

Project Evaluation Report

Report title:	I Choose Life – Africa Jielimishe GEC-T Midline Report
Evaluator:	ziziAfrique Limited
GEC Project:	Jielimishe
Country	Kenya
GEC window	GEC-Transition
Evaluation point:	Midline
Report date:	October 2020

Notes:

Some annexes listed in the contents page of this document have not been included because of challenges with capturing them as an A4 PDF document or because they are documents intended for programme purposes only. If you would like access to any of these annexes, please enquire about their availability by emailing uk_girls_education_challenge@pwc.com.

I Choose Life - Africa Jielimische GEC-T Midline Report

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Third Draft is based on re-contacted girls unless where stated.

October 12, 2020

1 Contents

Executive Summary	7
1. Background to project	12
1.1. Project Theory of Change and beneficiaries	15
1.2. Project context	23
1.3. Key evaluation questions & role of the midline	28
2 Context, Educational Marginalisation and Intersection between Barriers and Characteristics	30
3 Appropriateness of project activities to the characteristic and barriers identified	32
3.1.1 Girls' characteristics	32
3.1.2 Barriers at community level	36
3.1.3 Barriers at school level	36
3.1.4 Appropriateness of project activities	37
4 Key Outcome Findings	44
4.1 Learning Outcome	44
4.1.1 Literacy	44
4.1.2 Numeracy	46
4.1.3 Subgroup analysis of the Learning Outcome	49
5 Transition Outcome	52
3. Sub-group analysis of the transition outcome	60
4. Target setting for the transition outcome	61
6 Sustainability Outcome	62
7 Key Intermediate Outcome Findings	77
1. Improved quality of teaching among teachers for enhanced curriculum delivery	77
2. Attendance	85
3. Girls motivation to remain in school and transition through different pathways	89
4. Improved community support towards girls' education and transition through different pathways	95
5. Education management and governance for sustainable quality teaching and learning	100
8 Conclusion & Recommendations	103
8.1 Conclusions	103
8.1.1 Relevance of the project	103

8.1.2	Learning outcomes.....	104
8.1.3	Transition.....	104
8.1.4	Sustainability	105
8.1.5	Attendance	105
8.1.6	Improved quality of teaching for enhanced curriculum delivery.....	106
8.1.7	Girls' motivation to remain in school and transition through different pathways.....	107
8.1.8	Improved community support towards girls' education.	107
8.1.9	Education management and governance for sustainable quality teaching and learning.....	107
8.1.10	Gender Equality and Social Inclusion (GESI)	108
8.2	Recommendations	109
8.2.1	Monitoring, evaluation and learning of the project	109
8.2.2	Design, including the calculation of beneficiary numbers.	110
8.2.3	Scalability and sustainability	112
Annex 1:	Midline Evaluation Submission Process	113
Annex 2:	Intervention roll-out dates	113
Annex 3:	Midline evaluation approach and methodology	115
Annex 4:	Characteristics and Barriers	140
Annex 5:	Logframe	143
Annex 6:	Outcomes Spreadsheet	143
Annex 7:	Project design and intervention	143
Annex 8:	Key findings on Output Indicators.....	146
Annex 9:	Beneficiaries tables.....	160
Annex 10:	MEL Framework.....	164
Annex 11:	External Evaluator's Inception Report (where applicable).....	164
Annex 12:	Data collection tools used for Midline	164
Annex 13:	Datasets, codebooks and programs	164
Annex 14:	Learning test pilot and calibration	165
Annex 15:	Sampling Framework.....	166
Annex 17:	Project Management Response	168
Table 1:	List of Jielimishe GEC Intervention schools	13
Table 2:	Beneficiary numbers per County at midline	13
Table 3:	Beneficiary numbers per County at end line	14
Table 4:	Number of young mothers	14
Table 5:	Number of rescued girls	14
Table 6:	Number of pastoralist girls	14

Table 7: number of beneficiaries by grade and age at midline	15
Table 8: Jielimishe GEC Identified Barriers to education	18
Table 9: Project Design and Intervention	20
Table 10: Beneficiaries' Grades	22
Table 11: Beneficiaries' ages	22
Table 12: Examples of barriers to education by characteristic	30
Table 13: Girls with various forms of disabilities.	33
Table 14: Degree of disability of girls in treatment schools	33
Table 15: Degree of disability of girls in control schools	34
Table 16: Girls' characteristics	34
Table 17: Potential barriers to learning and transition	36
Table 18: Distribution of Sub-tasks undertaken by Class at Baseline and Midline	44
Table 19: Literacy (EGRA/SeGRA)	45
Table 20: Literacy scores from Baseline to Midline	45
Table 21: Literacy results	46
Table 22: Distribution of Sub-tasks undertaken by Class at Baseline and Midline	46
Table 23: Numeracy (EGMA/SeGMA)	47
Table 24: Numeracy scores from Baseline to Midline	47
Table 25: Numeracy results	48
Table 26: Learning scores of key subgroups	49
Table 27: Learning scores of key barriers	50
Table 28: Successful/unsuccessful transition per county.	52
Table 29: Transition rates by treatment and control	53
Table 30: Transition by Grade/Form	54
Table 31: Transition rate by age	54
Table 32: Percentage of learners reporting physical punishment in the school	55
Table 33: Percentage of learners reporting verbal abuse in school	56
Table 34: Learners witnessing physical punishment in the week preceding the survey	57
Table 35: Number of tracked girls who completed Grade 8 and Form 4 in 2018	57
Table 36: In-school transition.	58
Table 37: Transitioning pathways for girls	58
Table 38: Transition regression results	58
Table 39: Regression results on factors linked to safe transition.	61
Table 40: Target setting	61
Table 41: Sustainability outcome for measurement	63
Table 42: Sustainability indicators	64
Table 43: Changes needed for sustainability	76
Table 44: Activities for improved quality of teaching among teachers for enhanced curriculum delivery.	77

Table 45: Indicators for improved quality of teaching among teachers for improved curriculum delivery.....	77
Table 46: Improved quality of teaching among teachers for enhanced curriculum delivery log frame.....	79
Table 47: Activities to improve attendance.....	85
Table 44: Attendance as per the logframe.....	87
Table 49: Activities to improve girls’ motivation.....	89
Table 50: Percentage of girls motivated to remain in school and transition.....	90
Table 51: Girls motivation as per the log frame.....	91
Table 52: Activities to increase community support towards girls’ education.....	95
Table 53: Improved community support towards girls’ education.....	96
Table 54: Increased spending in education by treatment and control.....	97
Table 55: Increased spending in education by county.....	98
Table 56: Activities to strengthen education management.....	100
Table 57: Education management and governance for sustainable quality teaching and learning as per the log frame.....	101
Table 57: Intervention roll-out dates.....	113
Table 58: Outcomes for measurement.....	116
Table 60: Type of tool and respondents.....	118
Table 59 Benchmarking for transition.....	124
Table 62: Respondents, data collection tools and the method of sampling.....	127
Table 63: Sample size in Laikipia.....	131
Table 64: Final Sample Sizes for qualitative data for Mombasa.....	131
Table 65: Final Sample Sizes for qualitative data for Meru.....	132
Table 66: Tool details.....	132
Table 67: Midline sample for girls.....	135
Table 68: Evaluation sample breakdown (by region).....	135
Table 69: Girls evaluation sample breakdown (by grade).....	136
Table 70: Girls evaluation sample breakdown (by age).....	136
Table 71 Summary of evaluation sample.....	138
Table 72: Evaluation sample breakdown (by disability).....	138
Table 73: Girls’ characteristics.....	140
Table 74: Potential barriers to learning and transition.....	141
Table 75: Project design and intervention.....	143
Table 76: Output indicators.....	146
Table 77: Midline status of output indicators.....	155
Table 78: Output indicator issues.....	159
Table 79: Direct beneficiaries.....	160
Table 80: Other beneficiaries.....	160

Table 81: Target groups - by school	161
Table 82: Target groups - by age.....	161
Table 83: Target groups - by sub group	162
Table 84: Target groups - by school status.....	162
Table 85: Beneficiaries matrix	163
Table 86: EGRA subtask 4 scores by county	176
Table 87: EGRA subtask 5 by county.	176
Table 88: Foundational Task 6 Literacy skills gaps for Girls by Control and Intervention Groups (%).....	176
Table 89: Foundational Task 6 Literacy skills gaps for Boys by Control and Intervention Groups (%).....	177
Table 90: Literacy Proficiency levels (%) for girls	177
Table 91: Literacy Proficiency levels (%) for boys	178
Table 92: Girls Overall Task 6 Literacy Scores by Class (%)	179
Table 93: Boys Overall Task 6 Literacy Scores by Class (%).....	179
Table 94: Girls Task 6 Literacy Scores by Region (%)	180
Table 95: Boys Task 6 Literacy Scores by Region (%)	181
Table 96: Girls Task 7 Literacy Scores by Grade (%).....	182
Table 97: Boys Task 7 Literacy Scores by Grade (%)	182
Table 98: Girls Task 8 Literacy Scores by Grade (%).....	182
Table 99: Boys Task 8 Literacy Scores by Grade (%)	183
Table 100: EGMA Subtask 4.....	184
Table 101: EGMA Subtask 5.....	185
Table 102: EGMA Subtask 6.....	185
Table 103: Foundational Girls Task 7 Numeracy gaps by Intervention and Control	185
Table 104: Foundational Boys Task 7 Numeracy gaps by Intervention and Control.	186
Table 105: Numeracy Proficiency levels (%) for girls	186
Table 106: Numeracy Proficiency levels (%) for boys.....	187
Table 107: Numeracy Task 7 Proficiency levels by region	188
Table 108: Boys' numeracy Task 7 Proficiency levels by region	189
Table 109: Girls Numeracy Task 8 Scores by Class.....	190
Table 110: Boys Numeracy Task 8 Scores by Class	190
Table 111: Foundational Girls Task 8 Numeracy gaps by Intervention and Control.	190
Table 112: Foundational Boys Task 8 Numeracy gaps by Intervention and Control.	191
Table 113: Girls Numeracy Task 9 Scores by Class.....	191
Table 114: Boys Numeracy Task 9 Scores by Class	192
Table 115: Foundational Girls Task 9 Numeracy gaps by Intervention and Control.	192
Table 116: Foundational Boys Task 9 Numeracy gaps by Intervention and Control.	192

Executive Summary

Background

Project context, duration, and beneficiary numbers.

I Choose Life - Africa (ICL), through Jielimishe Girls' Education Challenge Transition Project (GEC T), is a (5) year project funded by the UK Government through Department for International Development (DfID) and runs from April 2017 as the start date to March 2022 as the end date. The project hereafter referred to as Jielimishe is focusing on improving the life chances of 10,123¹ marginalised girls (2,390 in primary school; aged 12 – 16 years and 7,730 in secondary school; aged 14 – 22 years²) using a holistic approach to complete a cycle of education, transition to the next level including alternative pathways and demonstrate learning. The project seeks to empower the girl, her school and teachers as well as her family across 20 primary schools and 39³ secondary schools.

The project is being implemented in Meru (agricultural communities), Laikipia (pastoralist communities) and Mombasa (urban poor) Counties of Kenya. The marginalised girls are further stratified based on their degree of marginalisation – 47 young mothers (18 in Meru, 13 in Mombasa and 16 in Laikipia), 74 rescued girls (all in Laikipia) and 1,791 pastoralist girls (all in Laikipia) who receive more targeted interventions to support them to remain in school learn well and transition.

Besides targeting girls as direct beneficiaries, the project targets 3,190 boys in primary between grade 7 to 8 and 3,790 in secondary schools. The project goal will be achieved by addressing barriers that inhibit retention, completion and transition of girls at three key barrier points; the girl, community and school.

Due to attrition caused by girls either dropping out of school or completing primary and secondary education, the direct beneficiaries will change over the course of the project. In 2017 during baseline the number of direct beneficiaries was 10,123 but at midline in 2019 it was 7,551 (1,637 at primary and 5,914 at secondary following some transitions from Grade 8 and Form 4. At end line, the project will work with 4922 direct beneficiaries.

Project Theory of Change.

Jielimishe GEC-T's design is based on a Theory of Change that outlines the key pathways, linkages and assumptions of how desired change will be achieved. The ToC is hinged on three key desired outcomes; Girls retained in school, complete a full cycle of education and demonstrate improved learning; girls successfully transition through the three key transition points and finally sustainability of the quality of teaching and transition through key education pathways. To achieve the three outcomes the ToC put forth 5 key pre-conditions referred to as intermediate outcomes; ranging from improved attendance, improved quality of teaching; improved girls motivation; improved community practices and improved education governance. These outcomes will in turn be achieved by 6 key outputs each with its own transition point specific interventions. All the three evaluations will then serve to test this ToC.

Midline evaluation approach

¹ This is the total beneficiary numbers as indicated by the enrolment data collected by the project at the close of GEC 1 (2016).

² The average age of entry to Primary school in rural/pastoral counties is 8 years while Young mothers who have been supported to re-enter have an average age of 20 years.

³ During the project design phase 40 secondary schools (10 in Laikipia, 10 in Meru and 30 in Mombasa) were selected as intervention schools. One school Seaside Academy in Mombasa was closed before the baseline was undertaken

The purpose of the midline was mainly to measure progress against the project outcomes (Learning, Transition, and Sustainability), the project's Intermediate Outcomes and to assess the validity of the project's Theory of Change, including testing its assumptions and how interventions are designed to overcome barriers and lead to outcomes among others. A total of 3,296 girls (2,210 in treatment and 1,086 from Control) and 241 boys were assessed. A target of 0.25 Standard deviations was applied between the baseline and midline measured using the Difference in Difference (DiD) method. This is the target that will be applied for every year of intervention. An aggregate learning score was used to compare overall learning levels in intervention and control group and track learning progress between baseline and midline. Since the girls in different grades had undertaken different subtasks at baseline and midline, a standardized approach consisting of taking the midline scores and standardizing them using the mean and Standard Deviation computed using respective baseline data was used. The same approach was used for numeracy scores. A Mixed method approach was employed to generate both quantitative and qualitative data critical in this assessment.

Learning outcomes findings

With regards to literacy, treatment schools had a higher mean of 0.4 than the control schools at a mean of 0.2. However, the DiD was negative at -0.09 which is less than the set target of 0.25 SD above the control schools per year which means that the increased literacy scores cannot be attributed to the interventions. In addition, literacy scores of girls in treatment schools had a p-value of 0.158, which is greater than 0.05 at 95% confidence level, which means that the literacy scores of treatment schools over control schools, was not significant. Performance against target was -34.93%.

With regards to numeracy, Treatment schools had a higher mean of 0.3 than the control schools at a mean of 0.10 an increase of 0.2. However, the DiD was negative at -0.01 which is less than the set target of 0.25 per year above the control schools which means that the increased numeracy scores cannot be attributed to the interventions. In addition, numeracy scores of girls in treatment schools had a p-value of 0.873, which is higher than 0.05 at 95% confidence level, which means that the numeracy scores of treatment schools over control schools, was not significant. Performance against the target was -2.99%.

There are several reasons as to why treatment schools did better than the control schools in some of the instances. First, the barriers to girls' education that have been identified are the correct ones. (See section 3.1.4) and secondly the interventions to address the barriers are the correct ones. In particular, teacher training on learner centred pedagogy, increased contact time between teachers and learners due to increased attendance, use of ICT in teaching and learning, mentorship for the girls and boys all helped to improve learning. The interventions address barriers at the girls' personal level, at school level and community level.

Despite having the correct interventions, difference in numeracy between treatment and control was largely insignificant. One main reason could be that the dosage of the interventions was inadequate. In addition, the control schools may not be a good match for the intervention. When control schools were being selected we did not compare their performance and learning practices. Therefore, the project could not authoritatively claim that both control and intervention were comparable as far as literacy and numeracy are concerned. Due to annual reshuffling of teachers, the project has had a few literacy and numeracy teachers that the project has trained and invested in move to control. School heads who had embraced the project interventions also moved to control schools. This facilitates cross contamination. Reshuffling creates movement of trained teachers from intervention schools thus de-saturating the efforts. The project is thus on constant training mode for new teachers.

Transition Outcome findings

Intervention group had a successful transition rate of 88.1% while control schools had a successful transition rate of 89.1%. Control schools recorded a higher transition rate than treatment schools by a small margin of 1% point. The project had a midline target of 5% increase from a baseline transition rate of 61%. Intervention schools had a transition rate of 88.1%, which was 22.1% higher than the baseline target of 66%.

Transition target of 7% over and above the baseline was not achieved as there was a -1% point difference between the treatment and control schools in favour of control schools. Treatment schools had a mean of 28% and the control schools had a mean of 34%. The overall DiD was -6% against a target of 7% over and above the change in control schools. This means that although there was significant increase in transition rates in the treatment schools of 28% point increase, this cannot be attributed to the interventions as the Difference in Difference is -6%. The increased transition rate of control schools over treatment schools were not statistically significant with a p-value of 0.08 which is higher than the threshold p-value of 0.05 at 95% confidence level.

Feeling safe and being overage are linked to successful transition. The results in table 34 show that students who feel safe have a 63% better chance ($1/0.61*100$) of having a successful transition than girls who do not feel safe. Pupils who are not overage have a 59% better chance ($1/0.63*100$) of having successful transition. These factors include numeracy and literacy scores, grade, disability, region and the feeling that the teacher is unwelcoming

Younger learners are more likely to transition well. This is because being over age especially for girls is a barrier to transition. Many will have repeated classes due to low learning outcomes or started schooling late. Barriers to transition are similar to barriers to learning and include: poverty, low motivation to remain in school and transition to higher levels, early pregnancy and marriage, safety, inadequate infrastructure, poor teaching and learning methodologies, lack of parental support, and pastoralism way of life which is incompatible with a rigid education system. In addition, 60% of the schools indicated that there was physical and verbal abuse by teachers making the school learning environment unattractive for learners.

Sustainability Outcome findings

The overall sustainability score is 2.5 out of a target of 3. Reasons for this score are because there is no evidence that if the project was to stop now, the activities would be sustained by the school, community or the system. To increase sustainability the project should ensure that the Ambassadors of Change are also education champions. Work with communities to come up with specific initiatives that support girls' education and thereafter enter into a social contract with the community as a way of ensuring that they follow through with their commitments. For school sustainability, the project should continue enhancing the capacity of BoMs and PTAs to govern and more importantly start initiatives that support among the most marginalized learners in a school for example young mother, married girls, girls who are single or double orphans as identified by the project. For system sustainability, consider joining or forming education networks at county levels in order for organizations working in the same area and have similar goals may amplify their advocacy role. System sustainability may be more easily achieved when key players in the education sector at county level advocate for the same thing.

Project delivery of transformational change in GESI

At baseline, the project was rated GESI unresponsive with regard to disability. However, the project has since then instituted activities that intentionally target learners with disabilities with the aim of creating an

enabling environment for them so that they can enjoy equal learning opportunities. The project is now disability accommodative as it does acknowledge that disability adds an additional layer of vulnerability.

These interventions include training of coaches on how to identify learners with disabilities. Since coaches work alongside teachers, they have built the capacity of teachers to address attitudinal barriers; structural barriers and through child to child clubs, integrate learners with disability in learning activities. Some schools have responded positively by establishing gender and disability committees comprised of teachers and select learners to oversee issues of gender equity and social inclusion. When this is finally structured, it will contribute to school level sustainability.

The project will need to develop Individualised Education Plans for the learners with forms of disabilities that prevent them from following the regular curriculum. Strong linkages with Education Assessment Research Centres will need to be established so that learners can be professionally assessed for targeted instruction. This way the project will be disability transformative.

There hasn't been any increase in the number of young mothers returning to school. Supporting young mothers is part of the project activities. Girls' safety continues to be a major barrier and should be discussed at community meetings. Lack of sanitary wear was still mentioned as a barrier. It is with this regard that the project can be said to be GESI accommodative.

With regards to working with government for system change, the project participated in the development of the Mentorship Policy for Early Learning and Basic Education in February 2019. ICL Africa has been acknowledged by the government as having played a key role in ensuring that the policy was launched. The policy outlines how mentorship for both girls and boys is to be conducted in schools. With this regard, the project can be said to be GESI transformative.

Intermediate Outcomes findings

Attendance

Data from midline indicated a 5% positive improvement in attendance rising from 84% in baseline to 89% in midline. The project surpassed its midline target (85%) by 4%. The target for the next evaluation is 90%. The EE agrees with the evaluation but recommends that the evaluation be done on a week learners are not preparing for examinations to ensure that attendance mirrors what happens in schools when learners are not compelled to attend. Improved attendance was due to strategies instituted by schools to curb truancy. Most schools reported that whenever a learner is absent without permission, they have to go back to school with their parents.

This indicator is still relevant and needs to be measured as there are girls who still attend school less than half the time. The risk of dropping out of school girls from female headed households who attend school less than half the time are 30.8% more likely to drop out of school. The risk of them dropping out has decreased by 22.5% from baseline. The risk of dropping off for learners who go to sleep hungry and attend school half the time is 50% an increase of 50% from baseline.

Improved quality of teaching for enhanced curriculum delivery.

At midline 68.3% of the teachers demonstrated learner centred classroom practices which marked an increase of 27.2% over baseline (41%). The midline target was 58%, which means that this target was surpassed by 10.3%. Percentage of teachers in Mombasa with pedagogical skills as defined by the project was 73.8%, followed by Meru at 67.8% and lastly Laikipia 63.4%. When one compares the percentages between the treatment and control, teachers in treatment schools had better learner centred pedagogical

skills at 68.3% against control schools at 60.6% a difference of 7.7%. This means that the skills teachers in treatment schools have acquired are due to the current interventions specifically teacher training and coaching. The following Table presents percentage of teachers using learner centred pedagogies.

Reasons for improved lesson delivery can be attributed mainly to teacher training and coaching especially the aspect of jointly planning with teachers on the kind of support they need. Challenges to teacher training and coaching include: inadequate training in some components for example lesson planning, inability of some teachers to appreciate coaching, inadequate number and underutilisation of ICT equipment. This indicator should be retained as it determines to a great extent whether pupils learn or not. The next target is 83%

Girls' motivation to remain in school and transition through different pathways

From data, the project recorded a 2% improvement in motivation from 73% in baseline to 75% in midline⁴. The midline target (79%) was missed by 4%. The next target at midline is 86%. Reasons for improved motivation is mentorship. The indicator should be retained as motivation is a powerful factor that determines one's life choices.

Improved community support towards girls' education.

From the evidence gathered, the evaluators have reason to believe that parents and community attitude has improved from baseline. Parents are committed to and willing to support their daughters through various levels of education. This was demonstrated by the fact that 74% of parents in treatment schools stated that they had increased spending on girls' education. This was an increase of 36% over a baseline of 38%. The set target at midline was 42% which means that this target was surpassed by 32%. Equally, the project had a critical mass of parents who stated an improvement in attitude towards girls' education. The end line evaluation target is 80%.

Education management and governance for sustainable quality teaching and learning

In order to determine whether schools have been able to independently mobilise resources for school development, head teachers were asked whether they had received any special investments in the school by organizations such as NGOs and/or the private sector within the last one year. A total of 35 schools (29 treatment and 6 control) indicated that they had. The project thus reports an increase of 24 schools from 5 in baseline making it a total of 29 schools at Midline. This surpassed the midline target by 4 schools. The end line evaluation target is 85%.

Recommendations

In order to improve on monitoring, evaluation and learning of the project, the evaluator recommends that the project carries out a Fidelity of Implementation to determine interventions exposure or dosage, programme differentiation, quality of delivery, participants' responsiveness and relevance of the activities and approaches.

In order to improve learning outcomes the evaluator proposes that the current teacher training, club activities and remediation be sustained. In order to improve numeracy skills, teachers should ensure that learners have acquired basic operation skills.

With regards to sustainability, the evaluator proposes that the project builds the capacity of teachers to support each other through learning circles in order to reduce reliance on external coaches. Teachers and BoMs capacity to monitor the curriculum should be enhanced so that learners are acquired the required skills at all levels.

⁴ This data is based on the entire girls' sample.

Teachers should be trained on alternative forms of discipline as over 60% of the schools indicated that there is physical and verbal punishments in schools.

Community dialogues should be revamped and communities facilitated to enter into social contracts for sustainability and scalability.

1. Background to project

I Choose Life - Africa (ICL), through Jielimishe Girls' Education Challenge Transition Project (GEC T), is a (5) year project funded by the UK Government through Department for International Development (DfID) and runs from April 2017 as the start date to March 2022 as the end date. The project hereafter referred to as Jielimishe is focusing on improving the life chances of **10,123⁵ marginalised girls (2,390 in primary school; aged 12 – 16 years and 7,730 in secondary school; aged 14 – 22 years⁶)** across Laikipia, Meru and Mombasa Counties in Kenya using a holistic approach to complete a cycle of education, transition to the next level including alternative pathways and demonstrate learning. Besides targeting girls as direct beneficiaries, the project targets **3,190** boys in primary between grade 7 to 8 and **3,790** in secondary schools. The project goal will be achieved by addressing barriers that inhibit retention, completion and transition of girls at three key barrier points; the girl, community and school.

In its endeavour to improve life chances for these girls, the project aims at achieving three key outcomes: 10,123 marginalised girls supported by GEC with improved Learning⁷; 10,123 marginalised girls transitioning through key education pathways; and enhanced sustainability in the quality of learning and transition in key education pathways. The five key project pre-conditions, otherwise referred to as Intermediate Outcomes, to achieving these outcomes are: Improved quality of teaching among teachers for enhanced curriculum Delivery; Improved attendance for 10,123 marginalised girls supported by GEC; Improved motivation of 10,123 marginalised girls to transition through key pathways; Improved Community support to girls' education and transition through different pathways; Improved education management, governance and accountability for sustainable quality teaching and learning.

Following the rich experience and vast understanding of the contextual barriers behind educational marginalisation for these girls, the potential that exists amongst them and their communities, Jielimishe put forth a design that seeks to empower the girl and her learning environment, with gender equality at the core, through strategic and focussed project interventions aimed at enabling the girls achieve even more.

⁵ This is the total beneficiary numbers as indicated by the enrolment data collected by the project at the close of GEC 1 (2016).

⁶ The average age of entry to Primary school in rural/pastoral counties is 8 years while Young mothers who have been supported to re-enter have an average age of 20 years.

⁷ The project is cognisant of an attrition to the 10,123 beneficiary numbers at both midline and end line by approximately 15% due to reasons beyond the barriers addressed by the project (ICL GEC – T proposal page 15)

The project is being implemented in 59 schools (39 secondary and 20 Primary across the three Counties, with both Laikipia and Meru having 10 primary and 10 Secondary each while Mombasa has all its 19 schools being Secondary. The list of schools is as provided below in Table 1.

Table 1: List of Jielimishe GEC Intervention schools

Mombasa Schools		Meru Schools		Laikipia Schools	
1	Changamwe Sec School	1	Kaliati Secondary School	1	Olarinyiro Primary School
2	St Charles Lwanga Sec	2	Mucuune Primary School	2	Olarinyiro Seocndary School
3	Mbaraki Girls Sec	3	Mucuune Secondary School	3	Simwoto Primary School
4	St Theresa High School	4	Kk Tharaine Pry School	4	St. Pauls Dagara Primary
5	Makande Sec	5	Rwongo Rwa Nyaki Pry	5	Rumuruti Day Secondary School
6	ABC Changamwe Sec	6	Thinyaine Secondary School	6	Rumuruti Deb Primary School
7	Coast Girls Sec	7	Kunene Day Secondary	7	Manyatta Primary School
8	Miritini Secondary	8	Runogone Primary School	8	Ainapmoi Primary School
9	Bin Nuru Girls High School	9	Ntakira Day Secondary School	9	Mairo Primary School
10	Hassan Joho Secondary	10	Ngonyi Primary School	10	Gatundia Secondary School
11	Sacred Heart High School	11	Thuura Primary School	11	Thome Day Secondary School
12	Mwakirunge Secondary	12	Deb Kathithi Primary School	12	Karaba Secondary School
13	Kajembe Secondary	13	Gikumene Primary School	13	Kiriti Secondary School
14	Sharif Nassir Girls Sec	14	Mulanthakari Secondary School	14	Chereta Secondary School
15	Sheikh Alfasy Abdalla Sec	15	Machaku Mixed Day Secondary School	15	Kimanjo Primary School
16	Mtopanga Secondary	16	Mutionjuri Primary School	16	Olgirgir Primary School
17	Star Of The Sea High School	17	Bishop Lawi Secondary Sch	17	lipolei Day Secondary School
18	Maweni Secondary	18	Mwiramwaki Primary Sch	18	lilpolei Primary School
19	Bamburi Community Secondary	19	Kirige Day Secondary School	19	Kite Secondary School
		20	Munithu Mixed Day Sec	20	Mutara Secondary School

Project Beneficiary Numbers and Subgroups

At the onset (2017), the project conducted a spot check for all learners from grades 6 to 8 in primary and Forms 1 to 4 in secondary, and the beneficiary numbers stood at 10,123. The same beneficiary number was adopted in Baseline that was conducted one year later (2018). In mid-2018, the project conducted direct beneficiary numbers update and the number of those in primary and secondary then stood at 7,551. This number came down from 10,123 because of 2,572 girls transitioning (753 from the 20 primary schools into various secondary schools across the country and 1819 from the 39 secondary schools). Midline, conducted between June and September 2019, adopted 7551 as the direct beneficiaries who had consumed the project interventions for about one and half years. The following Tables 2 indicates the number of beneficiaries by County, Grade and some of the girls' subgroup.

Table 2: Beneficiary numbers per County at midline

GRADE	C7	C8	F1	F2	F3	F4	TOTAL
LAIKIPIA	456	411	Form ones had just joined from	393	279	252	2,463
MOMBASA	0	0		1,394	1,372	1,296	5,352

MERU	391	379	various primary schools and the project had not started implementing with them and therefore not considered as Direct beneficiaries	336	301	291	2,308
TOTAL	847	790		2,123	1,952	1,839	7,551

Table 3: Projected Direct Beneficiary numbers per County at end line

Beneficiary numbers per County at end line			
County	Grade 8	Form 1 - 4	Totals
Meru	456	672	1128
Mombasa	0	2766	2766
Laikipia	391	637	1028
Total	847	4075	4922

Table 4: Number of young mothers

Number of young mothers	
County	Numbers
Meru	18
Mombasa	13
Laikipia	16
Total	47

Table 5: Number of rescued girls

Number of rescued girls	
County	Numbers
Meru	0
Mombasa	0
Laikipia	74
Total	74

Table 6: Number of pastoralist girls

Number of pastoralist girls	
County	Numbers
Meru	0
Mombasa	0
Laikipia	1791

Total	1791
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Table 7: number of beneficiaries by grade and age at midline

Beneficiary numbers by Grade and age group		
Age Groups	Grade	Beneficiary Numbers
Aged 6-8 (% aged 6-8)		
Aged 9-11 (% aged 9-11)		
Aged 12-13 (% aged 12-13)	Grade 8	847
Aged 14-15 (% aged 14-15)	Form 1	790
Aged 16-17 (%aged 16-17)	Form 2	2123
Aged 18-19 (%aged 18-19)	Form 3	1952
Aged 20+ (% aged 20 and over)	Form 4	1839
Total:		7551

1.1. Project Theory of Change and beneficiaries

Following the rich experience and vast understanding of the contextual barriers behind educational marginalisation for these girls, the potential that exists amongst them and their communities Jielimishe put forth a design that seeks to empower the girl and her learning environment, with gender equality at the core, through strategic and focussed project interventions aimed at enabling the girls achieve even more. Jielimishe GEC T theory of change is based on the understanding of the contextual barriers affecting transition of girls in the three selected counties. Qualitative data obtained from the girls and boys, parents and key informants during the midline evaluation indicates that the barriers remain the same. Below is the project's theory of change.

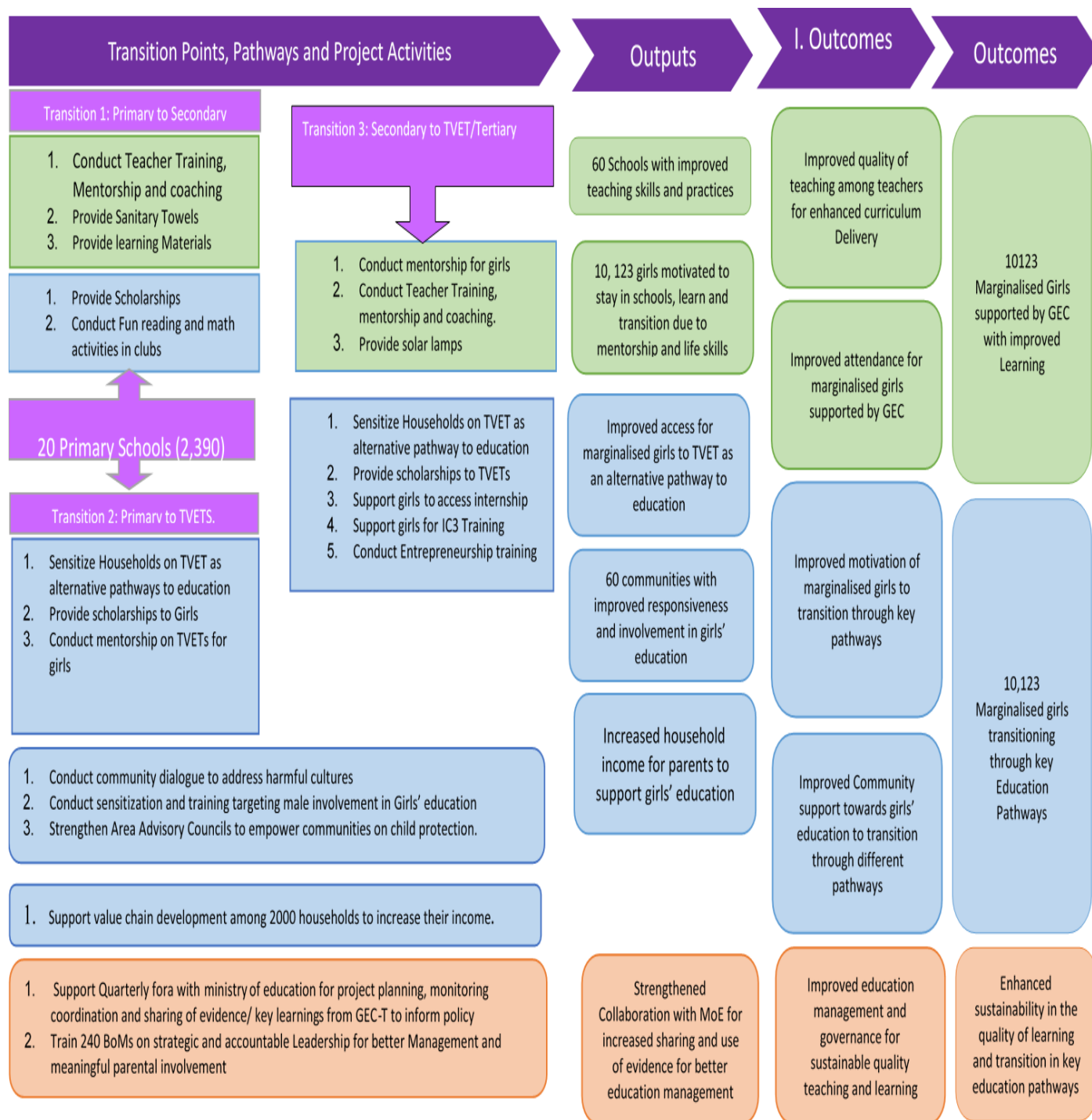


Figure 1: Jielimishe GEC Theory of change

The ToC is hinged on three key desired outcomes; Girls retained in school, complete a full cycle of education and demonstrate improved learning; girls successfully transition through the three key transition points and finally sustainability of the quality of teaching and transition through key education pathways. In order to improve girls’ learning outcomes, a number of activities have been planned which included: teacher training and coaching, conducting fun reading and maths activities in school. The ToC largely remained the

same from BL to ML except for learning adaptations that were added to improve literacy and numeracy. For example, to improve analytical, inferential, and essay writing skills in secondary schools, the project made the following additions: Comprehension Contests, Reading Contests, Collaborative Learning Clubs, Essay Competitions, Debates, Public Speaking Contests, Book Reviews and On Spot thinking. To improve learners' skills in solving word problems, Multiplication and Division, the project made the following additions: Math Contests, Mental Sums, Addition, Subtraction, Multiplication, Division and Word Problems.

These activities among others are supposed to lead to improved teaching skills and more girls motivated to remain in school and learn well. These in return will lead to improved quality teaching and learning, improved girls' attendance, and ultimately improve their learning outcomes. Innovations and new activities have been proposed to facilitate quality learning and transition of girls through the key education pathways.

For girls to transition through key education pathways, the project proposes a number of activities which include among others: sensitizing communities to TVET as an alternative pathway to education, supporting value chain development among 2,000 households to increase their income, providing scholarship to girls joining TVETs. These activities are meant to improve access to TVET and household support to girls' education as a result of improved income. Improved motivation of girls to join TVETs as a result of community support and scholarships will ultimately lead marginalised girls' transition through key education pathways. Improved motivation of marginalised girls to transition through key pathways is the desired change for the project. The vision of the project is to improve transition across three transition points as follows

1. Primary to Secondary: Increased Primary to Secondary transition
2. Primary to TVET: Increased transition for marginalized girls from Primary to TVET
3. Secondary to TVET/Tertiary/Higher Education: Increased transition for girls from Secondary to TVET/ Tertiary/higher education.

The third outcome is enhanced sustainability in the quality of learning and transition in key education pathways. This will be achieved mainly through improved education management and governance for sustainable quality teaching and learning as a result of strengthened collaboration with MoE and use of evidence generated by the project. The project will seek to engage the Ministry at both Central and County Level. The project desires enhanced sustainability in the quality of learning and transition in key education pathways. Success for this outcome will include:

- Commitment by MoE (National and County) to adopt key interventions in improving learning and sustainable transition. (System sustainability)
- Integration of high impact learning interventions in schools academic calendar (institutionalization of teacher coaching etc.) (Schools sustainability)
- Changed attitude towards positive perception on value of education for girls including TVETs as an alternative pathway and abolition of harmful cultural practices. (Community Sustainability)

Barriers to education that the project is seeking to overcome

The project tackles head on the situational and interrelated barriers to optimal girls' participation in learning opportunities and benefits in primary, secondary and post-secondary with focus on transitioning into technical and vocational education and training spaces. The barriers are listed in as summarized in Table 8 below.

Table 8: Jielimishe GEC Identified Barriers to education

Transition Point	Barriers
Primary to Secondary	<ul style="list-style-type: none"> • Limited household resources to raise school fees as a result of low income of parents • High Cost of secondary school education • Low value of education in the community thus withdrawing girls from school and marrying them off • Limited access to sanitary towels • Low Performance in Kenya Certificate for Primary Education (KCPE) • Limited opportunities for girls and boys to extend study time at home due to lack of lighting • Poor reading and learning culture among pupils • Limited social protection from the community • Limited sexual reproductive Health Information and life skills
Primary to TVETs	<ul style="list-style-type: none"> • Fewer secondary schools and limited spaces for those transitioning (80%)⁸ • Limited resources to support girls access TVET • Limited number of Village Polytechnics to offer TVET • Limited Knowledge among girls and households on TVETs as an alternative pathway • Low Value of TVETs as an alternative pathway. • Limited Competence based skills training in TVET centres.
Secondary to Tertiary education	<ul style="list-style-type: none"> • Low motivation and aspiration among girls as a result of limited positive portrayal of education • Limited reading time due to inadequate and poor lighting sources • High cost of tertiary education • Limited resources and lack of school fees to support girls' tertiary education • Low Performance in Kenya Certificate for Secondary Education (KCSE) • Drop out due to teen pregnancies • Limited sexual reproductive Health Information coupled with Boda Boda riders luring girls into adolescence sex leading to early pregnancies and drop out • Low teaching quality and low teacher motivation • Intermittent attendance of Young mothers due to demands of attending to their babies' health needs. (Sickness)
Secondary to Vocational Pathway/employment	<ul style="list-style-type: none"> • Limited number of Village Polytechnics to offer TVET • Limited resources to support girls access TVET • Limited Knowledge of TVETs • Low Value of TVETs • Limited Competence based TVET • Limited sexual reproductive Health Information coupled with Boda Boda riders luring girls into adolescence sex leading to early pregnancies and drop out • Lack of intrinsic motivation and aspiration to access TVET

⁸ Currently secondary schools in the country can absorb 80% of KCPE candidates to form one due to infrastructural shortages

Assumptions in the theory of change

The project's theory of change is based on 13 critical assumptions that build into the logical framework. It follows that concerted effort (externally catalysed) has opportunities in unleashing internal capacity for the girls and the significant adults to deliberately invest in girls' education by refocusing effort and redirecting resources that ensure more opportunities for the marginalised girls. To this end, external catalysts (externally driven interventions) can create awareness; equip communities and schools with appropriate tools and knowledge resulting in shift in attitudes with communities and schools refocusing effort to increase the life chances of marginalised girls. The proposed ToC assumes that:

1. Improved teaching skills and practices and ICT integration will lead to improvement in Literacy and Numeracy
2. Change in attitude by the community members will directly translate into change in Practice
3. Mentorship and club activities has a correlation to girls' performance
4. Sensitization of girls, boys and community on girls' education will lead to improved acceptance of TVET as an alternative pathway to education
5. With increased household income, caregivers will prioritise support for education in their budgeting/resource allocation
6. The community will be responsive in addressing the gendered harmful norms within the timeframe of the project
7. With the targeted mentorship and life skills interventions, Girls will be motivated to transition through the key transition points
8. Mentorship will yield self confidence among girls to enhance their participation and interaction in school
9. Sharing of evidence with MoE will lead to enhanced sustainability in the quality of learning
10. Parental involvement will lead sustainable quality learning
11. By strengthening collaboration with MoE in GEC Counties, quality learning and transition will be sustained
12. The holistic approach to implementation will address the barriers to transition
13. By 2020 the project will have interventions in secondary schools across the three counties but will only have interventions in primary school in Meru and Laikipia Counties.

Key activities

Jielimishe GEC Project shall implement high impact interventions (activities) that are designed logically (and backed by evidence on what works) targeting specific girls in the selected 59 schools in the context of their communities. The activities are outlined below under Table 9.

Table 9: Project Design and Intervention

Main types of project Intervention types	What is the intervention?	What Intermediate Outcome will the intervention will contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
Teaching and Learning	Teacher coaching and mentorship for improved curriculum delivery for 300 teachers	Improved quality of teaching among 300 teachers for enhanced curriculum Delivery	These interventions are designed to improve teaching capacity. Teachers improve on lesson preparation and delivery and using assessment to improve teaching and learning. Improved quality of teaching contributes to improved learning.
	Integration of ICT in teaching and learning in 36 schools targeting 108 teachers		
	Gender responsive pedagogy training for 300 teachers		
	Remedial teaching and coaching of girls and boys in 59 schools		These interventions are focused on improving learners' acquisition of critical competencies in literacy and Numeracy
	Establishment of Libraries in 20 Primary schools		
Girls' Intervention for improved retention	Mentorship for 10,123 learners	Improved attendance for marginalised girls supported by GEC	These will Improve the girls' confidence and as a result, the girls are able to relate better with each other and with their teachers, participate more in their learning thereby enhancing the learning environment leading to improved learning.
	Strengthen Inter Club activities to improve Literacy and Numeracy among 10,123 girls		
	Provision of sanitary Towels to 6,000 girls		
	Life skills Training, Child Protection and rights awareness for 10,123 girls		
	Reward scheme for award and recognition of learners in 59 schools		

Main types of project Intervention types	What is the intervention?	What Intermediate Outcome will the intervention will contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
Girls motivation to transition	TVET sensitization for both learners and caregivers in 59 schools and schools communities	Improved motivation of marginalised girls to transition through key pathways	These interventions are meant to motivate learners to aspire higher education acquisition and feel inspired to transition to the highest education level. The sensitization is meant to change their attitude to valuing education more
	TVET/Post-secondary scholarship Support for 450 girls		
	Entrepreneurship training and Internships access support 3022 girls		
Community initiatives	Sensitization of 60 communities and households on value for education and TVET as a key pathway	Improved Community support towards girls' education to transition through different pathways	The proposed interventions are geared towards making communities responsive and supportive of girls' education. The treatment communities will also promote child safeguarding towards creating a conducive environment for girls to learn. Girls from the communities will be supported to stay in school, learn and transition through their desired pathways.
	Strengthen 7 Area Advisory Councils to empower communities on child protection.		The project envisions creating an enabling protective environment for girls as they pursue their education. The treatment communities will promote child safeguarding towards creating a conducive environment for girls to learn
	Support value chain development among 2000 households to increase their income.		With this activity, the project will achieve increased household income for caregivers to meet educational needs of their children to support their transition. This is also geared towards increasing sustainability of project interventions and gains.
	Quarterly Community dialogue and conversation targeting 45,000 members/caregivers		The project envisions the community establishing and running own initiatives to support education for both girls and boys by addressing local barriers that lead to their education marginalization.
Educational Management	Training of 240 BoMs on school management and leadership	Improved education management and	The project envisions that with regular and consistent engagement of the Ministry of Education on key

Main types of project Intervention types	What is the intervention?	What Intermediate Outcome will the intervention will contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
	Engagement of ministry of education for project planning, monitoring coordination and sharing of evidence	governance for sustainable quality teaching and learning	learnings and best practices as well as involving them in project monitoring and planning will lead to effective coordination of interventions in the project sites hence promoting sustainability.

The activities put forth are transition point specific where the assumption is that when these activities are effectively implemented in those specific transition points (Primary to Secondary; Primary to TVET and Secondary to TVET/Higher learning) girls will be facilitated to transition to the next level.

The project beneficiaries are girls and boys in Grades 7 (7) and 8 (8) in primary schools and Form 1 (1) to Form 4 (4) in secondary schools from marginalized communities of Meru (agricultural community), Laikipia (pastoralist community) and Mombasa (urban poor) Counties of Kenya. Girls are the direct beneficiaries while boys will be indirect beneficiaries. The marginalised girls are further stratified based on their degree of marginalisation – 47 young mothers (18 in Meru, 13 in Mombasa and 16 in Laikipia), 74 rescued girls (all in Laikipia) and 1,791 pastoralist girls (all in Laikipia) who receive more targeted interventions to support them to remain in school learn well and transition. Target number of girls' beneficiaries (direct learning and transition beneficiaries)

At Midline the project worked with 7,551 (1,637 at primary and 5,914 at secondary) as direct beneficiary numbers. As indicated, this number came down from 10,123 as a result of 2,572 girls transitioning from the basic education institutions: the 60 project target schools.

The following Tables 10 and 11 show the beneficiaries grades and ages at baseline and midline.

Table 10: Beneficiaries' Grades

Beneficiary grades		
Grade	Baseline	Midline
	Grade 7	Grade 8
	Grade 8	Form 1
	Form 1	Form 2
	Form 2	Form 3
	Form 3	Form 4
	Form 4	

Table 11: Beneficiaries' ages

Beneficiary grades & ages		
Age	Baseline	Midline
	10-12	11-13

	13-15	14-16
	16-18	17-19
	19-21	20-22

1.2. Project context

Education in Kenya faces a myriad of barriers which include: gender roles; sexual violence; extreme poverty; overcrowded classrooms; inadequate number of education institutions; long distances to schools; poor quality education; lack of role models especially for girls that limits them from envisioning a different kind of life that what they see with other girls and women in their community; drug abuse and lack of interest in education due to feelings of hopelessness occasioned by the fact that there exists very few opportunities for employment or meaningful economic activities where they can use skills learned.

Though the above barriers are common in the Country, there are certain barriers unique to different contexts and geographical collections. The project beneficiaries come from three distinct geographic locations that in them have context that marginalise the girls; Beneficiaries come from Laikipia county (Semi-arid and Nomadic area), Meru county (Rural poor) and Mombasa (urban poor). Children from these counties face a complex and compounded marginalisation.

Laikipia is a semi-arid pastoral county, with few secondary schools compared to high number of primary schools (377 primary schools against 127 secondary schools), distances to school are vast making learners walk for over 15KM to school, Women in these areas are not given equal opportunities as men due to the nomadic nature of the communities, female Genital Mutilation is widely and/or secretly practiced “as a rite of passage which subjects girls to early forced marriage. Once circumcised, girls are eligible for marriage to any suitor hence early marriage is common. Women and girls are perceived as a means to quick wealth through dowry hence low Value for education for girls. Beading is also widely practiced booking young girls for early marriage. Once beaded the girl is considered betrothed and the man can actually have sexual intercourse with the girl who may end up pregnant and/or married off. This is a serious child rights violation in the name of culture. The same girls are also tasked with herding roles at the expense of school. The project proposes to implement the following working interventions from GEC 1: support girls walking for long distances to be accommodated in school as it recorded 100% attendance in GEC; Support girls who miss chances in secondary schools for vocational skills training to enhance their life chances; sensitize community members through community dialogue on importance of girls education, empower communities to adopt alternative rites of passage to curb Female Genital Mutilation (FGM) and early marriage as supportive way for girls education; address harmful cultures and gender inequalities through transformative approaches in community engagement- target custodians of culture (community leaders, elderly women, chiefs, influential men) in increasing awareness of the effects of FGM, early marriage, health risks in child birth to young girls.

