCHERS OF KENYA

Contact Information for External Evaluator: werk@werk.co.ke / syiega@werk.co.ke

+254 722 888 919 / +254 732 888 919

Names of all members of the evaluation team: Charity Limboro (PhD),

James Angoye,

Peter Njoroge,

Violet Wawire (PhD),

Mike Brian,

Japheth Mbihi,

Celine Onyach,

Winyjoy Gatwiri,

Claudia Lagat,

Dennis Odhiambo,

Fredrick Kariuki,

Alice Omariba,

Evelyn Njurai,

Andrew Aura,

Catherine Egunza and

Asunta Lokia.

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

The following conditions apply to the data collection and analysis presented in the endline report:

All Quantitative and qualitative data was collected independently by the EE and secondary data was provided by the project for analysis

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 **Action Aid International Kenya (AAIK)** (Company) (Initials: **SY**)

All child protection protocols and guidance have been followed ((initials: **SY**)

Data has been anonymized, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols (Initials: **SY**)

Sophia Yiege



Women Education Researchers of Kenya

3rd September, 2021