In addition, Laikipia is characterized by frequent conflicts, drought, food insecurity, human wildlife conflict and floods. Schools in pastoral areas of Laikipia experience a severe shortage of qualified teachers due to remoteness of these areas. Many schools lack teacher-housing, so teachers have to commute long distances, sometimes along insecure routes. High rate of teacher absenteeism is majorly due to dissatisfaction and travel in pursuit of transfers. This limits learning time and ultimately lowers performance.

Mombasa County on the other hand is a cosmopolitan county bringing with it the city challenges. Being a port city, young people in Mombasa face the risks of being hooked to drug abuse, sex tourism and parents

to some of the beneficiary girls are addicted to drugs. The county has been largely influenced the Swahili culture. Once girls attain the adolescent ages, they are counselled and under the tutelage of grandmothers and aunties. During these times girls are often socialised and hence conditioned to be dependent on men with chastity and marriage talking being the focus. The value and benefits of education are never transferred to girls hence the high school dropout rates among girls. The culture (Swahili) upholds honour and respect to family so much that young mothers are relocated to distant relatives or married off hence never given second chance to re-enter school. The project proposes to strengthen community sensitisation to empower communities who are responsive and sensitive of girls' education. Through community dialogues the girls' tutors will be empowered to incorporate importance of learning/ value of education in their tutelage. The tutors will be used in positive portrayal of girls' education.

In Mombasa County, tourism contributes to the economic development of the county but at the same time acts as a barrier as youth are lured to the industry for quick money through prostitution and petty trading. Socio-cultural issues for example early marriages remain a huge barrier to girls' education in Mombasa.

In **Meru County**, female headed homes are common and being an agricultural community, subsistence farming accounts for most households. Men and boys in this community are held with high regard compared to women. There are parts that practice female genital mutilation and early marriage. Most parents believe that educating a girl is investing in another household as the girl will be married and take the investment to her new home. The value and benefits of education among the Ameru is low due to the easy cash making Khat plant that grows in parts of Meru. This lures boys out of school into Khat farming. Few succeed and resort to motorbike and taxi business and with the easy disposable income, they entice young girls of local peasant farmers by provision of basic items such as sanitary towels, fare to school, school fees and the promise of a better life. Once hooked, girls elope with the boys hence dropping out of school either due to the promise of better life or through pregnancy.

Overall, there haven't been any significant changes that would impact negatively the anticipated project outcomes. However, over the last year since the baseline in 2018, the government has moved on to enforce the 100% transition policy of primary school learners to secondary schools. This may have a major impact on transition outcome and therefore the project needs to be more rigorous in its monitoring and evaluation to ascertain the role its interventions are playing are attributable to improved transition.

In Laikipia County, only 23% of the residents have secondary level of education or above, 53% only have primary level of education and 24% of the residents have never been to school (KNBS, 2017⁹). With regards to employment, 16% of the residents with no formal education, 22% of those with a primary education and 32% of those with secondary level of education or above are working for pay (Ibid).

In Mombasa, 37% of Mombasa County residents have secondary level of education or above, 46% have primary level of education while 17% have no formal education (Ibid). In Mombasa County, 28% of the residents with no formal education, 37% of those with a primary level of education and 46% of those with secondary level of education or above are working for pay (Ibid).

In Meru County, 62% of the residents only have a primary level of education, only 18% of Meru County residents have secondary level of education or above, and 21% have no formal education (Ibid). In Meru County, 15% of the residents with no formal education, 18% of those with a primary education and 27% for those with a secondary level of education or above are working for pay (Ibid).

⁹ Kenya National Bureau of Statistics, 2017. Exploring Kenya's inequality: pulling apart or pulling together. <https://www.knbs.or.ke/download/>

With regards to poverty, food poverty¹⁰ in Laikipia County is at 28.5%, overall poverty¹¹ at 45.9% and hard core poverty¹² at 15.0% (KNBS, 2019)¹³. In Mombasa, food poverty is at 23.6%, overall poverty at 27.1% and hard poverty at 2.2% (Ibid). In Meru food poverty is at 15.5%, overall poverty at 19.4% while hardcore poverty is at 2.8% (Ibid). The national food poverty is at 32.0%, overall poverty at 36.1% and hardcore poverty at 8.6% (Ibid). All the counties have food poverty rates that are lower than the national average. Laikipia is the poorest of the three counties with a hard-core poverty rate of 15.0% compared to Meru (2.8%) and Mombasa (2.2%). Poverty has been identified as the most significant barrier to education in Kenya.

Impact of gender inequalities and marginalisation of girls on their education.

Gender gap in education has greatly narrowed in Kenya as stated earlier. However, regional disparity exists. Within such regions, the reasons for gender inequality and marginalization of girls is rooted in the socialization process where girls are groomed to accept subjugation by boys and men. The girls grow up with feelings of inferiority, suffer low self-esteem and lack motivation for remaining in school and learning well.¹⁴.

Marginalised girls have very few options within their communities and their roles are normally seen in terms of marrying and starting a family. According to the Kenya Demographic and Health Survey of Kenya by the Kenya National Bureau of Statistics (KNBS, 2015)¹⁵, 15% of women age 20-49 had first sexual intercourse by age 15, 50 percent by age 18, and 71 percent by age 20 (KNBS, 2015). This exposes the girls to early pregnancies or infection with HIV and AIDs and other Sexually Transmitted Infections (STIs). The percentage of women aged 15-19 that have had a live birth was 15% and for those who are pregnant with their first child was 3% (KNBS, 2015). In addition, marriage occurs relatively early in Kenya; among women age 25-49, 29 percent were married by age 18, and 48 percent were married by age 20. Girls from poor and from marginalized communities are more likely to marry young and drop out of school. These are the girls that the project is targeting.

A huge proportion (80 percent) of Kenya's land area is desert, arid or semi-arid lands (ASALs). The main economic activity in these areas is nomadic pastoralism. This constant migration hinders girls' regular participation in education leading to them falling behind and eventually drop out. For the girls who have to travel long distances to school, the risk of sexual and gender based violence (SGBV) remains high. This is true for girls living in laikipia County.

Twenty-one percent of women age 15-49 have undergone female genital mutilation (FGM) (Ibid). Circumcision marks the transition from childhood to adulthood. For many girls who undergo this procedure, the likelihood for them dropping out to get married as child brides increases.

Due to long distances to school occasioned by small and dispersed populations, children start schooling late to allow them to grow older and become strong enough to walk the long distances to school. For those

¹⁰ Food Poverty refers to households and individuals whose monthly adult equivalent food consumption expenditure per person is less than KSh 1,954 in rural and peri-urban areas, and less than KSh 2,551 in core-urban areas.

¹¹ Overall Poverty refers to households and individuals whose monthly adult equivalent total consumption expenditure per person is less than KSh 3,252 in rural and peri-urban areas, and less than KSh 5,995 in core-urban areas.

¹² Hardcore or Extreme Poverty refers to households and individuals whose monthly adult equivalent total food and non-food consumption expenditure per person is less than KSh 1,954 in rural and peri-urban areas, and less than KSh 2,551 in core-urban areas.

¹³ Kenya National Bureau of Statistics, 2017. Economic Survey, 2018. <https://www.knbs.or.ke/download/>

¹⁴ Kinyanjui, J. [Promoting Gender Equality in education in Kenya: A case for innovative programmes to bridge the divide](#). A Journal On African Women's Experiences. TRANSFORMATIVE EDUCATION: the Africa we need by 2030, no. 7 (2016).

¹⁵ KNBS, 2015. Kenya Demographic and Health Survey 2014. Government Printer: Nairobi,

that start school late, they become adolescents by the time they are in grade Three or Four and many of them end up dropping out of school.

Educational policy context.

In 2017, a total of 10,403,700 children (5,293,900 boys and 5,109,800 girls) were enrolled in primary schools (KNBS, 2018)¹⁶. This represents a Gross Enrolment Rate (GER) of 104% and a Net Enrolment Rate (NER) of 91.2%. In the same year the Pupil Completion Rate (PCR) was 84% and a Primary to Secondary Transition Rate (PSTR) of 83.1% (Ibid). Despite increase in the PSTR rate, secondary GER was 68.5% while NER was only 51.1%, an indication that out of all the youth who should be enrolled in secondary education slightly more than half are in secondary schools (Ibid). With regards to retention, secondary retention for boys was 87.8% and girls 85.1% (Ibid).

Quality of education remains low. About 964,119 students sat for the national Kenya Certificate of Primary Education (KCPE). The mean score for KCPE was 52.16% in 2017 (Ibid). The number of candidates who sat for the Kenya Certificate of Secondary Education (KCSE) in 2017 was about 615,000 students. Out of this number, students who scored a minimum university entry score of C+ (plus) was 70,073. The number of candidates who obtained grade C- (minus) and C plain and qualified to join diploma colleges was 101,514 in 2017. During the same period, the number of candidates who scored below grade D+ and above was 438,914 out of over 615,000 students or 71% of all students.

According to the National Education Sector plan 2018-2022, Kenya has achieved relatively high primary Gender Parity Index (GPI) of 0.97 at primary level and 0.95 at secondary level, one of the highest in Africa.¹⁷

In order to address issues of access, retention and completion, quality and relevance and gender parity, the government has instituted several policies. There is the National Education Sector Plan (NESP) 2018-2022 which will guide the education sector over the next couple of years. Among the areas of focus of the sector plan is disability inclusion at all levels of education. The Ministry of Education (MOE) is taking concrete steps to transform provision of education for learners with special needs and disabilities to inclusive education. The Ministry has developed relevant policies and established institutions to ensure increased access to education by learners with special needs and disabilities. Some of the policies are the sector policy for learners and trainees with disabilities (2018) and the Persons with Disabilities Act (2003) which recognize the need to progressively transit from special education to inclusive education. The sector policy defines inclusive education as an approach where learners and trainees with disabilities are provided with appropriate educational interventions within regular institutions of learning with reasonable accommodations and support to enhance their participation.

Disability inclusion in Kenya faces several challenges. These include: inadequate data on the number of school going children with disabilities and the types of disabilities they have. The main contributor to this scenario is stigma associated with having a child with disability. Many parents hide these children at home out of shame and also as a way of protecting the child. Other challenges highlighted by NESP, (2018-2022) include:

ineffectiveness of the EARCs, poor understanding of the concept of ‘special needs and disability’ among education stakeholders, lack of adequate and adaptable facilities to support children with special needs; poor maintenance of available facilities and assistive

¹⁶ Kenya National Bureau of Statistics, 2019. Economic Survey, 2019. Nairobi, Government Printers
¹⁷ Ministry of Education. Kenya National Sector Plan, 2018-2022

devices in learning institutions and EARC's; poor adoption and integration of ICT in teaching and learning; teachers have inadequate prerequisite knowledge and skills to handle learners with special needs and disabilities; inadequate capacity of teachers and EARC's to carry out early identification, assessment and placement of learners; lack of support to schools and teachers by EARCS, Curriculum Support Officers, and Quality Assurance Officers; stigmatization of learners with disabilities in learning institutions, homes and in the community. Other challenges include inflexible curriculum that is not responsive to the needs of learners with disabilities, low transitions rates of learners with disabilities across all levels of education, lack of policy and structures for recruitment and deployment of learning support assistants, inadequate preparation of teachers to implement inclusive education etc.

Jielimishe has a major focus on disability inclusion. The government too has the same focus according to the NESP (2018-2022). This alignment creates a conducive environment for ICL and the government to work together on disability inclusion thereby allowing the project activities to have some impact in the medium and long term. However, the government must systematically address the barriers to disability inclusion by enforcing the policies associated with it. The policies will guide the project on how to integrate learners with disabilities in the 59 intervention schools.

To address the challenges of quality and relevance of education, the government has instituted education reforms that cover the curriculum, teacher education and the system of education. The current reforms have changed the curriculum from one that was content heavy and exam oriented to one that is competency based (Competency Based Curriculum). Competency-based learning refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. This radical shift has changed how the teaching and learning process is being undertaken. Teachers are now being regarded as facilitators as opposed to when they were previously regarded as the custodian of all knowledge. Teachers in primary schools are currently being trained on learner centred pedagogy that emphasizes inquiry-based, problem-based, project-based approaches. Digital learning is part of the CBC with the expectation that ICT will be integrated in the teaching and learning process.

This shift has impact on the project in the medium and long term. Due to this shift, the government has been focussing on the early years for the last 3 years leaving little time and limited resources for strengthening education at upper primary and in secondary and tertiary levels.

With regards to teacher training, the focus is on equipping teachers with learner-focused pedagogy. The shift to CBC requires that any education partner training teachers should ensure that the training is aligned to that of teachers under CBC. The government has recently developed a framework for teacher training. This will have great impact on the project as the framework should inform all in-service training of teachers. By aligning the project teacher professional development with that of CBC, the reforms will have impacted the project and vice versa. As the curriculum reforms move to upper grades and secondary levels, the project initiatives and lessons learned with regards to teacher professional development can be used to shape the reforms. ICL Africa should consider positioning itself in such a way that it influences teacher professional development at pre-service. In 2019, the government stopped teacher training colleges from

admitting students for pre-service teacher training until the government had a teacher-training curriculum that supported teachers in delivery of the new curriculum.

Parental empowerment and engagement is one of the pillars of the CBC. According to the Basic Education Act 2013, Article 31 (3), a parent or guardian has the right to participate in the character development of their children. In 2019, the government introduced the Parental Empowerment and Engagement Policy (2019) whose purpose is to strengthen parental participation in nurturing the learner's potential through empowerment and engagement. The policy proposes that parents be empowered by building their capacity to actively nurture learner potential by enhancing their knowledge, skills, attitudes and practices. Schools should actively engage parents in the learning of their children by providing activities and opportunities that foster positive parent - learner connections, thereby enhancing competencies. This policy has an impact on the project as there are now guidelines on how parental empowerment and engagement should be done. The policy and implementation guidelines provide rules and procedures for community engagement. The project has an opportunity to pilot these PEE policy and implementation guidelines thereby shaping policy and practice. This policy will increase clarity to the project on what to focus on with regards to parental empowerment and engagement.

Kenya has for the last 2 years instituted a policy that ensures 100% transition of learners from primary to secondary level. The local administration has been tasked with ensuring that all children transition to secondary level. This policy has a great impact on transition in the entire country. By using the DID methodology, this evaluation will be able to demonstrate the differential effect of the treatment on treatment schools versus the control schools

In June 2019, the Teachers Service Commission rolled out what is popularly known delocalization policy where teachers and school administrators who had worked in one school for over 9 years were transferred. The policy was controversial as teachers and schools' heads were first to report to their new workstations before appealing against the decision to transfer them. Transfer of school heads and teachers created a lot of anxiety among education stakeholders. To some education stakeholders, delocalization was good as non-performing teachers and headteachers were transferred but to other parents, delocalization ended up destabilizing schools and learning. For organizations working with supportive school administrators, delocalization was not welcome as project staff had to start building relationships with the new headteachers to get their buy-in. This also meant teacher training would have to be re-done to cater for the needs of the new teachers.

1.3. Key evaluation questions & role of the midline

Learning assessment data was first analysed and the data used to select the schools for qualitative survey. Schools selected for the qualitative survey were schools that had low learning outcomes despite having many interventions and schools where learners had high scores despite having limited interventions. For the control schools, selection was based on learning outcomes especially where control schools were doing relatively better despite having no interventions. This way, we could identify the reasons why these schools were doing well. Quantitative data was collected between 3rd and 28th June while qualitative data was collected between 19th and 21st September. In total, 59 intervention schools and 21 control schools participated in the quantitative survey while 9 schools (6 intervention and 3 control) participated in the qualitative survey.

Jielimishe GEC evaluation questions were at two levels; the program (around the outcomes- learning, transition and sustainability and project level- following the implementation themes along the outputs- attitudes and perceptions; motivation and inspiration; quality teaching; and sustainability.

The program level evaluation questions included:

1. Was the GEC successfully designed and implemented?
2. What impact did the GEC Funding have on the transition of marginalised girls through education stages and their learning?
3. What works to facilitate transition of marginalised girls through education stages and increase their learning?
4. How sustainable were the activities funded by the GEC and was the program successful in leveraging additional interest and investment?

The project level questions include:

1. To what extent has changes in community attitudes and perceptions improved transition in the project?
2. To what extent has motivation and inspiration due to life skills clubs and mentorship lead to improved learning and transition in the project?
3. To what extent does quality-teaching lead to improved learning and transition?
4. To what extent does quality teaching and girls' motivation and inspiration lead to increased attendance?
5. To what extent and how did collaboration with Ministry of education sustain quality teaching and transition?

The two level questions are critical for establishing the relationships in the theory of change and for determining whether the programme was successfully designed and implemented. The project level questions will help to determine the effectiveness of the interventions in improving learning outcomes and transition of marginalized girls.

The purpose of the midline was:

1. To measure progress against a project's outcomes (Learning, Transition, Sustainability), the project's Intermediate Outcomes, and the project's Outputs;
2. To assess progress against targets for Outcomes and Intermediate Outcomes for the Midline and End line evaluations, and for Outputs at annual frequency;
3. To provide a nuanced, evidence-based picture of the context in which the project operates;
4. To describe changes to the profile of the project's direct beneficiaries, and any changes to the project's calculation of beneficiary numbers;
5. To assess the validity of the project's Theory of Change, including testing its assumptions and how interventions are designed to overcome barriers and lead to outcomes;
6. To investigate the linkages between Outputs, Intermediate Outcomes and Outcomes;
7. To provide the GEC Fund Manager, DFID, and external stakeholders quality analysis and data for aggregation and re-analysis at portfolio level.

The ultimate use of the evidence and analysis in the Midline Evaluation Report will be:

1. To reflect on and assess the validity and relevance of the project's Theory of Change;
2. To evidence why changes may need to be made to the project's activities in response to the analysis;
3. To review the project's Logframe Indicators and amend where appropriate;
4. To understand which aspects of the project's interventions have contributed most to learning outcomes through the assessment of progress on intermediate outcomes.

2 Context, Educational Marginalisation and Intersection between Barriers and Characteristics

Quality education is crucial to getting and keeping children in school. For parents to invest in education, and for children to stay in school, they must believe it is worthwhile. It must be relevant and provide skills and opportunities that enable children to develop and contribute to their communities and wider society. Barriers to education as presented earlier include: gender roles; sexual violence; extreme poverty; overcrowded classrooms; inadequate number of education institutions; long distances to schools; poor quality education; lack of role models especially for girls that limits them from envisioning a different kind of life that what they see with other girls and women in their community; drug abuse and lack of interest in education due to feelings of hopelessness occasioned by the fact that there exists very few opportunities for employment or meaningful economic activities where they can use skills learned.

The barriers to girls' education remain largely the same. With regards to enrolment, retention and transition, early pregnancies were identified as the main barrier by girls at 29% during the FGDs. This was followed by lack of school fees at 12%, negative peer influence at 6% and lack of sanitary pads at 4%. During the group interviews, the BoM on the other hand identified poverty (29%), early pregnancy (29%) and early marriages (21%) as the leading barriers. 29% of BoM and girls who participated in FGDs during qualitative data collection identified early pregnancy as a barrier. In addition, 14% of the respondents in Laikipia identified illicit brew and insecurity that were unique to this county. Additional data on barriers to girls' education is presented in Tables 12 and 17 below.

The evaluation sought to establish from parents barriers to girls' education. Parents views on the barriers was more varied with respondents (23%) citing poverty as a major barrier. Parents from both the treatment and control zones identified similar barriers to girls' education affirming the comparability of the two areas. With regards to school management only 4% of the parents felt that the schools were poorly managed. The following Table 12 represent examples of barriers to education by characteristic. The values have been calculated re-contacted girls.

Table 12: Examples of barriers to education by characteristic

Characteristic	Head of the household has no education	Gone to sleep hungry (most days)	Difficult to afford for girl to go to school	Orphans	Female headed Household
Parental/caregiver support:					
<i>Does not feel safe traveling to school</i>	12.3 (-3.8% over baseline)	4.9 (-0.2% over baseline)	11.4 (+11.9% over baseline)	16.7 +6.7	11.0 +1.2
Doesn't get support to stay in school and do well (%)	2.8 (+1.5% over baseline)	0.0 (-2.5% over baseline)	1.3 (-1.1% over baseline)	0.0 -1.2	1.0 -1.2
School Level:					

Disagrees teachers make them feel welcome	0.9 (+0.26% over baseline)	0.0 (-1.28% over baseline)	0.6 (-0.7	0.0 -1.3	0.5 -0.8
Attends school less than half time (%)	100.0 (+50% over baseline)	50.0 (-50% over baseline)	29.6 -15.5	0.0 -63.6	30.8 -22.5

The risk of dropping out of school for orphans who attend school less than half of the time is 0% a decrease of 63.60% from baseline. Girls from female headed households who attend school less than half the time are 30.8% more likely to drop out of school. The risk of them dropping out has decreased by 22.5% from baseline. These two findings are an indication that learners who are attending school less than 50% of the time are fewer. This was collaborated by parents and BoM members who indicated that attendance had increased within the last year. (See section 7 on Intermediate Outcome).

The risk of dropping out of school for learners who go to sleep hungry and attend school half the time is 50% an increase of 50% from baseline. This may be an indication of the increased poverty levels. The average inflation rate in 2019 was between 4% and 5%. As stated earlier, Meru, Mombasa and Laikipia have higher food poverty levels than the national average (see section 1.2). In addition, Laikipia has been experiencing drought for the last 5 years. Girls from homes experiencing extreme poverty to the extent they end up missing school should have targeted interventions

When teachers make orphans feel unwelcome in schools, they are likely to drop out of school at 0.0%. They are also most affected when they don't feel safe traveling to school and their risk for dropping out is at 16.7% an increased by 7.2% from baseline.

Similar to findings at baseline, school attendance less than half the time and safety while traveling to school especially for girls from families where the head of the household has no education determine whether the girl will drop out of school or not. Insecurity and absenteeism are the main barriers to girls' education regardless on whether the girl is from a household where the head has no education or is a female, whether they go to sleep hungry on most days, are orphans, or the family can hardly afford to take the girl to school.

Girls need to feel safe from violence, bullying or harassment in school and on their way to school and back home. Unless their safety is guaranteed, they will continue to miss school. Decreased attendance leads to fewer interactions with the teachers, which may lead to the girls having low learning outcomes. Low learning outcomes have been identified as one of the barriers to girls' education.

Motivation for girls in many ways is connected to how the teachers make the girls feel in school. Although intrinsic motivation will determine to a great extent whether the girls remain in school and learn well, teachers can also add to this motivation by making the learners feel welcome.

Some of the girls especially in Rumuruti in Laikipia come from the Maasai community who are pastoralists. The value that this community attaches to livestock has sometimes been blamed for low education indicators that include, low attendance and transition and low learning outcomes. Pastoralism is a labour intensive economic activity that usually demands that the entire family look after the livestock. This draws children out of school so that they can contribute to the family economy. Cultural attachment to animals also prevents them from selling some of the animals to pay for education. One BoM member (LRSB1) of a secondary school in Rumuruti had this to say

Rumuruti is not an agricultural area it's more of animal keeping land and since we have different ethnic tribes and especially our nomadic category, they are not so much

highlighted on the value of education. Most of them did not go to school and somehow they are very attached to their animals and they take a lot of their attention to their animals such that they don't value education so far. And therefore, since their major income is animals, then they tend to be selling one or two each week to pay school fees and attend to family activities. So far since the income is not that big this is where the problem of school fees delay comes in. and again on the side of others since not everyone is a nomad, some reside in Rumuruti town and most of them do not have vibrant businesses. They are poor parents who normally sell small items to make their livelihoods. Not many of them are employed. They are really struggling because we know the income trend is not all that good here.

The pastoralist communities only move when there is hunger and drought. This constant movement in addition to cultural attachment to livestock and a labor intensive economy is a barrier to girls' education especially in Rumuruti.

Parents in Meru and Laikipia talked of FGM as a barrier to girls' education as girls who undergo the procedure are likely to be withdrawn from school and married off. There were parents who insisted that this practice is outdated and no longer practiced while other parents indicated that the practice is still going on but currently done in secrete as FGM is now outlawed in Kenya. Girls who are at the risk of undergoing FGM should also be taken into consideration. One parent in Meru (ME197) had this to say about FGM.

My family was not happy. In our home there are schools but they do not take girls to school. I asked for a contribution to take my children to school, they said they would only contribute to return me to Maasai which would mean my children would drop out. I rejected it but their views are that girls should not be educated and they should also go through FGM. But my children are progressing well.

3 Appropriateness of project activities to the characteristic and barriers identified

In order to establish whether the project activities are appropriate and take into account learners characteristics that are also a barrier to learning, the study sought to establish the learners' characteristics. The potential barriers to girls' learning and transition as self-reported are elucidated at two points; household and community as well as at schools. The following are the key characteristics and barriers at play for the Jielimishe GEC project. The analysis for this section is based on a sample size of 1,309. These are the girls who were recontacted. Although the analysis was cross-sectional, we used panel data since the records/data were from the same girls that were interviewed at BL and ML. The results for both BL and ML were based on the 1,309 sample.

3.1.1 Girls' characteristics.

1. Girls with disability

The types of disabilities identified at baseline are the same ones identified at midline. The following Table presents data on percentage of girls with various forms of disabilities.

Table 13: Girls with various forms of disabilities.

Sample breakdown (Girls)	Intervention (recontacted)	Control (recontacted)
Girls with ANY type of disability (% overall)	1.43% (-2.37% over baseline)	0.49 (-3.41% over baseline)
<i>Provide data per domain of difficulty</i>		
Vision impairment	0.99% (-1.21% over baseline)	0.24% (-2.06 over baseline)
Hearing impairment	0.11% (-0.29% over baseline)	0.00% (-0.2 over baseline)
Mobility impairment	0.22% (+0.12% over baseline)	0.24% (+0.04 over baseline)
Cognitive impairment	0.11% (-0.69% over baseline)	0.00% (-1% over baseline)
Self-care impairment	0.00% (-0.2% over baseline)	0.00% (-0.5 over baseline)
Communication impairment	0.11% (0.29% over baseline)	0.00% (-0.1 over baseline)

Source: Panel data

Among the re-contacted girls, the number of girls with disability¹⁸ was 1.43% in intervention schools compared to 0.49% in control schools. This is compared to 3.8% of girls with disabilities at baseline for the treatment schools, a decrease of 2.37%. A similar trend was observed for the control schools, where there was a reduction in the number of girls with disabilities from 3.9% at baseline to 0.49%, a reduction of 3.41%. One of the reasons for the decrease is the fact that integration of learners with disabilities in the treatment and control schools is not strong. In Kenya, parents with children with disabilities prefer taking their children to school with a long history of integration because of existence of support structures for their children.

With regards to type of disabilities, there were 0.99% of learners with visual impairment in treatment schools compared to 0.24% in control schools. Hearing impairment in treatment schools was 0.11%, mobility impairment 0.22%, cognitive impairment 0.11%, self-care 0% and communication impairment 0.11%. Coaches have been trained to identify learners with disabilities, which is a first step in disability inclusion.

The data was further disaggregated by the degree of disabilities. The following table 14 indicates the degree of disability of girls in treatment schools. The percentages are based on re-contacted girls.

Table 14: Degree of disability of girls in treatment schools

Degree of disability	Type of disability					
	See	Hear	Walk	Remember	Self-care	Communication
Cannot do at all	0.0	0.1	0.0	0.0	0.0	0.0
Don't know	0.2	0.3	0.5	0.4	0.1	0.1
No, no difficulty	90.8	97.8	97.7	96.9	98.9	98.7
Yes a lot of difficulty	1.2	0.1	0.2	0.1	0.1	0.1
Yes some difficulty	7.9	1.8	1.7	2.6	0.9	1.2
Total	100	100	100	100	100	100

¹⁸ For the purpose of this study, it's only girls who indicated that they couldn't do task or had difficulty doing a task that were categorised as having a disability. This is because at these two levels, their disability would be expected to impact their learning.

In treatment schools, there are hardly any girls with total disability meaning they cannot walk, remember things, self-care, communicate, hear or see. Most of the girls who indicated that they had disability mostly had some difficulty. 1.2% of the girls had a lot of difficulty seeing. For the other types of disabilities, less than 0.2% of the girls with disabilities indicated that they had a lot of difficulty while undertaking specific tasks. The following Table 14 shows the percent of girls with various types of disabilities and the degree of those disabilities.

Table 15: Degree of disability of girls in control schools

Degree of disability	Type of Disability					
	See	Hear	Walk	Remember	Self-care	Communication
Disability Level						
Cannot do at all	0.1	0.1	0.0	0.0	0.0	0.0
Don't know	0.2	0.1	0.1	0.1	0.1	0.1
No no difficulty	97.9	98.9	99.6	99.4	99.5	99.9
Yes a lot of difficulty	0.0	0.0	0.1	0.1	0.0	0.0
Yes some difficulty	1.8	0.9	0.2	0.4	0.4	0.0
Total	100	100	100	100	100	100

In control schools, there are fewer girls with disabilities than in treatment schools. For example, with regards to visual disability, 1.2% of the girls with visual difficulty indicated they had a lot of difficulty seeing compared to none in control schools. One of the reasons for a higher number of girls with disabilities in treatment schools is because in treatment schools, teachers have been sensitized on issues surrounding disabilities. With increased awareness of disability, there is the likelihood that more girls with previously unidentified disabilities would be able to acknowledge those disabilities.

Girls with disabilities come from the same family set up as with other girls. They also experience the same challenges like those of poverty, discrimination based on gender and insecurity while traveling to school and back home. However, disability adds another layer of vulnerability. For those who have some level of difficulty walking, in case of threatened security they may be unable to run as a means of defence. For those with difficulty seeing, they may struggle to see what the teacher has written or read small print. Reading would be the greatest challenge, as the government doesn't distribute books with large print. Although the numbers of girls with disability are small, they too should be included in the project to ensure that their right to basic education is protected.

2. Family/girls' family set up

The following Table 16 shows re-contacted girls' characteristics.

Table 16: Girls' characteristics

Characteristics	Treatment	Control
Orphans (%)		
- Single orphans	10.55% (-19.55% over baseline)	8.07% (-15.73% over baseline)
- Double orphans	0.33% (-13.77% over baseline)	0.73% (-14.97% over baseline)
Living without both parents (%)	16.26% (+2.16% over baseline)	19.07% (+3.37% over baseline)

Living in female headed household (%)	36.47% (-14.43% over baseline)	35.69% (-10.51% over baseline)
Married (%)	0.38% (-0.32% over baseline)	0% (-1.4% over baseline)
Mothers (%)		
- Under 18	0.11% (-0.09% over baseline)	0% (-0.1% over baseline)
- Under 16	+0.11% over baseline	0 Remains the same as baseline
Poor households (%)		
- Difficult to afford for girl to go to school	74.65% (+7.85% over baseline)	72.3% (+3.8% over baseline)
- Household doesn't own land for themselves	38.12% (-3.98% over baseline)	16.62% (+2.72% over baseline)
- Material of the roof (material to be defined by evaluator)	12.59% (+0.09% over baseline)	13.62% (-4.18% over baseline)
- Household unable to meet basic needs	0 (-13.9% over baseline)	0 (-4.3% over baseline)
- Gone to sleep hungry for many days in past year	2.92% (-14.68% over baseline)	4.9% (-6.8 over baseline)
Language difficulties:		
- Lol different from mother tongue (%)	90.14% (-1.76% over baseline)	96.12% (+1.82 over baseline)
- Girl doesn't speak Lol (%)	2.56% (-22.04% over baseline)	2.49% (-11.71% over baseline)
Serious illness	19.23%	14.18%

Female-headed households were 36.47% for girls in treatment schools compared to 35.69% of parents from control schools. Only 0.38% of girls were married compared to 0.7% at baseline. With regards to those who were mothers, only 0.38% of the girls were mothers compared to 0.2% at baseline. The difference is insignificant. There was an increase of 0.11% of young mothers under 16 years in treatment schools an indication that efforts to retain mother in treatment schools are bearing fruit even if the numbers are small. At baseline, 0.1% of sampled girls in control schools were mothers but this year there is none.

In treatment schools, 10.55% of the learners are orphans compared to 8.07% of the girls in control schools. Percentage of single orphans has decreased from 30.1% in treatment schools at baseline to 10.55% a difference of 19.55%. However, the number of learners living with one parent increased to 16.26% from 14.1% at baseline a difference of 2.16%. There are many reasons as to why learners are living with one parent. One of the major reasons for single parent households in many rural homes in Kenya is because one parent usually migrates to the urban areas in search of employment.

Girls' from poor households

The percentage of parents who are having financial difficulties when sending their children to school stands at 74.65% in treatment schools compared to 66.8% at baseline. This shows an increase of 5.65% of parents with difficult to afford for girl to go to school. Number of parents recording that they slept hungry for many days decreased from 17.6% to 2.92% for treatment schools.

There are very few girls who have returned to school after giving birth. Only 0.38% of the samples were young mothers. The project should review its support to the young mothers and rescued girls and follow up with the schools administration and the County MoE officials on why the re-entry policy is not being adhered. This is one of the indicators for a school and communities attitude towards girls' education.

The potential barriers to girls' learning and transition as self-reported are elucidated at two points; household and community as well as at schools. The following section highlights the characteristics of the learners and barriers to their education.

3.1.2 Barriers at community level

The following Table 17 presents barriers at community and school level to girls' education.

Table 17: Potential barriers to learning and transition

	Intervention (Midline)	Control (Midline)	Source
Sample breakdown (Girls)			
Home – community			
<i>Safety:</i>			
Fairly or very unsafe travel to schools in the area (%)	12.3% +1.6	4.9% -4.2	PCG_9
Doesn't feel safe travelling to/from school (%)	11.2% +0.3	11.0% +2.4	CS_W13s
<i>Parental/caregiver support:</i>			
Doesn't get support to stay in school and do well (%)	5.1% +3	7.1% +4.9	HHG_7
School level			
<i>Attendance:</i>			
Attends school half the time (%)	14.3% +10.7	0.0% -17.40%	PCG_6enr
Attends school less than half time (%)	57.1% -6.5	0.0% -30.4%	PCG_6enr
Doesn't feel safe at school (%)	1.4% +0.46	1.2% +0.23	CS_W14s
<i>School facilities:</i>			
No seats for all students (%)	5.1% +0.56	4.9% +1.03	CS_W5s
Difficult to move around school (%)	4.3%	3.4%	CS_W6s

The potential barriers at community level are around safety of the girls as they go to schools and back. During baseline, the percentage of girls who felt unsafe traveling to school was 10.7% for treatment schools compared to 11.2% at mid-line, an increase of only 0.3%. The percentage of girls who do not feel supported to remain in school (treatment schools) and do well increased from 2.1% at baseline to 5.1% at midline for the same treatment schools.

This is a challenge that should be tackled by the community and the local administration. Barriers to girls with disabilities are the same as those of girls without disabilities. However, disability adds another layer of vulnerability.

3.1.3 Barriers at school level.

Table 17 above presents the barriers to girls' education at school level. At school level, 1.4% of the girls in treatment schools don't feel safe at schools compared to 0.9% of girls in control schools. This is compared to 0.94% of girls in treatment schools at baseline a small difference of 0.5%. One of the reasons why there may not be significant change is because the intensity of community conversations that could have addressed these issues reduced in intensity as reported by parents during FGDs.

At school level, 1.4% of the girls in treatment schools don't feel safe at schools compared to 1.2% of girls in control schools. This is compared to 0.94% of girls in treatment schools at baseline a small difference of 0.5%.

Attendance has significantly improved. Percentage of girls reporting that they were absent from school less than half the time decreased by 6.5% from 63.6% at baseline to 57.1% at midline. This may be an indication that strategies instituted by schools and parents to address absenteeism are working. Local administrations are also involved in ensuring that learners attend school. There are still a number of learners not attending school regularly, which indicates that despite parental awareness on the importance of education, such parents are yet to move from awareness to changed attitude and practice.

School attendance for girls is mostly affected at the beginning of the term. This is when schools send learners home due to unpaid school fees or levies. This continues for two to three weeks before it normalizes. For the 420 girls that the project is supporting with school fees, the story is different. They have recorded consistently high attendance of over 92% (internal monitoring). Overall, the motivation to attend school is high among girls and this is because of the targeted mentorship that the project has implemented over years. The project is constantly working with poor caregivers in the economic empowerment interventions to increase their income to be able to support their learners attend school without being chased home. This will gradually solve the non-attendance issue as it takes time to realize income from some of the income generating activities.

With regards to Language of Instruction, 90.14% and 96.12% of girls in treatment and control schools respectively indicated that they speak a different language from the Language of instruction at home. For the treatment schools, this was a reduction of 1.5%. The number of re-contacted girls who cannot speak the Language of Instruction decreased from 24.6% at baseline to 2.56% at midline, a decrease of 22.04%. One explanation for this reduction is due to attrition of girls because either, they dropped out or they existed the education system at Grade 8 or Form 4. It could also be attributed to the improvement in literacy levels. In addition, the project has been implementing fun reading activities and established libraries, which are contributing to improved literacy scores.

3.1.4 Appropriateness of project activities

Teacher training and coaching. In order to improve teaching and learning, the project has instituted teacher training and coaching. Teachers are being trained on lesson preparation and delivery, using assessment data to improve teaching and learning and learner centred pedagogy. With improved skills, teachers will be able to improve lesson delivery and ultimately learning will improve. This intervention is appropriate and is core to improving learning outcomes.

Part of the training the teachers are receiving is on delivering a lesson that is learner centred. With learner centred pedagogy, the learning environment should be conducive for learning. Learners should feel welcome and motivated to learn. There are girls who still feel that the teacher does not make them feel welcome. This intervention is therefore appropriate.

Mentorship for girls and boys. Orphans, girls from female-headed households, girls who do not feel welcomed to school by teachers, girls at risk of undergoing FGM and thereafter being married off and girls from pastoralist communities are at risk of dropping out. Through mentorship, girls are being equipped with life skills for example goal setting, self-awareness, child rights and career guidance as outlined in the mentorship manual. Early and forced marriages and FGM are a violation of the girls' rights and are being addressed through making girls aware of their rights. To motivate the girls to transition to higher levels, vertical exchange visits were planned. Mentorship sessions are to make the girls more confident and have the ability to make decisions for their lives with regards to schooling.

When asked about safety in school, some girls indicated that they do feel unsafe in school. Through mentorship that includes boys as well as girls, issues of SGBV should be addressed.

Early pregnancies are one of the main reasons why girls drop out of school. Some return to school while others do not. Mentorship can address this barrier by helping the girls make the right choice on education and also equip them with sexual and reproductive health.

Mentorship for both boys and girls is appropriate, as it will equip girls with skills that allow them to navigate the circumstances around their sexuality; social-cultural issues for example FGM, life's realities and schooling. Some of the girls who have benefited most from mentorship are young mothers.

Remedial teaching

In addition to mentorship, girls who come from pastoralist communities are at risk of undergoing FGM and ultimately dropping out or girls who miss school often should benefit from a catch up programme. This would ensure that the girls are brought at par with their fellow students. This would be an addition to the existing remediation programme that seeks to improve girls' learning outcomes.

Community conversations.

Girls need to feel supported for them to remain in school and transition to higher levels. The purpose of community conversations is to enable communities come up with strategies to support girls' education by providing education costs and removing barriers that may hinder their education.

There is evidence from discussions with parents and BoM members that community conversations took place over the last one year. However, their frequency declined as reported by parents during FGDs. (see section 7 on Intermediate Outcome No. 4). Ward Education Management Committees were supposed to conduct the community conversations. However, there was no evidence that they remained functional from discussions held with parents.

Boda Boda riders were identified as members of the community who lure girls into adolescent sex, which leads to some of the girls dropping out of school due to early pregnancy. The project design had initially included specific activities with Boda Boda riders in order for them to support girls' education. Some of the activities included having separate community conversations with them. There was no evidence that such conversations have been taking place since baseline.

In the design of the project, Area Advisory Councils were expected to empower communities on child protection. However, there was no evidence that the Area Advisory Councils remained functional as none of the participants mentioned them as a strategy used by the project or communities in promoting girls' education. Their absence may be one of the reason why girls still feel unsafe traveling to and from school.

Project Comment:

The National Council for Children's Services (NCCS) was established under Section 30 (1) of the children Act 2001 as a body corporate with perpetual succession and a common seal, to exercise general supervision and control over the planning, financing and co-ordination of child rights activities and to advise the government on all aspects related to children. The Council was inaugurated on 27th September 2002. It has its smallest units (Area Advisory Councils) in 47 counties, 229 sub counties, divisions and other devolved structures. The overall role of AACs is to co-ordinate and guide children activities in their areas of operation.

The Area Advisory Councils (AACs) were then established and mandated to provide oversight and develop new service capacity within each district. The core functions include;

1. Support and monitor implementation of children's services.

2. Recruit volunteer children's officers and build capacity.
3. Raise awareness on children's rights.
4. Form strategic partnerships and networks to support children programmes

To enhance sustainability in Child Safeguarding, the project started working with these government structures to build their capacity and facilitate them to execute their mandate. The community has utilised the AACs as point of reporting child abuse cases. Community members have freely reported cases to AAC members who in turn either pick the cases up for follow up or advise the community of reporting and follow up.

The project resorted to further building the capacity of AACs to double up as cases management committees to ensure reported cases are all followed up to closure. This has been the biggest gap previously and the department of children have approached the project requesting for such a training. The 14 cases reported on SHE platform were as a result of the collaboration between community and AAC members. The project will thus happily continue working with the AACs.

Community conversations are appropriate and if held as designed, they would address the challenge posed by Boda Boda riders, being a young mother, security of girls to and from school and negative attitudes by some community members towards girls' education. However, there is need to review and strengthen these conversations.

Economic Empowerment

Majority of parents in the intervention schools are poor. In order to mitigate against poverty, the project has proposed several activities that include provision of sanitary towels, provision of scholarships and support 2,000 household in value chain development. There is evidence that some girls received scholarships and sanitary wear but there was no evidence that parents were supported in value chain development. Some of the girls who received scholarships were young mothers. These activities are appropriate and should be reinstated, as poverty remains a major barrier to girls' education.

Project Comments:

Excerpts to affirm that Value Chain development Activities are taking place:

Name of Group: Mutash SACCO

Value chain: Poultry

Group Activities:

The group comprises of 20 members. The group was supported to register as a SACCO in 2017 with the first value chain being horticulture farming. The group has undergone intense training on value chain development and financial literacy. Now the group is doing poultry farming. This was as a result of the community presenting their proposal to the project that this would be a viable venture for the group to engage in.

The group has everyone doing chicken on their farm with each of them doing an average of forty chicken. The total number of chickens adds up to eight hundred and twenty-five. The project has supported this group with 2.5 tons of chicken feed. Representatives from this group have also been taken for exposure visits to one of the largest poultry farms in Ndaragwa for benchmarking for best practices for replication. The project to further support this value chain has purchased a thousand-day old chicken from KARLO

Naivasha which will be distributed to the groups once they complete construction of standard structures that can be able to create a conducive environment for growth of these chicks. Construction is ongoing.

Name of Group: Faith Self Help Group

Value chain: Goat Keeping

Group Activities:

Faith Self Help Group is one of the groups that was registered under support of the project in 2017. The group comprises of fifteen members who begun with French beans value chain. This then changed to goat keeping in 2019 since the members continuously registered losses in the French beans farming due to weather changes and cases of pests that were costly to control.

The group has a total of 52 goats cumulatively with each member keeping and average of three goats. The sole responsibility of security and feeding lies with the individuals but marketing is done as a group. All the 52 goats are the normal goats and in order to improve the breed, the project has supported the group with nine improved and high yielding he-goats. These are meant to help serve the goats and produce a breed that matures for eight months hence the group be able to sell and increase their income.

Name of Group: Pandaptai Self Help Group

Value chain: Soap Making

Group Activities:

Thome has 14 members trained on Business development skills, business ideas generation, and importance of having groups for socio-economic purposes. The members were supported to form groups for economic empowerment and sustainability.

In quarter 9, members of Thome SHG group were trained on soap making as an enterprise. This was after a long drought hit the area, drying up the only river present in the village leaving the villagers with nothing to do. After conducting an entrepreneurship training and SWOT analysis of business enterprises, soap making was agreed on.

The group started making sales from the soap business. On average, the group is making an average of makes 50 bars of soap selling each Kshs. 80 making a total of Kshs. 4000 in sales and Kshs. 2000 in profit. The group plans to sell to the whole of Rumuruti and neighboring towns. Their long-term goal is to make liquid soap and have a brand for the soap. The chairman of the group said that, "this is a good relief, we were very idle after the river dried up and paralyzed our farming activities. Now we are buying the soap ourselves and selling the larger community".

Name of Group: Testai Sacco

Value chain: Poultry Farming

Group Activities:

Testai Sacco is in Simotwo school community. This group was supported to register as a self-help group and later trained and the process of registering the group as a SACCO begun. The group has a total of twenty six members who meet once a month for purposes of table banking. When the group begun, the members settled on only doing table banking. This continued for a period of five months after which, the group decided to do savings as well as continue with the table banking. Now, the group has a revolving fund of about two hundred thousand through their efforts in table banking and a total of one hundred and twenty thousand in savings.

Since table banking satisfactorily took off, the project introduced the group to trainings on poultry farming so that the group could diversify and engage in other income generating activities. The members as part of owning the project collectively contributed a total of nine hundred and forty chicken and built the poultry houses. Each individual now owns an average of forty-five chicken totalling to two thousand one hundred and fifteen chicken owned by the group. Marketing of eggs and chicken is done collectively. The 47 members of apart from trainings on value chain development and financial literacy, the group has been supported by the project with 2.5 tons of sunflower seedcake, which is a supplement rich in protein for their chicken.

Simotwo primary school, which is an intervention school, through their efforts in resource mobilization has put up a poultry project. This project now acts as a demonstration farm for the community whereby the members of the Testai SACCO learn from to replicate the best practices in their farms. In this regard, the project has also supported the school with 0.5tonnes of feeds for the poultry project to also support the course in supporting the community.

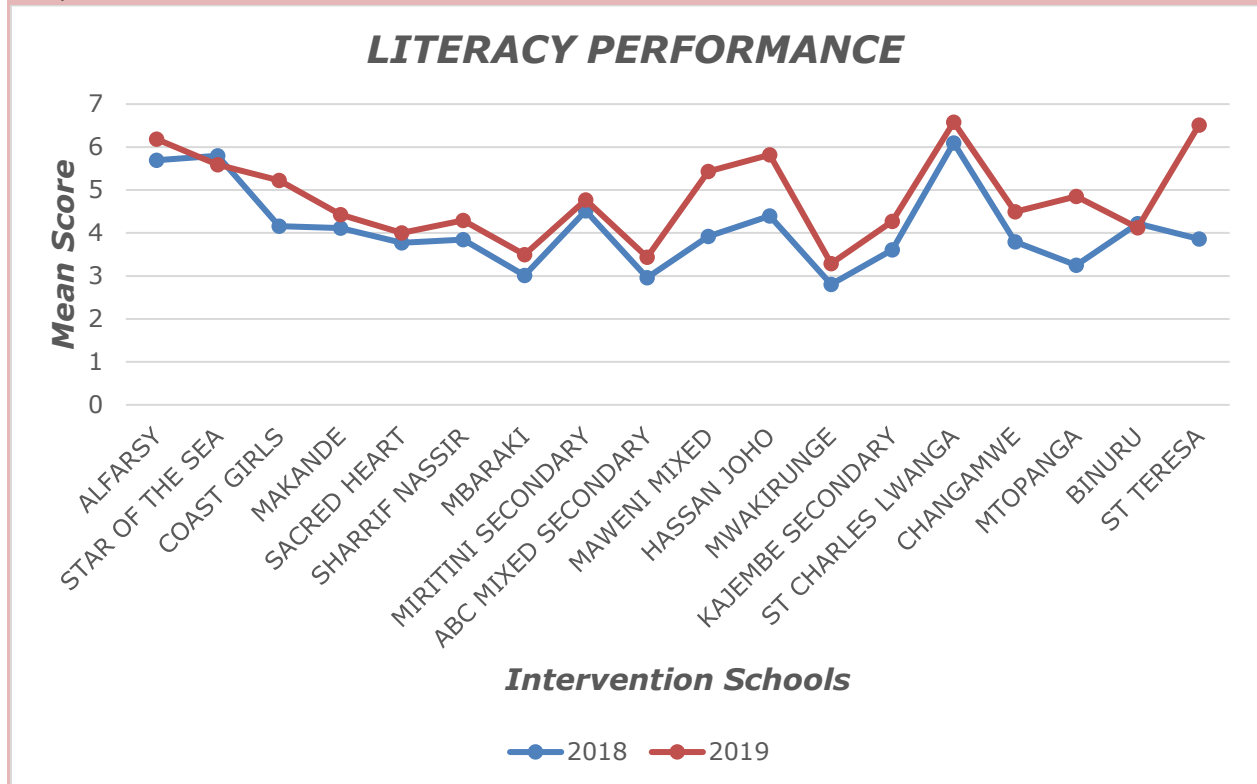


Language barrier

One of the reasons why girls' learning outcomes is low is because they do not have a mastery of the Language of Instruction. Language therefore remains a barrier. To address this barrier, the project instituted Club activities whose goal was to inculcate a reading culture among the pupils. This activity is appropriate and should be retained.

Project Comment

The project has already recorded tremendous achievement in addressing Language of Instruction as barrier to learning. Through activities such as, spelling bees, read aloud, book review, peer-reading and collaborative reading majority of learners have improved not only in their spoken language but also written. This has ended up addressing language as a barrier to girls learning. A number of target girls, during feedback meetings have cited how their confidence in Lol has enabled them performed better in school. Below is an analysis of how girls' performance in literacy in national exams in 2018 and 2019, with the trend showing an improvement in 2019. 92% of head teachers affirmed that club-learning activities were key to this performance.



83.3% of the 18 Intervention Schools in Mombasa out of the 19 schools had improved their performance in literacy with St Teresa showing most improvement of more than 3 points and Star of the Sea dropping with 0.2 points.

This was attributed by increased literacy contests which were implemented by schools.

The project will thus continue with these diverse collaborative and peer learning activities to address Lol as a barrier. This will complement what the schools are doing with the language policy where all learners are required to converse and engage in Lol while in school.

Conclusion

The proposed project activities are appropriate and address the main barriers to girls' education. For the various sub-groups there are planned activities to support them to remain in school and learn well. For the learners with disabilities, the project needs to have additional activities that target girls with severe disabilities. These include paying special attention to them by ensuring that they participate in learning at the same level as those learners without any disability. In addition to remediation, they can also be included in the catch-up programme for learners who face additional barriers at school, family and community. One

new barrier that was previously unidentified was sale of illicit brew. This new barrier can be addressed during community conversations.

Project Comment:

The external evaluator found that characteristics of marginalized girls as well as the barriers to learning have not changed since baseline. The characteristics identified at baseline have largely remained the same over the two evaluation points. The context across the three counties largely remains the same and does not need any design changes.

Similarly, the activities are still appropriate. The only aspect the project will consider reviewing is the intensity, dosage and approach of key activities like community conversation, teacher coaching and remedial teaching/learning to maximize on result.

Therefore, the project is in agreement with the opinion of the evaluator that the theory of change stills holds and is appropriate post midline. Better still, this is affirmed by the project's internal monitoring that has not found any emerging barriers or subgroups. The project further affirms that the link between intermediate outcomes and outcomes as discussed by the EE and envisioned in the theory of change holds and would not require any design changes. This is because findings have already depicted that key interventions are leading to project IOs which in turn are effectively attributable to the project outcomes, affirming that the theory of change still holds. To hasten the theory of Change in delivering desired results by end line, the project will synthesize the findings and propose appropriate adaptations for key interventions. This will be discussed under Management responses.

4 Key Outcome Findings

4.1 Learning Outcome

Learning was assessed by the external evaluator on a cohort of girls focusing on literacy and Numeracy. The project used the percentage performance against the target to compute the estimate of marginalised girls with improved learning outcomes. This approach assumes that literacy and numeracy are weighted equally. A target of 0.25 Standard deviations per year over the control schools was applied between the baseline and midline measured using the Difference in Difference method. During baseline survey, learners were assessed at the end of March 2018 while assessment during midline took place in June/July 2019. Schools are closed during the month of April. Under these circumstances, a decision was made to retain a target of SD 0.25 per year, as learners would have been in school for one school calendar year and an additional 6 weeks.

The evaluation design allows for the project to measure additionality. Reporting of learning findings are tiered; first findings are against set targets over and above the control; second against previous evaluation points and lastly against benchmarks. Further analysis on girls' progression across the different learning sub-tasks, are also included in the report. This section presents the key findings on the learning outcomes.

4.1.1 Literacy

Literacy was measured using learning tests developed for specific groups (Early Grade Reading Assessment- EGRA and Secondary Grade Reading Assessment- SeGRA). Table 18 below shows the distribution of the Literacy tasks undertaken by the respective grades

Table 18: Distribution of Sub-tasks undertaken by Class at Baseline and Midline

Categories	Subtask 4	Subtask 5	Subtask 6	Subtask 7	Subtask 8
	Oral Reading Fluency	Comprehension	Comprehension (+ analytical qs)	Comprehension (+inferential)	Short essay
Baseline					
Grade 7					
Grade 8					
Form one to Four					
Midline					
Grade 7					
Grade 8					
Form one to Four					

Table 18 above shows the distribution of subtasks undertaken by various classes. Ideally, there should not have been any Grade 7 in the sample but since the project is tracking specific girls, those who had repeated classes were still assessed. Grade 7 did subtask 4, 5 and 6 at baseline but at midline they did all the subtasks (both EGRA and SeGRA). This was important as these midline scores will be used to capture future progress of girls between midline and end line. Grade 8 did subtask 6 and 7 at baseline but did all

the subtasks at midline. Learners in secondary schools were assessed using SeGRA (Subtask 6, 7 and 8). None of the literacy tests used international benchmarks. They were all based on national curriculum benchmarks for specific grades. For example, Subtask 4 and 5 were based on Grade 2 and 3 curriculum, Subtask 6 was based on Grade 4 and 5 curriculums, Subtask 7 was based Grade 6 and 7 curriculums and Subtask 8 was based on Grade 8 and Form 1 curriculum.

An aggregate learning score was to track learning gains over time from baseline to midline for the re-contacted girls. In addition, the aggregate learning scores were used to compare overall learning levels between intervention and control schools. Since the girls in different grades had undertaken different subtasks at baseline and midline, a standardized approach was used. The same approach was used for numeracy scores. The following section is analysis of the literacy scores. Table 19 shows the standardized literacy scores for girls by Grade and by intervention and control schools.

Table 19: Literacy (EGRA/SeGRA)

Grade	Intervention Group Mean	Control Group Mean	Standard Deviation in the intervention group
Class 7	-1.3	-0.6	1.4
Class 8	0.1	-0.1	0.9
Form 1	-0.8	-0.2	0.0
Form 2	0.8	0.4	0.9
Form 3	0.7	0.3	0.9
Form 4	0.5	0.2	0.9
Total	0.4	0.2	1.0

Table 19 above shows that the intervention schools had a higher mean score of 0.4 than the control schools at 0.2 a difference of 0.2. The SD in the intervention schools was 1.0. In order to determine if the increased scores were due to the interventions, the evaluation calculated the Difference in Difference (DiD). The following Table 20 presents the DiD scores.

Table 20: Literacy scores from Baseline to Midline

Grade	Baseline literacy treatment	Midline literacy treatment	Difference baseline to midline	Baseline literacy control	Midline literacy control	Difference baseline to midline	Difference in difference (treatment – control difference)
Class 7	-0.97	-1.26	-0.28	0.12	-0.63	-0.75	0.47
Class 8	0.06	0.05	-0.01	-0.01	-0.09	-0.08	0.07
Form 1	-1.33	-0.75	0.58	-0.71	-0.20	0.51	0.07
Form 2	0.08	0.76	0.68	-0.50	0.39	0.88	-0.21
Form 3	0.24	0.67	0.43	-0.41	0.34	0.75	-0.32
Form 4	0.17	0.46	0.30	-0.20	0.23	0.42	-0.13

Total	0.11	0.41	0.30	-0.23	0.15	0.39	-0.09
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The overall DiD score was -0.09. The target was 0.25SD per year over and above change in comparison. This means that the literacy scores achieved by the intervention schools over the control schools cannot be attributed to the interventions.

To test if there was any significant change in midline scores while comparing them to the baseline, the evaluation used a t-test based on the midline standardized scores and assessed if the computed p-value is less than 0.05 at 95% confidence level. The following Table 21 shows the literacy scores.

Table 21: Literacy results

Result	Details	Comments
Literacy Baseline - Midline	Beta = -.0873279 p-value 0.158 Target = 0.25 Performance against target = -34.93	

The increased literacy scores of intervention schools over control schools were not statistically significant with a p-value of 0.158 which is higher than the threshold p-value of 0.05 at 95% confidence level. The midline target was 0.25SD over the control schools but performance against target was -34.93%.

Conclusion: Treatment schools had a higher mean of 0.41 than the control schools at a mean of 0.15. However, the DiD was negative at -0.09 which is less than the set target of 0.25 above the control schools which means that the increased literacy scores cannot be attributed to the interventions. In addition, literacy scores of girls in treatment schools had a p-value of 0.158, which is greater than 0.05 at 95% confidence level, which means that the literacy scores of treatment schools over control schools, was not significant.

4.1.2 Numeracy

Numeracy was measured using learning tests developed for specific groups (Early Grade Mathematics Assessment- EGMA and Secondary Grade mathematics Assessment- SeGMA). Table 22 below shows the distribution of the Numeracy subtasks undertaken by the respective grades.

Table 22: Distribution of Sub-tasks undertaken by Class at Baseline and Midline

Categories	Subtask 4	Subtask 5	Subtask 6	Subtask 7	Subtask 8	Subtask 9
	Addition	Subtraction	Word problem	Advanced multiplication, division etc	Algebra	Data interpretation etc.
Baseline						
Grade 7						
Grade 8						

Form one to Four						
Midline						
Grade 7						
Grade 8						
Form one to Four						

At baseline, Grade 7 did subtasks 4 to 7 (EGMA and SeGMA) but at midline, they did all the subtasks (subtask 4-9). Grade 8 did subtask 6 and 7 but at midline, they did subtask 7, 8 and 9. As with literacy, this was important as these midline scores will be used to capture future progress of girls between midline and end line. Learners in secondary schools were assessed using SeGMA Subtasks 7, 8 and 9 at baseline and at midline. None of the numeracy tests used international benchmarks. They were all based on national curriculum benchmarks for specific grades. For example, Subtask 4 was based on Grade 2 curriculum, Subtask 5 and 6 were based on Grade 3 curriculum, Subtask 7 was based Grade 5 curriculum, Subtask 8 was based on Grade 6 and 7 and Subtask 9 was based on Grade 8 and Form 1 curriculum.

As with literacy, an aggregate learning score was to track learning gains over time from baseline to midline for the re-contacted girls. In addition, the aggregate learning scores were used to compare overall learning levels between intervention and control schools. Since the girls in different grades had undertaken different subtasks at baseline and midline, a standardized approach was used. The following section is analysis of the numeracy scores. Table 23 shows the standardized numeracy scores for girls by Grade and by intervention and control schools.

Table 23: Numeracy (EGMA/SeGMA)

Grade	Intervention Group Mean	Control Group Mean	Standard Deviation in the intervention group
Class 7	-0.4	-0.4	0.5
Class 8	0.3	0.2	0.8
Form 1	-2.3	0.5	0.0
Form 2	0.2	0.0	1.1
Form 3	0.3	0.0	0.9
Form 4	0.2	0.0	1.0
Total	0.3	0.1	0.9

Table 23 above shows that the mean for intervention group was 0.3 compared to the control group mean at 0.1 a difference of 0.2. The intervention schools had an SD of 0.9. In order to determine if the increased scores were due to the interventions, the evaluation calculated the Difference in Difference (DiD). The following Table 24 presents the DiD scores.

Table 24: Numeracy scores from Baseline to Midline

Grade	Baseline Numeracy treatment	Midline Numeracy treatment	Difference baseline to midline	Baseline Numeracy control	Midline Numeracy control	Difference baseline to midline	Difference in difference (treatment – control difference)
Class 7	-1.33	-0.40	0.93	-1.51	-0.37	1.14	-0.21
Class 8	0.14	0.33	0.19	-0.09	0.23	0.32	-0.13
Form 1	-2.22	-2.28	-0.06	-0.35	0.52	0.87	-0.93
Form 2	0.01	0.22	0.21	-0.16	0.04	0.20	0.00
Form 3	0.08	0.25	0.17	-0.04	0.00	0.03	0.14
Form 4	0.06	0.25	0.18	-0.12	0.00	0.12	0.06
Total	0.05	0.25	0.20	-0.11	0.10	0.21	-0.01

The overall DiD score was -0.01. This means that the numeracy scores for intervention schools and control schools was almost similar as the DiD is insignificant. The intervention scores cannot be attributed to the interventions. The DiD target was 0.25SD per year over and above change in comparison.

To test if there was any significant change in midline scores while comparing them to the baseline, the evaluation used a t-test based on the midline standardized scores and assessed if the computed p-value is equals to 0.05 or less at 95% confidence level. The following Table 25 shows the numeracy scores.

Table 25: Numeracy results

Result	Details	Comments
Numeracy Baseline - Midline	Beta = -.0074671 p-value 0.873 Target = 0.25 Performance against target = -2.99%	

DiD score was -0.01 against a target of 0.25SD per year over the control schools. The performance against the target was -2.99% which was not statistically significant with a p-value of 0.873, which is higher than the threshold p-value of 0.05 at 95% confidence level.

Conclusion: Treatment schools had a higher mean of 0.3 than the control schools at a mean of 0.10 and achieved a 0.9SD. The DiD was negative at -0.01 which is less than the set target of 0.25 above the control schools which means that the increased numeracy scores cannot be attributed to the interventions. In addition, numeracy scores of girls in treatment schools had a p-value of 0.873, which is higher than 0.05 at 95% confidence level, which means that the numeracy scores of treatment schools over control schools, was not significant.

End line SD target: The target for the literacy and numeracy scores for end line will be a Standard Deviation of 0.75 over the control schools scores for both literacy and numeracy. Though ambitious, this target

remains because the time between the midline and end line is about 2 years unlike the time between the baseline and the midline, which was about 1 year.

4.1.3 Subgroup analysis of the Learning Outcome

This section discusses learning by subgroups as indicated by Table 26. The scores used are those generated from re-contacted girls only.

Table 26: Learning scores of key subgroups

	Average literacy score (aggregate)	Change in average literacy score since baseline	Average numeracy score (aggregate)	Change in average numeracy score since baseline
Characteristics:				
All Girls	53.2%	+12.2% over baseline	61.5%	+10.7% over baseline
Visual impairment	55.0%	+11.8% over baseline	72.7%	+20.8% over baseline
Hearing impairment	-	-38.2% over baseline	93.3%	+46.3% over baseline
Mobility impairment	43.3%	-1.7% over baseline	60.0%	+13.3% over baseline
Cognitive impairment	-	-41.2% over baseline	40.0%	% over baseline
Self-care impairment	-	-38.0% over baseline	-	-44.8% over baseline
Communication impairment	-	-40.7% over baseline	40.0%	-9.0% over baseline
Living without both parents	61.7%	+20.9% over baseline	61.1%	+10.6% over baseline
Living in female headed household	50.8%	+9.7% over baseline	62.3%	+22.4% over baseline
Living with husband/parents in law	53.2%	+14.0% over baseline	55.5%	+6.8% over baseline
Mother tongue different to LOI	52.8%	+12.2% over baseline	61.2%	+10.5% over baseline
Married	73.3%	+34.1% over baseline	66.7%	+18.0% over baseline
Mothers (under 18)	-	-22.2% over baseline	-	-38.3 over baseline

The average literacy mean scores was 53.2% while the numeracy mean score was 61.5%. Literacy and Numeracy performance across all the sub-groups marked an improvement from baseline with an average of 12% points increase. Married girls had the highest literacy score of 73.3%. During baseline, mothers under 18 years had the lowest literacy scores of 0.0%. However, at midline they had the highest decrease in literacy scores of 22.2% over baseline. This is an indication that interventions focusing on young mothers and married girls for example mentorship that is tailored to meet their needs and giving them scholarship is effective in improving their learning outcomes. Community members in all the counties were willing to support young mothers to return to school.

Girls living without both parents and those living with husband or their in-laws have slightly lower learning scores than the other girls with 61.7% and 53.2% respectively.

With regards to numeracy, girls who were living with their husbands and parents in law scored 55.5% while those married but living alone scored 66.7%. Such girls should be singled out and given additional support.

In general, learning outcomes between the various subgroups are almost similar. However, girls from female-headed households and girls who have self-care impairment have slightly lower learning outcomes. The project should focus on these 2 subgroups.

The following Table 27 presents learning scores by barriers.

Table 27: Learning scores of key barriers

	Average literacy score (aggregate)	Change in average literacy score since baseline	Average numeracy score (aggregate)	Change in average numeracy score since baseline
Barriers:				
All Girls	53.2%	+12.3% over baseline	61.5%	+11.0% over baseline
Doesn't use drinking water facilities	47.8%	+1.6% over baseline	56.6%	+3.2% over baseline
Doesn't use toilet at school	40.0%	-6.7% over baseline	80.0%	+25.6% over baseline
Doesn't use areas where children play/ socialise	53.8%	+12.3% over baseline	65.0%	+16.8% over baseline
Doesn't feel safe at school	35.3%	+1.7% over baseline	45.2%	+1.1% over baseline
Doesn't feel safe travelling to/from school	50.0%	+10.3% over baseline	58.7%	+7.8% over baseline
Disagrees teachers make them feel welcome	45.3%	+4.3% over baseline	57.3%	+6.8% over baseline
Agrees teachers treat boys and girls differently in the classroom	51.5%	+10.9% over baseline	59.4%	+10.5% over baseline
Agrees teachers often absent from class	53.0%	+11.5% over baseline	61.7%	+10.4% over baseline
Serious illness	55.0%	+55.0% over baseline	63.8%	+63.8% over baseline
Difficult to move around school	51.7%	+10.8% over baseline	62.9%	+17.8% over baseline

Overall, there is an improvement in learning scores from baseline for girls facing different barriers as revealed in the table above.

Not using a toilet in school and serious illness are not significant barriers to learning as respective learners scored 40.0% and 55.0% slightly lower and higher than the means respectively.

Girls who don't feel safe have lower literacy scores at 35.3% followed by learners whose teachers don't make them feel safe at 45.3%.

With regards to numeracy, the same girls who do not feel safe scored the lowest 45.2% followed by girls who felt that the teachers don't make them feel welcome at 57.3%.

Learners' safety in school is therefore a barrier to their learning that needs to be addressed. Currently there is no evidence that the project is particularly working with communities to address insecurity for girls in and out of school.

The project should focus on increasing girls' security in and out of school. This can be done through mentorship for boys and girls and through community conversations where communities ensure the safety of the girls. In addition, the project should build the teachers' capacity to meet the learning needs of all the girls so that none of the girls feel unwelcomed in class.

Some of the interventions that led to improved learning outcomes over baseline as identified during discussions with girls, boys, parents, BoMs and Coaches include:

- Organizing girls into study groups
- Giving awards to the three best performing students
- Parental support
- Improved confidence on the side of the girls to achieve the same scores as boys
- Provision of text books by Jielimishe
- Having remedial classes for the learners in the morning before the start of formal lessons
- Support to young mothers given by Jielimishe
- Mentorship sessions
- Strengthening the projects approach to disability by having the coaches trained on how to identify learners with disability.

Details on these interventions are discussed in details under Intermediate Outcome.

Mombasa has better learning scores than Meru and Laikipia. On the other hand, Laikipia had better learning scores than Meru. There are several reasons as to why there are variations in the scores. One of the reasons why Mombasa is leading is the fact that all the target schools are secondary (no primary schools are targeted). Laikipia and Meru Counties have 10 primary schools each, which constitute 50% of schools each of the counties. During midline, learners in Grades 7 and 8 were assessed using SeGRA Tasks 7 and 8, which was previously not done. With Mombasa having no primary schools doing complex tasks, it is expected the County will do better than the other 2 Counties.

The assessments are all based on Grade 2 to Form 1 competencies. This means that for most learners in Mombasa (except for those in Form 1) the competencies assessed are significantly low compared to learners in Laikipia and Meru where half of the schools in each of the counties are primary schools.

For learners to excel in school, parents must invest in their education. There are more parents in Mombasa spending more than KES5, 000 on education at 29%, followed by Laikipia at 26% and lastly Meru at 11%. Learners in Meru have had the lowest scores at baseline and midline compared to Mombasa and Meru. One of the reasons for this, maybe because parents in those counties are spending less money on

education than in the other counties. Meru county is comparatively wealthier than Laikipia, but Laikipia is investing more in education. When one considers expenditure on education as an indicator of the value parents place on education, then parents in Meru do not value education in the same way as parents in Laikipia do.

In order to improve on the learning scores, the project should focus on Subtask 7 (Advanced Multiplication and Division). This is because learners cannot be able proficient in Subtask 8 and 9 without these skills. The project should also focus on Word Problems that are appropriate for each level because low literacy skills affect numeracy scores especially where the learner must read some texts and then reason using numbers.

5 Transition Outcome

Transition in Jielimishe GEC Project has been defined as progression into and through successive grades of formal, vocational training or into safe, fairly paid employment or self-employment. From this definition, transition encompasses both within school progression of children from one grade to the next (Intergrade) as well as from one level to the other (inter-level) which entails progression from primary to secondary, primary to TVET and Secondary to TVET or Tertiary institutions including University. Formal education in the context of Jielimishe GEC refers to educational institutions such as Primary, Secondary, tertiary and Vocational training institutions; Vocational training can be understood as courses designed to equip individuals with applied and practical skills that aim to prepare individuals for successful transition into employment or other aspects of economic life; Where such courses are offered, these will be referred to as Technical Vocational Education and Training (TVET) institutions. There is a slight difference between transition points in Mombasa and those in Meru and Laikipia Counties. This is because there are no interventions in primary schools in Mombasa, hence the region will not have a primary to secondary or primary to TVET transition.

The following Table 28 summarizes what is successful or unsuccessful transition in the three counties.

Table 28: Successful/unsuccessful transition per county.

County	Transition points	Successful/Unsuccessful Transition
Mombasa	Secondary to TVET/tertiary/Employment	Successful Transition
Meru and Laikipia	Primary to Secondary	Successful Transition
	Primary to TVET/Apprenticeship	Successful Transition
	Secondary to TVET/Apprenticeship/ Tertiary/Employment	Successful Transition

Jielimishe GEC Project envisaged Transition from Secondary to Technical Vocational Education and Training (TVET) as a key transition point. The main barriers for girls' education under this transition point are limited household resources and lack of school fees to support girls' TVET/tertiary education, limited Knowledge of TVETs, Low Value of TVETs, limited competence based TVET, low motivation and aspiration among girls to opt for TVET as alternative pathway, inadequate number of TVETs among others. To ensure that the target girls are meaningfully engaged post-secondary education, the project proposed the following interventions:

1. Sensitization of girls, boys and households on the value TVETs as alternative pathways to education including supporting media programs to sensitize communities and students on TVET programs
2. Provide scholarship to needy girls to enable them access competence based TVET
3. Advocate for TVETA, NITA and CDAC to support TVET centres to provide competence based training including digitization of select courses and introduction of a component of industry/ college partnership to address the linkage and internship
4. Strengthen student academic and career mentorship and child club activities for improved motivation and aspiration including mentorship to increase TVET uptake among girls, through working with TVET Institutions in their programs sensitization
5. Support girls for training on Entrepreneurship skills development and Internet Core Computing competencies (IC3) to expose them to enterprising job opportunities based on their TVET training
6. Support girls to access relevant internships through Tuko Works and Chuo to Kazi platforms including profiling of TVET institutions

One of the key strategies to making this transition a reality during GEC T is to map out and identify TVET institutions in the project catchment areas for targeted engagement and involvement in implementation of the aforementioned core interventions.

Transition in Jielimish GEC is measured as the survival rate of a girl in the education system. A successful transition will be a comparison of the girls' current enrolment against previous enrolment at the last evaluation point. The project's theory of change spells out the appropriate pathways that all girls will take.

A cohort of 3,289 girls will be tracked during 2019 midline while a cohort of 2,062 girls will be tracked at end line in 2,021 to ascertain their current enrolment and compare this to their last enrolment as per the last evaluation point. At baseline a total of 2,816 girls were tracked. At midline a total of 3293¹⁹ girls were assessed and their transition measured. However, transition data is analysed in this report for the re-contacted girls only. The survival rate is a Boolean score (transition or not transitioned).

The following Table 29 compares successful transition between baseline in 2018 and midline in 2019 per County.

Table 29: Transition rates by treatment and control

Age	Baseline		Midline		Difference over baseline	
	Treatment	Control	Treatment	Control	Treatment	Control
12	67%	50%	100%	100%	33%	50%
13	55%	75%	89%	94%	34%	19%
14	58%	82%	74%	91%	16%	9%
15	62%	49%	81%	84%	20%	35%
16	58%	32%	93%	93%	34%	61%
17	60%	44%	93%	89%	33%	44%

¹⁹ The total number of girls assessed were 3296 but due to missing data the total number of girls whose learning and transition data was analysed was 3293

18	66%	50%	96%	83%	31%	33%
19	65%	67%	84%	90%	19%	23%
20	54%	50%	100%	94%	46%	44%
21	80%	0%	100%	100%	20%	100%
24		100		100%		0
Mean	61%	55%	88%	89%	28%	34%

Intervention group had a successful transition rate of 88.1% while control schools had a successful transition rate of 89.1%. The project had a midline target of 5% increase from a baseline transition rate of 61%. Intervention schools had a transition rate of 88.1%, which was 22.1% higher than the baseline target of 66%.

In order to determine the grades of 88.6% of girls who had transitioned safely transition data was further analysed by grade level. The following Table 30 presents the data on success transition by grade

Table 30: Transition by Grade/Form

Grade	Treatment	Control
Class 7	76.5%	33.3%
Class 8	78.1%	90.9%
Form 1	0.0%	66.7%
Form 2	93.7%	89.7%
Form 3	92.2%	88.8%
Form 4	94.7%	88.5%
Total	88.1%	89.1%

Girls in Form two, three and four in treatment schools had higher transition rates of 93.7%, 92.2% and 94.7% respectively compared to Form two, three and four girls in control schools at 89.7%, 88.8% and 88.5% respectively. None of the girls in Form one who had a successful transition was from treatment schools. They (66.7%) were all from control schools. Transition rates for girls at secondary level is higher than the transition rates of girls at primary level.

There were more girls in treatment primary school at 77.29% than girls in control primary schools at 62.12% who had successful transition. There were more girls in secondary control school at 83.4% than girls in treatment secondary schools at 70.2% who had successful transition. This is similar to the baseline findings that established that most in-school transition happened in secondary schools.

The evaluation sought to establish whether age is a factor when it comes to transition of girls. The following Table 31 presents transition by age.

Table 31: Transition rate by age

	Sample		Percentage	
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Age	Treatment	Control	Treatment	Control
12	3	2	100%	100%
13	73	32	89%	94%
14	156	58	74%	91%
15	108	55	81%	84%
16	147	59	93%	93%
17	180	63	93%	89%
18	157	64	96%	83%
19	61	52	84%	90%
20	13	16	100%	94%
21	5	2	100%	100%
22				
23				
24		1		100%
Total			88.0	89.1

Younger learners of 12 and 13 years old are more likely to transition well than for girls between the ages of 15 year olds. For example, all the 12 years old girls successfully transitioned to the next level. For 13 year old girls, those attending treatment schools had a transition rate of 89% and those attending control schools had a transition rate of 93.8%. Overage girl (19 and above) are more likely to complete their secondary education. Being overage has often been cited as a reason for dropping out of school. However for much older girls who have transitioned successfully, this is an indication of their motivation to learn and transition to higher levels.

There are several factors that contributed to increased transition. Attendance increased from 84% at baseline to 89% at midline. This is the first step in ensuring girls transition to the next level. Mentorship sessions that support girls in acquisition of life skills is credited in building girls' motivation to remain in school and aspire for a better life for themselves. Girls' motivation to remain in school and learn well improved from 73% at baseline to 75% at midline. Many of the parents were of the view that girls' education is just as important as that of boys. They do see the value of educating girls and are therefore ensuring that they support them to the highest level the girl can reach. This is what one male parent from Bamburi in Mombasa had to say, *'The child who has studied they progress in life, if they have studies it will depend with the level of their studies. I have seen a girl of my neighbor who studied till university she went abroad and has built a house.'*

Reasons for unsuccessful transition are similar to reasons for absenteeism. In addition, corporal punishment was cited as a reason for learners dropping out. This is what one learner from Meru had to say; *ME26B2: caning: my friend dropped out because of caning in form one.* In order to understand whether violence against learners was an isolated or rampant issue, an analysis was done on the violence against learners by teachers. The following Table 32 shows learners responses on physical punishment meted to them which can be considered as a form of physical abuse.

Table 32: Percentage of learners reporting physical punishment in the school

	Physical punishment							
	Control				Treatment			
	Laikipia	Meru	Mombasa	Total	Laikipia	Meru	Mombasa	Total
Don't Know	0.0	0.0	0.0	0.0	2.6	0.8	0.5	1.2
No	8.0	27.1	34.2	24.0	21.0	42.2	47.4	38.2
Yes	92.0	72.9	65.8	76.0	76.4	57.0	52.1	60.6
	100	100	100	100	100	100	100	100

With regards to violence against learners by teachers, 92% of learners in Laikipia control schools indicated that there was physical punishment compared to 76.4% of learners in Laikipia treatment schools. Learners in Laikipia treatment schools receive more physical punishment followed by Mombasa at 52.1% and lastly Meru at 57%.

The total number of girls at baseline reporting that there was physical abuse was 67.5% compared to 68.3% at midline an increase of 0.8%. With regards to treatment schools, 60.6% of the girls at midline indicated there was physical violence an increase of 1.7% from a baseline of 58.9%. With regards to control schools, 76% of the girls at midline reported that there was physical violence from 77% of girls at baseline a decrease of 1%.

Learners were also asked whether there was verbal abuse in their schools. The following Table 33 indicates the percentage of learners who reported verbal abuse.

Table 33: Percentage of learners reporting verbal abuse in school

	Laikipia	Meru	Mombasa	Total	Laikipia	Meru	Mombasa	Total
Don't know	0.0	0.0	0.0	0.0	2.6	0.8	0.8	1.3
No	86.4	84.5	85.8	85.6	78.3	91.2	89.2	86.6
Yes	13.6	15.5	14.2	14.4	19.1	8.0	10.0	12.1
Total	100	100	100	100	100	100	100	100

With regards to verbal abuse that included being shouted at by teachers, learners in Laikipia treatment schools reported the highest abuse at 19%. Similar to physical abuse there were more learners reporting verbal abuse in control schools than treatment schools. In treatment schools, laikipia is leading in verbal abuse at 19.1% followed by Mombasa at 10% and lastly Meru at 8.0%.

Other forms of punishment reported included: cleaning the toilets and classrooms, sweeping and picking rubbish in the school compound, digging and doing other manual jobs. Whereas discipline is important, any form of violence against learners is outlawed in schools through the Children's Act of 2001. Not only is it a violation of learners rights but its also demeaning.

To better understand the intensity of abuse, learners were asked whether they had witnessed any form of physical punishment meted to other learners in the week preceding the survey. The following Table 34

indicates the percentage of learners who witnessed physical punishment meted to learners during the week preceding the survey.

Table 34: Learners witnessing physical punishment in the week preceding the survey

Physical punishment meted on other students	Control				Treatment			
	Laikipia	Meru	Mombasa	Total	Laikipia	Meru	Mombasa	Total
Almost every day	8.0	11.6	6.5	8.6	9.0	4.4	6.9	6.8
Don't know	0.0	4.7	0.7	1.7	1.9	2.8	3.6	2.9
Never	49.6	45.7	65.2	54.3	50.6	61.0	64.9	59.6
Once or twice	42.4	38.0	27.7	35.5	38.6	31.9	24.6	30.7
Total	100	100	100	100	100	100	100	100

In more than 50% percent of the treated schools, learners reported that they had not witnessed any physical punishment in the week preceding the survey. 50.6% of the learners in Laikipia reported witnessing physical punishment followed by Meru at 61% and Mombasa at 64.9%. This is significant bearing in mind that not only is it harmful, it is outlawed in Kenya.

The present physical and verbal abuse of learners needs to be addressed through training teachers on alternative forms of discipline to ensure learner's rights are respected.

The effectiveness of a school depends on the strength of the governance and management systems in place. When parents were asked whether the quality of the school management had improved, 64% felt that it had not against a set target of 78%. For improved quality of education and transition, the schools governance and management need to continuously improve the school environment.

Transitioning pathways for girls.

At baseline the evaluation sample consisted of 844 girls (541 in Grade 8 and 303 in Form 4) completing one level of education. At midline, these same girls were tracked at household level in order to establish whether they transitioned well or not. A total of 481 girls (67 in Mombasa, 274 in Laikipia and 140 in Meru) or 56% of the girls were tracked at their households. The following table 35 indicates the number of girls that were tracked per county.

Table 35: Number of tracked girls who completed Grade 8 and Form 4 in 2018

County	Total number of girls tracked
Mombasa	67
Laikipia	274
Meru	140
Total	481

There were more girls tracked in Laikipia County than Meru and Mombasa. In Mombasa there were fewer girls tracked because Mombasa is the second biggest city in Kenya and big cities are normally associated with higher mobility than rural areas.

In school transition.

The study also wished to further analyse in-school progression. The following Table 36 presents data on in-school transition.

Table 36: In-school transition.

Transition Types	<14 yrs	15-19 yrs	20+ yrs	Total
In progress	83.0%	86.5%	93.8%	87.7%
Transited to Secondary (class 8)	0.3%	5.2%	3.1%	2.9%
Repeated	16.7%	8.3%	3.1%	9.4%
Total	100%	100%	100%	100

Assuming that the age of girls in secondary schools is more than 14 years, there were few learners at secondary level at 5.7% who were repeating a class. There was significant number of learners at 16.7% who are less than 14 years and presumably at primary level repeating a class compared to 33.3% at baseline a decrease of 16.6%. The percentage of all repeaters is 9.4% at midline compared to 8.1% an increase of 1.3%, which is not significant. This means that the ban on repetition is preventing more learners from repeating especially at secondary level.

In order to evaluate the impact of the project with regards to increased transition, a target of 7% over and above the control schools was set. The following Table 37 presents transition data against the set target.

Table 37: Transitioning pathways for girls

Group name (e.g. In school girls etc – refer to OSS)	Intervention transition rate (Baseline)	Control transition rate (Baseline)	Intervention transition rate (Midline)	Control transition rate (Midline)	Target	% of target achieved
In school girls	61.0%	55.6%	88.1%	89.1%	7% over and above baseline	-1%

Transition results in Table 37 indicates that the target of 7% over and above the baseline was not achieved as there was a -1% point difference between the treatment and control schools in favour of control schools.

As per Table 29, treatment schools had a mean of 28% and the control schools had a mean of 34%. The overall DiD was -6% against a target of 7% over and above the change in control schools. This means that although there was significant increase in transition rates in the treatment schools of 28% point increase, this cannot be attributed to the interventions as the Difference in Difference is -6%.

In order to determine whether this difference was significant, the evaluation used a t-test based on the midline transition weighted mean scores and assessed if the computed p-value is equals to zero or less than 0.05 at 95% confidence level. The following Table 38 shows the transition regression results.

Table 38: Transition regression results

Variable	Beta Value	P-Value
Treatment/control	-0.063	0.080
Constant	0.406	0.000
Number of observations	1,297	

The increased transition rate of control schools over treatment schools were not statistically significant with a p-value of 0.08 which is higher than the threshold p-value of 0.05 at 95% confidence level.

Treatment schools had a 28% point increase in transition rate from baseline (see Table 29). One Government official from Mombasa had this to say about transition, *'We had a challenge in the attitude of the parents. Some children also had no interest with continuing with education. Some were already in early marriages or pregnancies. However, I would say we achieved about 95% transition. The issue now is retention; ensuring that once enrolled the girls remain in school. But this was a huge improvement from before where we would have about 50% transition due to poor backgrounds of parents. Schools being selected for students from Nairobi ensured parents did not have to go looking for vacancies for their children. This also improved transition'*.

Other reasons why transition improved across the counties is the implementation of the education policy that has outlawed repetition of grades in Kenya. Learners are parents are aware of this policy and it is becoming increasingly hard to force learners to repeat grades. The government policy on 100% transition from primary to secondary where every primary school graduate is supported to secure a place in secondary schools may also have increased transition from primary to secondary. Today, every learners who completes primary education is automatically selected to join a secondary school in Kenya.

Communities' views on TVETs are varying as indicated by the following responses.

ME26B5: I would join TVET

ME26B2: I would if I don't make it to university

ME26B3: Can't join TVET

MS2501: They don't take TVETs as their first choice. They find them demeaning and many don't join whole heartedly.

MS2501: They are taken as courses for people who fail and are just a consolation.

MS2501: The community likes them.

MS2504: But parents feel let down after sacrificing a lot then they children end up doing courses that do not necessarily require secondary education.

For a long time, TVETs are perceived as inferior to other tertiary institutions. They are still viewed by some parents as institutions for failures. This negative attitudes by both parents and learners may hinder transition. One parent from Meru said that as parents they have to force their children to join TVETs. Nevertheless, parents said they would support the girls. While some female parents indicated that they don't know anything about TVETs others are even sending their children to TVETs over the weekend as they see the value. *ME1903: Some people in the community go to day school and go to TVETs on weekends.* These varying views show that communities and Kenyans at large need to be sensitized on the role of TVETs in development. The project needs to continue with advocacy around TVETs as those parents who have been reached and sensitized have developed a positive attitude and now value TVETs.

Case Study

I am Elizabeth* from Rumuruti, Laikipia County. After I cleared high school, my grade couldn't allow me to transition to the University and my dream of furthering my education was shattered. This is because my parents were not able to pay for my college fees. I decided to look for casual jobs to earn a living. This meant forgetting about school altogether. In 2017 while I was working in a retail shop where I was employed, I was re-engaged by Jielimishe Girls' Education Challenge (GEC) who offered to provide me with scholarship for a TVET course. Jielimishe mentored me while I was in secondary schools and this time round, they were on a mission to track those of us who cleared form four to find out on our post-secondary progression. I was so thrilled to access this support and I immediately informed my boss that I was quitting work to go back to school to enhance my skills.

I joined Nyahururu Youth Polytechnic where I enrolled for electrical wireman course. I chose this course because not many girls would usually choose to pursue it and one doesn't have to rely on being employed after upon course completion. When I joined, we were only 5 girls against 60 boys and 2 of the girls dropped out before graduation. The journey was not easy for the 3 of us but despite the challenges I worked hard to make sure that I completed the course. I come from a place where farming is the main source of livelihood and so people found it hard to believe that a lady was pursuing electrical wireman. They all thought that I was lying only to believe me on my graduation day in July. This motivated some of the girls to not only go back to schools but also pursue STEM courses. Even now when I have joined the job market, most people don't think I am competent to do my job that is male dominated; they keep waiting for me to mess up, but I keep my head high and work even harder and better to dispel their assumption. I thank my teacher, who calls me to do wiring work in different projects, for believing in me and giving me an opportunity to grow.

I envision a very bright future as opposed to when I had no hopes of getting myself out of the very chains of poverty. I would advise my fellow girls to believe in themselves and not stay at home after high school since they feel that they cannot join TVETs or because the work force is male dominated. I want to wholeheartedly thank Jielimishe GEC project for empowering girls and giving them an opportunity to dream again when all hope was lost.

Communities and girls are more aware of the value of TVETs as established during FGDs with parents and girls. However there were no girls who indicated that they had joined TVETs. This is because the school year for most of the TVETs starts in September. Majority would therefore not have joined TVETs by the time the midline took place.

Apprenticeship was not a preferred choice of transition as there was no certification. Others preferred apprenticeship as *'apprenticeship costs less and is therefore more affordable. It can also take less time depending on the capacity of the learner, MS0102.*

3. Sub-group analysis of the transition outcome

The evaluation sought to establish which barriers or specific interventions are a good predictor of successful transition. The following barriers and specific interventions were analysed.

- Being an orphan
- Learning outcomes
- Over-aged

- Grade
- Age
- Feel unsafe
- Teacher makes them feel unwelcomed
- Disability
- County

The following Table 39 presents the regression results on factors linked to safe transition.

Table 39: Regression results on factors linked to safe transition.

Regression results on factors linked to safe transition				
Safe Transition	Odds Ratio	P>z	[95% Conf.	Interval]
Overall Numeracy scores	1.01	0.945	0.80	1.26
Overall Literacy scores	0.98	0.827	0.79	1.21
Over-age (Ref: No)				
Yes	0.63	0.028	0.42	0.95
Grade	1.13	0.086	0.98	1.29
Student feeling unsafe (Ref: No)				
Yes	0.61	0.100	0.34	1.10
Orphan (ref: No)				
Yes	1.17	0.601	0.66	2.07
Disability (ref: No)				
Yes	1.51	0.242	0.76	3.00
Teacher makes feel unwelcomed (ref: No)				
Yes	2.51	0.379	0.32	19.51
county (Ref: Laikipia)				
Meru	0.87	0.549	0.57	1.35
Mombasa	2.54	0.001	1.44	4.49

Feeling safe and being overage are linked to successful transition. The results in table 34 show that students who feel safe have a 63% better chance ($1/0.61 \times 100$) of having a successful transition than girls who do not feel safe. Pupils who are not overage have a 59% better chance ($1/0.63 \times 100$) of having successful transition. These factors include numeracy and literacy scores, grade, disability, region and the feeling that the teacher is unwelcoming.

4. Target setting for the transition outcome

Table 40: Target setting

	Evaluation point 3	Evaluation point 4
Target generated by the outcome spreadsheet	5%	NA

Alternative target proposed by project (if applicable)		
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The target for transition set at baseline was 5% point increase. The new target of 5% point increase over and above the midline is justifiable because if the transition target is met at end line, transition rate will stand at 93.1%. Such a transition rate would be commendable because it is above the national primary to secondary transition rate of 83.1% and secondary completion rate of 87.8% for boys and 85.1% for girls²⁰.

6 Sustainability Outcome

The sustainability scorecard has been divided into 4 levels:

1. Latent: (Changes in attitude)

At the Latent level, communities and school stakeholders develop knowledge; show some change in attitude towards girls' education and specific project approaches. Government offices align with specific policy, systems and/or share evidence with other government and broader networks. They also engage with project aspects, develop knowledge/support for girls' education.

2. Emerging: (Changes in behaviour)

At the Emerging level there are changes in behaviors at the school community and Ministry of Education. There is some concrete examples of support, and engagement with the project and gradual, targeted increase in support for girls' education although the project is still driving change. Examples of school and community support and engagement may include raising funds locally to improve girls' education. There is also evidence of improved capacity and engagement of local officials to support girls' education. Some

3. Becoming established: (Critical mass of stakeholders change behaviour)

At this Becoming Established level, community and school leaders and a critical mass of stakeholders are convinced of benefits of girls' education and have independent capacity to deliver changed practice. However, the project still plays a role. Authorities use project evidence and adopt specific aspects of project approach. There is growing capacity to support girls' education locally or beyond, including some allocation of resources.

4. Established (changes are established)

At this Established level, changes in practiced and attitude are institutionalized. Communities and schools can act with no support from project, develop further or new initiatives and secure funding to respond to their local needs. The project model or approach has been shown to work at scale and is adopted at County or national level in policy and/or into delivery systems and or is included in government budget or other financial support established.

The project desires enhanced sustainability in the quality of learning and transition in key education pathways. Success for this outcome will include:

1. Commitment by MoE (National and County) to adopt key interventions in improving learning and sustainable transition. (System sustainability).

²⁰ Kenya National Bureau of Statistics, 2018. Economic Survey, 2018. Nairobi: Government Printers.

2. Integration of high impact learning interventions in schools academic calendar (institutionalization of teacher coaching etc.) (Schools sustainability)
3. Changed attitude towards positive perception on value of education for girls including TVETs as an alternative pathway and abolition of harmful cultural practices. (Community Sustainability)

The extent to which project activities have been institutionalized in schools and the Ministry of Education at the National and County Governments will be used to determine their sustainability scorecard. At community level, the extent to which communities' perception on value of education for girls including TVETs as an alternative pathway and abolition of barriers to girls' education for example, harmful cultural practices will be used to determine sustainability. As members of the community, boys' and girls' own perception to girls' education will also be taken into consideration.

Table 41: Sustainability outcome for measurement

Sustainability Level	Where will measurement take place?	What source of measurement/ Verification will you use?	Rationale – clarify how you will use your qualitative and quantitative analysis to support your chosen indicators.	Frequency of data collection
School	Schools	Focused group Discussions School Survey Classroom observations	Data on improved quality teaching among teachers for enhanced curriculum delivery will be analysed. In addition, data on whether schools are demonstrating changes in practice and attitude at school level will also be established to determine the sustainability scorecard.	Per evaluation points
Community	Households Community	Household survey Focus Group Discussions Key informant interviews	Data will be used to determine how many interventions and how well these interventions have led to improved community support towards girls' education and transition through different pathways. This information will then be used to give the communities a sustainability scorecard score. One of the assumptions in the project is that change in attitude by the community members will directly translate into change in practice. Data on parents and primary care giver's attitude towards girls' education will also be collected and analyzed in support of community sustainability.	Per Evaluation Points
System	Community National and County Education offices	Key Informant Interviews	The project envisions that with regular and consistent engagement of the Ministry of Education on key learnings and best practices as well as involving them in project monitoring and planning will lead to improved education management and governance for sustainable quality teaching and learning Number and type of project interventions adopted and incorporated into key delivery systems in local, regional or national spheres will be used to give the education system a sustainability scorecard.	Per evaluation points

The following Table 42 provides the results and findings of the Sustainability Scorecard

Table 42: Sustainability indicators

	Community	School	System
Indicator 1.	Communities independently develop or enhance initiatives that respond to girls' education needs		
Indicator 2		Schools demonstrating change in practice and attitude with well-established schools level system to support quality teaching and learning	
Indicator 3			Project interventions adopted and incorporated into key delivery systems in local, regional or national spheres
Baseline Sustainability Score (0-4)	2	2	2
Overall Sustainability Score (0-4, average of the three level scores)	2		
Midline sustainability Target (0-4)	3	3	3
Midline score (0-4)	2.5	3	2
Overall sustainability Score (0-4, average of the three level scores)	2.5		

Community sustainability

Indicator 1. Communities independently develop or enhance initiatives that respond to girls' education needs

At baseline the community sustainability score card was 2 and the midline score card is 2.5 an increase of 0.5 against a set target of an increase of 1. The communities did not reach the target.

In order to assess community sustainability, BoM members, male and female parents were interviewed. Community sustainability was given this scorecard because of the following reasons.

The project is conducting trainings for ambassadors of change to facilitate community dialogues and sensitize parents on the value of supporting their girls' education. In addition, the project is sensitizing morans (warriors) and boda boda riders on the need to support girls to remain in school and learn well as they have been identified as those responsible for teenage pregnancies.

Due to the project's interventions parents' attitude towards girls' education remains positive for majority of the parents. Communities have started organizing themselves to address barriers to girls' education. In Meru for example, the Young Women Christian Association, churches and the local administration were cited as facilitating these meetings to seek solutions for barriers to girls' education. Jielimishe too was identified as an example of organizations supporting education. During the meetings, communities would discuss on ways to mitigate harmful cultural practices such as FGM and early marriages. Key stakeholders have also taken responsibility in addressing harmful practices; the local administration was cited as a partner with the community raiding homes where illicit alcohol is brewed in order for children to attend school.

There was not a single parent who talked negatively about girls' education. Parents are happy to educate their children to the highest levels that the children want. They appreciate the value of education and at the same time wish to keep their culture. This is sometimes not possible as there are cultural practices that are not compatible with the structure of education. Some cultural practices in Laikipia remain a barrier to girls' education.

Community members believe that all the children should go to school and learn regardless of their gender or disability. They are collaborating with the local administration to ensure learners attend school.

One outcome of community meetings is increased attendance from 71% at baseline to 88.1% at midline an increase of 17.1% point increase. However, weddings and funerals were cited as some of the barriers to education as parents hold their children back from school so that they can attend these events.

One measure of community sustainability is evidence of communities starting initiatives to improve girls' education. One way of doing this is addressing the barriers to girls' education. Qualitative data showed that most of the initiatives to support education in the counties are initiated by organizations that are external to the communities.

There are certain barriers to girls' education for example safety for girls when going to school and back and absenteeism to attend funerals or go to sell illicit alcohol especially in Laikipia that can be addressed by the community. In Mombasa boda boda riders were cited as members of the communities who are a major barrier to girls' education.

Intensity of community conversations that could have addressed such social vices have decreased as reported by parents during FGDs. A decrease in the intensity of community conversations is an indication that they still need the project to organize them in addressing barriers to girls' education. Although the communities remain positive towards girls' education, community meetings to discuss and address barriers to girls' education would most likely end with the exit of the project.

Project Response:

The community conversations/dialogues are not directly implemented by the project but buy carefully chosen community resource people some of them include Community health volunteers. The ambassadors of change (AoCs) plan and deliver weekly thematic conversations targeting caregivers. The conversations

are always responsive of any retrogressive practices happening in the community with a bid to abolish that and promote a responsive and supportive community. Boda boda riders are part of the AoCs and they have partnered with local chiefs to sensitize and educate other riders in the need to protect girls and support girls' education. In meru for instance, boda boda riders have to validate any new member to operate after they conduct due diligence to ascertain that the previous record is clean. They then enrol the new members for education through targeted conversations. AoCs are always alert on what happens in the community and then liaise with local chiefs to respond through educative or corrective conversations.

Project response:

Boda Boda is a term used to describe Motor Cycles that are the main mode of transport in the rural areas and a relief too in hard to reach areas. Boda Boda Riders are associated with a lot of problems in the Community including unruly behavior, robbery as well as interfering with girls' education through early marriage and pregnancy.

Jielimishe GEC Project focuses on creating awareness in the Community on issues affecting the girl child, and it is against this backdrop that Boda Boda Riders were targeted for transformative capacity development in order for them to become Ambassadors of Change. The training which focused on support for girls' education, Child protection, Gender Based Violence, First AID and Road Safety among other topics was an eye opener to many of the participant riders. The training targeting Boda Boda Riders, in a bid to enable them become change agents in their respective communities, was to build their capacity and enhance their skills to enable them create awareness and contribute to Behavior change among their peers and general community.

"Our business is looked upon as the lowest in society and people don't respect us, anything that goes wrong as a result of one of us gets all Boda Boda Riders lumped in one basket" lamented Peter* from Kisauni during the 2 days training.

I am Tom*, from, Mombasa County. I come from a very humble background and I thank my parents for the efforts they put in to take me to School despite their financial crisis. I joined Changombe Secondary School in 2009 as a form one Student and dropped out in form three since my parents could not afford to pay for my education anymore. After I was sent home, my father pleaded with the Principal to let me continue schooling as he tried to seek support, but his efforts were rendered futile. I stayed home as my father sought for money, giving me hope that he would take me back to School but nothing materialized.

In 2012, I lost all hope of going back to school and decided to join the Boda Boda industry as a Rider to make a living. I faced a lot of challenges because the business was new to me and I did not have experience. The motorbike was not mine, so I did not make much; people from my community also expected free rides since they knew me as one of their own, but I appreciated the little I earned. By 2016, I had saved Ksh.20,000 and I decided to go back to School since I still desired to finish my education. The move was not an easy one considering I come from a community where education is not prioritized. I faced challenges including lack of essential commodities, my friends mocked and laughed at me, they said I was wasting money. At my age, some wondered why I could not put that money to better use, while others thought that I had ran mad .I deafened my ears to the negative comments and focused on my main goal; Education. I was able to finish form four but with school fees arrears amounting to Ksh. 20,000. This made me feel hopeless because it meant that I could not be given my School leaving certificate until I cleared the balance, and so I went back to the Boda Boda business.

The two days riders' forum by Jielimishe GEC during our training was an eye opener, my hope in life was restored. The sessions were very educative and the sharing from my colleagues gave me a new lease of life. I valued education one more time and got motivation from the training to go back and pursue my dream. Jielimishe helped me enroll at Kisauni Youth Polytechnic to pursue Masonry, something I did not expect to happen. Although I still have challenges, at the age of 28 years I have not lost my passion for education and I appreciate the chance to further my studies. Long live Jielimishe for coming into my life to help me value TVET education and thank you for restoring hope to the vulnerable in the Community.”

Project Response:

Communities that have benefitted from community dialogue have established own initiatives to support girls' education. In Meru for instance they have started merry go round groups to engage in income generating activities, but most importantly dialogue on how to improve community support to education for children. They have reached out to men who engage in community sporting activities like volleyball, darts and traditional chess and empowered them to incorporate support for education and child protection initiatives. This has currently become a practice where sports are thematic and targeted at improving community responsiveness and support for girls' and boys' education. Use of sports has increased men involvement in education for girls.

In Mombasa County, the community members have established local community structures led by ambassadors of change to oversee girls' school attendance and transition. The structure has assigned different members to different community units to take charge of assigned girls and ensure that they attend regularly and transition. The project used this structure in May 2019 to establish the transition status of the beneficiary girls.

Other initiatives that have been established by different communities across the three Counties include:

1. Planning for mentorship sessions for learners to continuously inspire and motivate them to remain in schools and learn
2. Supporting excelling learners with school fees to transition to the next level. For instance, in Meru County, 30 learners were supported to transition to secondary and TVET
3. Identifying and responding to any child violation issues. Across the three Counties the community members have reported child violators to the authorities and legal action taken on perpetrators.

Under economic empowerment, community members have adopted key economic activities following the value chain and entrepreneurship training. Different groups have initiated different enterprises like poultry keeping, bee keeping, Goat rearing, soap and yoghurt making and table banking. Some have registered their groups and are accessing grants to grow their income generating activities and are collectively supporting girls to be in school. Groups in Mombasa are using their proceeds to buy girls sanitary towels, uniform, books and paying schools fees to retain them in school.

Project Response

To transform community attitudes and practices the project will review the approach by increasing the dosage and intensity of community dialogue/conversations. One of the adaptations will be to partner community health volunteers with Ambassadors of Change to strengthen parental empowerment and engagement. CHVs are highly regarded in the community and have a lot of influence when it comes to primary health matters. They are respected in the community and have access to all households in the target communities. The project will thus pair them with AoCs to run community dialogue interventions and reinforce transformational messages towards a responsive and supportive community. Once engaged, they will be charged with ensuring both male and female parents are proactively involved in the education of their children. They will be charged to organize for community education days where caregivers are empowered to engage in not only supporting education of their children but also safeguard them from any form of violation. The project will consider instituting a community award mechanism through local administration to recognize and reward communities/caregivers with innovative and sustainable initiatives to support ongoing learning and successful transition of girls and boys.

To Strengthen Community Engagement the project will provide capacity enhancement through refresher trainings and then support supervision to ensure they deliver quality, right dosage and intensity in the conversations; dialogues convert community attitude into appropriate practice. The project will support AoCs to conduct weekly to Bi-Weekly thematic community dialogue meetings. The project will also enact structured Conversations/ dialogues: All conversations will be grounded on thematic messages meant to address key barriers; Community members will be required to develop and implement Action plans towards a responsive and supportive community. Lastly, the project will celebrate change and enable community members to adopt it as practice

School sustainability

Indicator 2. Schools demonstrating change in practice and attitude with well-established schools level system to support quality teaching and learning.

At baseline, the school sustainability scorecard was 2. At midline, the school sustainability scorecard is 3 against a target of 3. The schools were able to reach the target. The following section is mainly drawn from qualitative data.

The school setting is powerful because it is one of the agents of change. Most of the project activities are centred in schools with specific emphasis on girls. However, for girls to succeed in education, boys must be targeted too as they can support or discourage girls from remaining in school and learning well. One of the government official in Meru had this to say about boys supporting girls to remain in school and succeed

Girls are pulled down by boys, when boys go down in education, they don't go alone, they go down with girls.

The MoE at county level has been involved in the training of coaches in partnership with ICL. This is commendable and should be supported so that MoE officials acquire the skills required to support teachers long after the project ends. MoE official from Mombasa has also involved in teacher coaching. They have also been attending briefing meetings where details of the project are shared.

When the government officials were asked which activities they thought would continue at the school after the end of the project in 2022, Aflatoun Clubs and guidance and counselling were cited but on condition the school managements take them seriously. Whereas these two activities have been shown to support girls,

education they are not a panacea to all the challenges facing girls' education. Community and system sustainability of the programme will be the greatest determinant of school sustainability.

This was best captured by the response of one MoE official when asked, 'on a scale of 1-4 how sustainable do you think the Jielimishe activities will be?' Their response was, 'I give them 2 because I know Jielimishe mean well but the community and the teachers also have to support it for it to thrive.'

During the BoM group interviews, BoM members who are responsible for governing the schools were asked on the kind of projects they had come up with to support girls' education. 7% of BoM members talked of improving remuneration to teachers, 7% building a classroom, 7% on improving athletics and 7% on improving collaboration between the teachers and the Board. Whereas these things may eventually end up supporting girl's education none of them are specific to supporting girls' education. Subsequently we can therefore conclude that sustainability at the school level is becoming establishing meaning that many schools are taking initiatives to support learning in their schools but the initiatives are not gender specific and the schools still need the project to continue supporting them to ensure that girls' barriers to education are addressed.

Project Response

After baseline, the project made some adaptations to implement fun learning activities using teachers, panel heads, peer teaching and university students taking teaching as a course. The school management together with classroom teachers appreciated the role these activities were playing in promoting learning as in some schools they recorded significant improvement in both literacy and numeracy on target learners. Schools then came up with different mechanisms of institutionalizing fun learning activities to have it run by teachers. Some schools established maths hour, some weekend contests; others learning races, remedial teaching, competitions and collaborative learning clubs. Fun learning is currently run by schools under guidance of designate patrons or subject panels, with little technical and material support from the project.

The head teacher of a secondary school in Laikipia County shared his excitement of how learning contests had transformed his learners in terms of numeracy skills. He shared that after he realized how his form three class had improved in Maths, he instructed his maths department to institutionalize the activity. The late grew the activity from having it as an in school to engaging neighbouring schools. They now hold the contests once every month targeting to compete with best schools from the region.

From yet another school, one teacher has this to report, "*The club's formation was triggered by learners reading digital stories installed on the computers with the guidance of the teachers. The reading hunger increased among learners and we thought we should sustain this in our schools. Subject teachers then came together and adopted this activity which was later structured to be run by the school. The book clubs have improved the reading culture as well as the quality of creative writing by the learners*".

Most schools have also adopted ICT intervention and are now regularly integrating it in their teaching and learning. Schools management shared that by integrating ICT in the library lesson whereby learners interact with digital content, the reading enthusiasm and interest have been increased. Schools like Olgirgir Pry, Simotwo primary and Ainapmoi Primary have incorporated an ICT lesson once a week for all classes to boost learners' digital literacy in a bid to strengthen a reading culture in the schools. Ilpolei primary reported that the school has created two hours on Saturday and Sunday for learners to use the longhorn Elearning

platform for revision. In Mombasa County, Mwakirunge Secondary learnt of the dividends of integrating ICT in teaching and learning from other intervention schools. Initially the school was not supported in ICT. The head teacher requested the project for his teachers to be trained. He then mobilized the BoM and parents to purchase ICT infrastructure to enable teachers use them in delivery of lessons using 21st century design. The school is today one of the many that have institutionalized ICT integration.

Case study of remedial teaching (fun learning) that led to schools adopting the activity:

Miritini is a Secondary school located in Jomvu Sub County, Mombasa County previously an extension of Changamwe Sub County. The school is one of the 19 intervention schools under Jielimishe Girls' Education Challenge project. In efforts to improve literacy and numeracy among learners, JGEC adopted Remedial teaching as one of the interventions directly for the girls and boys. Remedial education (also known as developmental education, basic skills education, compensatory education, preparatory education, and academic upgrading) is assigned to assist students in order to achieve expected competencies in cognitive skills: literacy and numeracy. Whereas special education is designed specifically for students with special needs, remedial education can be designed for any student, with or without special needs; the defining trait is simply that they have reached a point of lack of preparedness, regardless of why. For example, even students of high intelligence can be under-prepared if their education was disrupted, like if and when they missed a lesson having a crucial concept. They will end up struggling to answer questions related to the same topic during an exam.

Jielimishe in conjunction with the administration of the Miritini secondary school came up with a remedial programme organized by 4 teachers (2 Maths, 2 English) a strategy which was viewed as effective since some students could understand more if only a teacher could take an extra time and attend to them personally to explain a concept until they understand. In addition, this was an interactive path for the struggling learners and bright ones to improve on their literacy and numeracy skills. Remedial teaching was then institutionalized in the schools targeting a mix of slow and bright learners to form a collaborative and peer learning fora. All schools embraced this concept as the project adapted it from the usual Ministry Remedial to that which integrates fun and motivation. A survey done by the school showed that only 23% of students participated in a Maths contest done in January Term 1, which was worrying since learners were not motivated to participate. With the remedial teaching intervention in Term 2, 47% of learners participated in a Maths contest marking a 24% improvement.

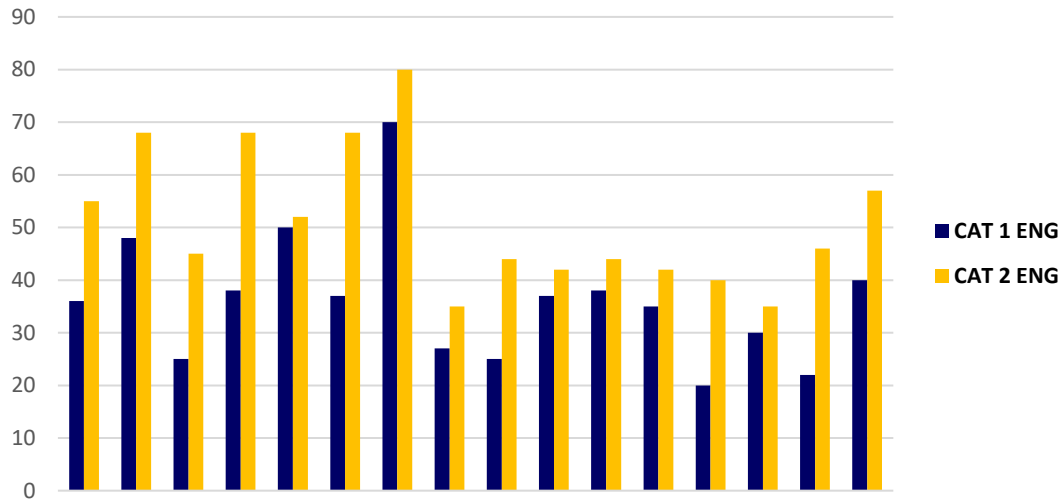
The remedial lessons were carried out in such a way that the teachers purposively picked 30 students from form 1 to 4 comprising of both the top achievers and the bottom achievers so as to integrate them in the sharing of knowledge. The teachers also came up with a list of questions and handed them over to the students for peer to peer coaching as they supervised the sessions and only intervene where need be, in case of any difficulty.

SIGNIFICANCE OF REMEDIAL LESSONS TO THE LEARNERS.

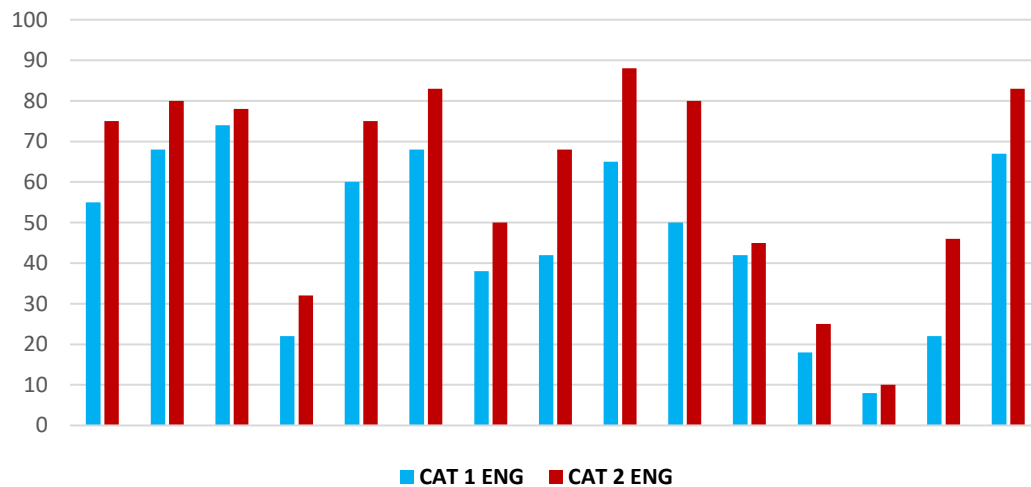
1. Students sampled for the survey had improved performance in both English and Maths within a period of 3 months.
2. They also recorded Change in attitude towards English and Maths: their participation in class and in Contests improved as evidenced from.

The graphs below show average performance of various students, before and after the remedial lessons

Effect of Remedial Teaching in English



Effect of Remedial Teaching in Math



Learners had this to say as their experience with fun based remedial teaching

“I used to fear Maths, but with Remedial Teaching it is now my favorite subject”.

“It has enabled me to work on math questions with accuracy and within a short time. My speed has improved and benefitted me during school exams”.

“For me, it has eliminated classroom monotony and boredom and that has changed our attitude to maths and English. Remedial learning is fun and enjoyable and an easy way to learn and teach myself”.

“The fun built remedial teaching (Maths race that has inbuilt competitions like racing and swimming) has made me learn of my others talents and abilities like swimming”.

“It has helped us as learners to connect the co-curricular activities with learning experience and therefore given us a new experience and a loving for maths and English”.

These results were majorly influenced by both the teachers and learners’ effort plus attitude in wanting to learn more and also give more with respect to teaching and learning. This showed that the fun based remedial lessons could provide alternative to monotonous classroom teaching/learning methods and lead to improved learning as well as performance of other subjects. “I thank the teachers and Jielimishe at large for organizing such a programme that is beneficial to me, I have moved from 42% in Maths in Cat 1 to 63% in Cat 2!” said a student in Form 2.

‘I applaud the project for making me realize that I am an inspiration to these learners and how the peer to peer teaching is beneficial to them, we are aiming at scaling up the programme to other learners ,’ a Maths teacher. The duty of the teachers is not merely measured based on the instructions that they give on a daily basis. They have to make sure that the students learn from them, that little by little they develop them holistically. Jielimishe Project will continue to support remedial programme in intervention schools since it puts into consideration the needs of our pupils, these sessions serve as an input to attain a better performance on the part the learners.

System sustainability

Indicator 3. Project interventions adopted and incorporated into key delivery systems in local, regional or national spheres.

At baseline, the system sustainability score card was 2 and the midline score card is 2 against a set target of an increase of 1. The systems did not reach the sustainability score card target of 3.

The following sections discusses system sustainability.

There is evidence that the project continues to work closely with the MoE officials at County level. When asked what their role was in the project in the previous six months, one MoE official had this to say,

MS1: My role is mostly when they call us for stake holders meetings to discuss the projects, receive report on developments and map the way forward. We offer over sight to the projects they are doing. We know that they are issuing sanitary towels to girls in selected schools within the county. We also have a list of beneficiaries to school fees.

Government officials are also aware of Jielimishe support in ICT, teacher training and giving solar lamps in regions without electricity. An understanding of durable solutions to girls’ education is the first step to ensuring sustainability as system level. Once they understand they can use the lessons learned to strengthen education within the county.

One positive change that has resulted from emphasis on returning young mothers to school is that MoE officials in Meru county are now collaborating with hospitals where they get information from hospitals on underage girls so that MoE officials follows up on their education.

'I have learnt the beauty of allowing children who have given birth to go back to school. It has also helped us to call for meetings and source for assistance to share challenges and seek solutions....This has enabled us to be proactive in ensuring girls return to school after giving birth.'

However, numbers remain small. And more needs to be done before the practice of returning young mothers to school becomes the norm.

While acknowledging the role of coaching in improving teachers' capacity to deliver quality curriculum. MoE staff indicated that teachers' attitude towards coaching needs to change. They felt that teachers only teach well when being observed which part of Hawthorne effect, but when they are not being observed they do not necessarily do so. *'Teachers work hard when being observed and not necessarily follow through.'* Coaching has not been institutionalized in the schools or in the County Education Office.

At school level, transition to secondary schools will be sustained largely to enforcement of the government policy on 100% transition to secondary education. To ensure that this policy is adhered to, the government introduced Free Secondary Education Policy where the govern pays for tuition fees for secondary school children. In addition, starting from January 2019, all children were selected to join secondary schools unlike previous years when some learners with low scores were not selected to join any secondary schools and it was up to determined parents to go and look for schools for their children.

Perhaps the greatest challenge to system sustainability is competing government priorities. Currently the government's focus is on the ongoing education reforms with a specific focus on roll out of the Competency Based Curriculum. The assumption in the Theory of Change is that with regular and consistent engagement of the Ministry of Education on key learnings and best practices as well as involving them in project monitoring and planning will lead to effective coordination of interventions in the project and promote sustainability. This assumption also highlights the main risk to sustainability, as MoE will only implement things that are aligned to the government priorities. There is need to strategize on how to engage strategically with the government at policy level for the gains and lessons learnt in the programme can be sustained.

Project Response:

In baseline, the project reported that it influenced Ministry of Education in design of mentorship programme. The programme that was richly adopted/adapted from GEC has now been rolled out and its being activated across schools in the 47 counties. MoE established a Mentorship coordination unit to oversee its roll out

The project embarked on a journey to influence teacher capacity development through teacher coaching and mentorship. This is after MoE officials at the County levels applauded the approach and model the project used in making teachers better (skills and quality) in delivery of teaching to enable learners acquire critical competencies. The intervention design and model has since been shared with Teachers Service Commission (TSC). The engagement will continue to secure commitment to adopt the model towards teacher in serve and capacity development. The former Mombasa County TSC director who liked the model

has started implementing it in his new County and requested the project to help in training of curriculum support offices to lead in coaching of teachers.

In July 2019, TSC trained 16 of their officers on Child protection, disability and gender equity in Meru County. This move was meant to empower the officers to work with trained teachers to promote child safety, special needs education and gender equity in schools. TSC applauded the project for its interventions to build the capacity of teachers to start a beacon movement across the three counties to enhance gender equity and social inclusion including child protection/safeguarding. To sustain this, they opted to train their own field officers to oversee, monitor and provide support supervision to the trained teachers.

The overall sustainability score is 2.5 out of a target of 3. By end line the project should have reached a sustainability score card of 4 if the gains are to be sustainable. To increase sustainability the project should consider to doing the following:

1. Community sustainability

Engage with existing leadership structures to strengthen the project structures for sustainability. Ensure that the Ambassadors of Change are also education champions. Work with communities to come up with specific initiatives that support girls' education and thereafter enter into a social contract with the community as a way of ensuring that they follow through with their commitments.

2. School sustainability

Transfer of Headteachers through the policy of delocalization where Headteachers are transferred out of their home areas is now entrenched in the country. Headteachers will come and go but the government and management structures remain unchanged as only parents with children in a specific school can join the governance structure of the school. One way of strengthening schools is to support BoMs and PTAs of the schools. The project should continue strengthening their capacity to govern and more importantly start initiatives that support among the most marginalized learners in a school for example young mother, married girls, girls who are single or double orphans as identified by the project. Any new Headteacher will find a school community that has a special focus on girls' education without forgetting the boys.

3. System sustainability

System sustainability can be achieved through ensuring that evidence informs practices and policy. The government is currently focusing on implementation of the ongoing education reforms and may therefore not have enough staff to support the project and learn from it on a regular basis. Teacher training and coaching is not new in Kenya and other projects funded by international organizations have used this model. In order to ensure a practice like coaching, mentorship etc. are entrenched in policy, the project may consider joining or forming education networks at county levels in order for organizations working in the same area and have similar goals may amplify their advocacy role. System sustainability may be more easily achieved when key players in the education sector at county level advocate for the same thing.

Project Response	
Outcomes/IOs	Linkage
Learning + Quality Teaching	School level sustainability envisages Schools demonstrating change in practice and attitude with well-established schools level system to independently support quality teaching and learning. Sustainability in this case is linked to focusing on change in schools' attitude and practice to sustain improved capacity, skills and quality in teaching

	<p>and learning. School management plays a critical role in coordinating the institutionalization, adoption and operationalization of best practices in improving teaching and learning. Sustained teacher capacity improvement will ensure teachers consistently develop the right skills to not only deliver the curriculum but also teach for competence acquisition.</p> <p>Hence, school level sustainability will not only lead to improved learning as an outcome but also quality teaching as an intermediate outcome critical to achieving learning.</p>
Transition + Girls Motivation + Attendance	<p>School level and Community level sustainability will lead to improved transition. Change in community attitude and practice will see change in parental/community responsiveness to support education for girls and boys including supporting progression through key pathways. School level sustainability will see an improved conditions for learning which will present a conducive and persuasive learning environment. This in turn will improve learners motivation to stay in school and learn. Learners will not have reasons to drop out but enough reason to stay in school and progress through grades and levels. To achieve retention learners must obviously record regular school attendance hence strong link to improving attendance as an IO.</p>
Community Initiatives	<p>Community level sustainability envisages communities independently developing or enhancing initiatives that respond to girls education needs. Achieved change in community attitude and practice will see change in parental/community responsiveness to support education for girls and boys including supporting progression through key pathways. Communities will develop/establish own local grown solutions/initiatives to support girls and boys regular attendance, school retention and progression. The community dialogue intervention aims at building capacity of caregivers to identify community grown barriers to girls/boys education and enable them come up with own solutions to addressing such barriers that marginalize education for girls and boys. The overall aim is there to have the community capacity enhanced, attitude changed and positive practices to support education n adopted.</p>
Education Governance	<p>System Level sustainability envisages project interventions adopted and incorporated into key delivery systems in local, regional or national spheres. Engaging Ministry of Education and its Semi-Autonomous Government Agencies (SAGAs) like Teachers Service Commission in documentation and dissemination of evidence of key learning and transition interventions will be one way of influencing adoption or use of data to influence policy or practice in education governance.</p>

The following Table 43 shows the changes needed for sustainability

Table 43: Changes needed for sustainability

	Community	School	System
Change: what change should happen by the end of the implementation period?	Community mechanisms /structures to support education and child protection for boys and girls	Institutionalised teacher capacity development to support the acquisition of literacy and numeracy competences among learners	Institutional system and capacity to support learning and non-learning activities

Activities: What activities are aimed at this change?	Strengthen the capacity Ambassadors of change committee to sustain community dialogues as well as address emerging issues in the community, reconstitute and or strengthen the capacity of Area advisory council to plan and execute advocacy including fundraising for these activities.	Establishment /strengthening of committees (Library, GRP, Gender and Disability, Teacher coaching committees etc) Development or operationalisation of policies around the different areas of focus.	Strengthening the capacity of BOMs/school management to collect and use data for decision making /school/ learning management. Proper documentation and sharing to relevant stakeholders and government
Stakeholders: Who are the relevant stakeholders?	Local administration (County commissioner, DCC, ACC, Chiefs), Department of children services, Ambassadors' and change, AAC, Caregivers, local CSOs	BOM, School Administration, Teachers, Quality circle leaders, Parents, PA,	MOE, TSC, BOMS, County Education Department, TVETA, TVETS
Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms etc.	Staff Turnover in local and county administration, change of government, Emerging issues and trends at the community level,	Staff turnover at school level, MOE policies	Change of government, policies

7 Key Intermediate Outcome Findings

All the key Intermediate Outcomes findings are based on cross sectional data.

1. Improved quality of teaching among teachers for enhanced curriculum delivery

An assumption in the ToC is that when teachers use learner centred methodologies girls' learning scores will improve. The following Table 44 illustrates the strategies and milestones for improving the quality of teaching.

Table 44: Activities for improved quality of teaching among teachers for enhanced curriculum delivery.

MILESTONE/ACTIVITY	Target	Intermediate Outcomes
1.1 Provide solar lamps to 300 girls in secondary schools to enable them have extended reading time in the safety of their homes in the evenings	300	Improved quality of teaching among
1.2 Work with 20 primary schools to establish libraries to enhance reading culture among pupils for improved literacy and numeracy.	20	

1.3 Support 36 additional schools to strengthen ICT integration in teaching and learning (ICT calibration kits, connectivity and digital content).	36	teachers for enhanced curriculum Delivery;
1.4 Train 108 teachers to strengthen the integration of ICT for learning in the additional 36 schools using MCE (3 teachers per school)	108	
1.5 Engage 30 teacher coaches to strengthen teacher support through coaching and mentorship in 59 Schools targeting all teachers.(Teacher Professional Learning)	12	
1.6 Conduct in-service training of 300 teachers (5per school) on gender responsiveness and learner centred teaching approaches to enhance quality delivery of curriculum in 59 schools	300	
1.7 Support remedial teaching and coaching of girls and boys in 39 secondary schools including working with school panel heads to establish and/or strengthen study groups and panel contests to improve performance.	39	
Activity 1.8 Provide assorted literacy and numeracy learning materials (Setbooks, Text books, revision books, competition materials, geometrical, clubs learning materials etc) to 39 secondary schools	39	

The following Table 45 presents indicators for improved quality of teaching among teachers for enhanced curriculum delivery and their targets

Table 45: Indicators for improved quality of teaching among teachers for improved curriculum delivery.

IO	IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Improved quality of teaching among teachers for enhanced curriculum delivery	% of teachers disaggregated by county demonstrating learner centred classroom practices	41%	58	68.3% Laikipia-63.4% Meru-67.8 Mombasa-73.8%	Y	83%	Y
Main qualitative findings							
Improved quality of teaching among	Evidence of improved Learners' participation	68.4%		76.1%		83%	Y

teachers for enhanced curriculum Delivery	levels in the classroom environment						
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During baseline, the quality of teaching was assessed through lesson observation. Quality of teaching was measured by observation of two phenomena namely, learners asking the teacher questions and learners answering questions from the teacher. After discussions, the project agreed that we review the measure for quality teaching.

To calculate % of teachers disaggregated by county demonstrating learner centred classroom practices, the evaluator combined three indicators: first that the teacher spent less than 20% of the lesson delivering content with students using 80% of the lesson exploring/discussing the content; secondly, that the learners' asked the teacher questions and thirdly that the learners answered questions asked by the teacher.

At midline 68.3% of the teachers demonstrated learner centred classroom practices which marked an increase of 27.2% over baseline (41%). The midline target was 58%, which means that this target was surpassed by 10.3%. Percentage of teachers in Mombasa with pedagogical skills as defined by the project was 73.8%, followed by Meru at 67.8% and lastly Laikipia 63.4%. When one compares the percentages between the treatment and control, teachers in treatment schools had better learner centred pedagogical skills at 68.3% against control schools at 60.6% a difference of 7.7%. This means that the skills teachers in treatment schools have acquired are due to the current interventions specifically teacher training and coaching. The following Table presents percentage of teachers using learner centred pedagogies.

With regards to improved learner participation, the project combined 11 areas observed during the lesson. These included learners: participating in small groups discussion, reading aloud, giving examples, asking questions to the teachers, responding to the teacher's questions, writing on the chalkboard, reading silently, making specific demonstrations and being involved in lesson specific projects. Within the same lesson, teachers would be observed asking the learners questions and checking on the learners' work. Baseline value for learner participation was 5% and at midline learner participation was at 1.8% a reduction of 3.2%. In Laikipia there was no learner participation as defined by the new measure. In Mombasa, learner participation was 1.5% while Meru had the highest percentage of learner participation at 3.3%. None of the control schools had this level of learner participation.

The new measure for learner participation that requires that 11 learning activities take place within a 40 minutes lesson may not be feasible. In fact if all the 11 activities are to occur within the same lesson, lesson objectives may not be achieved as learners have to move from one activity to another within a short time. The teacher may also not be able to prepare effectively for all activities.

If one is to use the previous measure of two indicators (learners asking teachers questions and learners answering questions), percentage of learner participation was 76.1% compared to 68.4% at baseline an increase of 7.7%. Learner participation was higher in Mombasa at 81.6% followed by Meru 75.9% and lastly Laikipia at 67.5%. When one compares treatment and control schools, learner participation was higher in control schools at 76.1% than in 71% a difference of 5% in favour of treatment schools.

When learners participate in their own learning, their ability to retain what is learned is enhanced. This is because learner participation increases their attention and focus, motivates them to practice higher-level critical thinking skills, and ensures they remain on task. High level of learner participation also ensure that learners remain motivated, engaged and self-directed. Learner participation measured by using the 11 indicators decreased by 3.2%. One of the ways of increasing learner participation is creating a child friendly classroom. However, this has not been achieved in all the classes. For example, 50.6% of the learners in Laikipia reported witnessing physical punishment followed by Meru at 61% and Mombasa at 64.9% as stated earlier. Learners who stated that teachers don't make them feel welcome had a literacy score of 45.3% against an average score of 53.2% (a difference of 7.9%) and a numeracy score of 57.3% against an average score of 61.5% (a difference of 4.2%).

The project should include alternative form of discipline as outlined by the Ministry of Education to curb physical and verbal abuse in schools. This is one component lacking in the project. Coaching should be strengthened by training teachers and coaches to view each other as a co-teacher to minimize the tension that exists between some of the teachers and their coaches. The same applies to the MoE officials supporting the project.

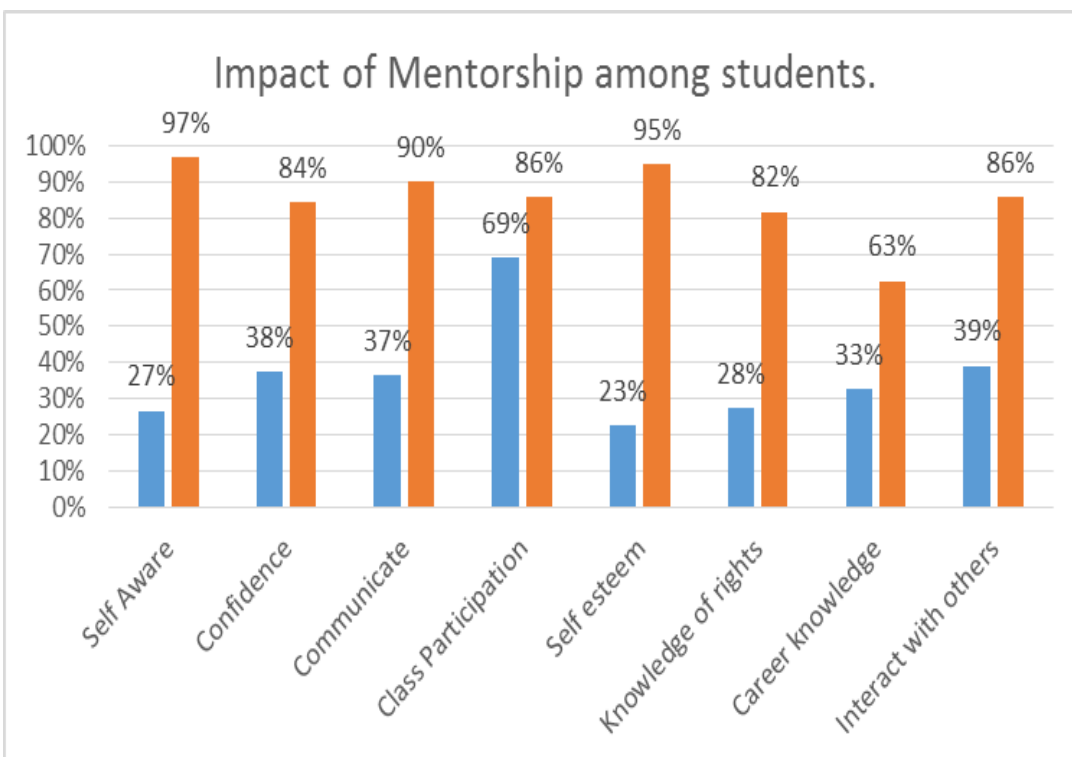
In addition to creating child friendly classrooms, teachers need to use a variety of techniques to engage learners, they also need to take into considerations the various abilities in class so that they prepare lessons with the learner in mind. This way all learners would be engaged in tasks that are level specific. Teacher coaching should lay emphasis not on what the teacher should be doing but on what the learner should be doing. Only then can the term learner centred have meaning.

With regards to end line targets, the evaluator proposes that the target for percentage of teachers disaggregated by county demonstrating learner centred classroom practices be retained. With regard to the indicator on improved learner participation levels in the classroom environment be reduced to 6%.

Table 46: Improved quality of teaching among teachers for enhanced curriculum delivery log frame

Main qualitative findings
<p>Teaching and learning process is a complex process that requires teachers to be well trained and creative for them to meet the learning needs of all the learners. Over the last one year since the baseline, a supportive structure of teacher coaches has been in place where the teachers and the coaches jointly identify areas where the teacher requires additional support. The coach then customizes an individualized teacher capacity development plan to make the teacher better in planning, delivery and learning assessment.</p> <p>Learner centred pedagogy. Lesson observation confirmed that 66.4% of the teachers were using learner centred pedagogy compared to 41% at baseline marking an improvement of 25.4%. Learner participation in class decreased from 5% to 1.4% a decrease of 3.6%.</p> <p>Project response: From internal monitoring the project has documented improvement in teacher-learner interactions. This was reported by schools heads, classroom teachers and was confirmed by learners themselves. 18 of the 21 schools sampled had their heads report that girls have become more confident in their interaction</p>

with teachers, they have become more active in the classroom and they are even outshining the boys in most subjects. Another head shared that “before GEC most girls were very dormant in class. They hardly asked questions. But after they have gone through mentorship with Jielimishe, their confidence levels have significantly improved and we thank the project for that”. Below is an extract of our internal monitoring



Reasons for improved lesson delivery.

Teacher coaching. The success of teacher coaching is due to its structure where the areas for coaching are determined jointly between the teachers and the coaches. This is commendable and should be supported.

Project Response: Qualitative quotes from teacher Coaches

“TSC made me an ICT champion due to the ICT integration in my intervention schools where we met with TSC/MOE officials in the process of coaching. ICT Champions lead all the TSC /MOE ICT activities at the county and sub-county levels with financial and knowledge broadening advantages”.

“Through sharing of Monthly and termly reports with the Education office, it was easy for me to get a promotion as a deputy headteacher. When I entered the interview room the Sub County Director said “this is the teacher who has supported our schools in establishing alumnae groups and integration ICT in learning, these are teachers who hold the future of education in our county”.

“Jielimishe GEC has helped me become a better author. In the process of coaching I met with teachers who use my books in their teaching and they critiqued the books which helped me review

and make the better. Jielimishe GEC project works with intense deadlines which gives me training essential for authorship”.

Use of ICT in teaching and learning. Students attributed improved learning outcomes to use of ICT. One girl stated that ICT helps them understand concepts better. The following are excerpts of what learners had to say about use of ICT in teaching and learning

L2: ‘For example when we read about someone in social studies, we go to the ICT room and we are shown pictures and facts about him we understand better.’

ME092: ‘It makes learning enjoyable.’

ME094: ‘Yes, It is easier to understand what you are being taught when you can watch it.’

- Some teachers are co-creating content with learners using ICT which has led to improved learning outcomes. In one school, the coach had this to say about one class: Integrating ICT in teaching and learning

‘In this case, there is sourcing of contents, delivery of content, keeping of records and learners using ICT and use of ICT to deliver a lesson. For every class, we have selected two students with the help of teachers referred to as champions in the class who assist the teacher during lessons, they distribute laptops, creating user names and passwords for the entire school and due to exposure they are getting, they help the teachers and are also mentored to become the tomorrow leaders. Geography and English has a lot of content.’

Continuous teacher professional development is critical for improved teaching and learning. Jielimishe has been training teachers on the following:

- Gender responsive/sensitive pedagogy where teachers are trained to treat girls and boys equally, not to reinforce stereotypes and not to be gender blind among others.
- Classroom management
- Using data to improve teaching and learning.
- Using the ICT tool Kit in teaching and learning: teaching and learning with technology
- 21st century learning designs
- leadership skills and leadership of learning
- lesson preparation, planning, delivery and learning assessment

Despite an increase in percentage of teachers who demonstrated learner centred pedagogy and increased learner participation, students’ literacy and numeracy targets were not met. For learning to take place, several things must be in place, a good teacher, teaching and learning materials, contact hours between the teacher and the learners and how long the learners were on task.

The lesson observation tool has limitations when it comes to collecting data on the teaching and learning process and making judgement of the process in the duration of one lesson. The possibility of the Hawthorne effect where the teachers give a classic performance based on what they know is required is very high. In fact one of the coaches alluded to this that teachers may sometimes use learner centred pedagogy when observed which might not be the case.

There are barriers that affect learning that may or may not be part of the teaching and learning process. For example, in literacy learners who indicated that they don't feel safe in school had an average literacy score of 35.3% against an average literacy score of 53.2%, a difference of 18.9%. In numeracy, the same girls had an average score of 45.2% against an average of 61.5% a difference of 16.3%. Other barriers are identified in Table 71 and they include those who don't feel welcomed in class. These two barriers are being addressed through girls' mentorship

Use of ICT to improve teaching and learning is one the projects' strategies. Learners identified use of ICT as one of the reasons why learning has improved. However, most of the participants indicated that the number of ICT equipment are inadequate. Unless teaching and learning materials (both print and ICT) are adequate learning scores may not improve.

The strategies identified to improve learning are appropriate. However the intensity and scale of the implementation may be reduced thereby making the project not to achieve the desired outcomes especially on learners' literacy and numeracy scores. A research to determine Fidelity of Implementation should be considered.

Challenges facing quality teaching

When asked whether the quality of teaching and learning had improved, girls who participated in the FGDs indicated that it had. However, there are some challenges which have been identified above while others especially those touching on teacher coaching were also identified. Some of the challenges cited by coaches include:

- **Inadequate training** in some key areas. One observation by one of the coaches was that teachers were not developing lessons plans as required. However the coach identified inadequate training on lesson plan preparation as some of the reasons why teachers were experiencing this challenge. The coach felt that since they weren't well trained on this, they were unable to adequately support teachers on the same.
- **Some teachers are yet to fully appreciate coaching.** Some teachers are still giving excuses not to be observed because they feel uncomfortable having to teach in front of a coach.
- **Negative attitude towards coaching by some teachers.** Although teacher coaching was cited as being significant in improving teacher pedagogical skills and quality, coaches indicated that some teachers still had a negative attitude towards it and they saw it as additional work load.
- **Some schools have ICT equipment but students are not accessing them.** In some of the schools the ICT equipment's are available but students don't use them. *ME263: 'We have computers in school although we have not started using them.* There needs to be deliberate effort to ensure that the available equipment are used.
- **Inadequate number of ICT equipment.** ICT has made learning exciting but the equipment remain inadequate. In one school, there are only 2 laptops which are inadequate to be used across every day.

In conclusion, factors affecting learning are many and varied. Some barriers are specific to the girls especially those referred to in this report as characteristics (see table 71) while others are not. Teachers' pedagogical skills are important but they are not the only things that determine learning outcomes.

Project Response

Teacher Coaching

“This is the teacher who has supported our schools in establishing alumni groups and integration of ICT in learning, these are the teachers who hold the future of education in our country” Sub County Director of Education, Meru.

The above excerpt was for one of the teacher coaches in the program, when he went for a promotion interview at the county education offices and that what the Sub County Director of Education said upon seeing him enter the interview room. During the reporting period, some new development was observed in teacher coaching space; The coaches went a level lower to engaging the learners through contests, mentorship, and Literacy as well as numeracy tests administered and marked by the coaches. This test helps the coaches understand the literacy and numeracy subtasks that the learners are struggling in so as to focus on them in the coaching sessions. This is a key highlight for our coaching sessions as coaches are designing on what to focus on their coaching of teachers from a learners' competency gaps perspective.

This is a new addition to the coaching approach that the project has documented before and it will be key to document its emergent successes. In Meru, the site staff in charge of teacher professional development identified the risk of being stuck in a rut in coaching sessions; where coaches carry sessions from one school to another duplicating similar expectations as opposed to making sessions need based. To this end a capacity building sessions was conducted during the quarter focusing on new approaches to coaching, the session introduced coaches to the triple H model of teaching, using the head – affect knowledge, Heart – affect the will and emotions of learners and finally hands engage learners in doing of activities that will drive the concept. Personal branding was also highlighted during the session, other topics covered were, the art of learning, coaching and personal organization. To close the loop, the project, through the teaching and learning expert from site office will accompany coaches to ensure that this new teaching approach is being cascaded to teachers.

Based on information from internal monitoring, Jielimishe is on course on meeting the teaching and learning intermediate outcome, as there is an increasing improvement in content delivery. Between March and July this year, there has been marked improved in many classroom delivery areas as shown below.

Impact of Teacher Coaching among Teachers

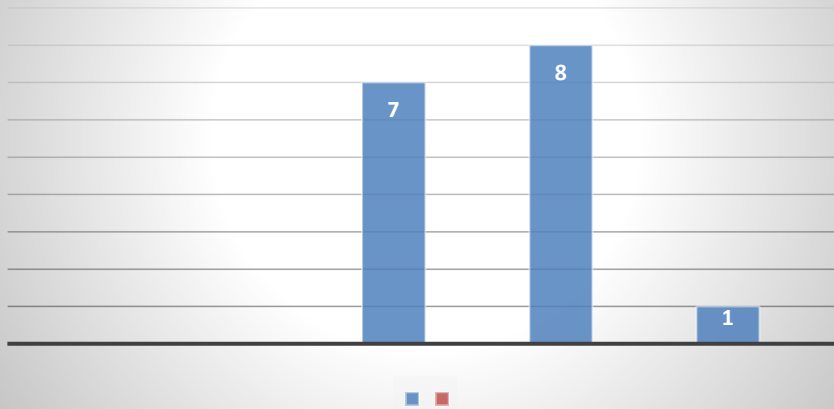


Figure 2 Table of observation summaries between March and July 2019

Coached teachers have also gained global accolades, one of the ICT teachers from the project was recently recognised by Microsoft Education community for his use of ICT and Microsoft products in teaching.

“You have been chosen as a MIE expert because you are self-driven, passionate about your work, have true collaborative spirit, and strive to inspire students with outside-the-box thinking on technology in education.

We appreciate your resourcefulness and entrepreneurial spirit. As agents of change, you have achieved excellence in education, using technology and social media. We are grateful for the opportunity to tap into your enthusiasm and enable others benefit from what is clearly your passion.” Microsoft



2. Attendance

Attendance is one of the Intermediate Outcomes being tracked to assess girls' consistency in going to school and attending classes. The project seeks to improve attendance for 10,123 marginalised girls through several activities as outlined in Table 47 below.

Table 47: Activities to improve attendance.

MILESTONE/ACTIVITY	Target	Intermediate Outcomes
2.1 Provide sanitary towels supporting 6,000 needy girls, in 60 schools to improve their attendance in school	6,000	Improved attendance for 10,123 marginalised girls supported by GEC;
2.2 Support reward schemes in 59 schools to improve girls' performance and desire for transition	59	
2.3 Support 59 girls clubs (Aflatoun, Life Skills and Digi clubs) to run regular club activities including incorporation of fun reading and math activities to improve their inspiration, aspiration, literacy and numeracy	59	
2.4 Adapt and distribute Child friendly CPP booklets to girls and boys to enhance their awareness on child safety (CPP partners network referral)	59	
2.5 Strengthen student academic and career Mentorship in 59 schools for improved motivation and inspiration to learn and transition, including vertical exchange learning, mentorship to increase TVET uptake among girls, through working with TVET Institutions in their programs sensitization and building the capacity of Guidance and counselling departments for adoption (Careerpedia Model)	59	

2.6 Develop a mentorship workbook to aid in documenting and measuring girls' motivation and aspiration	1	
2.7 Conduct training on life skills including Sexual Reproductive Health and child protection and rights for girls and boys to enhance their knowledge attitude and practices to make informed life choices. (Training Year one; peer education the rest of the quarters) in 59 schools	59	
Support the EARC to Conduct disability assessment on referred learners to inform on the relevant interventions.	59	
Conduct Teacher Training on Disability mainstreaming/inclusive education	180	
Facilitate child to child clubs to integrate learners with disability in learning activities.	59	
Support schools structural modification and minor adaptations to meet the needs of learners with disability	59	

Attendance data was collected from registers as the sole attendance tracking tool at the school. Spot checks were conducted by the project to triangulate the data to assure quality. From the survey, most parents and BoM members reported that learners' attendance had greatly improved. Data from midline indicated a 5% positive improvement in attendance rising from 84% in baseline to 89% in midline. The project surpassed its midline target (85%) by 4%.

Laikipia had a primary school attendance rate of 93% and a secondary attendance rate of 88% making it an average of 91% attendance on the day of the survey. Meru had a primary attendance rate of 93% and a secondary attendance rate of 83% making it an average of 88%. Mombasa had an attendance rate of 88%. Primary schools have a higher attendance rate than secondary schools. Laikipia had a higher attendance rate than Mombasa and Meru.

Increased attendance has a direct positive impact on learning scores. Students who attend school regularly are more likely to remain in school, learn better and transition to higher levels. This is because learners who attend school regularly are more likely to keep up with the curriculum and various topics being taught, do their assignments and integrate better into the school community. Laikipia has higher attendance rates than Mombasa and Meru and this is one of the reasons why Laikipia has better learning outcomes than Meru. Both evaluations took place around the time that learners are taking their mid-term examinations. During this time of exams, attendance is normally higher than other time during the term. The project should collect data regularly as absenteeism is affecting learning outcomes.

Pastoralism is normally associated with absenteeism and a high dropout rate compared to agricultural based economies. However, due to high attendance rate, transition rate in Laikipia County was 83% which is commendable when one compares this transition rate with that of Meru an agricultural area with 83.9%.

Some of the things the project could do to improve attendance is to encourage parents to visit their children's school regularly, check homework and keep themselves updated with the school events and calendars. Some of these things can be discussed during parents or community meeting.

The target for the next evaluation is 90%.

Table 48: Attendance as per the logframe

IO	IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Improved attendance for marginalised girls supported by GEC	% improvement in attendance among marginalised girls throughout the life of the project	84%	85%	89%	Y	90%	Y
Main qualitative findings							
<p>Strategies for increased attendance Some of the factors cited for increased attendance include:</p> <p>Jielimishe project. 21% of the parents cited Jielimishe GEC project as a key contributor to improved attendance of girls. Some interventions that were cited included: renovations of toilets, provision of payment of school fees and sanitary pads as a strategy to manage menstrual health and hygiene</p> <ul style="list-style-type: none"> ➤ Schools have institutionalized strategies for ensuring that girls remain in school. 7% of BoM members talked of mentorship and motivational activities to increase attendance, ➤ 7% of BoMs talked of calling upon the school alumni to mentor the learners. ➤ One BoM in Laikipia has established a department within the school to deal with indiscipline which also includes absenteeism. The department will normally call parents of learners who were absent for them to explain why their children were absent. 							
<p>Project Response: These strategies that schools have institutionalised depict adoption of key initiatives to sustain the improved attendance thus demonstrating school level sustainability</p>							
<p>Mentorship sessions organized by the schools. Schools are organizing for role models to talk to the students which is considered institutionalization of mentorship.</p> <ul style="list-style-type: none"> • Laikipia and Meru are using role models from the communities to talk to and mentor the learners. • PTA members are sometimes called upon to talk to the learners. The class representative will normally be asked to talk to the students in such a case. 							
<p>Project Response: Mentorship has been institutionalized by majority of the schools where they source for different motivational speakers and alumni to come inspire and mentor their learners. The school management is at the forefront in</p>							

coordination of these mentorship sessions as it one of those interventions they have cited as critical in influencing learners behaviours and Life skills.

Provision of bursaries from organizations have made the girls attend school regularly as they don't have to be sent away for school fees. Some of the organizations identified offering scholarships are: Jielimishe GEC Project; Kesho Kenya, KEMRI , Plan International, Equity Foundation.

Students were able to identify the correlation between education and their future. Most of them therefore have an inherent desire to remain in school and learn.

Reasons for absenteeism

There are many reasons as to why some girls miss school. The following were the issues identified through FGDs with parents, BoM members, girls and boys:

- **Long distances** to schools that discourage the girls from going to school
- **Menstrual management and hygiene** especially in Mombasa. It was good to see boys identifying this as a barrier to girls' education.
- **Lack of drinking water** in Mombasa.
- **Poverty.** Poverty was cited by majority of the respondents as one of the reasons for absenteeism. In Laikipia, the region has been experiencing drought and this has contributed to increased poverty. In order to acquire necessary provisions, girls are missing school so as to be with their boyfriends who will normally provide them with money.
- **Quality of education.** Due to low quality of education or low learning outcomes, some girls decide to drop out.
- **Young mothers** miss school as they have to take care of their children. *MS251: Girls who give birth come back to school but the government should have a special unit to look after the children for girls so that they can return to school as young mothers.* They are also unable to return to school due to stigma especially in Mombasa. Some who opt to return also feel a sense of rejection. Despite the stigma associated with young mothers returning to school, boys had a positive attitude towards girls returning to school. *MS0102: Even young mothers should be allowed back to school once they give birth. Kuvunjika kwa mwiko sio mwisho wa kupika ugali²¹, being pregnant should not deter her education.*
- **Drug abuse** cited in Mombasa. Young men are playing truant so that they can leave school to take drugs.
- **Insecurity** caused by wild life in Laikipia occasionally prevent s learners from going to school.
- **Increased household chores.** BoM members reported that attendance for both boys and girls is higher and more regular at lower levels but attendance for girls from grade 5 reduces and become more irregular. One of the reasons for this irregular and reduced attendance is because girls are given **more responsibilities at household levels.** Some of the responsibilities cited in Meru is girls supporting their parents in making illicit brew/alcohol. In such cases the girls do not do their homework.
- **Child labour** especially in Meru is an issue that needs to be transformed.
- **In Laikipia, Market days** contribute to absenteeism especially for boys as they are sent to the market to go and sell livestock.

²¹ Literal translation means that the fact that a wooden cooking stick has broken, it does not mean the end of cooking.

- Girls' are encouraged to **get married early**. Girls end up missing school or dropping out. One BoM member had this to say *ME0281. Most guardians/parents are grandparents who only reached grade 5 and 6 who influence the girls to get married early.*
- **Lack of parental education and disinterest in Education** was cited by one BoM member in Meru
ME02B1: There are some negative attitudes from some parents who don't value the importance of education. So, some of the parents must be forced by the local leaders to transit the children from one level to another. They had a desire that the children fell in their exams so that they can throw the blames to the teachers and the school and for them to remain blameless. The teachers are trying their best to ensure the children excel in their exams but most parents are taking them from here and taking them to day schools.
- **Lack of parental support to the education** of their children is contributing to absenteeism and eventual drop out of their children. One parent in Meru had this to say about parental engagement in the learning of their children.
'The major challenge we face with the students is lack of proper discipline which is majorly caused by a bad upbringing by parents. Since some parents despise teachers, they also do influence the pupils. Furthermore, parents fail to support the school financially even just by buying a school bag for their own kids is a problem. Some parents don't even provide food for the school feeding program.'

The project is conducting community conversations and training of BoMs in order to strengthen the communities' support towards girls' education. Girls are being issued with sanitary wear to ensure proper menstrual hygiene and management.

To empower the parents economically so that they can support their girls in school, Jielimishe has proposed having economic empowerment activities with parents. This activity should be strengthened for it to become more effective. Currently there are no parents who attributed Jielimishe project to their being able to support their daughters education,

Schools and communities are working with the local administration to reduce early marriages.

3. Girls motivation to remain in school and transition through different pathways

The following Table 49 presents activities that the project is implementing to improve girls' motivation to remain in school.

Table 49: Activities to improve girls' motivation

MILESTONE/ACTIVITY	Target	Intermediate Outcomes
3.1 Sensitize girls, boys and households in 59 schools communities (6000 caregivers) on the value of TVET as alternative pathways to education	59	Improved motivation of 10,123

including targeted academic and career mentorship to increase TVET uptake.		marginalised girls to transition through key pathways;
3.2 Provide scholarship to 450 needy girls to enable them access competence based Technical and Vocational Skills training including digital Literacy empowerment.	450	
3.3 Advocate for TVETA, NITA and CDACC to support TVET centres to provide competence based training including digitization of select courses and introduction of a component of industry/ college partnership to address the linkage and internship (Re-allocated to Additional TVET Schools Fees & Transition Tracking)	1	
3.4 Support 450 girls for training on Entrepreneurship skills development and Internet Core Computing competencies (IC3) to expose them to enterprising job opportunities based on their TVET training	450	
3.5 Support 3022 girls to access relevant internships through Tuko Works and Chuo to Kazi platforms including profiling of TVET institutions	3,022	

The following Table 50 presents data on percentage of girls motivated to continue studying and transition to higher levels.

Table 50: Percentage of girls motivated to remain in school and transition

IO	IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Motivation	% of marginalised girls disaggregated by county who demonstrate motivation to continue studying after their current grade/level	73%	79%	75% Mombasa-76% Laikipia-75% Meru-70%	N	86%	Y
	Evidence of improved Girls' perception of their ability to succeed academically			This is a qualitative indicator whose			

				data is presented below			
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To improve girls' motivation to remain in school and transition through different pathways the project put forth two key indicators: % of marginalised girls disaggregated by county who demonstrate motivation to continue studying after their current grade/level and; evidence of improved Girls' perception of their ability to succeed academically. From data, the project recorded a 2% improvement in motivation from 73% in baseline to 75% in midline²². The midline target (79%) was missed by 4%. The target for next evaluation is 86%. This target should remain as there is now more time for implementation between midline and end line (about 2 years) than between baseline and midline when there was slightly more than one year to implement the project.

Mombasa had the highest number of girls who demonstrated motivation to remain in school and transition through different pathways at 76%, followed by Laikipia at 75% and lastly Meru at 70%. Meru has the lowest number of girls motivated to learn well which explains why the learning scores are also low.

Learner motivation to learn well and succeed in school does have an impact on schooling and learning outcomes. When girls are motivated to learn, they attend school regularly, complete their assignments and ultimately increase their learning outcomes. Although learners didn't reach the desired competencies, the fact that transition rate increased means that the girls are motivated to learn well and transition to higher levels.

In order to increase motivation, the project can strengthen teachers' capacity to create threat free classrooms. Enhancing teachers' pedagogical skills will help teachers to really focus on the learners needs thereby ensuring that each learners' needs are met. When learners make progress in their academics they are more likely to be motivated to remain in school and learn well.

The best kind of motivation is intrinsic motivation. Through a strengthened mentorship programme, mentors can help students find intrinsic motivation by helping them find their own reason for attending school.

Motivation alone cannot improve learning outcomes, there needs to be a good teacher, adequate resources and learners feeling safe while traveling to and from school and also within the school compound. However, motivation is important and should be retained as an indicator because it determines what any human being is to achieve.

Table 51: Girls motivation as per the log frame

Main qualitative findings							

²² This data is based on the entire girls sample.

Girls cited ambition and many of them are motivated to remain in school and transition to tertiary. The following are some examples of Mombasa County the girls' aspirations.

- R1 – Finish university, and become a Neurosurgeon
- R2 – Finish university, and become a Mentor
- R3 – Finish university, and become a Nurse
- R4 – Finish university, and become a Journalist
- R5 – Finish university, and become a Neurotic engineer
- R6 – Finish university, and become a Teacher
- R7 – Finish university, and become a Lawyer
- R8 – Finish university, and become a Journalist

Project Response

Through internal monitoring, the project has noted improvement in girls knowledge of diverse careers. At the start of the project, learners knew of the 4 main popular careers: teacher, Nurse/Doctor; Pilot and Engineer. But now they have knowledge of other diverse careers that present an even wider option from which to choose from. Their aspiration to join University has resulted from their physical engagement of university students who are their mentors. The project has observed that mentorship by university students/mentors has been one of the most effective approaches to improving girls motivation, inspiration, confidence and self esteem

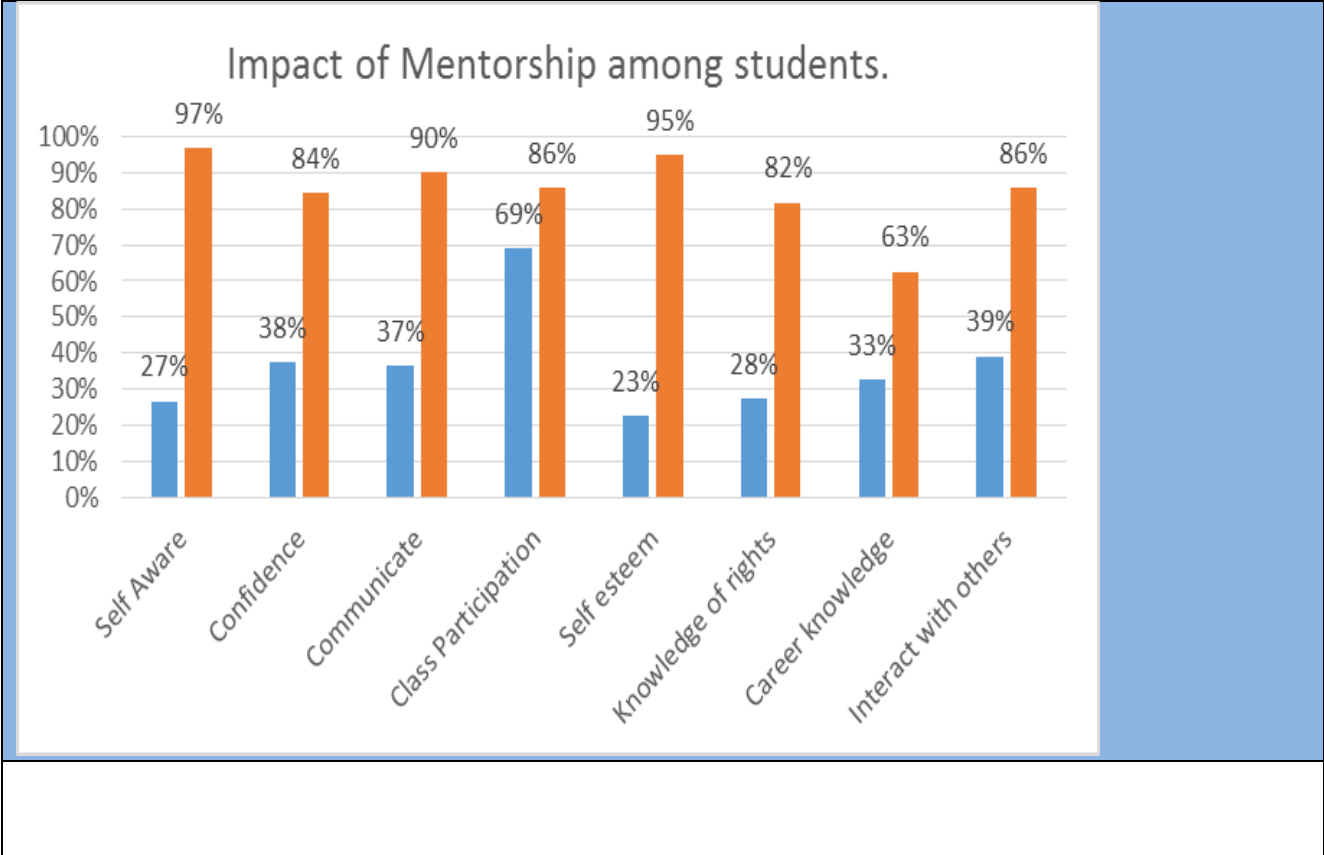
Julius Case Study

Juliet* is a standard 7 girl at Gikumene primary school, Imenti North Sub-County in Meru County. She is enthusiastic, jovial and aspires to become a journalist when she grows up.

In a survey conducted by Jielimishe GEC Project in September 2017, it was revealed that the confidence of the students was at **84%** as compared to **38%** in 2015, marking a **46%** improvement over two years. This improvement is attributed to the student academic and career mentorship conducted by the project aimed at improving motivation and inspiration for the students to stay in school, learn and transition to the next level. With the improved confidence, Juliet is able to participate more in class, engage the teacher in instances where she did not understand and ask questions freely.

While conducting the mentorship, the project also focuses on improving the self-awareness among the students, self-esteem as well as improving knowledge about careers and child rights. Majority students have applauded mentorship as one of those interventions that has directly impacted on their lives as individuals within the school and home environment.

The survey revealed that self-awareness among the pupils improved from **27%** to **97%** within the two year period. The students' self-esteem consequently improved from **23%** in 2015 to **95%** in 2017. As a result, the pupils were able to communicate better and interact with their peers confidently. Yvonne, a classmate to Juliet said "In 2015, I used to shout all careers when asked what I would like to be when I grow up. Now I have chosen my career and am working hard towards achieving it" Kinyua, who is a class lower was also a beneficiary of the same intervention. He said "In 2015, I was very shy. I could not approach a teacher and ask questions. Now, I can approach teachers, ask questions as well as stand in front of other pupils and talk to them". The students have also increased knowledge about their rights as children as well as their responsibilities as revealed by the survey. The knowledge had improved from 33% to 98% as indicated by the graph. Pupils have become happy about who they have become and they are indebted to Jielimishe GEC Project by I Choose Life – Africa and SOS Children Villages Kenya with financial and technical support from the UK Government through Department for International Development (DFID)



Main qualitative findings

Factors that contributed to their motivation to learn include:

- **Mentorship.** Mentorship sessions have been very successful in motivating the girls to remain in school and transition through different pathways. Some of the topics covered during mentorship sessions include: drug abuse, self-awareness, self-esteem, sexual and reproductive health, academic and career mentorship, child safety and protection, role modeling, goal setting, peer pressure.

A major outcome of the mentorship sessions is that girls reported having gained confidence such that they were comfortable even in interacting with boys. Girls' don't feel discriminated against boys. Other benefits of mentorship include: building their self-esteem, helping them cope with emotions, sensitize them on gender based violence, teaching them on sexual and reproductive health, creating a space where the girls can discuss their challenges with their peers and get solutions. The girls also indicated that they now know their rights.

Being a young mother adds another layer of vulnerability. Young mothers are not many but the few who are in school attribute their retention to Jielimishe mentorship programme. Jielimishe has been convening meetings with the young mothers and also with the communities to advocate for their support. They are targeted in mentorship as they are a vulnerable lot.

One school had this to say about the mentorship project,
'Jielimishe has played a big role in sensitizing about the importance of educating the girl child and the same time in our school we also brought guest speakers to inspire and talk to our learners about early marriages,

pregnancies among others.. So far, the results are good. We have seen the girl child is really comfortable in school.'

Other benefits of mentorship include: building their self-esteem, ability to cope with emotions, awareness on gender based violence, improved knowledge on sexual and reproductive health, creation of a safe space where the girls can discuss their own issues and challenges with their peers and access solutions. The girls also indicated that they now know their rights. Through the clubs there have been exchange programmes with other schools. Motivational speakers are also called to schools to talk to the girls and this was also collaborated by the BoM members.

Lack of discrimination between boys and girls collaborated by the following statement. MS253: There is no discrimination against boys or girls. We have equal opportunity in everything. The only difference is that we have separate classes for boys and girls. This shows that teacher training on gender responsive pedagogy is working.

The most vulnerable girls including young mothers are being supported to remain in school. They are supported by both the community and the school. One BoM member had this to say about young mothers being supported to remain in school

'.....they are keen on following up the young mothers this is the approach that Jielimishe came up with in our school because as much as they wanted to sponsor the girl child and sensitize the need of the girl child being in school, they campaigned at school level to recover the young mothers to school and sponsor them by paying school fees and following up their progress in school. So far so good the efforts of Jielimishe spread not in our school alone but also in other schools in our county. In our county Jielimishe is well known and well respected. There is something else I wanted to add about Jielimishe. Now Jielimishe have made another positive step by convening parents of young mothers in the school. There is a time they convened a meeting of parents of young mothers and now we had an open forum where parents were giving views of the experiences, they are having with these young mothers how they are doing and during that meeting we found that Jielimishe showed a very positive concern about this people. There is even a project they started of supporting these parents with farming inputs though the project did not succeed.

Despite existence of strong mentorship, there are some challenges between teachers and learners.

MS252: Some teachers are too harsh

MS251: There is no good way to reach the teachers if you have a problem. You fear in case you are victimized

When learners were asked whether they would consider TVET as an option, some of the girls said that they would consider but as a last result. ME091: TVETs are good, they offer good courses that will get you a job easily. However quality remains an issue ME024: TVETs are good but it lacks high standards or value.

Use of vignettes helped to explore education barriers and solutions to them. When discussing these issues, boys had a more positive outlook to the challenges facing the girls as seen after reading about Maria. When asked about the end for girls with multiple challenges, boys were full of hope more than the girls. They talked of Maria, remaining focused and completing school or start a business with regards to the story of Maria, girls felt that Maria may have got married, started a business, committed suicide, became a prostitute, got a scholarship or joined an organization. The support structures that the girls identified that could have helped the girl remain in school were her family, her community, scholarships from organization.

Use of vignettes helped girls to discuss their own situations. Getting married to a rich man was seen as a solution to ending poverty by both girls and boys. Support structures identified through the vignettes include: teachers, sponsors, parents, peers, mentorship club, local administration and the larger community.

Only one boy was able to link Kanini's love for poetry and the polytechnic. TVETs never appeared as an option for any of the girls in the vignettes. It is an indication of the negative views towards TVETs by some of the boys and girls.

With regards to the vignette where Farida is being pressured to marry, one of the girls felt that she did run away and went to a children's home. This was a more positive solution compared to other girls who felt Farida got pregnant and did an abortion, became very stressed and committed suicide, became homeless and lived on the street or abused drugs. What the vignettes indicated is that the girls still need to build a lot of resilience. They need to understand that barriers to their education can be overcome. However, all was not lost and a story of resilience was shared by one of the girls.

A story of resilience

L5: When I lived in Baragoi with my auntie, she wasn't treating me the same way she treated her children. She would give me a lot of work. Sometimes I couldn't even go to school. Whenever I wasn't able to complete all the work she gave me she'd beat me. When I couldn't take it anymore, I went and talked to the chief and told him what I was going through. He asked me whether there was someone else I could live with and I told him about my auntie in Rumuruti. My parents passed away when I was young. After talking to the chief, I was later brought here and now I live with her. My life is much better because I'm not mistreated and I can concentrate on my studies.

Learning targets were not met and this could be a sign of learners struggling academically. Inability to consistently meet one's goals may destroy one's motivation. However the girls still remain motivated to remain in school and learn well. The project is being implemented in marginalized communities in Kenya. Poverty and the constant struggles associated with it, risk for the girls dropping out of school due to poverty, early and forced marriages may to some extent reduce learners' motivation. Daily struggles because of being orphans or suffer from a major illness can affect motivation

The project is addressing these barriers through mentorship to equip the girls with skills that will help them negotiate through adolescence and life, economic empowerment to parents of those families that are very needy, provision of scholarship to needy learners all help to increase girls' motivation. To increase motivation, the project can strengthen mentorship and ensure safe spaces exist where the girls and boys can meet to discuss their issues and support each other.

4. Improved community support towards girls' education and transition through different pathways

Community support is required if girls are to remain in school and transition. The following Table 52 presents the project activities to increase community support towards girls' education.

Table 52: Activities to increase community support towards girls' education.

4.1 Conduct 3 trainings for 450 ambassadors of change (WEMC, CFs, Boda Boda, Tutelage mothers, Custodians of Culture) to facilitate community dialogues and sensitization in promotion of girls education (1 training per county)	450	
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4.2 Conduct targeted sensitization and training of boda boda riders and morans as agents in reducing sexual exploitation and violence against girls to for enhanced men involvement in promotion of their education (<i>using empower 10 reach 100 model: using 120 male ambassadors of change,</i>)	1,200	
4.3 Conduct targeted community dialogue, using 450 ambassadors of change reaching 45,000 members, to address harmful/exploitative cultures through social transformative approaches that target gender imbalances, negative social norms, attitudes and practices towards a community that is more responsive and supportive of girl education (value for Education, Re-entry and Parental involvement)	45,000	
4.4 Conduct Child protection training for 120 persons of trust (marshals) identified from AACs to enhance Child protection and child violation reporting	120	
4.5 Hold 14 Quarterly CPP feedback meetings with AACs and persons of trust (Child Marshals) including participation in and support Child Protection Advocacy initiatives to better enhance Child protection and child violation reporting	14	
4.6 Strengthen Area Advisory Councils to empower communities on child protection to be able to identify and report violations against children. (Train 7 AACs in Q5 to strengthen capacity; Empowerment in Q5, Q6, Q7	7	
4.7 Provide scholarship support for 420 needy girls and 42 boys (1 boy in every 10 girls supported) to access Secondary/tertiary education (including girls who have performed well in national examination to access secondary school education)	462	
4.8 Pay NHIF contribution for 120 young mothers in school to enable them access health care for themselves and their babies for continued schooling.	120	
4.9 Support value chain development among 2000 households to increase their income for sustainable support of girls' education	2,000	

The following Table 53 presents data on community support towards girls' education.

Table 53: Improved community support towards girls' education

IO	IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Improved community support towards	% of parents/caregivers indicating increased	38%	42%	74%		%	Y

girls education	spending on girls educational costs						
	Evidence of improved community attitude towards girls' education	64%	70%	74%		80%	Y

To improve Community support towards girls' education the project put forth two key indicators: % of parents/caregivers indicating increased spending on girls' educational costs and evidence of improved community attitude towards girls' education.

Although this indicator looks at whether there is increased spending on the girls education as a measure of support, this is not a very reliable indicator as parents maybe poor but support their children's education. The girls' view should also be taken into consideration. As indicated earlier in section 3.1.2, the percentage of girls who don't feel supported to remain in treatment schools increased from 2.1% at baseline to 5.1% at midline for the same treatment schools. Whereas data indicated that 74% of the parents indicated increased spending on education, the number of girls who said they don't feel supported to remain in school increase by 3%.

The indicators are adequate and should be retained however, girls' perception on whether they feel supported or not should be included. During regular monitoring visits data on who or what doesn't support their education should be collected so that these specific issues may be addressed during implementation.

Main qualitative findings		
<p>. 14% earn between 5,000-6,000KES and 5% earn between 7,000KES and 8000KES. 24% of parents in Laikipia earn between 5000 and 10,000KES. The amount of money parents spend on education is higher in Mombasa than in Meru and Laikipia with 8% of the parents in Mombasa spending more than 50,000KES per term on the learning of their children.</p> <p>In Meru. 8% of the parents spend between 3000-4000KES and 8% between 4000 and 5000KES. 29% spend more than 5000 per term with 15% spending more than 100,000 per term on education.</p> <p>Increased spending on education. Amounts spent on education varied significantly from 200KES to 9,000KES per term. For those with small amounts of below 1,000KES, the amount went into paying for remedial classes. The following is a table comparing the amount of money spent on education disaggregated by county and by treatment and control</p> <p>Table 54: Increased spending in education by treatment and control</p>		
Increased spending on education in KES	Treatment	Control
Responses	Percentage	Percentage
Less than 1000	12%	13%

Between 1000 and 2000	16%	12%
More than 2000 but less than 5000	24%	27%
More than 5000	22%	27%
Other	5%	1%
No Response	21%	19%

With regards to parents who indicated that they spend more than KES 5,000, 22% were from the treatment school and 27% were from the control schools. This is a 5% difference in favour of control schools.

Table 55: Increased spending in education by county

Increased Spending on Child's Education	Laikipia	Meru	Mombasa
Responses	Percentage	Percentage	Percentage
Less than 1000	12%	18%	5%
Between 1000 and 2000	17%	18%	14%
More than 2000 but less than 5000	25%	29%	17%
More than 5000	26%	11%	29%
Other	2%	4%	9%
No Response	18%	19%	26%
Total	100%	100%	100%

There are more parents in Mombasa spending more than KES5, 000 on education at 29%, followed by Laikipia at 26% and lastly Meru at 11%. Learning scores have been the lowest at baseline and midline, one of the reasons for this maybe because parents in those counties are spending less in education than the other counties and yet the county is richer than Laikipia.

Parents indicated that they use the money to buy uniform, to pay school fees, exam fees, lunch, pocket money for the children in boarding schools and boarding fees. A few parents talked about payment for remedial teaching.

Negative attitude towards girls' education. Majority of the community members indicated that support for girls' education has increased. Many parents are paying their children's school fees on time. It is worth noting that at times there are delays in paying school fees due to irregular income trends among pastoral communities.

Socio-cultural issues is still perceived to be a barrier to girls' education. The following are excerpts from the research to highlight communities' perception on girls' education.

- *ME1901: Yes. Some say they cannot educate a girl because she will get married and help another family instead.*
- *ME1902: Some say there is no need because she will just get married afar and be of no help to her family.*

- *ME1903: Others say they cannot pay fees for a girl. They prefer paying for a boy. They claim girls will be of no help. But as women we see both boys and girls as equal.*
- *LMW3: Us here we really support education though we still have some communities from where we come from that do not support girl's education. They prefer marrying them off to a rich man with many cows.*
- *LMW2: Most people here are from the pastoralist community so they prefer their girls to stay at home and do the house chores including taking care of the cattle.*
- *LR3-No everyone in the community supports girls' education.*
- *LR6- From where I come from the ones who are not educated fit best than the educated ones. They get married early enough because they don't waste a lot of time in school. They bring more young cows that is the pride of every father.*
- *LR5- from my community all are the same because they are all children and they can never be the same.*
- *MS2501: The community no longer practices negative cultural beliefs.*
- *MS2503: The Government outlawed such practices and now people are educated they have joined up in the call and no such things happen nowadays.*
- *MS2504: The local administration works with village elders. If someone has married off an underage girl, they will be arrested*
- *LR6- My community still practices FGM, they get the girls when they are in class 6 and then after the initiation they are not allowed to go to school. They stay at home helping with the house chores as they wait to be married off to an old man. I feel very bad about this because I know I went through it and it can destroy a Childs life.*
- *LR3: I also went through a similar situation like that of my friend here and I wouldn't want any other girl to go through such things. The community from which I come from they no longer do that because we are more enlightened.*
- Men and religious leaders are seen as champions to girls education in Mombasa
- Both parents are supporting girls' education but in one FGD in Laikipia fathers were seen as a barrier
LR5- Some parents support education especially the mothers, the fathers have a long way to go.

Community dialogues. In the design of the project, community conversations were to be held to sensitise parents on the importance of education. Findings indicate that their intensity has decreased. For example, in one school community no community conversation had taken place within the year. One BoM member indicated this and had this to say, ‘

At school level because barazas²³ died, I don't know who took them....leaders don't have these, neither do the chiefs, I don't know who took the decision of abolishing them.’

- There are more meetings in Meru than Laikipia.
- Most education meetings are now happening at school level as opposed to community level. BoM members confirmed this by stating that they have been calling for meetings to discuss the importance of education with the parents. One BoM desire was to have barazas where the local leaders would attend and discuss education issues with the communities.
- FGDs with female care givers identified boda boda riders as contributing to girls' dropping out of school. *MS2504: Boda boda and boys are notorious. They will be the one who trap the girls*

²³ Baraza is a Kiswahili word meaning a public gathering to discuss pertinent issues within the community

especially boda boda with offering them free rides and gifts then. It is therefore imperative that community conversations be strengthened as boda boda riders are members of the community.

- In one FGD there were mixed perceptions towards girls' education. The following are excerpts from one FGD to show these variations. *LR3-No everyone in the community supports girls' education.* In order to abolish negative cultural practices some communities are working with the village elders and local administration to stop these *MS2501: The community no longer practices negative cultural beliefs.*
- *If someone has married off an underage girl, they will be arrested*
- There is evidence of improved community perception to girl's education. The following are responses from one FGD. Majority stated that these practices are no longer done *LR1, LR2LR4, LR5, LR7- Where we come from we do not have such practices they were all eradicated and anyone found doing such they are heavily punished.*
- In Mombasa all the parents in one FGD wished their daughters to study up to university level. Majority of parents are willing to support their children's education. Benefits of education include: economic empowerment,
- Men and religious leaders seen as champions to girls education in Mombasa
- Both parents are supporting girls' education but in one FGD in Laikipia fathers were seen as a barrier *LR5- Some parents support education especially the mothers, the fathers have a long way to go.*

Communities' views on TVETs are varying. *MS2501: They don't take TVETs as their first choice. They find them demeaning and many don't join whole heartedly.*

MS2501: They are taken as courses for people who fail and are just a consolation.

MS2501: The community likes them.

MS2504: But parents feel let down after sacrificing a lot then they children end up doing courses that do not necessarily require secondary education.

- While some female parents indicated that they don't know anything about TVETs others are even sending their children to TVETs over the weekend as they see the value. *ME1902: Some say they are good others disagree.*
- **High rates of poverty is impeding parental support to the leaning of their children.** Poverty has been identified by all respondents as a barrier to girls' education. This was demonstrated by the fact that in Laikipia only 3% of the parents interviewed earn more than 20,000KES per month. In the same county, 41% of the parents earn below 5,000KES which is below the poverty line of 2,200KES per day or 6,600KES per month10000KES. Laikipia is considered the poorest county among the project locale.
- Due to high rates of poverty in Meru and Laikipia only 50% of the parents pay their children's school fees on time. The current drought among pastoralist communities has exacerbated the issue. Some schools result in sending away learners home to collect school fees from their parents. This does affect learning outcomes due to reduced contact hours between the learners and the teachers.

5. Education management and governance for sustainable quality teaching and learning

The following Table 56 presents activities for supporting education management and governance for sustainable quality teaching and learning.

Table 56: Activities to strengthen education management.

MILESTONE/ACTIVITY	Target	Intermediate Outcomes
5.1 Support quarterly fora with MoE for project planning, monitoring coordination and sharing of evidence/ key learnings with other relevant stakeholders, to inform MoE planning, budgeting and management of education.		Improved education management, governance and accountability for sustainable quality teaching and learning
5.2 Strengthen capacity of 240 BoMs in 60 schools on strategic and accountable Leadership for better Management and meaningful parental involvement		

The following Table 57 presents the findings on education management and governance for sustainable quality teaching and learning.

Table 57: Education management and governance for sustainable quality teaching and learning as per the log frame

IO	IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Improved school management and governance for sustainable quality teaching and learning	# of schools demonstrating independent ability to mobilise resources for school development	5	25	29	Y	59	Y
Improved school management and governance for sustainable quality teaching and learning	Evidence of improved Parents perception on the quality of School Management.	73%	78%	64%	N	85%	

The assumption in the ToC is that when BoM members are trained on strategic and accountable leadership, schools will be better managed and parents more engaged in the learning of their children. This will result to sustained quality teaching and learning which will ultimately lead to improved and sustained quality learning and transition. Sustainability at school level is to be achieved through improved school governance and management.

In order to determine whether schools have been able to independently mobilise resources for school development, head teachers were asked whether they had received any special investments in the school by organizations such as NGOs and/or the private sector within the last one year. A total of 35 schools (29 treatment and 6 control) indicated that they had. The project thus reports an increase of 24 schools from 5 in baseline making it a total of 29 schools at Midline. This surpassed the midline target by 4 schools.

Main qualitative findings

Resource mobilization. Schools have been able to mobilize resources for school development. This is a great achievement as the schools can continue with the same after the project cycle.

Infrastructure development is one of the things parents have done. For example in Laikipia, parents have built a class from their own contributions. Improved school infrastructure may lead to increased attendance, as quoted by learners who enjoy a conducive school environment, retention and improved quality of education.

Parent's perception on the quality of the school.

Parents were asked on whether the school management had improved or not. 64% of the parents indicated that the school management had improved, 13% indicated it had remained the same. None of the parents indicated that the school management had gotten worse. Though these are averages, there were 4 schools in Mombasa where parents indicated that school management had gotten worse deteriorated.

Perception of change in School Management (Percentage)				
Responses	Meru	Mombasa	Laikipia	Average
Improved	67%	56%	69%	64%
Stayed the same	8%	16%	11%	13%
Gotten worse	0%	0%	0%	0%
Don't know	2%	4%	2%	3%
No Response	19%	24%	18%	20%
Total	100%	100%	100%	100%

The following are some of the activities that BoMs carried out within the last year that helped to improve school governance and management. To improve the quality of education BoMs of different schools came up with different initiatives as enlisted.

Training of BoMs. Some of the BoMs have been trained with one of the Boards having been trained by Jielimishe on their roles and responsibilities. The training lasted for 3 days. BoM members reported that they now understood their roles and responsibilities.

Three Jielimishe activities collaborated by the Board include: use of ICT, mentorship for girls and paying school fees. However, there is need for Jielimishe to regularly meet the BoM members and discuss the programme as there were BoM members who were not aware of the project activities.

Project Response:

The education sector disbanded the Board of management in all public schools. Schools started reconstituting this at the beginning of the year. Some schools' boards had new members who had not been inducted by schools and introduced to Jielimishe GEC project.

Strengthened school administrative and governance structures. Under the guidance of the BoMs schools have taken initiatives to improve education quality, administration and governance. For example in one school, several panels had been established to address specific issues such as performance and discipline. These two panels identify various challenges facing the learners and come up with solutions to address the issues raised. The Deputy Principal is responsible for the panels.

Increased engagement of PTA members in addressing challenges. Class representatives are more engaged with what is happening in schools. Some PTAs are holding regular meetings at least once per term to discuss challenges facing learners and come up with strategies of addressing them. Some of the challenges being addressed include: poor academic performance and absenteeism but the main agenda discussed is academic performance. With increased support to the school administration, a culture of parental engagement will be created and sustainability will be possible.

Strengthened linkages with the local administration. Schools are working closely with the local administration with one school in Meru indicating that a parent had been arrested and forced to return their daughter back to school. The government is the main enforcer of compulsory basic education policy in Kenya. It is therefore worth noting initiatives by schools and communities to involve the local administration. Head teachers cannot enforce government policies but with support from the local administration, schools can implement government policies.

Project Response:

The project through its internal monitoring has observed improved responsiveness on the part of school management and BoM to adopt and institutionalize key initiatives as enlisted by the EE to support/improve enrolment, retention, and learning. This has seen the school partner with key stakeholders including parents, local administration and learners themselves to make education better. Adoption and institutionalization of these initiatives demonstrates that some of the dividends from key project activities will continue beyond the project life hence school level sustainability.

8 Conclusion & Recommendations

8.1 Conclusions

8.1.1 Relevance of the project

Characteristics of marginalized girls as well as the barriers to learning remain largely the same since baseline. The key barriers that include early pregnancies, lack of school fees, negative peer influence, lack of sanitary towels, lack of safety while travelling to and from school, lack of parental support, early marriages were identified by parents, girls and community stakeholders. It is therefore the opinion of the evaluator that the project's theory of change holds and is appropriate moving forward.

8.1.2 Learning outcomes

8.1.2.1 Literacy

Treatment schools had a higher mean of 0.4 than the control schools at a mean of 0.2 a difference of 0.2. However, the DiD was negative at -0.09 which is less than the set target of 0.25 above the control schools per year which means that the increased literacy scores cannot be attributed to the interventions. In addition, literacy scores of girls in treatment schools had a p-value of 0.158, which is greater than 0.05 at 95% confidence level, which means that the literacy scores of treatment schools over control schools, was not significant.

8.1.2.2 Numeracy

Treatment schools had a higher mean of 0.3 than the control schools at a mean of 0.10 a difference of 0.2. However, the DiD was negative at -0.01 which is less than the set target of 0.25 per year above the control schools which means that the increased numeracy scores cannot be attributed to the interventions. In addition, numeracy scores of girls in treatment schools had a p-value of 0.873, which is greater than 0.05 at 95% confidence level, which means that the numeracy scores of treatment schools over control schools, was not significant.

Despite having the correct interventions, difference in numeracy between treatment and control was largely insignificant. One main reason could be that the dosage of the interventions was inadequate. In addition, the control schools may not be a good match for the intervention. When control schools were being selected we did not compare their performance and learning practices. Therefore, the project could not authoritatively claim that both control and intervention were comparable as far as literacy and numeracy are concerned. Due to annual reshuffling of teachers, the project has had a few literacy and numeracy teachers that the project has trained and invested in move to control. School heads who had embraced the project interventions also moved to control schools. This facilitates cross contamination. Reshuffling creates movement of trained teachers from intervention schools thus de-saturating the efforts. The project is thus on constant training mode for new teachers.

In order to improve girls' learning outcomes, the project is among other things improving the quality of teaching through teacher training and coaching among other activities. At midline 68.3% of the teachers demonstrated learner centred classroom practices which marked an increase of 27.2% over baseline (41%). The midline target was 58%, which means that this target was surpassed by 10.3%. Percentage of teachers in Mombasa with pedagogical skills as defined by the project was 73.8%, followed by Meru at

67.8% and lastly Laikipia 63.4%. However, despite improved teachers' pedagogical skills, learning outcomes did not reach the target of SD 0.25 above the control group for the year.

8.1.3 Transition

Intervention group had a successful transition rate of 88.1% while control schools had a successful transition rate of 89.1%. Control schools recorded a higher transition rate than treatment schools by a small margin of 1%. The project had a midline target of 7% increase from a baseline transition rate of 72.7%. Intervention schools had a transition rate of 88.1%, which was 15.4% higher than the baseline target of 72.7%.

Feeling safe and being overage are linked to successful transition. The results in table 34 show that students who feel safe have a 63% better chance ($1/0.61*100$) of having a successful transition than girls who do not feel safe. Pupils who are not overage have a 59% better chance ($1/0.63*100$) of having successful transition. These factors include numeracy and literacy scores, grade, disability, region and the feeling that the teacher is unwelcoming.

8.1.4 Sustainability

At baseline, the community sustainability scorecard was 2 and the midline scorecard is 2.5 an increase of 0.5 against a set target of an increase of 1. The communities did not reach the target of 1. At community level, parents and other community members are committed to supporting girls' education. They can see the connection between girls' education and their futures. While it takes long for communities' attitudes to change and even longer for cultural practices to change, the local influencers selected as ambassadors of Change will drive this transformation in the community. So far, community attitudes are changing across the three counties as will be evidenced by local initiatives established to support girls' education. One of the reasons why sustainability at community level decreased is because the frequency of the meetings has decreased. Re-energize these meetings.

At baseline, the school sustainability scorecard was 2. At midline, the school sustainability scorecard is 3 against a target of 3. The schools were able to reach the target. At school level, head teachers and panel heads are pivotal in adopting and institutionalizing critical interventions that will improve quality and skills of teaching staff; improve girls and boys motivation and enable learners acquire critical competencies in numeracy and literacy.

BoM members who are responsible for governing the schools were asked on the kind of projects they had come up with to support girls' education. 7% of BoM members talked of improving remuneration to teachers, 7% building a classroom, 7% on improving athletics and 7% on improving collaboration between the teachers and the Board. Whereas these things may eventually end up supporting girls' education, none of them are specific to supporting girls' education. Subsequently we can therefore conclude that sustainability at the school level is becoming establishing meaning that many schools are taking initiatives to support learning in their schools but the initiatives are not gender specific and the schools still need the project to continue supporting them to ensure that girls' barriers to education are addressed.

At baseline the system sustainability score card was 2 and the midline score card is 2 against a set target of an increase of 1. The systems did not reach the sustainability score card target of 3.

System level sustainability will be affected by key reforms in the education sector. The ministry priority is to push for competence-based curriculum, 100% transition among other key priorities as outlined in the National Education Sector Plan (NESP) 2018-2022. This may hinder or delay adoption of key interventions from the project for sustainability or scalability.

8.1.5 Attendance

Attendance at midline was 89% an increase of 5% over baseline. This superseded the midline target set at 85% by 4% points. Reasons presented by teachers, parents and learners for increased attendance includes the government's 100% transition policy and a ban on repetition. Schools have strengthen communication with parents such that when a child is absent parents are informed. The project is distributing sanitary towels to ensure that no girl misses school due to menstruation. In addition, there are several clubs for example mentorship clubs that are equipping girls with skills that allow them to navigate through the many barriers they face in their pursuit of education.

Qualitative data indicated that the mentorship sessions, strategies instituted by schools to curb truancy, provision of sanitary towels by Jielimishe, creating child friendly school environments, provision of bursaries to extremely needy learners so that they don't miss school because of lack of school fees and increased understanding on the value of education in improving learners lives are working. Learners demonstrated a very high understanding of the link between their future and education. One of the mentorship topics identified was how to set goals. One can therefore conclude that mentorship, strong school management systems and the other outlined learner targeted interventions have contributed to improved attendance.

The improvement in attendance has paid dividends, as there has been an improvement in learning between baseline and midline. It can therefore be concluded that the link between attendance and improved learning as envisioned in the theory of change holds

This indicator is still relevant and needs to be measured, as there are girls who still attend school less than half the time. The risk of dropping out of school girls from female headed households who attend school less than half the time are 30.8% more likely to drop out of school. The risk of them dropping out has decreased by 22.5% from baseline. The risk of dropping off for learners who go to sleep hungry and attend school half the time is 50% an increase of 50% from baseline.

8.1.6 Improved quality of teaching for enhanced curriculum delivery.

Teacher's capacity to deliver lessons that are learner centred has greatly improved with 68.3% of the teachers using learner centred pedagogy compared to 41% at baseline an improvement of 27.2%. When one compares the percentages between the treatment and control, teachers in treatment schools had better learner centred pedagogical skills at 68.3% against control schools at 60.6%, a difference of 7.7%. This means that the skills teachers in treatment schools have acquired are due to the current interventions specifically teacher training and coaching. This achievement is remarkable. Teachers, teacher coaches and classroom observations conducted during this study all attested to the relevance of the teacher-focused activities rolled out by the project. Some of the quoted reasons include teacher-coaching process especially where the areas for coaching are determined jointly between the teachers and the coaches. This is commendable and the initiative should be supported. Use of ICT for teaching and learning has made the learning process exciting and enabled learners to understand better. One outcome of use of ICT in one school is teachers co-creating content with learners using ICT, which has led to improved learning

outcomes. Continuous teacher professional development is critical for improved teaching and learning. Jielimishe has been building the capacity of teachers to deliver lessons that are learners centred.

At midline 68.3% of the teachers demonstrated learner centred classroom practices which marked an increase of 27.2% over baseline (41%). The midline target was 58%, which means that this target was surpassed by 10.3%. Percentage of teachers in Mombasa with pedagogical skills as defined by the project was 73.8%, followed by Meru at 67.8% and lastly Laikipia 63.4%. When one compares the percentages between the treatment and control, teachers in treatment schools had better learner centred pedagogical skills at 68.3% against control schools at 60.6% a difference of 7.7%. This means that the skills teachers in treatment schools have acquired are due to the current interventions specifically teacher training and coaching. The following Table presents percentage of teachers using learner centred pedagogies

There are a few challenges identified with the coaching system that needs attention. These include inadequate training of some of the coaches in certain tasks for example lesson preparation and lack of appreciation for coaching by some teachers. Improvement in the quality of teaching has a correlation to improved learning; this is evident in the changes in mean scores of both literacy and numeracy where improvements were registered.

8.1.7 Girls' motivation to remain in school and transition through different pathways

Overall, the project recorded a 2% point's improvement in girls' motivation to remain in school and transition through different pathways from 73% in baseline to 75% in midline. All the girls who participated in the FGDs had great aspirations in life. They talked of desiring to pursue traditionally prestigious courses for example, medicine, journalism, teaching, engineering and so forth. All these point to great motivation among them. Qualitative data demonstrated evidence of improved girls' motivation and perception of their ability to progress through key education pathways. Girls cited ambition and many of them are motivated to remain in school and transition to tertiary education levels.

Mentorship was cited as a very beneficial intervention to girls that has greatly worked to improve their confidence, self-esteem and self-efficacy. Girls' mentorship programme is significantly contributing to girls' motivation to remain in school. Mentorship was found to be targeting both girls and boys, and other vulnerable sub-groups like young mothers and girls with disability. They all feel supported to remain in school. Girls motivation (resulting from mentorship and life skills) to stay in school, learn and transition has strongly been linked to girls' motivation to attend. One major reason to girls improved attendance and in school, transition was their improved motivation. This affirms the Theory of change assumption of mentorship improving girls' motivation, which in turn improves their attendance.

8.1.8 Improved community support towards girls' education.

From the evidence gathered, the evaluators have reason to believe that parents and community attitude has improved from baseline. Parents are committed to and willing to support their daughters through various levels of education. This was demonstrated by the fact that 74% of parents in treatment schools stated that they had increased spending on girls' education. Equally the project had a critical mass of parents who stated an improvement in attitude towards girls' education. Despite the improvements, there were instances where negative views towards girls' education were mentioned in the focused group discussion. Local champions for girls' education in Mombasa include men and religious leaders where as in Laikipia men were mentioned as a barriers to girls' education in the same breath as boda boda riders; while women were seen as champions for girl education.

8.1.9 Education management and governance for sustainable quality teaching and learning

The number of schools mobilising resources for school development was 29 against a target of 25 schools. 64% of the parents also perceived that there was improvement in quality of school management.

None of the parents indicated that the school management had gotten worse. Though these are averages, there were 4 schools in Mombasa where parents indicated that the school management and governance had gotten worse. With regards to the various Counties, 67% of parents in Meru indicated that school management and governance had improved, in Mombasa it was 56% of the parents and in Laikipia 69% of the parents indicated that school management had improved. Parents in Laikipia were happier with their school management and governance followed by Meru and finally Mombasa. Improved management was attributed to training of BoM members by Jielimishe, strengthened management structures, strengthened linkages with the local administration who ensure that government policies are implemented.

There is a direct link between this intermediate outcome and sustainability outcome, the project in this phase has not conducted BOM training on resource mobilization in this phase, these are the impacts of the first phase of GEC where school managers (Head teachers and Principals who are BOM members) were trained on resource mobilization. It is therefore in line to conclude that the link identified by the theory of change still holds at midline.

8.1.10 Gender Equality and Social Inclusion (GESI)

Thus GESI minimum standards were incorporated into the evaluation which allowed measurement of gender sensitivity of the project and efforts to ensure social inclusion of girls across the above range of characteristics

The project has sustained its approaches to addressing gender inequalities. This involves intentional inclusion of boys and girls in all relevant interventions, collection of gender disaggregated data to inform on appropriate implementation and design or deliver empowerment activities with a gender lens, to ensure that both girls and boys and female and male teachers or caregivers are equally empowered. The project continues to empower the two genders both in school and community to learn how to demystify engendered tasks, roles and relations, for their mutual coexistence, support and decision-making. Project interventions like teacher coaching, community conversation and mentorship are still challenging the social gender stereotypes and norms in order to transform unequal power relations between boys and girls and men and women.

The project's approach to social inclusion has evolved since baseline. Regarding inclusion of young mothers, the project has tailor-made their mentorship to address their needs and young mothers feel much supported to remain in school. Parents identified this as one of the initiatives by the project.

At baseline, the project was rated GESI unresponsive with regard to disability. This is because at the point, there were no specific activities towards ensuring that girls living with disabilities were targeted in learning and transition activities. However, the project has since then instituted activities that intentionally target learners with disabilities with the aim of creating an enabling environment for them so that they can enjoy equal learning opportunities. The project is now disability accommodative as it does acknowledge that disability adds an additional layer of vulnerability.

These interventions include training of coaches on how to identify learners with disabilities. Since coaches work alongside teachers, they have built the capacity of teachers to address attitudinal barriers; structural barriers and through child to child clubs, integrate learners with disability in learning activities. Majority of the schools have responded positively by establishing gender and disability committees comprised of teachers and select learners to oversee issues of gender equity and social inclusion. When this is finally structured, it will contribute to school level sustainability.

The project will need to develop Individualised Education Plans for the learners with forms of disabilities that prevent them from following the regular curriculum. Strong linkages with Education Assessment Research Centres will need to be established so that learners can be professionally assessed for targeted instruction. This way the project will be disability transformative.

For regions where early pregnancy is a major barrier, there are very few young mothers who have re-entered school after giving birth. The main objective of this programme is to ensure that all girls are in school and learning well. However, the percentage of young mother in the sample was 0.38% the same as baseline. There hasn't been any increase in the number of young mothers returning to school. Supporting young mothers is part of the project activities. Girls' safety continues to be a major barrier and should be discussed at community meetings. Lack of sanitary wear was mentioned as a barrier. ICL is providing sanitary wear to the girls but the project needs to evaluate whether they are adequate especially one considers the fact that the government also provides sanitary wear. It is with this regard that the project can be said to be GESI accommodative.

With regards to working with government for system change, the project participated in the development of the Mentorship Policy for Early Learning and Basic Education in February 2019. ICL Africa has been acknowledged by the government as having played a key role in ensuring that the policy was launched. The policy outlines how mentorship for both girls and boys is to be conducted in schools. With this regard, the project can be said to be GESI transformative.

8.2 Recommendations

8.2.1 **Monitoring, evaluation and learning of the project**

The project should consider carrying out a Fidelity of Implementation (FoI) assessment to determine:

- **Interventions exposure or dosage:** This measure will determine whether the intended beneficiaries receive the prescribed inputs or activities for the required time.
- **Program differentiation:** The project should establish whether there are interventions in the control group that may have resulted in improved learning outcomes more so in Numeracy. In addition it would be good to establish whether there was contamination with the control groups such that the project activities are also being implemented in the control schools with teachers reshuffles, delocalization of head teachers or transition of learners which may result in intervention learners transitioning to control form one. Contamination would result in lack of differentiation between learning outcomes in the treatment and control schools
- **Quality of delivery:** It will be of benefit for the project to establish whether the key components of the project were implemented well or there was compromised quality in implementation. Some of

the areas the project could look into is the quality of their coaches and their competencies in coaching numeracy teachers.

- **Participant responsiveness:** the project should assess whether the target teachers, community or beneficiaries are responsive to project interventions. Priority should be given to numeracy as learners from intervention schools did not perform very well.
- **Relevance:** The project will need to continuously scan the environment for timely identification of any new barriers that would affect learning, transition and sustainability outcomes, for relevant adaptations. For the project interventions to remain relevant, the project officers should hold regular discussions with the beneficiaries to be sure that the activities are appreciated and have maximum impact on the beneficiaries.

8.2.2 Design, including the calculation of beneficiary numbers.

Project design.

Use of participatory approaches. While thinking about the next phase of implementation, the project officers should use participatory methods to come up with design of the project activities. This will create a higher level of ownership among the beneficiaries.

Learners with disabilities. With regards to the learners with disabilities, using the Washington Group of Questions has limitations because it only indicates that there is an unidentified disability. For the learners who experienced a lot of difficulty in doing certain activities, the project should follow up with the learners to ensure that they are assessed.

Rescued girls. The project seeks to support 74 girls in Laikipia rescued from early marriages. However, there does not seem to be concrete activities planned to support these girls. One of the things the project can do to protect them from further abuse is to ensure they are taken to a safe house. Since many of them may not go back home when schools close, the project may consider having holiday programmes. Through mentorship, girls should be equipped with strong communication and negotiation skills that allow them to speak up in case there is the threat of early and forced marriage. This will cause the project to be more proactive than reactive.

Safety. Learners' safety in school is a barrier to their learning that needs to be addressed. Currently there is no evidence that the project is particularly working with communities to address insecurity for girls in and out of school.

The project should focus on increasing girls' security in and out of school. This can be done through mentorship for boys and girls and through community conversations where communities ensure the safety of the girls. In addition, the project should build the teachers' capacity to meet the learning needs of all the girls so that none of the girls feels unwelcomed in class.

Learning: Literacy; There was improvement in literacy skills as was demonstrated from baseline to midline and between intervention and control. The project will need to sustain this trend and even achieve better learning scores come end line. It is therefore recommended that the current teacher coaching approach and club learning activities be sustained.

Learning: Numeracy; Interventions schools did well in literacy, but control schools did well in numeracy despite not having interventions. Post Midline, the project needs to rethink strategy and key activities to enhance acquisition of numeracy competencies among learners in intervention schools by end line. In order

to improve on the learning scores, the project should focus on Subtask 7 (Advanced Multiplication and Division). This is because learners cannot be able proficient in Subtask 8 and 9 without these skills. The project should also focus on Word Problems that are appropriate for each level because low literacy skills affect numeracy scores especially where the learner must read some texts and then reason using numbers.

Learning: increase teacher pupil contact hours through increased attendance. The project should collect data regularly as absenteeism is affecting learning outcomes. Some of the things the project could do to improve attendance is to encourage parents to visit their children's school regularly, check homework and keep themselves updated with the school events and calendars. Some of these things can be discussed during parents or community meeting.

Learning: remedial teaching. In addition to mentorship, girls who come from pastoralist communities are at risk of undergoing FGM and ultimately dropping out or girls who miss school often should benefit from a catch up programme. This would ensure that the girls are brought at par with their fellow students. This would be an addition to the existing remediation programme that seeks to improve girls' learning outcomes.

Learning: Learner centred pedagogy. In addition to creating child friendly classrooms, teachers need to use a variety of techniques to engage learners. They also need to take into considerations the various abilities in class so that they prepare lessons with the learner in mind. This way all learners would be engaged in tasks that are level specific. Teacher coaching should lay emphasis not on what the teacher should be doing but on what the learner should be doing. Only then can the term learner centred have meaning.

Enhance the capacity of coaches to deliver quality coaching. In 2020, enhance the capacity of coaches to enable them intensify their support to teachers and at the same time begin to share their responsibilities with lead teachers in each school. In 2021, support lead teachers to take over their responsibilities. Coaches need to strengthen their relationships with the teachers so that teachers benefit from this important professional relationship.

Coaching should also be strengthened by training teachers and coaches to view each other as a co-teacher to minimize the tension that exists between some of the teachers and their coaches. The same applies to the MoE officials supporting the project.

Alternative forms of discipline. The project should include alternative form of discipline as outlined by the Ministry of Education in the teacher training to curb physical and verbal abuse in schools. This is one component lacking in the project.

Calculation of beneficiary numbers. The project seeks to work with pastoralist girls in Laikipia County. However, not all girls living in Laikipia come from pastoralist communities. Being a member of a pastoralist community also does mean that the family migrates constantly. The project should come up with a way of identifying the number of pastoralist girls and ensure that they form part of the project direct beneficiaries. The same thing applies for girls with disabilities.

There were girls who suffer from serious illnesses or have been rescued from early marriages, or have various forms of disabilities in the intervention schools. Barriers for such girls need to be addressed as they

impact learning outcomes negatively. The project needs to identify girls who suffer from serious illness and make sure that they become direct beneficiaries.

According to Table 3, the project proposes to continue having girls in Grade 8 as beneficiaries at endline in 2022. The project proposes to target a total of 847 girls, 456 from Meru and 391 from Laikipia. Out of a proposed sample of 4,922, Grade 8 girls will constitute 17% of the direct beneficiaries. The project should consider dropping girls as direct beneficiaries at primary level and continue working with the various cohorts to ensure that the interventions girls receive lead to improved learning and transition which are the focus of this project. In 2022, there will be no girls who will be assessed at Grade 8 level unless they will have repeated Grade 8. Repetition rate at Midline was 9.4% meaning that there may be very few girls if any who would have repeated classes at primary level for 2 years.

8.2.3 Scalability and sustainability

Sustainability: To enhance system level sustainability, the project will need to identify the key priorities in the National Education Sector Plan 2018 – 2022, document evidence of best practices of high impact interventions and engage relevant directorates for adoption in influencing policy or practice in education sector. Some of the activities that can go to scale is use of teacher learning circles where teachers come together and support each other in acquisition of pedagogical skills.

Strengthen community dialogues to include social contracts and accountability systems. Communities remain long after a project cycle. It is therefore imperative that community dialogues be structured within community and social contracts and commitments documented. Support AoCs to conduct regular thematic dialogues/conversations to enhance responsive and supportive community.

Quality teaching. Identify opportunities within the current education reforms to ensure that lessons learned in GEC and GEC T are incorporated in the on-going curriculum reforms. One of the places the project could begin is the area of pre-service teacher professional curriculum. A lot of lessons have been learned with regards to learner centred pedagogy which is at the core of teacher professional development for teachers at both pre and in-service training.

Enhance the Head teachers' capacity to supervise teacher coaching and curriculum delivery. Head teachers are responsible for curriculum implementation in schools. The project should consider building the capacity of Head teachers to ensure that components that are critical to sustainability like supervision of teachers and supporting teachers in curriculum delivery is institutionalized.

Strengthen learning circles among teachers as a way of reducing support to teachers by external coaches. With learning circles, teachers will observe each other's' lessons and discuss ways of improving the teaching and learning process. If learning circles are institutionalized, the project outcomes will be more sustainable even when teachers and Head teachers are transferred during or after the project period. Curriculum Support Officers are few and as had been mentioned earlier, the government priority is implementation of the current education reforms. There needs to be an internal mechanism of teachers supporting each other for enhanced strategies for learner centred methodologies.

School governance and management. School management is universally accepted as being the critical element in the success of schools. To improve school management and governance, the project can work with MoE to build the capacities of the BoM and PTAs to manage and monitor the curriculum. They also need to understand their roles, the challenges facing their institutions and how to develop a plan that

addresses those challenges. BoMs should support the creation of a conducive learning environment by eradicating school violence.

Annexes

Annex 1: Midline Evaluation Submission Process

Please submit all Midline reports and accompanying annexes via Teamspace, an online file-sharing platform. Both the External Evaluator (EE) and Project should have access to their respective Teamspace folders, however please reach out to your EO if you do not.

Please note, Annexes can be uploaded to Teamspace for FM review separately and before the midline report analysis is completed. We advise Projects and EEs to follow the sequence outlined below to speed up the review process and avoid unnecessary back and forth. Where possible, we also advise that projects and EEs do not begin their ML report analysis until Annex 13 is signed off by the FM.

Annexes to submit for FM review any time before the ML report is completed:

- Annex 2: Intervention roll-out dates.
- Annex 3: Evaluation approach and methodology.
- Annex 4: Characteristics and barriers.
- Annex 7: Project design and interventions.
- Annex 9: Beneficiaries tables.
- Annex 10: MEL Framework.
- Annex 11: External Evaluator’s Inception Report (where applicable).
- Annex 12: Data collection tools used for midline.
- Annex 13: Datasets, codebooks and programs.
- Annex 14: Learning test pilot and calibration.
- Annex 15: Sampling Framework.
- Annex 16: External Evaluator declaration.
- Annex 17: Project Management Response (this can be revisited following feedback from the FM).

Annexes to finalise after Annex 11 “Datasets, codebooks and programs” is signed off by the FM:

- Annex 5: Logframe.
- Annex 6: Outcomes Spreadsheet.
- Annex 8: Key findings on Output Indicators.

Annex 2: Intervention roll-out dates

Please provide a timeline of roll-out of your interventions in the Table 57 below.

Table 58: Intervention roll-out dates

Intervention	Start	End
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Provision of Solar lamps	April 2017	June 2017
Establishment of Libraries	January 2018	June 2019
Integration of ICT in teaching	October 2017	Ongoing March 2021
Teacher Training, Coaching and Mentorship	April 2017	Ongoing March 2021
Remedial teaching + Collaborative/peer learning	January 2018	Ongoing March 2021
Provision of learning materials	April 2019	Ongoing June 2020
Provision of Sanitary towels	April 2017	Ongoing Jan 2022
Strengthening of Club activities in Schools	January 2018	Ongoing Sept 2021
Mentorship and Lifeskills education for learners	January 2018	Ongoing Sept 2021
Disability mainstreaming in teaching and learning	April 2019	Ongoing June 2021
Community Sensitization, dialogue/conversation	October 2017	Ongoing Jan 2022
TVET Sensitization to promote post-secondary transition	July 2017	Ongoing Sept 2021
School fees support for learners to stay in school	April 2017	Ongoing Jan 2022
Entrepreneurship training for TVET girls	October 2018	Ongoing Dec 2021
Linkage to Internship	October 2018	Ongoing Jan 2022
Child protection related activities	April 2018	Ongoing Jan 2022
Economic empowerment for girls' caregivers	July 2018	Ongoing Jan 2022
MoE Engagement to influence policy or practice	June 2017	Ongoing Jan 2022

Annex 3: Midline evaluation approach and methodology

This section outlines the approach to evaluation and the mixed method methodology. Most of what is outlined below is derived from the inception report.

Outcomes and Intermediate Outcomes

In its endeavour to improve life chances for these girls, the project aims at achieving three key outcomes:

- a) 10,123 marginalised Girls supported by GEC with improved Learning²⁴;
- b) 10,123 Marginalised girls transitioning through key Education Pathways and
- c) Enhanced sustainability in the quality of learning and transition in key education pathways.

The five key project pre-conditions, otherwise referred to as Intermediate Outcomes, to achieving these outcomes are:

- a) Improved quality of teaching among teachers for enhanced curriculum Delivery;
- b) Improved attendance for 10,123 marginalised girls supported by GEC;
- c) Improved motivation of 10,123 marginalised girls to transition through key pathways;
- d) Improved Community support to girls' education and transition through different pathways;
- e) Improved education management, governance and accountability for sustainable quality teaching and learning

These outcomes and intermediate outcomes can be summarized as found in the following Table 52

²⁴ The project is cognisant of an attrition to the 10,123 beneficiary numbers at both midline and end line by approximately 15% due to reasons beyond the barriers addressed by the project (ICL GEC – T proposal page 15)

Table 59: Outcomes for measurement

Outcome	Level at which measurement will take place,	Tool and mode of data collection,	Quantitative/Qualitative	Rationale, i.e. why is this the most appropriate approach for this outcome	Frequency of data collection, i.e. per evaluation point, annually, per term
Outcome 1: 10,123 marginalised Girls supported by GEC with improved Learning					
Marginalised Girls disaggregated by region supported by Jielimishe GEC with Improved Literacy	School level	ERGA/SeGRA	Quantitative	This is a compulsory approach for GEC – T	Per Evaluation point
Marginalised Girls disaggregated by region supported by Jielimishe GEC with Improved Numeracy	School	EGMA/SeGMA	Quantitative	This is a compulsory approach for GEC – T	Per Evaluation point
Outcome 2: 10,123 Marginalised girls transitioning through key Education Pathways					
Marginalised girls disaggregated by region who have transitioned through key stages of education, training or employment	Household	HH survey	Quantitative	This is the best point to measure transition as it will account for those leaving the education system	Per Evaluation point
Outcome 3: Enhanced sustainability in the quality of learning and transition in key education pathways.					
Project can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable: Performance against comprehensive sustainability scorecard (scores 1-4).	Community School System	FGDs with parents HH questionnaire Headteachers' questionnaire BoM group interview Headteachers; interview,	Qualitative Quantitative	Sustainability will be achieved when schools, communities and the government can demonstrate uptake of the project activities or other activities that can improve girls' education	Per Evaluation

		Interview of MoE officer			
Intermediate outcome 1: Improved attendance for marginalised girls disaggregated by region supported by GEC					
% improvement in attendance among marginalised girls throughout the life of the project (disaggregated by grade and headcount)	School	school register, Head count Focused group discussion and KII	Quantitative Qualitative	School registers are the sole attendance tracking tools at the school. On the day of evaluation a head count was done to triangulate the data.	Per Evaluation Point
Intermediate outcome 2: Improved quality of teaching among teachers disaggregated by region and gender for enhanced curriculum Delivery					
% of teachers disaggregated by county demonstrating learner centred classroom practices	Schools	Classroom Observation tools Focused Group Discussion with girls and boys	Quantitative Qualitative	Quality can only be observed Interaction with the learners will give the participation, the measure for the two indicators	Per Evaluation Point
Evidence of improved Learners' participation levels in the classroom environment		Group interviews with BoMs			
Intermediate 3: Community support. Improved Community support by region towards girls' education to transition through different pathways					
% of parents/caregivers indicating increased spending on girls educational costs	Household Community	Household survey Focused Group Discussion.	Quantitative Qualitative	Community perception will be best measured at the household as interventions happen in and around the household.	Per Evaluation points
Evidence of improved community attitude towards girls' education					
Intermediate outcome 4: Girls' motivation. Improved motivation of marginalised girls by region to transition through key pathway					

% of marginalised girls disaggregated by county who demonstrate motivation to continue studying after their current grade/level	School; Household	School and Household Survey Focused group Discussion and case studies	Quantitative Qualitative	Girls' motivation will be measured through the Core Girl Survey tool and through FGDs with girls and parents.	Per Evaluation Points
Evidence of improved Girls' perception of their ability to succeed academically					
Intermediate outcome 5: Education governance and management. Improved education management, and governance for sustainable quality teaching and learning					
# of schools demonstrating independent ability to mobilise resources for school development	School MoE Community	School Survey BOM Group Interviews Household questionnaire Focused Group discussion Coaches Interviews MoE officials interviews	Quantitative Qualitative	Initiatives are implemented in schools and hence should be measured in school	Per Evaluation points
Evidence of improved Parents perception on the quality of School Management.					

The following Table is a summary of tools and respondents.

Table 60: Type of tool and respondents.

Tool (used for which outcome and IO indicator)	Beneficiary group	Sample size agreed in MEL framework for treatment and (control group) - if appropriate	Actual sample size treatment and (control group) - if appropriate	Remarks:
				1) Attrition rate from baseline to midline 2) Re-contacted sample vs replaced sample 3) Major changes to tools or differences between anticipated and

				actual sample sizes
Learning tests – EGRA, EGMA, SeGRA and SeGMA (used for learning outcome))	In school girls and boys (grades 7- Form 1)	3,602	In-school. Total girls assessed were 3,296 with 2,210 girls from treatment. 1086 from control schools. 241 boys were assessed (171 from treatment and 70 from control)	Re-contacted girls were 1309 (904 from treatment and 405 from control. Additional girls 1777 Additional girls 1309 Treatment Attrition 1448 (1306 girls and 142 boys) Control Attrition 722 (681 girls and 41 boys)
Household survey (Used to collect household data on girls who have been assessed)	In school girls and boys (grades 7- Form 1)	3,296	2,962	
Female parents FGD (Used to collect data on communities' attitude towards girls' education)	Female caregivers of in-school girls	9 FGDs with between 5 and 7 participants. Range 45-63 participants	9 FGDs Total female caregivers were 54 in total	
Male parents FGD (Used to collect data on communities' attitude towards girls' education)	Male caregivers of in-school girls	9 FGDs with between 5 and 7 participants. Range 45-63 participants	6 FGDs with a total 49 male caregivers.	
Headteachers' questionnaire (used to collect	Headteachers	59	56	
BoM group interview guide	BOM members	9 group interviews with 3 BOM members	3 Group interviews with a total of 15 members	

		making a total of 27		
KII with government officials	County government officials	3	3	
Girls FGD	Learners	9 FGDs of 5-7 girls. (6 treatment and 3 control) Range between 35-63	9 FGDs (6 treatment and 3 control). Total 50 girls	
Boys FGD	Learners	9 (6 treatment and 3 control)	9 FGDs (6 treatment and 3 control) Total 46 boys	
Core girl survey Girls motivation	Girls who have taken the assessment	3,296 (2,210 girls from treatment and 1086 from control schools.	3,289 responded to the core girl survey, 1,083 from control and 2,206 from treatment schools.	
Teachers' interview	Teachers	220	202	
Teacher coach		6	6	
Lesson/classroom observation to measure teachers' capacity to teach using learner centered pedagogies	Teachers Learners	196	220	40

Evaluation methodology

The midline evaluation design used by the Jielimishe GEC project was quasi-experimental, with a counterfactual/Comparison group to assess additionality of project interventions. The rationale for choosing this design is two-fold; this was the design used by the Jielimishe project in GEC, Quasi experimental design is widely accepted in demonstrating additionality as well as the ease with which it conforms to randomisation of populations for social science studies.

Jielimishe GEC T has one cohort for learning and transition. This means that girls are first assessed at school level and then tracked at the household for transition. Jielimishe GEC T is tracking a cohort of girls drawn from both treatment and control schools as defined by the sampling framework. The framework categorized the target beneficiaries according to the grade levels and geographic locations to ensure that all groups and sub groups have an equal chance of being selected for the evaluation. The project identified at baseline 2,419 girls to be tracked but due to 30% attrition for girls transitioning from Grade 8 to F1 and to compensate for the 3 grades leaving the sample by end line, an additional 1,309 girls were added in F1 (656 girls) and F2 (656 girls) making the new sample of girls 3,294²⁵ girls that will be tracked. The cohort of girls comprises of Primary and Secondary school girls. The project is tracking one combined sample for both transition and learning. The cohort was identified at the school level but tracked subsequently at the household level.

The only exception were girls who formed part of the baseline when they were in Grade 8 and Form 4 in 2018 as they were expected to have transitioned either to secondary schools for the Grade 8 and to tertiary education or gainful environment for those who were in Form 4. For those who were in G8 and F4 during baseline, they were first tracked in their previous schools in case some of them had repeated classes. For those girls who were in G8 who transitioned from Jielimishe primary schools to Jielimishe secondary schools, they were included in the midline and will continue to be part of the study. For the 2018 G8 and F4 girls who couldn't be tracked in their previous schools, they were tracked at the household level. However they were not assessed.

Tracking of the girls at the school level and household level is being done at the three evaluation points, baseline, midline and end line. The project will track the cohort at two points; the household, this will ensure that transitioning cohort beyond the three transition points identified by the project are tracked and accounted for. The school will be used to track the cohort and measure their learning.

Other than the in school girls mentioned above, the evaluation has identified: Teachers (Math and English); head teachers, Board of management, parents, County Education Officials and Teacher Coaches as indirect beneficiary groups to be included in the evaluation.

The cohort includes 59 intervention and 21 control schools. Some of the indicators that were tracked in midline include: leaning outcome, class attendance, class room interactions, community perceptions on girls' education, school governance, impact of mentorship clubs, girls' motivation to remain in school and learn well, increase in the amount of money are using on their children's education, parents participation in the learning of their children among others.

²⁵ This was the initial sample.

How assumptions concerning the relationship between IO and outcomes were evaluated.

There are several assumptions on the relationship between Intermediate Outcomes and Outcomes that were evaluated. One of the assumptions of the ToC is that once teachers improved on their pedagogical skills and practices and ICT was integrated in teaching learning, pupils' skills in literacy and numeracy would improve. Teachers in grades 8, Form 2 and Form 3 teaching numeracy and English were observed and their pedagogical skills evaluated using a set of previously agreed indicators. Teachers whose classes had been observed were then interviewed and additional data collected. FGDs for girls and boys were held where some of the questions revolved around teaching and learning. Both the quantitative and qualitative data was analysed and relationship with the pupils learning outcomes explored.

Poverty has been identified as one of the key barriers to girls' education. The main assumption is that if the household income increases, then parents/care givers would prioritise education in their budgeting/resource allocation in order to support their girls to remain in school and transition well. To test this assumption, parents/care givers were asked whether they had participated in any Economic Empowerment (EE) activities, whether their income had increased over the last 12 months due to these EE and if so, whether they were now spending more on education. Other questions on EE sought to establish whether the girls were receiving any bursaries or cash transfers and if so how this was impacting their education.

Mentorship and club activities have been identified as one of the ways of motivating girls to transition through the key transition points and also equip them with life skills for example self confidence that will enhance their participation and interactions in schools. To test this assumptions, girls were assessed on their life skills and asked questions on their educational aspirations and their attitude towards education. Questions on the impact of the mentorship clubs on the girls' motivation to remain in school and learn well were also assessed.

Girls and boys, parents and other community members were sensitized about TVET as an alternative pathway to education. This was supposed to encourage the pupils completing Grade 8 and Form 4 enrol in TVETs. The evaluation sought to find out pupils' and community members' attitude and acceptance of TVET as an alternative pathway to education. For the girls who have completed G8 and F4, they were tracked at household level and asked what they were currently doing. One of the expected answers is that they were registered in TVETs.

With regard to sustainability in the quality of learning and transition, the study sought to establish the type and strength of collaboration between MoE in GEC Counties and schools. Both qualitative and quantitative data.

It is assumed that removal of harmful cultural practices would lead to better education outcomes for girls. The study sought to evaluate this assumption by seeking to establish the communities' perception towards these cultural practices. Their views on girls' education were also sought.

The project does acknowledge various forms of educational marginalization for example age and gender which are universal. Other forms of marginalization that the project seeks to actively address include young

mothers or already married, girls living with some form of disability that is a barrier to their education and transition, orphans and girls from extremely poor households.

The evaluation process included and differentiated girls with various characteristics for example orphans, young mothers, already married, those from extremely poor households and those with parents or care givers with no education. Potential barriers to education have been well outlined. Barriers include safety to and fro school and within the school, parental support, regular school attendance school environment and facilities and schools that creating a conducive learning environment for the girls by ensuring that girls participate in learning and teachers make them feel welcome. Intersection between barriers to education by characteristics was also analysed.

Thus GESI minimum standards were incorporated into the evaluation which allowed measurement of gender sensitivity of the project and efforts to ensure social inclusion of girls across the above range of characteristics.

For regions where early pregnancy is a major barrier, there are very few young mothers who have re-entered school after giving birth. The main objective of this programme is to ensure that all girls are in school and learning well. However, the percentage of young mother in the sample was 0.38% the same as baseline. There hasn't been any increase in the number of young mothers returning to school. Supporting young mothers is part of the project activities. Girls' safety continues to be a major barrier and should be discussed at community meetings. Lack of sanitary wear was mentioned as a barrier. ICL is providing sanitary wear to the girls but the project needs to evaluate whether they are adequate especially one considers the fact that the government also provides sanitary wear. It is with this regard that the project can be said to be GESI accommodative.

The Jielimise GEC learning benchmark has been derived from the table below that shows the flow of the target population through the three evaluation points. Primary school is demoted by Grade, Secondary by Form and replacement of Tertiary/TVET transition as R. The project, is currently working with marginalised girls in primary school grade 7 through secondary school form 4; with transition points at grade 8 (proceed to secondary school form 1) and Form 4 (to transition to Tertiary/TVET). It is proposed that girls transitioning to tertiary/TVET be replaced with girls receiving Learning interventions as will be guided by the replacement strategy.

Box 2: Benchmarking for learning (External Evaluator)

Midline (2018)	Midline (2019)	Endline (2021)
Project grades		
Grade 7	Grade 8	Form 2
Grade 8	Form 1	Form 3
Form 1	Form 2	Form 4
Form 2	Form 3	NA
Form 3	Form 4	Na
Form 4	Na	Na
Benchmark grades		
Form 3	n/a	n/a
Form 4	n/a	n/a

From the above Box 2, Jielimishe GEC has identified F4 as the uppermost limit that girls will be at the end of the project, hence will collect learning data from girls of grade 7 up to Form four- as part of the project's benchmark. The summary of the benchmarks for the cohort girls is presented by grade below.

Table 61 Benchmarking for transition.

Grades	Benchmark Ages
Grade 7	<14 years
Grade 8	
Form 1	15 – 19 years
Form 2	
Form 3	
Form 4	>20 years

As a benchmark for learning the project will adopt an average score for all grades tested. Reporting and tracking will however focus on Subtask 6 in Literacy and Subtask 7 in Numeracy.

Midline data collection process

This section outlines the process used to collect midline data (both quantitative and qualitative) pre, during and post data collection.

Pre data collection

The pre data collection processes entailed revising the sampling framework to cater for the large number of girls who will be transitioning at Grade 8 and Form 1 from the project and also for attrition. The sampling framework was agreed upon by the project staff and Fund Manager.

Some of the tools needed revision. Revisions were made especially on the FDG tools for boys and girls. To allow for rich and objective discussions, vignettes were introduced. At least 90% of the data collectors at midline were involved in baseline data collection in 2018. All the qualitative data collectors were involved in quantitative data collection. This ensured that they had in-depth knowledge on the project and the purpose of the evaluation.

The 2018 baseline data collectors' guideline that outlined the roles of various data collectors and the steps they were to undertake during data collection was reviewed. The manual remained the sole reference material for data collection in all participating schools to ensure uniformity and consistency of procedure in the whole exercise. It outlined specific details of the data collection exercise.

During data collection

Recruitment of enumerators

There were three categories of enumerators: those who collected quantitative data including assessing children at school level; those who collected qualitative data from the school and community and those who tracked the girls and collected transition data at house hold level. For the quantitative enumerators, a request for enumerators who had participated in the baseline was circulated among our networks. Since the sample size was larger than at baseline, additional data collectors were recruited. These set of data collectors were people who had collected data for other GEC T projects. They were therefore familiar with assessing learners using EGRA and EGMA. The applicants were then called individually and interviewed through telephone. The qualitative data enumerators were selected from a pool of experienced qualitative data collectors. However, they needed to have participated in the quantitative part of the survey. The project coordinator and team leaders were drawn from the baseline.

Training of enumerators

The qualitative and quantitative enumerators were trained centrally for 2 days in Nairobi. However, different days of training were held for the two categories of data collectors. The first to be trained were the quantitative data collectors and then the qualitative data collectors. The enumerators who collected household data were trained at County level for two days.

The enumerators collecting quantitative data were trained on how to assess pupils using all the tests. They went through all the tests and agreed on the correct answers as EGRA and EGMA are scored during assessments. The enumerators practiced how to assess pupils by assessing each other. For the other quantitative tools (Headteacher or School Questionnaire, Core Girl School Survey Questionnaire, Teachers Questionnaire, Classroom Observation Tool for teachers teaching numeracy and literacy for grades 8 and Form 2 and 3 and other data such as attendance and English and Kiswahili scores) the enumerators were trained on how to collect the data using the KoboCollect Tool. They were trained on how to access the various questionnaires, fill them and upload them to the server.

For the enumerators collecting qualitative data, they were taken through each questionnaire word by word with clarifications and possible answers given. These tools included: FGD guidelines for boys and girls enrolled in school (these were the same ones who had done the assessment), BoM group interviews, FGDs with fathers and mothers, KII with a government official supporting the GEC T project in the three counties and KII with the ICL Teacher Coaches. At baseline we collected data from boda boda riders, members of education committees, care givers for girls living in rented houses, rescue home and Morans. At baseline, the researcher was requested to leave these categories out of the survey.

The enumerators collecting household data were separated into two. Those collecting household data of the Core Girl who had been selected at the school level and those collecting transition data. Their training focused on only one thing; how to collect the data using either of the tools using Kobo Collect and how to upload it to the server.

Actual data collection

The Midline Evaluation took place in June/July 2019. Once the sampling was complete, schools were contacted to allow for the smooth evaluation. Data collection was done over a couple of weeks. The first wave of quantitative data collection took place between 3rd and 7th June. Data was collected in all schools in Laikipia County and primary schools in Meru. After a break of 2 weeks during which time the learners had gone for half term, quantitative data was collected in secondary schools in Meru and the schools in Mombasa between 24th and 28th June. Qualitative data was collected between 18 and 22 July, 2019.

A master list of tools, including a calendar or schedule for data collection was made. The revised data collectors guide was used to guide data collection so that there was consistency. The revised supervisor's guide that includes roles and procedures was used to assure quality data collection.

A checklist that details the work done by data collectors was used to track the work done. Teams in various counties opened WhatsApp groups in order to share any challenges they were facing in the field and find solutions. Those who finished early would in a few cases be asked to go to another school to support data collectors. Including ICL staff in the WhatsApp group helped to resolve issues quickly. Before leaving the school, the day's team leader would ensure that all the data required had been collected. The entire team of county data collectors would meet in the evening to upload their data, review the day and plan for the following day. Once they submitted their data, they would sign against the work done and so would the supervisors sign on the checklist and the team leader/supervisor will counter sign. Compared to baseline, this time the teams were better organized.

Quantitative data was first collected followed by qualitative data. Data validation and integrity checks through the supervisors ensured that enumerators complied with the data collection standards particularly use of standard tools, strict protocols in visiting the selected schools, households and assessing the targeted girls. Other considerations observed included strict compliance with informed consent and voluntary participation.

Protocols followed when collecting the data to ensure ethical and child protection standards

All the enumerators were taken through the ziziAfrique Child Protection Policy that clearly outlines conduct towards children in school and also outside the work context. Emphasis was placed on reporting mechanism and response to children who may be in danger of abuse or have suffered abuse or where any member of the research team may be suspected of any form of abuse. Enumerators were also meant to adhere to the following:

- 1) Not to interview children before getting the consent of the head teacher/or their care giver (verbal)
- 2) Ensure that they explain to the child or household the exercise and ask for consent before commencing. The children had a right to refuse even after an adult had agreed.
- 3) Not to take any photographs of the school or children without written consent from the care giver.

- 4) To respect the children's' rights to refuse to answer any question and not to be coerced or threatened into answering all questions.
- 5) Respect the confidentiality of the respondents at all the times (during and after) the exercise.
- 6) In case of any abuse by any member of the research team, report immediately

All the enumerators coming into contact with children signed a statement of commitment to the standards and guidelines outlined in the Child Protection Policy.

All the 59 treatment and 21 control schools participated in the survey where quantitative data was collected. For the qualitative survey, 9 school communities (3 per community) that were representative of all the regions were selected. For the schools participating in the qualitative survey, selection was based on learning outcome scores. One well performing school and one poor performing school from treatment schools were selected and one well performing school from control school were selected. The purpose was to help understand why some control schools were doing better than treatment schools, whether it was an issue of contamination or the schools had other strategies that supported learning. Having one well performing and one poor performing school would allow the evaluator to understand the factors affecting learning despite the project schools receiving the same treatment.

The following Table 60 represents the various respondents, data collection tools and the method of sampling

Table 62: Respondents, data collection tools and the method of sampling

No	Respondent	Quantitative Tools	Sampling
1	Head-teacher	<ul style="list-style-type: none"> • School Questionnaire • Class/grade 7 and 8 and Form 1-4 register to determine School enrolment and attendance. 	All Head-teachers from the treatment and control school participated in the survey
2	Pupils	<ul style="list-style-type: none"> • Assessing girls in class 7, 8 using EGRA • Assessing girls in class 7, 8 and Form 1, 2, 3 and 4 in literacy using SeGRA • Assessing girls in class 7, 8 using EGMA • Assessing girls in class 7, 8 and Form 1, 2, 3 and 4 in numeracy using SeGMA • Core Girl School Survey Questionnaire to all the girls 	<ol style="list-style-type: none"> 1) The sample per school had been pre-determined. 2) For every 10 girls sampled 1 boy was also to be sampled. 3) Girls who previously participated in the baseline were first identified and their identity confirmed. Those who had repeated classes for example Grade 7 were still selected to participate in the survey as the project is tracking individual girls. Girls tracked at Jielimishe secondary schools were also included in the survey. 4) Once the number of tracked girls was determined, one on one replacement was done for girls who had transferred or were

No	Respondent	Quantitative Tools	Sampling
			<p>absent with girls from the same Grade or Form.</p> <p>5) In order to mitigate against attrition at end line additional girls were selected from Form 1 and 2 as they would be beneficiaries of the project for a longer period.</p> <p>6) For one on one replacement and for the additional girls, the team leaders/supervisors first cleaned the school registers by identifying and omitting pupils, who had transferred, left the school or were absent from the sampling process.</p> <p>7) Girls who were present were then given a sampling serial numbers.</p> <p>8) The number of pre-determined girls to form the replacement and additional sample was used to determine the nth by dividing this number by the total number of girls in the class. Where the answer had a decimal, it was rounded off to the nearest whole number.</p> <p>9) In order to establish the starting point for counting the 'nth' thereby giving every girl listed between 1 and the nth an equal chance of being selected, the team leader/supervisor made chits numbered from 1 to the nth, folded the chits and one of the data collectors picked one of the chits.</p> <p>10) The number picked would represent the starting point for counting the nth</p> <p>11) Process 6 to 9 was repeated for boys.</p>
3	Teachers	<ul style="list-style-type: none"> • Classroom observation in English in class 7 and Form 2 and 3 • Classroom Observation in Numeracy in class 7 and Form 2 and 3 • KII with the teachers teaching English and numeracy in class 7, 8 and Form 1, 2, 3 and 4 	<ul style="list-style-type: none"> • In every school (primary and secondary), teachers teaching English and Mathematics in the sampled classes were first observed teaching a lesson. • Thereafter they were interviewed. • For those teaching both Form 2 and Form 3, they were observed teaching one lesson and they were interviewed only one once.

No	Respondent	Quantitative Tools	Sampling
		<ul style="list-style-type: none"> Headcount of children in class on the day of the survey 	<ul style="list-style-type: none"> To confirm the number of children present on the day of the assessment, a headcount of pupils in the sampled class was done
4	Care givers	Household Survey Questionnaire	Girls were tracked to their household. In every household, the head of the household and care giver were interviewed.
No	Respondent	Qualitative Tools	Sampling
5	Boys and girls	Focus Group Discussion to discuss barriers to girls' education, motivations, enablers and ways of supporting girls' education.	<ul style="list-style-type: none"> 5-7 boys and 5-7 girls were randomly sampled to participate in the FGDs. They were selected from the target classes/Form ICL County Managers recruited the boys and girls to participate in the FGDs. This was because the FGDs were done in September by which time, the government had banned anyone who was not part of the school community from visiting the schools. The FGDs took place outside the school compound and over the weekend.
6	Board of Management	Group interviews with a minimum of 3 BoM members with at least one of them being a female to discuss education management, and governance for sustainable quality teaching and learning.	<ul style="list-style-type: none"> 2 intervention school communities (15%) from treatment schools in each county were selected to participate in the qualitative survey. Sampling of the school communities was based mainly on performance as explained above. Care was taken to ensure that both primary and secondary schools were selected from each county except for Mombasa where only secondary schools are involved in the project. In each of the school communities, the Chairperson and two other Board of Management (BOM) members were selected. However, gender balance was considered, number of years they had been BOM members of the school and whether they had children in the school. The mandatory characteristic was that they needed to be parents in that school

No	Respondent	Quantitative Tools	Sampling
7	Parents/ community members	FGD with fathers and mothers to measure community perceptions on girls' education, financing of their children's education, knowledge and attitude towards TVETs as an alternative pathway after primary or secondary education.	5 - 7 women and 5 - 7 men were randomly selected from the school. Care was taken to select parents who had received specific interventions towards improving community responsiveness to girl education or increasing household income. The selection was done by ICL County Managers.
8	ICL coaches	KII with the ICL coaches responsible for teacher coaching	This project officer was purposively sampled.
9	Government	KII with government officer who is responsible for implementation of the project in schools	They were purposively sampled as the government has nominated them.

Data Quality Assurance

There were several tiers of supervisors per site whose purpose was to assure quality of data

- i. The first tier was that of the Project Coordinator with extensive experience coordinating GEC research from GEC 1 to GEC T. She was also the Coordinator at baseline.
- ii. The second tier was that of County Coordinators (with higher qualifications and extensive experience) who were responsible for data collection in their respective County. Some of the ways they did this was to: accompany the weak data collectors during the household visit; submit a daily report to the ziziAfrique Project Coordinators on the progress of the data collection exercise; ensure that data collection procedures and ethical consideration are maintained; maintaining regular communication with the Project Coordinator on field progress and problems and addressing potential problems encountered in the field proactively. Every day they were to submit to the Project Coordinator all the data collected for checking on the quality of data.
- iii. The third tier was that of the Team leaders/supervisors who was expected to lead the team at the school level by: ensuring that the correct number of girls are sampled per class/grade and per school; conducting an initial review of completed questionnaires for completeness, accuracy and consistency, and discuss and correct with the enumerator any mistakes found; ensuring ALL the tools were completely filled up with the necessary data and codes before leaving the school and finally submitting all the data to the County Coordinator.

Final sample sizes for each of the instruments

Below is the breakdown of the final sample sizes for each instrument. For qualitative data, a total of 459 respondents participated in the survey. The following tables 63 to Table 65 represent the number of data collection techniques and the total number of respondents is a summary of the respondents per county.

Table 63: Sample size in Laikipia

Laikipia	FGDs	Total No of respondents	Group Interviews	Total No of respondents	KII	Total No of respondents
Girls	3	17				
Boys	3	12				
Female parents	3	21				
Male parents	3	16				
BOM					3	3
Teacher coach					2	2
Government official					1	1
Total	12	66		25	6	6

In Laikipia a total of 12 FGDs were conducted with 66 participants; 6 Key Informant Interviews with 6 respondents. A total of 97 respondents participated in the qualitative study

Table 64: Final Sample Sizes for qualitative data for Mombasa

Mombasa	FGDs	Total No of respondents	Group Interviews	Total No of respondents	KII	Total No of the respondents
Girls	3	17				
Boys	3	17				
Female parents	3	19				
Male parents	1	7				
BOM			3	6		
Teacher coach					2	2
Government official					1	1
Total	10	60	3	6	3	3

In Mombasa a total of 10 FGDs were conducted with 60 participants; 3 group interviews with 6 respondents and 3 Key Informant Interviews with 3 respondents. A total of 69 respondents participated in the qualitative study

Table 65: Final Sample Sizes for qualitative data for Meru

Meru	FGDs	Total No of respondents	Group Interviews	Total No of respondents	KII	Total No of the respondents
Girls	3	16				
Boys	3	17				
Female parents	3	14				
Male parents	2	14				
BOM			3	9		
Teacher coach					2	2
Government official					1	1
Total	11	61	3	9	3	3

In Meru a total of 11 FGDs were conducted with 61 participants; 3 group interviews with 9 respondents and 3 Key Informant Interviews with 3 respondents. A total of 73 respondents participated in the qualitative study

In order to ensure that the most vulnerable girls were included, girls who were already receiving interventions directly from Jielimisha GEC Project were sampled. Some of the interventions included: girls who were receiving sanitary pads, were members of the mentorship clubs or had received school fees. A total of 208 respondents participated in the qualitative survey.

Table 66: Tool details

No	Instrument	Development Process/Pilot
1	EGRA, EGMA, SeGRA and SeGMA	All the tests for the various evaluation points were developed in 2018, pretested, calibrated and approved. Nothing new was added to the tools.
2	Questionnaire for the Headteacher about the school	The 2018 baseline tool was reviewed and edited for clarity.
3	Questionnaire for parents/caregivers for Cohort of Girls	This was adapted from the GEC -T Household Survey Questionnaire Template -- Midline [version 20171106]. The tool remained the same.
4	Questionnaire for Core Girl School Survey	This was adapted from the GEC -T Girls School Survey Questionnaire Template -- Midline [version 20170703]. The tool remained the same
5	Questionnaire for teachers teaching English and Numeracy in Grade 8 and Form 2 and 3 in sampled schools	The 2018 baseline tool was retained to ensure that the same data was collected for comparability during midline

No	Instrument	Development Process/Pilot
6	KII for Ministry of Education Officials	This was developed based on the interventions targeting teachers and their contribution to the IO and Outcomes
7	FGD with parents (male and females)	This was developed based on the interventions targeting girls, and on barriers to girls' education.
8	Group interviews with Board of Management members	This was developed based on the interventions targeting schools and their contribution to the IO and Outcomes
9	FGDs with boys and girls	This was developed based on the barriers to girls' education and possible solutions.
10	KII with ICL coaches	This was developed based on the interventions targeting teachers and their contribution to the IO and Outcomes

Post data collection

Data cleaning and checking for consistencies

Prior to leaving the field, data completeness was checked by the School Team Leaders before the enumerators' final returns were declared admissible. The checklist for admissibility included verification of the bio-details, completeness of the protocols for each girl and batches for schools as well as serializing the data protocols. Critical to the process was ensuring that the Unique Core Girl ID was correct.

Data storage and analysis

Data was collected using KoBoCollect and uploaded on the server. Only two people had access to the server, the person who scripted the tools and the Project Coordinator. For the assessments, they were marked and stored in the office where they will be kept until the end of the project. When sharing the raw data, names of respondents will be deleted.

The Discrete data was analyzed using the Statistical Analysis software (STATA) to generate descriptive statistics such as frequencies (counts) and percentages to describe data of the various variables. Qualitative data was transcribed from taped records. Themes for analysis were identified and used for analysis using NVivo. Once analysed, STATA was used to analyse the qualitative data into percentages where necessary. Otherwise the qualitative data was used to complement quantitative data.

Challenges in midline data collection and limitations of the evaluation design

As with any evaluation, there were some challenges which included:

1. Financing of Midline

Financing of the midline was a great challenge as the EE had to use their resources to finance the evaluation. This has created tension between the EE and ICL as money advanced to ICL was not reimbursed on time for ziziAfrique activities. The EE internal operation have been affected as a result of this engagement. Lack of finances delayed quantitative data collection and even after delays, it was done at various times. Qualitative data was collected in third term (September) when visits to schools has been

banned. ICL was involved in sampling and organizing for venues for data collection. This has the potential to introduce bias.

Due to these challenges, some data collectors were not available for data collection at various times. This meant that the data collectors who came in to replace the previous ones had to be trained separately. The quality of training for the new quantitative data collectors was not as good as the first one.

2. Sampling

- a) Some sampled girls were not tracked at household level as the care givers were not available even after call back
- b) Selection of girls, boys, male and female parents and BoM members to participate in the qualitative survey was done by ICL County Managers. This introduced the risk of bias especially if selected based on the fact that they had interacted closely with the project staff.

3. Recruitment of data collection. There were several GEC T projects collecting data at the same time we were planning for this evaluation. This was a challenge as most of the data collectors with experience in using EGRA and EGMA were unavailable. This was further exacerbated by the fact that data collection for Jielimishe was done in phases. By the end of the data collection phase there was fatigue among the data collectors.

4. School calendar

Prior to going to the field for data collection, dates for the exercise had been communicated but they happened to be the days when schools were doing exams and participating in games. Even after confirmation from schools, some Principals still sent children away which disorganized the teams.

5. Limited budget

Due to a limited budget, the research team was unable to return to Laikipia to complete the survey. The research team was expected to return to schools to complete interviews with BoG members and to assess more students as per the sampling frame but due to the amount of money available for the evaluation this was not possible.

6. Working with schools

Entry into some schools was a challenge and in a few cases data collectors faced hostility. This was more pronounced in the control schools in Mombasa. In one school in Meru there was interference from one schools where teachers joined the team assessing learners. When asked about it, they felt that the data collection team was challenging them. No other major incident was reported.

7. Time

Time for data analysis and report writing was limited having collected qualitative data in September.

Despite these challenges, there is no fear whatsoever in the quality of the data collected, entered and analysed and used to prepare this report in determining the criterion validity as well as reliability in drawing generalizable findings applicable to the study. We are of the strongest opinion that the logistical challenges do not in any way affect the data quality and therefore the data yields very high results.

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

Similar to the baseline, the midline evaluation used a quasi-experimental design with a counterfactual/Comparison group to assess additionality of project interventions. The midline evaluation tracked a cohort of girls from both treatment and control schools as defined by the sampling framework.

The framework categorized the target beneficiaries according to the grade levels and geographic locations to ensure that all groups and sub groups have an equal chance of being selected for the evaluation. The following Table 67 shows the final midline evaluation sample of girls and boys.

Table 67: Midline sample for girls

Cohort group	Midline sample (treatment)	Recontacted (treatment)	Attrition (treatment)	Midline sample (control)	Recontacted (control)	Attrition (control)
Girls						
Laikipia	527	265	262	255	122	133
Meru	539	250	289	263	128	135
Mombasa	1,144	389	755	568	155	413
Total	2,210	904	1306	1,086	405	681
Boys						
Laikipia	58	28	49	29	9	20
Meru	56	27	41	29	15	14
Mombasa	57	40	52	12	5	7
Total	171	95	142	70	29	41

At mid line a total of 2,210 girls from treatment schools were assessed. Of these 527 were from Laikipia, 539 were from Meru and 1,144 were from Mombasa. A total of 1,086 girls from control schools were assessed. Out of these 255 were from Laikipia, 263 were from Meru and 568 were from Mombasa. A total of 3,296 girls were assessed.

There were 87 boys (58 from intervention and 29 from Control) from Laikipia. 85 (56 from intervention and 29 from control) from Meru and 109 (57 from intervention and 52 from control) from Mombasa. At total of 241 boys were assessed.

Re-contacted girls were 1,309 (904 from treatment schools and 405 from control schools) while re-contacted boys were 165 (95 from treatment and 70 from control). This re-contacted sample size was adequate for analysis.

In summary, the total sample was made up of 3,537 learners of which 3,296 were girls and 241 were boys.

Girls were tracked at house level. Out of 2,210 girls from treatment schools a total of 1,876 (84.9%) were tracked at household. Out of the 1,086 girls from control schools assessed 964 (88.8%) of the girls were tracked at household level.

Table 68: Evaluation sample breakdown (by region)

	Intervention (recontacted)	Control (recontacted)
Sample breakdown (Girls)		
Laikipia County (% sample in A)	68.1	31.9
Meru County (% sample in B)	66.1	33.9
Mombasa County (% sample in C)	71.7	28.3
Girls (sample size)	69.0	31.0

Sample breakdown (Boys)		
Laikipia County (% sample in A)	23.7	76.3
Meru County (% sample in B)	34.1	65.9
Mombasa County (% sample in C)	29.4	70.6
Boys (sample size)	29.3	70.7

Table 69: Girls evaluation sample breakdown (by grade)

	Intervention (recontacted)	Control (recontacted)
Sample breakdown (Girls)		
Class 7	15.0	85.0
Class 8	34.1	65.9
Form 1	55.6	44.4
Form 2	30.2	69.8
Form 3	29.2	70.8
Form 4	29.0	71.0
Girls (sample size)	31.0	69.0
Sample breakdown (Boys)		
Class 7	50.0	50.0
Class 8	26.7	73.3
Form 1	0.0	100.0
Form 2	28.6	71.4
Form 3	31.8	68.2
Form 4	35.7	64.3
Boys (sample size)	29.3	70.7

A total of 3,296 girls were assessed by grade. A total of 2,210 girls from treatment and 1,086 girls from the control schools formed the sample. Below is the breakdown by age.

Table 70: Girls evaluation sample breakdown (by age)

	Intervention (recontacted)	Control (recontacted)
Sample breakdown (Girls)		
Aged 6-8 (% aged 6-8)	0	0
Aged 9-11 (% aged 9-11)	0	0
Aged 12-13 (% aged 12-13)	30.9	69.1
Aged 14-15 (% aged 14-15)	30.2	69.8

Aged 16-17 (%aged 16-17)	27.3	72.7
Aged 18-19 (%aged 18-19)	34.6	65.4
Aged 20+ (% aged 20 and over)	51.4	48.6
Girls (sample size)	31.0	69.0
Sample breakdown (Boys)		
Aged 6-8 (% aged 6-8)	0	0
Aged 9-11 (% aged 9-11)	0	0
Aged 12-13 (% aged 12-13)	28.6	71.4
Aged 14-15 (% aged 14-15)	30.6	69.4
Aged 16-17 (%aged 16-17)	18.2	81.8
Aged 18-19 (%aged 18-19)	52.6	47.4
Boys (sample size)	0.0	100.0
Aged 20+ (% aged 20 and over)	29.6	70.4

A total of 3,289²⁶ girls participated in the core girl survey, 1,083 from control and 2,206 from treatment schools. The difference observed between evaluation breakdown by grade and evaluation breakdown by age of 7 girls is due to missing data on the age of the girls.

The cohort of girls comprises of Primary and Secondary school girls. The project is tracking one combined sample for both transition and learning. The cohort was identified at the school level but tracked subsequently at the household level.

The only exception were girls who formed part of the baseline when they were in Grade 8 and Form 4 in 2018 as they were expected to have transitioned either to secondary schools for the Grade 8 and to tertiary education or gainful environment for those who were in Form 4. For those who were in G8 and F4 during baseline, they were first tracked in their previous schools in case some of them have repeated classes. For the G8 who transitioned from Jielimishe primary schools to Jielimishe secondary schools, they were assessed and given a unique code that identifies them. They will continue to be part of this new cohort. For the 2018 G8 and F1 girls who couldn't be tracked in their previous schools, they were tracked at the household level. However they were not assessed.

In addition to the above girls, boys, teachers (Math and English); head teachers, Board of Management, parents, County Education Officials and Teacher Coaches were also surveyed.

Replacement strategy

Jielimishe GEC has developed a sampling framework for the evaluation. This framework will be critical in the replacement of girls who cannot be re-contacted during subsequent evaluation points. For intervention schools, the project has also populated a database of all the girls with corresponding interventions being given alongside the sampling framework. This will be used to replace girls who cannot be traced in

²⁶ The difference is due to missing data on age.

subsequent evaluations points based on interventions provided. For control, the sampling framework will be used where replacement is needed. This will maintain the integrity of the original sample.

It is imagined that replacement for transition will pose the biggest challenge. The project proposes a buffering of the sample by 20% in Meru & Laikipia; and 30% in Mombasa to maintain the integrity of the sample throughout the evaluation.

Table 71 Summary of evaluation sample

Grade/Form	2018 Baseline	2019 Midline 1	2021 End line
Grade 7	516		
Grade 8	481	516	
Form 1	414	336 + 656= 992	
Form 2	383	414 + 656= 1070	
Form 3	329	382	992
Form 4	296	329	1070
Totals before additional sample	2419	1977	
Totals after additional sample		3289	2062

At baseline the project targeted a combined sample of 2816 split in terms of Learning 1,659 and 1157 for transition. However, the most complete data was on 2,419 girls less 225 of the original tracked girls. Midline an additional 130

Table 72: Evaluation sample breakdown (by disability)

Sample breakdown (Girls)	Intervention (recontacted)	Control (recontacted)	Household Survey and Girls School survey – Washington Group and child functioning questions
Girls with ANY type of disability (% overall)	1.43	0.49	I'd like to ask about whether you have any difficulties compared with other girls around your age
Provide data per domain of difficulty			
Difficulty seeing	0.99	0.24	Do you have difficulty seeing, even if you are wearing glasses?
Difficulty hearing	0.11	0.00	Do you have difficulty hearing, even if you are using a hearing aid?
Difficulty walking or climbing steps	0.22	0.24	Do you have difficulty walking or climbing steps?
Difficulty remembering or concentrating	0.11	0.00	Do you have difficulty remembering things or concentrating?
Difficulty with self-care	0.00	0.00	Do you have difficulty with self-care such as washing all over or dressing?
Difficulty communicating	0.11	0.00	Using your usual language, do you have difficulty communicating; for example understanding or being understood?

Contamination and compliance

BoM members from both control and intervention schools identified working with parents through PTAs to address absenteeism. All schools (control and treatment) identified partnership with parents to curb absenteeism. Parents would be called to school whenever their children were absent from school without permission.

Use of local administration to curb absenteeism was reported in both treatment and control schools. With the policy of free and compulsory basic education, local administrations have been tasked with ensuring that there are no school going children not in school.

In addition to curbing absenteeism, there was a control school in Laikipia that was using the local administration to rescue girls from early marriages. This is one strategy also used by Jielimishe to return girls back to school after rescuing them from forced marriages.

The fact that local administration are mandated to enforce government policies may in this context be referred to as external involvement.

There were other instances where there was external involvement by various organizations that may have contaminated the project. With regards to ICT, one of the control secondary schools in Meru, received external donations of 15 computers. The BoM has committed to add another 10 to the existing 15 to make a total of 25 computers. If used effectively, the computers will have an impact on teaching and learning thereby improving learning outcomes. In this case the treatment and control schools end up having similar interventions. One treatment primary school in Meru also received laptops for learners from a Wildlife Conservancy organization. The laptops were to be used for teaching and learning but to also view wildlife. The phones were to communicate with officer that protect wildlife. This too would enhance learners' capacity to use technology. The government has provided ICT materials under the Digital Learning Programme under CBC. This will definitely lead to contamination as the government has rolled out the programme in all public primary schools.

Needy students from both treatment and control schools received bursaries. There was external involvement of the County Government in offering bursaries to needy students from the County Development Fund (CDF). In Mombasa one of the intervention schools reported having received bursaries from the Anglican Church of Kenya (ACK) which sponsors the school. In addition, one treatment secondary school in Meru has come up with an initiative referred to as 'Put a Smile' that supports needy students with school fees. One parent had this to say about the initiative *ME26B2. There are some cases of non-payment and late payment and the cause for the late payment is poverty that's why our teachers have come up with a program called "put a smile" organized and supported by the teachers. Students and well-wishers also support the program. The program is aimed at supporting the needy students to continue being in school.*

One of the reasons why girls miss school is due to lack of sanitary towels. Both the government and the project are distributing sanitary towels to the girls in both treatment and control schools.

With regards to infrastructure development, the government is giving funds to schools to build more classes in order to support the 100% primary to secondary level transition policy. In one of the treatment schools in Meru, the government gave the school a grant of KES1,800,000 to construct an additional class. The project was dubbed Transition Infrastructure Grant.

All the schools had some measure of mentorship going on. Guidance and counselling was common to all schools. Schools invited guest speakers from outside to hold mentorship sessions or talk to the girls.

The above strategies have the capacity to reduce absenteeism and increased transition to higher levels according to the parents. The above examples help to bring to the forefront the issues of contamination due to external involvement. There was no evidence that the projects' interventions had spilled over to the control schools.

Annex 4: Characteristics and Barriers

The following Table 71 shows the girls characteristic based on recontacted girls

Table 73: Girls' characteristics

Characteristics	Treatment	Control
Orphans (%)		
- Single orphans	10.55	8.07
- Double orphans	0.33	0.73
Living without both parents (%)	16.26	19.07
Living in female headed household (%)	36.47	35.69
Married (%)	0.38	0
Mothers (%)	0.38	0
- Under 18	0.11	0
- Under 16	0.11	0
Poor households (%)		
- Difficult to afford for girl to go to school	74.65	72.3
- Household doesn't own land for themselves	38.12	16.62
- Material of the roof (material to be defined by evaluator)	12.59	13.62
- Household unable to meet basic needs	-	-
- Gone to sleep hungry for many days in past year	2.92	4.9
Language difficulties:		
- Lol different from mother tongue (%)	90.14	96.12
- Girl doesn't speak Lol (%)	2.56	2.49
Serious illness	19.23	14.18

Family set up.

Female headed households were 36.4% for girls in treatment schools compared to 31.6% of parents from control schools. Only 0.38% of girls were married compared to 0.7% at baseline. With regards to those who were mothers, only 0.38% of the girls were mothers compared to 0.2% at baseline. The difference is insignificant. There were no mothers in control schools an indication that efforts to retain mother in treatment

schools are bearing fruit even if the numbers are small. In fact, at baseline 0.1% of sampled girls in control schools were mothers but this year there are none.

There were 10.55% of orphans in treatment schools compared to 8.07% of the girls in control schools. Percentage of single orphans has decreased from 30.1% in treatment schools at baseline to 10.55%. However, the number of learners living with one parent increased to 16.26% from 14.1% at baseline. There are many reasons as to why learners are living with one parent. One of the major reasons found in many rural homes in Kenya is because sometimes parents migrate to the urban areas in search of employment

Poor households

The percentage of parents who are having difficulties when sending their children to school stands at 74.65% in treatment schools compared to 66.8% at baseline. This shows an increase of 5.65% of parents with difficult to afford for girl to go to school. Number of parents recording that they slept hungry for many days decreased from 17.6% to 2.92% for treatment schools.

Language of instruction

With regards to Language of Instruction, 90.14% and 96.12% of girls in treatment and control schools respectively indicated that they speak a different language from the Language of instruction at home. For the treatment schools, this was a reduction of 1.5%. The number of girls who cannot speak the Language of Instruction decreased from 24.6% at baseline to 2.56% at midline, a decrease of 22.04%. One explanation for this reduction is the fact that the literacy learning outcomes have improved significantly.

Barriers

The following Table 74 represent the potential barriers to learning and transition.

Table 74: Potential barriers to learning and transition

	Intervention (Midline)	Control (Midline)	Source
Sample breakdown (Girls)			
Home – community			
<i>Safety:</i>			
Fairly or very unsafe travel to schools in the area (%)	12.3%	4.9%	PCG_9
Doesn't feel safe travelling to/from school (%)	11.2%	11.0%	CS_W13s
<i>Parental/caregiver support:</i>			
Doesn't get support to stay in school and do well (%)	5.1%	7.1%	HHG_7
School level			
<i>Attendance:</i>			
Attends school half the time (%)	14.3%	0.0%	PCG_6enr
Attends school less than half time (%)	57.1%	0.0%	PCG_6enr
Doesn't feel safe at school (%)	1.4%	1.2%	CS_W14s
<i>School facilities:</i>			
No seats for all students (%)	5.1%	4.9%	CS_W5s
Difficult to move around school (%)	4.3%	3.4%	CS_W6s
No seats for all students (%)			

Difficult to move around school (%)			
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The potential barriers at community level are around safety of the girls as they go to schools and back. During baseline the percentage of girls who felt unsafe traveling to school was 10.7% for treatment schools compared to 11.2% at mid-line, an increase of only 0.5%. The percentage of girls who don't feel supported to remain in school (treatment schools) and do well increased from 2.1% at baseline to 5.1% at midline for the same treatment schools.

At school level, 1.4% of the girls in treatment schools don't feel safe at schools compared to 1.2% of girls in control schools. This is compared to 0.94% of girls in treatment schools at baseline a small difference of 0.5%

As shown earlier (Table 5) attendance has significantly improved. Percentage of girls reporting that they were absent from school less than half the time decreased by 6.5% from 63.6% at baseline to 57.1% at midline.

Annex 5: Logframe

Attached separately

Annex 6: Outcomes Spreadsheet

Attached separately.

Annex 7: Project design and intervention

Project to complete

Complete the following table.

Table 75: Project design and intervention

Main types of project Intervention types	What is the intervention?	What Intermediate Outcome will the intervention will contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
Teaching and Learning	Teacher coaching and mentorship for improved curriculum delivery fro 300 teachers	Improved quality of teaching among 300 teachers for enhanced curriculum Delivery	These interventions are designed to improve teaching capacity. Teachers improve lesson preparation, delivery and assessment. Improved quality of teaching contributes to improved learning.
	Integration of ICT in teaching and learning for 36 schools targeting 108 teachers		
	Gender responsive pedagogy training for 300 teachers		
	Remedial teaching and coaching of girls and boys in 59 schools		These interventions are focused on improving learners' acquisition of critical competencies in literacy and Numeracy
	Establishment of Libraries in 20 Primary schools		
Girls' Intervention for improved retention	Mentorship for 10,123 learners	Improved attendance for marginalised girls supported by GEC	These will Improve the girls' confidence and as a result, the girls are able to relate better with each other their teachers, participate better hence enhancing the learning environment leading to improved learning.
	Strengthen Inter Club activities to Effect Literacy and Numeracy in 59 schools		

Main types of project Intervention types	What is the intervention?	What Intermediate Outcome will the intervention will contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
	Provision of sanitary Towels to 6,000 girls Lifeskills Training, Child protection and rights awareness for 10,123 girls Reward scheme for award and recognition of learners in 59 schools		
Girls motivation to transition	TVET sensitization for both learners and caregivers in 59 schools and school communities TVET/Post secondary scholarship Support for 450 girls Entrepreneurship training and Internships access support 3022 girls	Improved motivation of marginalised girls to transition through key pathways	These interventions are meant to motivate learners to aspire higher education acquisition and feel inspired to transition to the highest education level. The sensitization is meant to change their attitude to valuing education more
Community initiatives	Sensitization of 60 communities and households on value for education and TVET as a key pathway (45,000 members) Strengthen 7 Area Advisory Councils to empower communities on child protection.	Improved Community support towards girls' education to transition through different pathways	The proposed interventions are geared towards making communities responsive and supportive of girls' education. The treatment communities will also promote child safeguarding towards creating a conducive environment for girls to learn. Girls from the communities will be supported to stay in school, learn and transition through their desired pathways. The project envisions creating an enabling protective environment for girls as they pursue their education. The treatment communities will promote child safeguarding towards creating a conducive environment for girls to learn

Main types of project Intervention types	What is the intervention?	What Intermediate Outcome will the intervention will contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
	Support value chain development among 2000 households to increase their income.		With this activity, the project will achieve increased household income for caregivers to meet educational needs of their children to support their transition. This is also geared towards increasing sustainability of project interventions and gains.
	Quarterly Community dialogue and conversation targeting 45,000 members in 60 communities		The project envisions the community establishing and running own initiatives to support education for both girls and boys by addressing local barriers that lead to their education marginalization.
Educational Management	Training of 240 BoMs on school management and leadership	Improved education management and governance for sustainable quality teaching and learning	The project envisions that with regular and consistent engagement of the Ministry of Education on key learnings and best practices as well as involving them in project monitoring and planning will lead to effective coordination of interventions in the project sites hence promoting sustainability.
	Engagement of ministry of education for project planning, monitoring coordination and sharing of evidence		

Annex 8: Key findings on Output Indicators

This annex should be completed by the project.

The Evaluator should hand over any output-related data to the project to enable the project to populate the following tables.

Fill in the table below with every Output Indicator, means of verification/sources, and the frequency of data collection. Please include output indicators for which data collection has not yet taken place and state when data collection for these will take place.

Table 76: Output indicators

Output	Output Indicator	Monitoring priority	Purpose of the information	How will the information be collected	How often will it be collected	Who will collect the information	What tools will be used to collect the information
Output 1	1.1 # of trained teachers disaggregated by county and gender with improved lesson preparation and delivery.	Skilled teachers ready to deliver learner centred approaches	Quality and relevance of the training	Session/Training evaluation assessments Participant feedback forums	Once (during the training)	Staff in charge of teacher professional development	Training feedback forms
			Mastery of training content	Pre and post training survey	Once (when the teachers are trained)	Staff in charge of teacher professional development	Pre and post training questionnaire
		Learner centred and gender responsive teaching	Teacher planning and lesson delivery on learner centeredness	Classroom Observation of teachers	Bi-monthly (twice every month)	Teacher coaches	Classroom observation tool

			Gender responsive curriculum delivery	Classroom Observation	Bi Monthly (twice every month)	Teacher coaches	Classroom observation tool
		Learner capacity and motivation class work	Learner participation and confidence in class	Classroom observation Focused group discussion	Bimonthly (twice in month) Bi monthly (after every two months)	Teacher coach Project staff	Classroom observation tool FGD guide for learner motivation
	1.2 % of Trained teachers disaggregated by county and gender integrating ICT in their lessons' delivery.	School preparedness for ICT integration					
		Teacher preparedness for teaching	Teacher lesson preparation	Teacher assessment	Bi-monthly (twice in month)	Teacher coach/QASO	Classroom observation
		Usage of ICT in curriculum delivery	Lesson delivery and confidence in ICT integration	Teacher Observation	Bi Monthly (twice in month)	Teacher Coaches/QASO	Classroom observation tool
	1.3 # of marginalised girls disaggregated by county citing improved	Improvement in performance among learners	Solar lamps effect on learning	Documents review – Performance	Termly (after every three)	Project staff	Performance tracking tool

	performance as a result of improved teaching			records of learners Teacher feedback on school work Learner feedback - FGDs	school terms) Bi Monthly (after every two months) Bi Monthly (after every two months)		Feedback forms FGD guides and Journals
Output 2	2.1# of marginalised girls disaggregated by county citing improved performance as a result of improved teaching	Level of confidence among clubs members	club strengthening improves confidence	Documents review – Club attendance records Feedback from club patrons Confidence assessments	Monthly Bi-monthly (after two months)	Project staff Project staff	Attendance tracking tool Feedback forms

					Termly	Project staff	Confidence assessment forms
		Quality and relevance of mentorship sessions	Effectiveness of mentorship facilitation	Session evaluation	Every session conducted	University mentors	Session evaluation forms
				Feedback from mentees	Bi Monthly (after two months)	Project staff	Feedback forms
			Self-efficacy of mentees	Confidence assessments	Termly	University mentors	Confidence assessments forms
				Feedback forms	Termly	Project staff	Feedback forms
		Cognitive dimensions of life skills and SRH	Knowledge on SRH and life skills	SRH and life skills completion assessment	Once	Project Staff	SRH/Life skills assessment tool
	2.2 # of marginalised girls disaggregated by county receiving	Cognitive dimension of Child protection	Knowledge on child rights and reporting	CPP and child rights	Termly	Project staff/Child marshals	CPP and Child rights quiz documents

	sanitary towels regularly attending school.			awareness assessments			
	2.3 # of marginalised girls disaggregated by county receiving sanitary towels regularly attending school.	Sanitary towels effectiveness	Improvement in attendance	Documents review – attendance registers Feedback from teachers and girls	Monthly Bi Monthly (after two months)	Project staff Project staff	Attendance tracking tool Feedback forms
Output 3	3.1 # of marginalised girls disaggregated by county accessing technical, Vocational, education and training (TVET) for development of competence based skills	Access to TVETs by girls	Performance of supported girls	Documents review – performance records Feedback from instructors and girls	Termly Bi Monthly (after two months)	Project staff Project staff	Performance tracking tool Feedback forms

			Quality and relevance of Entrepreneurship training and IC3	Pre and post training survey Feedback from participants ICT Skill and completion survey	Once during the training Bi – Monthly (after two months) Once	Facilitator/Project staff Project staff Project staff	IC3/Entrepreneurship Training evaluation form Feedback forms ICT skills and completion form
	3.2 # of parents/caregivers reporting TVETs as an alternative pathway of education for girls and boys	Perception of TVETs improved	Effectiveness of sensitization of caregivers	Rapid assessments on TVET knowledge and attitude Feedback from caregivers			

Output 4	4.1 # of caregivers disaggregated by county and gender supporting marginalised girls needs to attend, stay in school, perform well and transition	Caregivers supporting ²⁷ children's education	Attitude changes among parents	Feedback from caregivers Focused group discussions – Girls	Every parents meeting Termly	Project staff/WEMC Project staff	Feedback forms FGD Guides
	4.2 % of boda boda riders disaggregated by county with changed attitudes and supportive of marginalised girls' education and progression	Boda Boda Riders support ²⁸ for girls education	Attitude changes among Boda Boda Riders	Feedback sessions from boda boda riders	Quarterly	Project Staff/WEMC	Feedback forms Attitude assessment Likert scales
	4.3 # of child protection violation cases referred to appropriate authorities. (AACs, Chiefs,	Communities response to child violations	Community's commitment to report and follow up cases of child rights violations	Documents review – AAC records on community reporting	Quarterly	Project staff	Feedback form

²⁷ Supporting has been defined in the Log frame indicator reference booklet. Take time to refer to it.

²⁸ Support here has been defined in the Log Frame indicator reference Book let.

	schools, persons of change etc.)						
Output 5	5.1# of caregivers disaggregated by county and gender supported through Value Chain development reporting increased income.	Increased household income	Household income and effectiveness of Value chain development activities	Feedback sessions	Quarterly	Project Staff	Feedback forms FGDs
	5.2 # of caregivers benefiting from value chain development disaggregated by county and gender reporting increased spending in education costs (including school fees and levies payment)	Increased spending on girls	Parental support assessment	Feedback meetings Triangulation with girls	Quarterly	Project staff	FGDs Feedback forms
	5.3 # of marginalised girls disaggregated by county, whose caregivers are	Parental attendance of school and	Parental support assessment	Feedback meetings	Quarterly	Project staff	FGDs

	beneficiaries of value chain development, regularly attending school.	follow up on girls' education		Triangulation with girls			Feedback forms
	5.4 # of marginalised girls disaggregated by county supported with Solar lamps citing improved extended reading time	Improved learning Improved reading culture	Assessment of effectiveness of solar lamps in girls reading	Feedback meetings	Quarterly	Project staff	FGDs Feedback forms
Output 6	6.1 # of schools disaggregated by county with development plans following BoM capacity building.	BoM supporting in school development	Assessing sustainability	Feedback fora	Quarterly	Project staff	FGDs Feedback forms
	6.2 # of project learnings documented and disseminated to MoE and other education stakeholders to influence planning and monitoring.	MoE adopting best practices and/or key Interventions	Assessing sustainability		Quarterly	Project staff	Feedback forms

Table 77: Midline status of output indicators

Output and Output indicators	Midline Target (planned)	Midline Target (achieved)	Relevance of the Indicator (ToC, IO, Outcome)
Output 1: 60 Schools with improved teaching skills and practices			
	# planned	# achieved	
1.1 # of trained teachers disaggregated by county and gender with improved lesson preparation and delivery.	100	Meru:102 Laikipia: 104 Mombasa: 118	The indicator is relevant to tracking achievement towards improve quality teaching for enhanced curriculum delivery IO and learning outcome.
1.2 % of Trained teachers disaggregated by county and gender integrating ICT in their lessons' delivery.	54	Meru: 60 Laikipia: 49 Mombasa: 72	The indicator is relevant to tracking achievement towards improve quality teaching for enhanced curriculum delivery IO and learning outcome.
1.3 # of marginalised girls disaggregated by county citing improved performance as a result of improved teaching	960	Meru: 1478 Laikipia: 1697 Mombasa:1308	The indicator is relevant to tracking effectiveness of quality teaching and curriculum delivery IO and learning outcome.
Output 2: 10, 123 girls motivated to stay in schools, learn and transition due to mentorship and life skills			
	# planned	# achieved	
2.1 % of marginalised girls disaggregated by county reporting improved aspiration to stay in school and learn	82%	Meru: 82% Laikipia: 75.4% Mombasa 84%	The indicator is relevant to tracking achievement towards girls' motivation IO and transition outcome.

Output and Output indicators	Midline Target (planned)	Midline Target (achieved)	Relevance of the Indicator (ToC, IO, Outcome)
2.2 % of girls and boys disaggregated by county who have appropriate knowledge on child rights	52%	Meru: 62% Laikipia: 72.6% Mombasa: 78%	The indicator is appropriate and relevant especially given that one of the project's focus is on child safeguarding.
2.3 # of marginalised girls disaggregated by county receiving sanitary towels regularly attending school.	960	Meru: 2350 Laikipia: 1902 Mombasa: 1972	The indicator is relevant to tracking achievement towards girls attendance IO and by extension learning
Output 3: Improved access for marginalised girls to TVET as an alternative pathway to education	# planned	# achieved	
3.1 # of marginalised girls disaggregated by county accessing technical, Vocational, education and training (TVET) for development of competence-based skills	498	Meru: 141 Laikipia: 163 Mombasa: 556	The indicator is relevant to tracking the effectiveness of girls motivation IO and transition outcome.
3.2 # of parents/caregivers reporting TVETs as an alternative pathway of education for girls and boys	1036	Meru:1318 Laikipia: 849 Mombasa: 1681	The indicator is relevant to tracking achievement towards improved community support to girls' education IO and transition outcome.
3.3 # of marginalised girls disaggregated by county with relevant skills to access internships	100	Meru:96 Laikipia: 95 Mombasa: 170	The indicator is relevant to tracking the effectiveness of girls' motivation to transition IO and transition outcome.

Output and Output indicators	Midline Target (planned)	Midline Target (achieved)	Relevance of the Indicator (ToC, IO, Outcome)
Output 4: 60 Communities with improved responsiveness and involvement in girls' education	# planned	# achieved	
4.1 # of caregivers disaggregated by county and gender supporting marginalised girls needs to attend, stay in school, perform well and transition	1800	Meru:1236 Laikipia: 2750 Mombasa: 2858	The indicator is relevant to tracking achievement towards improved community support to girls education IO and transition outcome.
4.2 % of Bodaboda riders disaggregated by county with changed attitudes and supportive of marginalised girls' education and progression	1800	Meru: 426 Laikipia: 275 Mombasa: 1390	The indicator is relevant to tracking achievement towards improved community support to girls' education IO and transition outcome.
4.3 # of child protection violation cases referred to appropriate authorities. (AACs, Chiefs, schools, persons of change etc.)	10	Meru: 6 Laikipia: 9 Mombasa: 17	The indicator is appropriate and relevant especially given that one of the project's focus is on child safeguarding.
Output 5: Increased household income for parents to support girls' education	# planned	# achieved	
5.1 # of caregivers disaggregated by county and gender supported through	400	Meru: 206 Laikipia: 563 Mombasa: 224	The indicator is relevant to tracking achievement towards improved community support to girls education IO and transition outcome.

Output and Output indicators	Midline Target (planned)	Midline Target (achieved)	Relevance of the Indicator (ToC, IO, Outcome)
Value Chain development reporting increased income.			
5.2 # of caregivers benefiting from value chain development disaggregated by county and gender reporting increased spending in education costs (including school fees and levies payment)	400 Mombasa:	Meru: 206 Laikipia: 371 Mombasa: 156	The indicator is relevant to tracking achievement towards improved community support to girls' education IO and transition outcome.
5.3 # of marginalised girls disaggregated by county, whose caregivers are beneficiaries of value chain development, regularly attending school.	200	Meru: 155 Laikipia: 54 Mombasa: 175	The indicator is relevant to tracking achievement towards girls' attendance IO and by extension learning
5.4 # of marginalised girls disaggregated by county supported with Solar lamps citing improved extended reading time	60	Meru: 67 Laikipia: 83 Mombasa: 41	The indicator is relevant to tracking achievement towards improve learning outcome.
Output 6: Strengthened Collaboration with MoE for increased sharing and use of evidence for better education management	# planned	# achieved	

Output and Output indicators	Midline Target (planned)	Midline Target (achieved)	Relevance of the Indicator (ToC, IO, Outcome)
6.1 # of schools disaggregated by county with development plans following BoM capacity building.	15	Meru: 10 Laikipia: 11 Mombasa: 9	The indicator is relevant to tracking achievement towards improve education governance and sustainability outcome
6.2 # of project learnings documented and disseminated to MoE and other education stakeholders to influence planning and monitoring.	6	Meru: 4 Laikipia: 9 Mombasa: 9	The indicator is relevant to tracking achievement towards improve education governance and sustainability outcome

List all issues with the means of verification/sources or the frequency of data collection which require changes or additions.

Table 78: Output indicator issues

Logframe Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
Number and Indicator wording	E.g. inappropriate wording, irrelevant sources, or wrong assumptions etc. Was data collection too frequent or too far between? Or no issues?	E.g. change wording, add or remove sources, increase/decrease frequency of data collection; or leave as is.
Output 1: Increased household income for parents to support girls' education		
5.4 # of marginalised girls disaggregated by county supported with Solar lamps citing improved extended reading time	The n has reduced and will be negligible by endline	The project is requesting to drop the indicator

Output 1.2: wording		
Output 2: wording		
Output 2.1: wording		
Output 2.2: wording		
...		
INSERT ROWS AS NEEDED		

Annex 9: Beneficiaries tables

Table 79: Direct beneficiaries

Beneficiary type	Total project number	Total number of girls targeted for learning outcomes that the project has reached by Endline	Comments
Direct learning beneficiaries (girls) – girls in the intervention group who are specifically expected to achieve learning outcomes in line with targets. If relevant, please disaggregate girls with disabilities in this overall number.	[This should align with the total beneficiary numbers reported in the outcomes spreadsheet] 7,551	[This may equal the total project number in the outcomes spreadsheet and in the column to the left, or may be less if you have a staggered approach] 4,922	[Projects should provide additional information on who they are and the methodology used. If the numbers have changed since Baseline, an explanation should be provided] The target grades for the project included girls who are at the transition point in 2019, a total of 2,629

Table 80: Other beneficiaries

Beneficiary type	Number	Comments
Learning beneficiaries (boys) – as above, but specifically counting boys who will get the same exposure and therefore be expected to also achieve learning gains, if applicable.	3,734	These are boys grades 8 to Form 4 as at 2019
Broader student beneficiaries (boys) – boys who will benefit from the interventions in a less direct way, and therefore may		

benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.		
Broader student beneficiaries (girls) – girls who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.		
Teacher beneficiaries – number of teachers who benefit from training or related interventions. If possible /applicable, please disaggregate by gender and type of training, with the comments box used to describe the type of training provided.	699	This number comprises of 405 female teachers and 294 male teachers who have undergone teacher training and coaching
Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	48770	45,000 for Community dialogue 2,000 for Economic empowerment 1,200 for TVET sensitization 450 Ambassadors of Change 120 Child marshals

Table 81: Target groups - by school

	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
School Age			
Lower primary			
Upper primary	V	1637	377
Lower secondary	V	4075	1267
Upper secondary	V	1839	546
Total:		7551	2,190

Table 82: Target groups - by age

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

Aged 12-13 (% aged 12-13)		847	
Aged 14-15 (% aged 14-15)		790	377
Aged 16-17 (%aged 16-17)		2123	570
Aged 18-19 (%aged 18-19)		1952	693
Aged 20+ (% aged 20 and over)		1839	546
Total:		7551	2,190

Table 83: Target groups - by sub group

Social Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Disabled girls (please disaggregate by domain of difficulty)			
Orphaned girls			
Pastoralist girls	V	1,791	
Child labourers			
Poor girls	V	5,760	
Other (please describe)			
Total:		7,551	

Table 84: Target groups - by school status

Educational sub-groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Out-of-school girls: have never attended school			

Out-of-school girls: have attended school, but dropped out			
Girls in-school	V	7,551	2,190
Total:			

The project designed and interventions have addressed each outcome. However, based on the shared list of activities planned, the project has planned about 40 activities with some of them having multiple strategies. For example, to improve literacy and numeracy, the project proposes to introduce the following: essay writing competitions and book reviews for acquisition of literacy competencies; Numeracy competitions and maths symposium to enhance acquisition of numeracy competencies; public speaking; thematic plays; thematic interviews etc. There is the risk of teachers feeling overwhelmed due to the demands of the project and ye they have to meet the governments' demands. I would propose that the project reviews the activities and leave only those, which have been shown to have an impact.

Whereas giving of scholarships to students at secondary and TVET will go a long way in ensuring that girls transition to the next level of education, sustainability would pose a problem. The project should seek ways of linking students joining TVET with the Higher Education Loans Board, which gives student loans to TVET students.

The output indicators will allow the project to track progress against the outcome indicators. The project proposes to drop purchase of solar lamps due to the small number of beneficiaries. This is in order. With regards to output 6, the project may consider tracking the number of initiatives started by the community to support girls' education. This would support sustainability.

The ToC and assumption remain relevant. The number of girls targeted at midline is adequate at 7,551 and so is the final sample of 2,190.

Much of the responses by the project, the EE was not able to verify as internal reports were not shared. Despite the fact that regular monitoring of the project is not the work of the EE, the EE proposes that reports should be shared with her in order to inform development of tools. There have been some additional activities since baseline but since the EE was not aware of them, the tools did not capture this information. The evaluation may therefore not have captured everything going on in the project.

Table 85: Beneficiaries matrix

Outcomes	Direct beneficiaries			Indirect beneficiaries				Local government
	In-school girls (6-10 grade)	OSG (6-9 years)	OSG (18-25)	In-school boys	HT/Teachers	Parents	SMC/P TA	
Learning	✓			✓	✓	✓		
Transition	✓	✓	✓	✓	✓	✓		
Sustainability	✓	✓	✓		✓	✓	✓	
IO 1: Attendance					✓	✓		

Outcomes	Direct beneficiaries			Indirect beneficiaries				
	In-school girls (6-10 grade)	OSG (6-9 years)	OSG (18-25)	In-school boys	HT/Teachers	Parents	SMC/P TA	Local government
IO 2: Self-esteem and empowerment	✓	✓	✓					
IO3: Parental engagement	✓	✓	✓			✓		
IO4: Quality of teaching	✓				✓	✓	✓	✓
IO5: School management and governance	✓				✓	✓	✓	✓

Annex 10: MEL Framework

Provide latest, FM-approved version of the MEL Framework as a separate document.

Annex 11: External Evaluator’s Inception Report (where applicable)

Provide latest version of the External Evaluator’s Inception Report as a separate document.

Annex 12: Data collection tools used for Midline

Provide all data collection tools as separate documents.

Provide 1-2 English language transcripts of qualitative sessions.

Annex 13: Datasets, codebooks and programs

Submit all the cleaned and labelled datasets, specifically the school girls’ survey data, the household survey data, and learning test data. The datasets should be fully anonymised 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). This will facilitate the replication of the key baseline learning and transition findings (e.g., outcomes spreadsheet). In the codebooks, clearly mark the following variables:

- IDs: individual HH/girl ID number, sex, region, district, school, community, group, age, grade.
- Raw learning scores (subtask scores, WPMs, and aggregate scores).
- Raw transition scores and transition successful/unsuccessful variable.

Before you submit the datasets, codebooks and programs, please check you have completed points on the following checklist:

- Keep in mind that all variables need to be labelled very clearly and uniquely.
- Provide clear details on how many learning test subtasks were administered and how they were weighted.

- Ensure you have a variable that records the aggregate learning score for each girl and both literacy and numeracy, in addition to subtask and item scores.
- Ensure you have a successful variable in addition to transition variables for each possible pathway.
- Wherever possible, provide one merged dataset. Multiple datasets can delay reviews.
- Ensure that you have one, definitive and clearly marked unique ID variable.
- Ensure you have only one, definitive and clearly marked variable for class and for treatment status. Where there are different variables for one thing due to analysis reasons, e.g. class, it needs to be clear what variable is used for what.

Annex 14: Learning test pilot and calibration

In 2017/2018, the evaluator developed 4 sets of SeGRA and SeGMA based on the November 13, 2017 SeGRA and SeGMA blueprint for designing tests and process for piloting and sign-off. The four tests were piloted and based on the pilot results, 3 sets of tests for baseline, midline and end line were calibrated and signed off. Subsequently, there were no additional tests developed for the mid line. The same case will apply for the end line.

With regards to EGRA and EGMA 4 sets were developed based on the Kenyan EGRA and EGMA frameworks used for the national USAID funded Tusome Literacy project. The assessments were piloted and 3 sets of assessments selected and signed off for each evaluation point; baseline mid line and endline. As with SeGRA and SeGMA no additional tests were developed. The test development frameworks, the midline tests and marking schemes are attached for easy reference.

Literacy for the Jielimishe GEC T was therefore measured using a standardised Early Grade Reading Assessment (EGRA) and a GEC Secondary Grade Reading Assessment (GEC SeGRA).

Numeracy for Jielimishe GEC was measured using a standardised Early Grade Math Assessment (EGMA) and a GEC Secondary Grade Math Assessment (GEC SeGMA).

The following Table is a summary of which grade did which assessment at baseline in 2018.

Grade	Literacy	Numeracy
Grade 7	EGRA Oral Reading Fluency and comprehension questions and SeGRA subtask 1	EGMA Addition, Subtraction, word problem and SeGMA subtask 1
Grade 8	SeGRA subtask 1 and subtask 2	SeGMA subtask 1 and subtask 2
Form 1 - 4	SeGRA all subtasks	SeGMA all subtasks

In order to ensure that the project had scores for comparison at end line, SeGRA and SeGMA were administered to the entire cohort. EGRA and EGMA was administered to Grades 7 and Grades 8.

Grade	Literacy	Numeracy
Grade 7	EGRA Oral Reading Fluency and comprehension questions and SeGRA ALL subtasks	EGMA Addition, Subtraction, word problem and SeGMA ALL subtasks

Grade 8	EGRA Oral Reading Fluency and comprehension questions and SeGRA ALL subtasks	SeGMA ALL subtasks
Form 1 - 4	SeGRA ALL subtasks	SeGMA ALL subtasks

Grade 7 and 8 learners were first assessed using EGRA and then EGMA and then followed by SeGRa and lastly SeGMA. Learners in Form 1-4 were first assessed using SeGRA followed by SeGMA.

Annex 15: Sampling Framework

The sampling framework is attached separately.

Annex 16: External Evaluator declaration

Name of Project: I Choose Life Africa GEC T Jielimishe Project

Name of External Evaluator: Joyce kinyanjui

Contact Information for External Evaluator: Jkinyanjui@ziziafrique.com

Names of all members of the evaluation team: Joyce Kinyanjui, James Ciera, Sylvia Peace Ngonde, Rebecca M'mbone

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

Specifically:

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

_Joyce Kinyanjui_____

(Name)

_ziziAfrique_____

(Company)

__September 10, 2020_____

(Date)

Annex 17: Project Management Response

This annex should be completed by the project.

The project team has keenly read through the midline report and analysed key findings. Key responses have been included in the report under the different sections to present findings from our internal monitoring. Some of the comments will seek to give deeper insights to support the findings. Others will be to serve to dispel the under-representation of what the project has been able to achieve. Comments here below are largely informed by conclusions and recommendations drawn from the findings and how the project intends to take this forward.

Relevance of the project

The project will be alert to continuously scan the implementation environment to identify any new barriers that may need adaptations to ensure project intermediate outcomes and outcomes are achieved.

Learning outcomes

While the project recognizes that intervention schools had a higher Literacy and Numeracy mean than the control schools, the difference in scores were not significant. Learning results in intervention schools did not demonstrate progress over and above comparison. The team will purpose to review the appropriateness, intensity and dosage of the literacy and numeracy interventions to hasten learning among the target beneficiaries in a bid to achieve the target of 0.75 SD by endline. At the same time, the project will monitor and document any teaching and learning activities in control schools that would be contributing to improved learning outcomes. This would include a focus on in-school activities and external interventions. This will help determine the extent of comparability of control schools as far as teaching and learning is concern.

Based on this midline performance the project commenced implementation of the following learning adaptations to help fast track achievement of the target of 0.75 SD by endline

To Improve Learning – Literacy the project proposed

1. To work with literacy teachers to put all learners in accountability learning (**Literacy**) clubs. Adopt mixed ability groups to allow teachers to utilise bright learners to lead in peer learning/remediation
2. To conduct Literacy subtask (**Full range Comprehension and Short Essay**) based remedial teaching and peer learning. Teachers to remediate learners based on gaps identified from literacy assessment
3. To support cluster based collaborative learning activities to boost literacy skills in **Comprehension and Short Essay**. Focus on inter clubs learning contests/symposium; Essay writing competitions, book reviews, public speaking; thematic plays and interviews for acquisition of literacy competencies
4. Weekly contests and learning assessment focusing on literacy sub task competencies. Subsequent contests should be geared towards enabling learners to acquire competencies they lack in literacy

5. To engage subject matter expert coaches in literacy to competently enhance LANGUAGE teachers' skills in teaching for acquisition of competencies

To Improve Learning – Numeracy the following adaptations were proposed

1. Work with numeracy teachers to put learners in accountability learning (**Numeracy**) clubs. Adopt mixed ability groups to allow teachers to utilise bright learners to lead in peer learning/remediation
2. Conduct Numeracy subtask (**Word problem, Advanced Multiplication, Algebra and Data interpretation**) based remedial teaching and peer learning. Teachers to remediate learners based on gaps identified from numeracy assessment
3. Support cluster based collaborative learning activities to boost literacy skills in **Word problem, Advanced Multiplication, Algebra and Data interpretation**. Focus on inter clubs Numeracy competitions and maths symposium to enhance acquisition of numeracy competencies; math quizz, math race, Mathletics among other fun learning math activities
4. Weekly contests and learning assessment focusing on numeracy sub task competencies. Subsequent contests should be geared towards enabling learners to acquire competencies they lack in numeracy
5. Engage subject matter expert coaches in numeracy to competently enhance MATHS teachers' skills in teaching for acquisition of competencies

To Improve Learning – Overall the project proposed to

1. Institute weekly to monthly recognition and reward mechanism to constantly motivate learners to learn and acquire critical competencies in literacy and Numeracy
2. Implement teacher reflection diary/journal to help teachers reflect on their capacity development journey and use that to drive coaching and Learner reflection Journal to allow learners design their own learning path
3. Conduct capacity development for Head Teachers to enhance their capacity to coordinate and support teaching and learning activities meant to enable learners acquire critical literacy and numeracy skills. Consider establishing community of practice for head teachers
4. Strengthen quality learning circles or communities of practice for teachers access peer support, learning on best practices in delivery of literacy and numeracy and plan interschool contests. Coaches to lead these communities of practice

NB: *The project would intensify the intensity and dosage in Meru County as it performed dismally of the three Counties. A) All learners will be clustered in learning clubs B) Teachers will be enabled to institute collaborative and peer learning clubs C) Remedial teaching will target all the learners D) Weekly learning contests will be encouraged E) Targeted learning activities to address Lol as barrier to learning*

Transition

The project will continue with TVET sensitization to improve post-secondary school transition. While the project did very well in in-school transition emphasis will be put in inter-level transition that is not as easy as in school. This is because in some cases learners take up to 2 years to transition to TVET or tertiary institutions.

To further improve transition, the project will focus on activities that will enhance learners' inspiration and motivation to aspire to progress through key education pathways: Give voice and agency to continue:

1. Mentorship of ALL learners including on value of education + opportunities education present
2. Link students to bursaries or scholastic support for post-secondary education support e.g. the 30,000 for TVET education
3. Vertical exchange programs for exposure and motivation. Tours to industry and academia relevant to learners' careers to get that spark of motivation
4. Child safeguarding to protect learners from any violation as this can bar them from progressing with education
5. Work with local administration and AoCs as an accountability unit to ensure all learners are in school, stay in school and progress through key pathways

Sustainability

The project has done well in school level and community level sustainability as demonstrated by project responses under sustainability outcome findings. We hold that the analysis done under this section is inadequate. The EE did not focus answering the specific indicators under the three levels. The evidence presented is insufficient and rushed which led to giving a score that is not a true reflection of our achievement. The project is convicted to have achieved a strong 3 score on community and school level and may be a weak 3 on system level .

However, to further improve School level Sustainability: Schools demonstrating change in practice and attitude with well-established schools level system to support quality teaching and learning the project will:

1. Capacity build school head teachers and BoM to coordinate and support teaching and learning activities in schools.
2. Form intra school quality learning circles and communities of practice through HoDs to facilitate cross learning
3. Enable schools to run alumni movement for mentorship
4. BoM engagement in resource mobilization. Focus on building/enhancing their capacity for RM and parental involvement
5. Establish gender and inclusion committees in schools to oversee gender equity and social inclusion

And to improve in Community level Sustainability the project proposes to

1. Enhancing AoCs capacity in community engagement through refresher training and support supervision. Pair them up with CHVs who have access to households. Ensure AoCs deliver quality, right dosage and intensity in the conversations to ensure the dialogues convert community attitude into appropriate practice. The project will support AoCs to conduct weekly to Bi-Weekly thematic community dialogue meetings.
2. Have structured Conversations/dialogues: All conversations will be grounded on Thematic messages; Community members will be required to develop and implement Action plans towards a responsive and supportive community;
3. Celebrate change and enable community members to adopt it as practice

Improved quality of teaching for enhanced curriculum delivery.

The project agrees to the recommendation from the EE to build the capacity of school heads and their deputies to oversee in-school implementation of teacher capacity development and learner capacity to acquire critical competencies.

Improved community support towards girls' education.

The project will continue strengthening the structure of community dialogue/conversation as an intervention to improve its intensity and dosage as it is the only activity that will cause improvement in community attitude and practices; abolition of retrogressive cultural practices that marginalize girls and adoption of responsive and supportive initiatives.

Gender Equity and Social Inclusion

The project will strive to support in the establishment of gender and disability committees in all schools. This has been deemed the best vehicle to not only institutionalize gender equity, social inclusion and disability programming issues in schools, but also foster school level sustainability.

Gender Equity and Social Inclusion

The project will strive to support in the establishment of gender and disability committees in all schools. This has been deemed the best vehicle to not only institutionalize gender equity, social inclusion and disability programming issues in schools, but also foster school level sustainability. The mechanism will be capacity build to mainstream disability programming with an overall aim; 1. Creating an enabling environment for learners with disabilities to learn just like the other learners 2. Address the structural and attitudinal barriers associated with disability in schools and 3. Work closely with EARC to assess learners with disability for corrective and relevant interventions. Below is the ToR for the GESI Committees:

1. Promote gender equity in school and learning activities towards a gender responsive school
2. Operationalize child safeguarding including reporting and referral mechanism
3. Strengthen school capacity in disability programming to ensure barriers associated with disabilities are arrested for learners to learn
4. Promote inclusion (child friendliness) in school activities including learning and learner welfare

5. Registration of learners with disabilities to enable them access specialized support services
6. Lobbying for assistance for learners with disabilities including acting as liaison between schools and EARCs to ensure learners who need disability assessment are assessed
7. Provide specialized guidance and counselling including referrals for learners with special needs including disabilities
8. Customize school policy on how gender and inclusion issues will be institutionalized.

This will be the projects sustainable mechanism for handling learners with disabilities in schools ranging from mild to severe disabilities.

Monitoring, evaluation and learning of the project

The project will consider carrying out a Fidelity of Implementation (FoI) assessment to determine as well as improve on learning, transition and transition interventions exposure and/or dosage, program differentiation and participant responsiveness as recommended.

Design, including the calculation of beneficiary numbers

Learning: Literacy;

As recommended by the EE, the project will endeavour to sustain and better the current teacher coaching approach and club learning activities as a way of securing improved learning by endline. Teacher coaches capacity will be enhanced in the area of subject matter coaching as learner learning activities will be intensified.

Learning: Numeracy;

The project will be committed to conduct an assessment in both intervention and Control schools to establish what caused the unlikely trend where control performed better than intervention in Numeracy. The findings will help the project to adapt its numeracy activities post midline to ensure come endline learners from treatment are performing better.

Strengthen learning circles among teachers as a way of reducing support to teachers by external coaches.

The project will work with school management and county education team (CSOs and quality assurance) to strengthen learning circles as a vehicle to enhancing the capacity, quality and skills of teachers in delivery of teaching.

Enhance the Headteachers' capacity to supervise teacher coaching and curriculum delivery.

As already committed, the project will consider building the capacity of Headteachers to ensure that components that are critical to sustainability like supervision of teachers and supporting teachers in curriculum delivery are institutionalized.

Scalability and Sustainability:

The project will identify the education sector critical priorities as presented in the National Education Sector Plan 2018 – 2022, then align by documenting relevant evidence of best practices of high impact interventions and engage relevant directorates for adoption. This is what the project did with mentorship programme that was adopted by MoE and will continue doing that to ensure data and evidence from GEC is used to influencing policy or practice in the sector.

Language of Instruction

The project will continue to address this barrier to learning through reading and motivational reading related club activities. This will adopt peer or collaborative learning as it provides a peer or social accountability mechanism among learners. Learners in their clusters or groups will be intentionally required to engage in debates, thematic linguistic interviews, book reviews, public speaking and read aloud activities to enable them embrace LoI. Schools will also be encouraged to strengthen the language policy to maximize on the learning dividends.

Value Chain Development

The project will continue with Value Chain Development as it is one of the critical interventions that has enabled communities to engage in viable income generating activities leading to increased income in the households. To translate this activity from Skills, to changed attitude, to adoption of the new practice to making money takes time. At times it takes up to 8 months more so when it comes to poultry farming. But the project has documented parents who have moved out of struggling zones to parents who are able to provide for their families including education for their girls. The project will strengthen its value chain phases: Training and skills development; identification of ventures, development of these ventures into viable ones and developing the entire value chain for the select viable ventures

Summary on the Economic Empowerment Model

Value Chain Development model. This approach is hinged on value addition to local ventures as identified by caregivers to transform them into viable ventures with higher return on investment. The value chain development approach focuses on the four (4) key nodes: **Production; Value addition; Credit access and Market Linkage.** The overall objective is to:

1. **Increase production:** In this node the project focuses on building the skills of farmers in adopting measures, models and practices that optimize production.
2. **Conduct value addition:** The project works with caregivers to add value to whatever they are producing be it poultry or dairy farming or horticulture. Some of the value addition aspects would include, aggregation, bulking, grading, processing of the product into higher value products, packaging among others. The type of value addition is determined by the type of product and what the market wants and what would fetch higher in the same market
3. **Enhance linkage to credit services:** This involves linking caregivers to credit services in terms of finances, financial services, inputs and supplies. This measure is meant to enable caregivers to access inputs or suppliers produce at scale.
4. **Support in market linkages:** Once production and value addition has been addressed, the project works towards linking caregivers to market. This is to avoid exploitation by middlemen and enable caregivers fetch the most out of their production as they control the market. A key strategy

to market linkage for the products is contract farming or production where caregivers sign contracts upfront and therefore produce knowing the market is secured.

Area Advisory Council

For Jielimische GEC, AACs are a critical lot for the project as far as safeguarding is concern. The structure handles sensitive child abuse cases that the project would not even attempt due to potential backlash from the community that would jeopardize our other implementation work. The project further plans to establish them as the case management committees in their respective regions to ensure that all cases are reported, referred and followed up to closure. The project has already trained the AACs in Mombasa and there is already good collaboration with the community in matters child safeguarding. For the project to attain community level sustainability more so on child safeguarding it must work with this structure. There could be challenges being a government structure or institution but the planned capacity development, the good will from children's department and the power to coordinate child protection in is worth investing in.

Additional Learning tables

The following additional learning tables are calculated based on re-contacted girls at midline only. Baseline scores are for all the learners assessed at baseline.

Literacy scores

Guidance Box 1 – The ‘grade achieved’ reporting

The EGRA/SeGRA subtasks have been designed to be appropriate for the foundational skills and difficulty levels that are to be achieved by students across primary and lower secondary school, following the national curriculum. The following table describes the learning levels that should be achieved by girls at the end of each grade through the achievements at subtask data.

	Relevant subtasks	Literacy
Grade 2 achieved	Subtask 4 (EGRA)	Established in Oral Reading Fluency
Grade 3 achieved	Subtask 5 (EGRA)	Proficient in Comprehension of short fluency paragraph
Grade 4 achieved	Subtask 6 (SeGRA 1)	Established in Comprehension using simple inferences
Grade 5 achieved	Subtask 6 (SeGRA 1)	Proficient in Comprehension using simple inferences
Grade 6 achieved	Subtask 7 (SeGRA 2)	Established in Comprehension using complex inferences
Grade 7 achieved	Subtask 7 (SeGRA 2)	Proficient in Comprehension using complex inferences
Grade 8 achieved	Subtask 8 (SeGRA 3)	Established in Short Essay construction
Form 1 achieved	Subtask 8 (SeGRA 3)	Proficient in Short Essay construction

The learning (literacy and numeracy) subtask scores were further subdivided into the following bands of achievements:

- Non-learner: 0% of items
- Emergent learner: 1%-40% of items
- Established learner: 41%-80% of items
- Proficient learner: 81%-100% of items.

The following Table 84 shows Subtask 4 EGRA scores by County

Table 86: EGRA subtask 4 scores by county

EGRA Subtask 4	Laikipia	Meru	Mombasa	Total
Non-learner: 0% of items	2.72	0.69		1.72
Emergent learner: 1%-40%	0.68	2.08		1.37
Established learner: 41%-80%	2.72	1.04		1.89
Proficient learner: 81%-100%	93.88	96.19		95.03
Total	100	100		100

In this Subtask a girl will be Established in Oral Reading Fluency if they will have achieved proficiency demonstrated by reading over 60 correct words per minute (CWPM). 95.03 percent of the girls are Established in Oral Reading Fluency. This was an increase of 0.6% over baseline.

Table 87: EGRA subtask 5 by county.

EGRA_	Laikipia	Meru	Mombasa	Total
Non-learner: 0% of items	3.4	36.61	-	20.03
Emergent learner: 1%-40%	28.57	5.93	-	22.24
Established learner: 41%-80%	46.26	5.42	-	35.82
Proficient learner: 81%-100%	21.77	22.03	-	21.9
Total	100	100	-	100

With regards to EGRA subtask 5, there was an increase in the percentage of non-learners from 8.45% at baseline to 20.03% a difference of at 11.5%. There was a reduction in the percentage of proficient learners from 44.0% to 21.9% a reduction of 22.1%. Meru had more non-learners at 36.61% than Laikipia at 3.4%. The following Table 86 shows task 6 literacy scores by control and intervention.

Table 88: Foundational Task 6 Literacy skills gaps for Girls by Control and Intervention Groups (%)

Level	Task 6 (Comp +Analytical)		
	Intervention	Control	Total
0 (Non Learner)	2.1 (-2.2% from baseline)	0.5 (-3.4% from baseline)	1.6 (-2.4 from baseline)
1 (Emergent)	31.8 (-32.2% from baseline)	39.5 (-16.9% from baseline)	34.2 (-24.3 from baseline)
2 (Established)	58.6 (+33.4% from baseline)	55.9 (+25.5% from baseline)	57.8 (+28.9 from baseline)
3 (Proficient)	7.5 (+1% from baseline)	4.2 (-5.2% from baseline)	6.5 (-2.1 from baseline)
Total	100	100	100

Based on task 6, there are more girls with proficiency levels (7.5%) from treatment or intervention schools compared to 4.2% proficiency scores in control schools.

Intervention schools recorded 1% points increase in number of proficient learners compared to control that recorded a 5.2% points reduction from baseline.

Intervention schools have more established learners (58.6%) compared to control zone (55.9%). The intervention also recorded a higher increment in established learners (33.4%) compared to control's 25.5%.

The following Table 87 shows the boys' Task 6 literacy scores by control and intervention.

Table 89: Foundational Task 6 Literacy skills gaps for Boys by Control and Intervention Groups (%)

Level	Task 6 (Comp +Analytical)		
	Intervention	Control	Total
0 (Non Learner)	1.4 (-15.5% from baseline)	0.0 (-4.4% from baseline)	1.0 (-7.1% from baseline)
1 (Emergent)	32.9 (-16.3% from baseline)	37.9 (-23.5% from baseline)	34.3 (-23.6% from baseline)
2 (Established)	61.4 (+33.7% from baseline)	62.1 (+42.5% from baseline)	61.6 (+39.6% from baseline)
3 (Proficient)	4.3 (-1.7% from baseline)	0.0 (-15% from baseline)	3.0 (-9.3% from baseline)
Total	100	100	100

Boys in intervention schools had a slightly lower proficiency score of 4.3% compared to boys in control school since there were no boys in control schools who were proficient in comprehension and analytical skills. This was expected as the boys from intervention schools benefited from the same interventions as the girls. However, 1.4% of boys from intervention schools were non learners whereas there were no boys who were non learners in the control schools. Comparison schools' boys recorded a higher reduction in proficient learners (-15%) compared to intervention's -1.7%.

Intervention schools have lower emergent learners (32.9%) compared to control's 37.9%. They also have higher number of established boys' learners (61.4%) than control's 62.1%.

Table 90: Literacy Proficiency levels (%) for girls

Level	Task 4 (Reading for Fluency)	Task 5 (Comp)	Task 6 (Comp +Analytical)	Task 7 (Comp + Inferential)	Task 8 Short Essay
0 (Non Learner)	1.5(+0.4% from baseline)	21.2 (+9.6% from baseline)	1.6 (-2.4% from baseline)	3.7 (-19.0% from baseline)	0.4 (-0.8% from baseline)
1 (Emergent)	1.3(-0.5% from baseline)	21.0 (-7.6% from baseline)	34.2 (-24.3% from baseline)	41.2 (-1.4% from baseline)	90.8 (+23.4% from baseline)
2 (Established)	2.1 (-0.4% from baseline)	36.0 (+15.5% from baseline)	57.8 (+28.9% from baseline)	50.0 (+30.8% from baseline)	8.9 (-16.5% from baseline)
3 (Proficient)	95.1 (+0.5% from baseline)	21.8 (-17.8% from baseline)	6.5 (-2.1% from baseline)	5.1 (-10.4% from baseline)	0.0 (-6.1% from baseline)
Total	100	100	100	100	100

From table 88 above it was observed that, overall, there was a reduction in the number of learners who were non-learners and emergent learners. This led to an increase in number of established learners across sub tasks.

With regards to sub task 6 (literacy task of focus), non-learners reduced by 2.4% from baseline as emergent learners reduced by 24.3% points. With the changes in non-learners and emergent learners, established learners increased by 28.9% points from baseline. This translated to 57.8% of the learners being established with 6.5% being proficient.

With regards to proficiency level, a general decrease in numbers of proficiency learners was observed. The greatest decrease was among Task 5 proficient learners with a drop of 17.8%. Part of the reason why there was a decrease in the number of proficiency learners is an increase in the sample size. In addition, unlike during baseline, grade 7 and 8 learners were assessed using Task 7 and 8. Learners in Grade 7 were those who had repeated the grade because of poor performance. By including these learners in the survey, the likelihood of higher-level scores dropping was high.

Boy's literacy scores are presented in table 89 below.

Table 91: Literacy Proficiency levels (%) for boys

Level	Task 4 (Reading for Fluency)	Task 5 (Comp)	Task 6 (Comp +Analytical)	Task 7 (Comp + Inferential)	Task 8 Short Essay
0 (Non Learner)	1.5 (+0.4% from baseline)	17.39 (+11.99% from baseline)	1.0 (-7.1% from baseline)	2.0 (-20.8% from baseline)	0.0 (-2.4% from baseline)
1 (Emergent)	2.99 (+2.99% from baseline)	18.84 (+2.74% from baseline)	34.3 (-23.6% from baseline)	49.5 (+2.8% from baseline)	95.0 (+18.0% from baseline)
2 (Established)	2.99 (+1.19% from baseline)	43.48 (+13.08% from baseline)	61.6 (+39.6% from baseline)	44.4 (+28.2% from baseline)	5.1 (-10.1% from baseline)
3 (Proficient)	94.03 (+0.57% from baseline)	20.29 (-27.91% from baseline)	3.0 (-9.1% from baseline)	4.0 (-10.4% from baseline)	5.6 (-5.6% from baseline)
Total	100	100	100	100	100

Overall, there was a reduction in the number of boys who were non learners and emergent learners leading to an increase in established learners.

With regards to Sub task 6, boys non learners reduced by 7.1% points while emergent learners reduced by 23.6% points. Established learners ended up increasing from 22% in baseline to 61.6% in midline marking a 39.6% points increase in learners who are established in comprehension with analytical questions. Proficient learners there were more girls who had acquired proficiency levels at all subtask. However, the difference was not significant. For example, 21.8% of girls were proficient at Task 5 compared to 20.29% of the boys. With regards to Task 7, 5.1% of the girls had acquired proficiency compared to 4.0% of the boys. Task 8 on short essays recorded a 10.1% decrease in learners who are now established in writing short essays, from 15.1% in baseline to 5.1% in midline.

The study sought to establish girls' Task 6 literacy scores by class and table 90, presents the findings.

Table 92: Girls Overall Task 6 Literacy Scores by Class (%)

Level	Class 7	class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	15% (+4.3% from baseline)	1.6% (-4% from baseline)	0.0% (-2.4% from baseline)	1.7% (-1.2% from baseline)	1.1% (+0.5% from baseline)	1.1% (+0.8% from baseline)	1.6% (-2.4% from baseline)
1 (Emergent)	75% (+1.5% from baseline)	59.2% (-12.9% from baseline)	22.2% (-30.2% from baseline)	20.1% (-32.9% from baseline)	21.2% (-23.2% from baseline)	18.2% (-23.7% from baseline)	34.2% (-24.3% from baseline)
2 Established)	10% (-3.8% from baseline)	37.7% (-19% from baseline)	77.8% (+41.4% from baseline)	70.1% (+33.3% from baseline)	69.1% (+30.8% from baseline)	69.1% (+29.2% from baseline)	57.8% (+28.9% from baseline)
3 (Proficient)	0% (-2.1% from baseline)	1.6% (-1.9% from baseline)	0.0% (-8.5% from baseline)	8.1% (-1.6% from baseline)	8.6% (-8.1% from baseline)	11.5% (-6.4% from baseline)	6.5% (-2.1% from baseline)
Total	100%	100	100	100	100	100	100

There was a 2.4% reduction of non-learners and a reduction of -24.3% of emergent learners. The total number of proficient learners decreased by -2.1% from baseline. 6.5% of the learners are proficient in comprehension using simple inferences Established learners increased from 28.9% in baseline to 57.8% in midline marking 28.9% points increase.

At baseline there were 52.4% form ones who were emergent learners. This has changed to a reduction in the number of these learners to 34.2% translating to 24.3% points reduction. On the other hand, established learners increased from 36.7% to 57.8% in midline marking 28.9% points increase. The same trend was observed among form twos who were 53% emergent and 36.8% established, and now record a reduction of emergent learners to 20.1% (32.9% points reduction) and increase in established learners to 70.1% (33.3% points increase). Their proficiency levels are 0% and 8.1% marking an 8.5% and 1.6% points reduction from baseline.

As expected, there were more girls in Form 1 (77.8%) and Form 2 (70.1%) who had acquired established levels in Task 6 than those in Grade 7 and 8. Grade 7 had the least number of girls with established levels at only 10%. Number of emergent learners decreased significantly with the least decrease found among Grade 8 learners (-12.9%) compared to Form 2 with -30.2% and Form 2 with -32.9%.

With regards to girls' proficiency levels, Form 4 had the highest percent of girls with proficiency scores at 11.5%. The percentage of learners with proficiency scores reduced across the grades. However, the percentage decrease was greater among Form 1 (-8.5%) and Form 3 (-8.1%).

In order to compare girls' learning scores to those of boys, the following Table 91 shows the boys' learning scores.

Table 93: Boys Overall Task 6 Literacy Scores by Class (%)

Level	Class 7	class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	0 (-15.4% from baseline)	2.2 (17% from baseline)	0 (0% from baseline)	0 (0% from baseline)	0 (0% from baseline)	0 (-4.8% from baseline)	1.0 (-7.1% from baseline)
1 (Emergent)	100 (+30.8% from baseline)	48.9 (% from baseline)	0 (-63.9% from baseline)	28.6 (-17.7% from baseline)	13.6(-44.1% from baseline)	21.4(2.4% from baseline)	34.3(-23.6% from baseline)
2 (Established)	0 (-13.5% from baseline)	48.9(+42.5% from baseline)	100.0 (+66.7% from baseline)	64.3 (+37.5% from baseline)	81.8 (+51% from baseline)	71.4 (+33.3% from baseline)	61.6 (+39.6% from baseline)

3 (Proficient)	0 (-1.9% from baseline)	0(-8.5% from baseline)	0 (-2.8% from baseline)	7.1(-19.7% from baseline)	4.6 (-6.9% from baseline)	7.1 (26.2% from baseline)	3.0 (-9.1% from baseline)
Total	100	100	100	100	100	100	100

Overall, there was a reduction across all grades among non-learners and emergent learners by 7.1% and 23.6% points respectively. Established learners on the other hand increased by 39.6% points (down from 22% to 61.6%)

At baseline, there were 63.9% of learners in Form 1 who were emergent learners with only 33.3% being established. This changed at midline where emergent learners reduced to 0% (-63.9% Points reduction) whereas established learners increased to 100% (66.7%% points increase). The same trend was observed among learners in Form 2 where 46.3%% of the learners were emergent and 26.8% were established, but at midline emergent learners decreased to 28.6% a 24.08% points reduction while there was a 37.5% increase of established learners to 64.3% at midline. Percentage of proficient learners in Form 1 decreased by 2.8% points (to no learners) and that of learners in Form 2 decreased by 19.7% points to 7.1% of learners.

Boys have better learning scores demonstrated by the fact that either 64.6% of boys were established, or had acquired proficiency compared to 64.3% of the girls a percentage difference of 0.3%. The difference was more obvious with boys in Form 3 where 86.4% of the boys were either established or had acquired proficiency compared to Form 3 girls where the percentage for girls was 77.7% a percentage difference of -8.7%.

In order to understand how learning was in the different counties, an analysis of learning data by region was carried out. The following Table 92 represents girls' learning data by region.

Table 94: Girls Task 6 Literacy Scores by Region (%)

Level	Task 6 (Comp +Analytical)			
	Laikipia	Meru	Mombasa	Total
0 (Non Learner)	1.0 (-5.9% from baseline)	1.9 (-3.4% from baseline)	1.8 (+1.5% from baseline)	1.6 (-2.4% from baseline)
1 (Emergent)	41.6 (-23.9% from baseline)	50.4 (-13.6% from baseline)	17.6 (-30.0% from baseline)	34.2 (-24.3%from baseline)
2 (Established)	52.6 (+29.8% from baseline)	44.1 (+21.0% from baseline)	71.0 (+31.7% from baseline)	57.8 (+28.9 % from baseline)
3 (Proficient)	4.9 (0% from baseline)	3.7 (-4.0% from baseline)	9.5 (-3.3% from baseline)	6.5 (-2.1%from baseline)
Total	100%	100%	100%	100%

Overall there was a reduction in non-learners and emergent learners from baseline to midline by 2.4% and 24.3% points respectively. Just like by grade and gender scores, established learners increased by 28.9% points. This translates to 57.8% learners (girls) across the three counties being established in comprehension with analytical questions.

At County level, there is no significant difference between the three counties with Laikipia having 1.0% non-learners, Mombasa 1.8% and Meru 1.9% non-learners. Laikipia County recorded the highest reduction of non-learners from baseline to midline by 5.9% points followed by Meru a reduction of 3.4%. However, in Mombasa, there was a slight increase in the number of girls who were non-learners by 1.5% points.

In terms of emergent learners, all the three Counties recorded above 12% reduction with Mombasa County recording the highest reduction at 30.0% Points reduction. Mombasa has significantly lower emergent learners at 17.6% compared to Laikipia 41.6 and Meru 50.4%.

The biggest change in increase of established learners was noted in Mombasa County with 31.7% point increment, Laikipia coming second at 29.8% points increase and Meru at 21.0% points increase. Mombasa has the largest number of established learners at 71.0%, followed by Laikipia 52.6% and Meru 44.1%.

Mombasa has the largest number of proficient learners at 9.5% followed by Laikipia at 4.9% and lastly Meru, 3.7%. Laikipia (0%) and Mombasa (3.3%) Counties experienced slightly lower reductions in number of proficient learners compared to Meru (4.0%) In terms of ranking, Mombasa was leading in terms of literacy scores, followed by Laikipia and lastly Meru County. This ranking was similar to the ranking during baseline.

The following Table 93 shows the boys' task 6 literacy scores by region

Table 95: Boys Task 6 Literacy Scores by Region (%)

Level	Task 6 (Comp +Analytical)			
	Laikipia	Mombasa	Meru	Total
0 (Non Learner)	0.0 (-9.8% from baseline)	0.0 (0.0% from baseline)	2.3 (-11.1% from baseline)	1.0 (-7.1% from baseline)
1 (Emergent)	36.8 (-30.6% from baseline)	17.7 (-35.5% from baseline)	38.6 (-10.7% from baseline)	34.3 (-23.6% from baseline)
2 (Established)	60.5 (+46.4% from baseline)	76.5 (+45.2% from baseline)	56.8 (+32.9% from baseline)	61.6 (+39.6% from baseline)
3 (Proficient)	2.6 (-6.1% from baseline)	5.9 (-9.7% from baseline)	2.3 (-11.1% from baseline)	3.0 (-9.1% from baseline)
Total	100	100	100	100%

Overall, there was a reduction in non-learners and emergent learners from baseline to midline by 7.1% and 23.6% points respectively. Established learners increased by 39.6% points. This translates to 61.6% learners (boys) across the three counties being established in comprehension with analytical questions.

Laikipia and Mombasa recorded 0% non-learners and Meru 2.3% non-learners. Meru County recorded the highest reduction of non-learners from baseline at 11.1% points followed by Laikipia (9.8%) and lastly Mombasa at 0%.

There was significant increase in established learner's s across the three Counties, with Laikipia County recording the highest improvement at 46.4%, followed by Meru at 45.2% and Mombasa at 32.9%. With

regards to number of established learners, there were more boys with established literacy scores in Mombasa (76.5%) followed by Laikipia (60.5%) and lastly Meru (56.8%).

Similar to girls' learning scores, boys' proficiency learning scores in Mombasa were higher at 5.9%, than Laikipia 2.6% and Meru 2.3%. There was no significant difference between boys' proficiency scores in Meru (2.3%) and Laikipia (2.6%). When the percentage of boys with established literacy scores and proficiency scores above are taken into consideration, Mombasa is leading with 82.4%, followed by Laikipia 63.1% and lastly Meru with 59.1%.

The following Table 94 presents girls' Task 7 literacy scores by Grade.

Table 96: Girls Task 7 Literacy Scores by Grade (%)

Level	Task 7 (Comp + Inferential)						
	Class 7	Class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	15.0%	1.6%	0.0%	1.7%	1.1%	1.1%	1.6%
1 (Emergent)	75.0%	59.2%	22.2%	20.1%	21.2%	18.2%	34.2%
2 (Established)	10.0%	37.7%	77.8%	70.1%	69.1%	69.1%	57.8%
3 (Proficient)	0.0%	1.6%	0.0%	8.1%	8.6%	11.5%	6.5%
Total	100%	100%	100%	100%	100%	100%	100%

10% of the girls in grade 7 were established learners and none had acquired proficiency levels. Grade 7 therefore contributed most to low learning scores observed in task 7. On the other hand, there were no girls in Form 1 who were non-learners. 37.7% of girls in Grade 8 were established learners while 10% of the girls in Grade 7 were established learners. Literacy scores between Form 3 and 4 had no difference both had 69.1% points. Form 4 had a higher proficiency level of 11.5%. The following Table 95 represents boys Task 7 literacy scores by grade.

Table 97: Boys Task 7 Literacy Scores by Grade (%)

Level	Task 7 (Comp + Inferential)						
	Class 7	Class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%	1.0%
1 (Emergent)	100.0%	48.9%	0.0%	28.6%	13.6%	21.4%	34.3%
2 (Established)	0.0%	48.9%	100.0%	64.3%	81.8%	71.4%	61.6%
3 (Proficient)	0.0%	0.0%	0.0%	7.1%	4.6%	7.1%	3.0%
Total	100%	100%	100%	100%	100%	100%	100%

There are no boys in Grade 7 who are established learners or have acquired proficiency level in Task 7. This finding is similar to that of girls in the same Task 7. There are no learners in Form 1 to form 4 who are non-learners. Majority of learners are either emergent (34.3%) or established (61.6%). Only 3.0% of learners have proficiency levels in Task 7. Majority of proficient learners are in Form 2 and Form 4 (7.1%).

Table 98: Girls Task 8 Literacy Scores by Grade (%)

Level	Task 8 (Proficient in Short Essay construction)						
	Class 7	Class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	0%	0.53%	0.33%	0.19%	0.23%	0.3%	0.3%
1 (Emergent)	100%	96.84%	93.75%	90.97%	88.48%	85.42%	91.9%
2 (Established)	0%	2.64%	5.92%	8.84%	11.29%	14.29%	7.8%
3 (Proficient)	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%

There were no girls who were proficient in short essay construction. Majority of the learners were emergent writers. There were no girls who were established in short essay construction compared to girls in Form 4 (14.29%) who were established in short essay construction.

Table 99: Boys Task 8 Literacy Scores by Grade (%)

Level	Task 8 (Proficient in Short Essay construction)						
	Class 7	Class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	0%	0%	1.33%	0%	0%	0%	0.37%
1 (Emergent)	100%	97.01%	93.33%	97.22%	91.18%	100%	95.51%
2 (Established)	0%	2.99%	5.33%	2.78%	8.82%	0%	4.12%
3 (Proficient)	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%

Only 4.12% of the boys are established in short essay construction compared to 7.8% of the girls. However there were more boys who were emergent in short essay construction at 95.51% compared to 91.9% of the girls.

Numeracy scores

Guidance Box 4 – The ‘grade achieved’ reporting

The EGMA/SeGMA subtasks have been designed to be appropriate for the foundational skills and difficult grade through the achievements at subtask data.

The learning (literacy and numeracy) subtask scores were further subdivided into the following bands of achievements:

- Non-learner: 0% of items
- Emergent learner: 1%-40% of items
- Established learner: 41%-80% of items
- Proficient learner: 81%-100% of items.

Table 100: EGMA Subtask 4

	Laikipia	Meru	Mombasa	Total
Non-learner: 0% of items	0.0%	0.3%	-	0.2%
Emergent learner: 1%-40%	1.0%	0.5%	-	0.8%
Established learner: 41%-80%	17.8%	12.6%	-	15.2%
Proficient learner: 81%-100%	81.2%	86.6%	-	83.9%
Total	100%	100%	-	100%

There was a total of 83.9% of learners who were proficient in EGMA subtask 4 compared to 99% at baseline a difference of 15%. There were more learners who were proficient in subtask 4 in Meru at 86.6% compared to Laikipia at 81.2%.

Table 101: EGMA Subtask 5

	Laikipia	Meru	Mombasa	Total
Non-learner: 0% of items	0.3%	0.5%	-	0.4%
Emergent learner: 1%-40%	3.3%	5.2%	-	4.25%
Established learner: 41%-80%	31.0%	29.2%	-	30.1%
Proficient learner: 81%-100%	65.3%	65.1%	-	65.2%
Total	100%	100%	-	100%

65.2% of the learners were proficient in subtask 5 compared to 99% a difference of 33.8%. Majority of the learners are proficient at 65.2%. There is very little difference in terms of performance between the 2 counties.

Table 102: EGMA Subtask 6

	Laikipia	Meru	Mombasa	Total
Non-learner: 0% of items	4.4%	2.4%	-	3.4%
Emergent learner: 1%-40%	18.0%	11.5%	-	14.8%
Established learner: 41%-80%	38.8%	38.0%	-	38.4%
Proficient learner: 81%-100%	38.8%	48.1%	-	43.5%
Total	100%	100%	-	100%

There are 43.5% learners who are proficient in subtask 6 compared to 43.9% at baseline, a small difference of 0.4% below the baseline. There are more learners that are proficient in Meru (48.1%) than in Laikipia (38.8%) a difference of 9.3%.

Table 103: Foundational Girls Task 7 Numeracy gaps by Intervention and Control

Task 7			
Level	Treatment	Control	Total
0 (Non Learner)	1.1% (+0.3% from baseline)	1.0% (-0.7% from baseline)	1.1% (-0.3% from baseline)
1 (Emergent)	19.4% (-11.4% from baseline)	18.1% (-12.9% from baseline)	19.0% (-11.9% from baseline)
2 (Established)	60.9% (+26.9% from baseline)	68.4% (+38.7% from baseline)	63.2% (+32.2% from baseline)
3 (Proficient)	18.6% (-15.8% from baseline)	12.5% (-25.2% from baseline)	16.7% (-20.0% from baseline)
Total	100%	100%	100%

From table 101 above, overall, there were more (18.6%) learners who had attained proficiency levels in treatment group compared to control's 12.5%. On the same learning level, control recorded a higher (25.2%) reduction in proficiency levels from baseline compared to treatment's reduction of 15.8%.

With regards to learning levels, treatment schools recorded 79.5% girls having acquired established or proficiency learning levels compared to 80.94 % of girls in control schools a difference of 1.44%.

The following Table 104 presents boys' Task 7 Numeracy scores by intervention and control.

Table 104: Foundational Boys Task 7 Numeracy gaps by Intervention and Control.

Task 7			
Level	Treatment	Control	Total
0 (Non Learner)	0.0% (-1.4% from baseline)	0.0% (-0.6% from baseline)	0.0% (-0.9% from baseline)
1 (Emergent)	26.1% (-8.2% from baseline)	10.3% (-20.4% from baseline)	21.4% (-10.4% from baseline)
2 (Established)	62.3% (+33.5% from baseline)	72.4% (+38% from baseline)	65.3% (+32.7% from baseline)
3 (Proficient)	11.6% (-24.4% from baseline)	17.2% (-16.8% from baseline)	13.3% (-21.5% from baseline)
Total	100%	100%	100%

Overall, there were more (17.2%) learners who had attained proficiency levels in control group compared to intervention's 11.6%. There are more boys who are established among control schools (72.4%) compared to treatment (62.3%). Comparatively, there are more boys who are proficient in Subtask 7 at 13.3% compared to girls at 16.7%. With regards to treatment schools, there are less boys who are proficient at 11.6% compared to girls at 18.6%.

As state earlier at baseline, Grades 7 and 8 were not assessed using Task 8. The following Table 105 presents girls' numeracy Task 8 scores by class.

Table 105: Numeracy Proficiency levels (%) for girls

Level	Task 4 (Addition)	Task 5 (Subtraction)	Task 6 (Word problem)	Task 7 Advanced multiplication, division etc.	Task 8 Algebra	Task 9 Data interpretation etc.
0 (Non Learner)	0.21% (+0.2% from baseline)	0.2% (+0.2% from baseline)	2.8% (-8.9% from baseline)	1.1% (-0.3% from baseline)	9.2% (+2.9% from baseline)	12.1% (+2.2% from baseline)
1 (Emergent)	0.2% (-0.0% from baseline)	0.6% (+0.6% from baseline)	15.3% (-13.1% from baseline)	19.0% (-11.9% from baseline)	31.5% (-1.2% from baseline)	71.9% (+5.4% from baseline)
2 (Established)	7.3% (+6.6% from baseline)	28.8% (+28.1% from baseline)	38.4% (+17.9% from baseline)	63.2% (+32.2% from baseline)	47.5% (+27.0% from baseline)	15.8% (-1.5% from baseline)
3 (Proficient)	92.3% (-6.8% from baseline)	70.4% (-28.9% from baseline)	43.6% (+4.0% from baseline)	16.7% (-20.0% from baseline)	11.7% (-28.8% from baseline)	0.2% (-6.1% from baseline)
Total	100%	100%	100%	100%	100%	100%

Overall, there was an increase in established learners across all sub tasks except for sub task 9 which recorded a 1.6% reduction. Sub task 7 that was done by all the girls recorded the highest increment in established learners at 32.2% points. This means that at midline 63.2% of learners became established in

advanced multiplication and division down from 30.96% in baseline. Non-learners and emergent learners recorded a reduction of 1.1% and 11.9% point from baseline implying progression in learning levels. Numeracy proficient level had the highest reduction in terms of percentages. For example, the number of proficient girls in Task 5 reduced by -28.9% and in Task 8 percentage of proficient girls reduced by -28.8%.

With regards to Task 7, 79.9% of the girls are either established or proficient in advanced operations, with 63.2% of the girls being established while 16.7% are proficient.

There was a reduction in the number of established and proficient learners in subtask 9. Majority (71.9%) of learners were emergent for Sub task 9 (data interpretation). This being the hardest task it was expected that there would be fewer learners who were established and proficient compared to other tasks. As with any difficult task, the likelihood of learners failing is high as they have not mastered the skills. In addition, this subtask was also done by Grade 8 who previously had not done the Subtask 9, Most of them were non-learners or emergent learners (see Table 68 on subtask 9 learning scores by class)

In addition, when one looks at earlier Subtasks for example Subtask 6 (word problem) only 43.6% of the learners are proficient. To a great extent Subtask 9 (Data Interpretation) depends on the ability of the learners to understand word problem. It is therefore probable that learners were not proficient in Subtask 9 because they already don't have skills to solve Word Problems (Subtask 7).

Subtask 7 is based on Grade 4 level curriculum. All learners are expected to have mastered advanced multiplication and division. From the data, learners are struggling with majority (65.3%) being established. It can therefore be concluded that learners are still struggling with operations of numbers.

The following Table 106 represent numeracy proficiency levels for boys.

Table 106: Numeracy Proficiency levels (%) for boys

Level	Task 4 (Addition)	Task 5 (Subtraction)	Task 6 (Word problem)	Task 7 Advanced multiplication, division etc.	Task 8 Algebra	Task 9 Data interpretation etc.
0 (Non Learner)	0% (+0% from baseline)	0% (+0% from baseline)	1.5% (-3.9% after baseline)	0.0% (-0.9% from baseline)	7.1% (-0.1% from baseline)	16.2% (+6.0% from baseline)
1 (Emergent)	0% (+0% from baseline)	0% (+0% from baseline)	11.6% (-4.5% from baseline)	21.4% (-10.4% from baseline)	36.4% (+3.6% from baseline)	66.7% (+6.9% from baseline)
2 (Established)	0% (+0% from baseline)	25% (+25% from baseline)	60.9% (+30.5% from baseline)	65.3% (+32.7% from baseline)	42.4% (+26.8% from baseline)	16.2% (-0.3% from baseline)
3 (Proficient)	100% (+0% from baseline)	75% (-25% from baseline)	26.1% (-22.1% from baseline)	13.3% (-21.5% from baseline)	14.1% (-30.3% from baseline)	1.0% (-12.4% from baseline)
Total	100	100	100	100	100	100

Just like girls' performance, there was an increase in established learners across all sub tasks, with sub task 6 recording the highest increment at 30.5% point followed closely by sub task 8 at 26.8% and sub task 7 third with 32.7% points increase. 65.3% of learners are established learners when it comes to advanced multiplication and division in sub task 7. This translates to an increase from 32.7% in baseline. Overall, there are 78.6% learners who are either established or proficient in sub task 7. However, there was a 21.5% point reduction in proficiency in sub task 7.

All the boys assessed were proficient in sub task 4. 75% of the boys were proficient in sub task 5 a reduction of -25% from baseline. The greatest reduction was percentage of proficient boys in Task 8 with a reduction of 26.8%. Girls performed better than the boys by 1.3% with 79.9% of the girls being established or having had acquired proficiency compared to 78.6% of boys in the same task. Boys have done slightly better than girls in numeracy have. Traditionally, girls have always assumed sciences were the preserve for boys. Girls in the project communities have been socialized to feel inferior to boys. This is one of the barriers the project is addressing. Another barrier the project is addressing is heavy household chores for girls that prevent them from attending school and committing enough time for their studies.

Learners' (both boys and girls) scores by region are presented below in Table 107.

Table 107: Numeracy Task 7 Proficiency levels by region

Level	Task 7			Total
	Laikipia	Meru	Mombasa	
0 (Non Learner)	0.0% (-2.2% from baseline)	0.0% (0% from baseline)	0.0% (0.0% from baseline)	0.0% (-0.9% from baseline)
1 (Emergent)	29.7% (-11.6% from baseline)	15.9% (-20.4% from baseline)	17.7% (+5.2% from baseline)	21.4% (-10.4% from baseline)
2 (Established)	59.5% (+26.9% from baseline)	72.7% (+40.2% from baseline)	58.8% (+26.0% from baseline)	65.3% (+32.7% from baseline)
3 (Proficient)	10.8% (-13.1% from baseline)	11.4% (-19.9% from baseline)	23.5% (-31.2% from baseline)	13.3% (-21.5% from baseline)
Total	100%	100%	100%	100%

Overall, there was a reduction in non-learners and emergent learners by 0.9% and 10.4% points from baseline. There was 32.7% points increase in established learners and 21.5% drop in proficient learners. With regards to Numeracy Task 7, Mombasa had the highest number of learners who had acquired proficiency at 23.5% followed by with Meru 11.4% and lastly Laikipia with 10.8%.

Regarding established learners, Meru recorded the highest increase at 40.2% followed by Laikipia at 26.9% then lastly Mombasa at 26.0%. Mombasa however led in reduction of emergent learners by 31.2% points followed by Meru by 19.9% points and last Laikipia by 13.1% points

Further analysis of regional scores was carried out with scores for both boys and girls presented separately. The following Table 108 presents girls' Task 7 scores by region.

Table 8: Girls' numeracy Task 7 Proficiency levels by region

Level	Task 7			Total
	Laikipia	Meru	Mombasa	
0 (Non Learner)	0.8% (-2.2% from baseline)	0.8% (-0.5% from baseline)	1.5% (-8.3% from baseline)	1.1% (-0.3% from baseline)
1 (Emergent)	25% (-14.2% from baseline)	25.6% (-16% from baseline)	10.1% (-57.3% from baseline)	19.0% (-11.9% from baseline)

2 (Established)	59.0% (+32.4% from baseline)	62.8% (+27.4% from baseline)	66.5% (+52.4% from baseline)	63.2% (+32.2% from baseline)
3 (Proficient)	15.2% (-16% from baseline)	10.8% (-10.9% from baseline)	21.9% (-13.2% from baseline)	16.7% (-20% from baseline)
Total	100%	100%	100%	100%

Overall, there was a 11.9% points reduction in emergent learners (girls) and 32.2% points increase in established learners translating to a total of 63.2% being established in numeracy sub task 7. Girls in Mombasa had the highest proficiency scores with 21.9% of the girls being proficient. Laikipia County was second with 15.2% of the girls having acquired proficiency levels and lastly Meru County with 10.8% of the girls having acquired proficiency scores. 88.40% of the girls in Mombasa had either acquired established or proficiency levels, followed by 74.2% of the girls in Laikipia and lastly 73.6% of the girls in Meru.

All the three Counties recorded over 32.2% points increase in established learners, with Mombasa recording the highest increment by 52.4% points followed by Laikipia with 32.46% points and lastly Meru with 27.44% points increase. Mombasa also led in reduction of emergent learners by 57.3% points from baseline. In all the 3 counties, percentage of non-learners was less than 2%.

The following Table 109 presents boys' Task 7 literacy scores by region

Table 108: Boys' numeracy Task 7 Proficiency levels by region

Task 7				
Level	Laikipia	Meru	Mombasa	Total
0 (Non Learner)	0% (-2.2% from baseline)	0% (+0% from baseline)	0.0% (+0% from baseline)	0.0% (-0.9% from baseline)
1 (Emergent)	29.7% (-11.6% from baseline)	15.9% (-20.4% from baseline)	17.7% (+5.2% from baseline)	21.4% (-10.4% from baseline)
2 (Established)	59.5% (+26.9% from baseline)	72.7% (+40.2% from baseline)	58.8% (+26% from baseline)	65.3% (+32.7% from baseline)
3 (Proficient)	10.8% (-13.1% from baseline)	11.4% (-19.9% from baseline)	23.5% (-31.2% from baseline)	13.3% (-21.5% from baseline)
Total	100%	100%	100	100

Overall, there was a 10.4% points reduction in emergent learners (boys) and 32.7% points increase in established learners translating to a total of 65.3% being established in numeracy sub task 7. Boys in Mombasa had the highest proficiency scores with 23.5% of the boys being proficient. Meru County was second with 11.4% of the boys having acquired proficiency levels and lastly Laikipia County with 10.8% of the boys having acquired proficiency scores. 84.1% of the boys in Meru had either acquired established or proficiency levels, followed by 82.3% of the boys in Mombasa and lastly 70.3% of the boys in Laikipia.

All the three Counties recorded over 20% points increase in established learners, with Meru recording the highest increment by 40.2% points followed by Laikipia with 26.9% points and lastly Mombasa with 26.0% points increase. Meru also led in reduction of emergent learners by 20.4% points from baseline.

There were almost twice as many boys who were proficient in Task 7 in Mombasa (31.2%) as those in Meru (19.9%).

Table 109: Girls Numeracy Task 8 Scores by Class

level	Class 7	class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	45%	16.73%	4.58%	3.56%	3.23%	2.99%	6.26%
1 (Emergent)	55%	50.18%	33.04%	27.53%	18.01%	20.06%	31.09%
2 (Established)	0%	30.11%	50.45%	54.76%	60.05%	56.29%	49.85%
3 (Proficient)	0%	2.99%	11.94%	14.15%	18.71%	20.66%	12.8%
Total	100%	100%	100%	100%	100%	100%	100%

There were no Grade 7 girls who were established or had proficiency scores in task 8. Majority (49.85%) of the learners were established and 12.8% had acquired proficiency. 61.93% of the girls were established in Task 8 competencies or had acquired proficiency. The following Table 109 represents boys' numeracy Task 8 scores by class.

Table 110: Boys Numeracy Task 8 Scores by Class

level	Class 7	class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	100%	8.96%	5.33%	0%	2.94%	0%	4.87%
1 (Emergent)	0%	50.75%	33.33%	29.17%	20.59%	29.41%	34.46%
2 (Established)	0	28.36%	44%	62.5%	52.94%	47.06%	46.07%
3 (Proficient)	0	11.94%	17.33%	8.33%	23.53%	23.53%	14.61%
Total	100%	100%	100%	100%	100%	100%	100%

All the boys (100%) in Grade 7 were non-learners. Surprisingly, there were more boys with proficiency level in Grade 8 (11.94%) than boys in Form 2 (8.33%). Percentage of boys in Form 3 and 4 had similar proficiency scores of 23.53%. 60.68% of all the boys had established competencies in task 8 or had acquired proficiency. The following Table 111 represents the girls' Task 8 numeracy gaps by intervention and control.

Table 111: Foundational Girls Task 8 Numeracy gaps by Intervention and Control.

Task 8			
Level	Treatment	Control	Total
0 (Non Learner)	9.5% (+3.6% from baseline)	8.6% (+2.1% from baseline)	9.2% (+2.9% from baseline)
1 (Emergent)	28.3% (-6.7% from baseline)	38.8% (+7.1% from baseline)	31.5% (-1.2% from baseline)
2 (Established)	48.8% (+26.9% from baseline)	44.7% (+24.8% from baseline)	47.5% (+27.0% from baseline)

3 (Proficient)	13.4% (-23.9% from baseline)	7.9% (-34% from baseline)	11.7% (-28.8% from baseline)
Total	100%	100%	100%

With regards to intervention and control groups, there are more girls who have acquired proficiency in Task 8 (13.4%) compared to girls in the control schools (7.9%). Girls with established Task 8 levels in treatment schools were 48.8% and girls with these same competencies in control schools were 44.7 a difference of 4.1%. The following Table 112 represents boys' Task 8 numeracy gaps by intervention and control.

Table 112: Foundational Boys Task 8 Numeracy gaps by Intervention and Control.

Task 8			
Level	Treatment	Control	Total
0 (Non Learner)	8.6% (+1.6% from baseline)	3.5% (-3.8% from baseline)	7.1% (-0.1% from baseline)
1 (Emergent)	37.1% (+5.5% from baseline)	34.5% (+1.2% from baseline)	36.4% (+3.6% from baseline)
2 (Established)	42.9% (+27.1% from baseline)	41.4% (+25.9% from baseline)	42.4% (+26.8% from baseline)
3 (Proficient)	11.4% (-34.6% from baseline)	20.7% (-23.3% from baseline)	14.1% (-30.3% from baseline)
Total	100%	100%	100%

Unlike girls, boys in control schools had higher proficiency level of 20.7% compared to boys in treatment schools with 11.4%. When established learners in task 8 and those with proficiency levels are combined treatment schools had 54.3% of learners at these two levels while control schools had 62.1% a difference of 7.8 which is significant. The following Table 113 is a girls' numeracy Task 9 scores by class.

Table 113: Girls Numeracy Task 9 Scores by Class

level	Class 7	class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	35%	22.71%	9.82%	5.29%	4.4%	6.25%	9.69%
1 (Emergent)	65%	73.24%	84.71%	79.62%	71.99%	65.18%	77.34%
2 (Established)	0%	4.05%	5.47%	15.1%	22.69%	28.27%	12.82%
3 (Proficient)	0%	0%	0%	0%	0.93%	0.3%	0.15%
Total	100%	100%	100%	100%	100%	100%	100%

35% of girls in Grade 7 were categorized as non-learners in task 9 competencies and 65% as emergent learners. Only 0.15% of the girls had proficiency levels and 12.82% had established competencies assessed in task 9. Majority of the girls (77.34%) were emergent learners. The following Table 113 indicates boys' numeracy Task 9 scores by class.

Table 114: Boys Numeracy Task 9 Scores by Class

level	Class 7	class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	50%	22.39%	1.33%	4.17%	5.88%	11.76%	8.99%
1 (Emergent)	50%	70.15%	82.67%	75%	64.71%	64.71%	73.78%
2 (Established)	0%	7.46%	16%	20.83%	26.47%	23.53%	16.85%
3 (Proficient)	0%	0%	0%	0%	2.94%	0%	0.37%
Total	100%	100%	100%	100%	100%	100%	100%

Fifty percent of the boys in Grade 7 were non-learners and 50% were emergent learners. 70.15% of Grade 8 learners were emergent learners. Only 0.37% of the boys had proficiency level. 17.22% of the boys had acquired established or acquired level compared to 12.82% of the girls a difference of 4.4%. The following Table 115 represents girls' Task 9 numeracy gaps by intervention and control.

Table 115: Foundational Girls Task 9 Numeracy gaps by Intervention and Control.

Task 9			
Level	Treatment	Control	Total
% (% from baseline)0 (Non Learner)	12.6% (+2% from baseline)	11.0% (+1.3% from baseline)	12.1% (+2.2% from baseline)
1 (Emergent)	68.5% (+1.4% from baseline)	79.4% (+13.2% from baseline)	71.9% (+5.4% from baseline)
2 (Established)	18.6% (-0.1% from baseline)	9.6% (-7.2% from baseline)	15.8% (-1.5% from baseline)
3 (Proficient)	0.3% (-3.4% from baseline)	0.0% (-7.4% from baseline)	0.2% (-6.1% from baseline)
Total	100%	100%	100%

Among the control schools there were no girls who acquired proficiency levels in Task 9. Treatment schools had only 0.3% of the girls having competency in the same Task 9 which is negligible. Treatment schools had 18.6% of the girls at the established level a difference of 0.1% from the baseline. Control schools had more girls at emergent level at 79.4% compared to 68.5% girls from treatment schools. When one combines the total percentage of learner at established level and those with proficiency, treatment schools had more girls at these levels at 18.9% compared to control with 9.6% a difference of 9.3%. The following Table 116 represents boys' Task 9 numeracy gaps by intervention and control.

Table 116: Foundational Boys Task 9 Numeracy gaps by Intervention and Control.

Task 9			
level	Treatment	Control	Total
(% from baseline)0 (Non Learner)	21.4% (+14.1% from baseline)	3.5% (-8.1% from baseline)	16.2% (+6.0% from baseline)
1 (Emergent)	62.9% (-0.51% from baseline)	75.9% (+17.8% from baseline)	66.7% (+6.9% from baseline)

2 (Established)	14.3%(-0.3% from baseline)	20.7%(+3.3% from baseline)	16.2% (-0.3% from baseline)
3 (Proficient)	1.4%(-13.6% from baseline)	0.0% (-13% from baseline)	1.0% (-12.4% from baseline)
Total	100%	100%	100%

Similar to the girls in control schools, there were no boys in control schools who had acquired proficiency in Task 9. Only 1.4% of the boys in the treatment schools had acquired proficiency which is negligible. Treatment schools had higher percentage of boys who were non-learners at 21.4% an increase of 14.1% from baseline compared to control schools that had only 3.5% a decrease of -8.1% from baseline. When one combines the total percentage of learner at established level and those with proficiency, treatment schools had more girls at these levels at 15.7% compared to control with 20.7% a difference of 5%.

Girls who are non-learners were 12.1 compared to 16.2% boys a difference of 4.1%. Girls at emergent level were 71.9% compared to 66.7% a difference of 5.2%. Girls who were at established level were 15.8.% compared to boys at 16.2% a difference of 0.4%. Girls with proficiency levels were 0.2% compared to boys at 1.0% a difference of 0.8%. There is no significant difference between girls and boys scores in numeracy Subtask 9.