



COUNTRY BRIEFING: KENYA



GEC-T	6 projects	326,680 target beneficiaries
LNGB	1 project	5,000 target beneficiaries ¹

The Girls' Education Challenge (GEC) has seven projects working across Kenya. Six GEC-T projects are focusing on girls' transition from basic to secondary education and one LNGB project is supporting some of the most marginalised and vulnerable out-of-school girls.

School closures in March 2020 and travel and meeting restrictions compelled projects to adapt their activities in order to meet the most urgent needs of the girls. In response, projects have focused their efforts on keeping in contact with as many girls as possible, supporting them to continue learning remotely, broadcasting learning content on the radio, planning back-to-school campaigns, and ensuring the safety and wellbeing of girls. The projects have also supported national and regional educational response strategies. During the quarter July to September 2020 for GEC-T projects and May to July 2020 for LNGB projects, projects reached a total of 158,307 girls through their COVID-19 response activities.

PROJECT NAME	WINDOW	LEAD PARTNER	PROJECT START DATE	PROJECT CLOSE DATE
Discovery Project	GEC-T	Impact(Ed)	1 April 2017	31 December 2020
iMlango	GEC-T	Avanti	1 April 2017	31 March 2021
Kenya Equity in Education Project Phase II (KEEP II)	GEC-T	World University Service of Canada (WUSC)	1 April 2017	31 March 2022
Expanding Inclusive Education Strategies for Girls with Disabilities Kenya	GEC-T	Leonard Cheshire Disability (LCD)	1 April 2017	31 March 2022
Jielimishe (Educate Yourself)	GEC-T	I Choose Life (ICL)	1 April 2017	31 March 2022
Let our Girls Succeed (Wasichana Wetu Wafaulu)	GEC-T	Education Development Trust (EDT)	1 May 2017	31 March 2023
Education for Life	LNGB	ActionAid	28 September 2018	31 March 2023

¹ Number subject to adjustment following identification of beneficiaries

Project data is based on reporting from May to October 2020



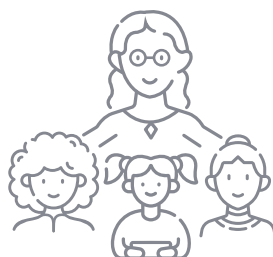
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Since the start of the second phase of the GEC² projects in Kenya have reported to the Fund Manager the following achievements up to June 2020:



7,458
teachers trained

4,508
girls club
leaders trained



16,504
student kits
distributed



247,762
sanitary or wash
kits distributed

Achievements

- **LCD** has made progress for girls with disabilities: 91% view their learning climate as supportive (compared to 57% at the start of the project) and around two thirds improved their literacy levels; 76% felt included in community events (compared to 50% at the start of the project)
- **WUSC** surpassed its literacy target and saw an improvement across all grades. School attendance rates have increased for girls receiving conditional cash transfers. Board of Management members are better equipped, have a clearer understanding of their role and are taking action to respond to the specific needs of girls in school.

Challenges

GEC projects have faced significant challenges due to the COVID-19 pandemic and they have adjusted their activities to respond to these. The Kenyan government closed schools in March 2020 and absences from school, lack of PPE for in-person support and uncertainty on the role of teachers and educators to support home learning has caused a loss of learning. Despite the roll out of national distance-learning strategies, there are varying levels of access to the internet and devices such as radios and smartphones, and intermittent radio signal in rural areas (particularly in Northern Kenya) across project communities and households.

The pandemic has also created increased challenges for girls now confined to their homes. Job losses have forced parents out of the house to find work leaving girls at home to care for family members and carry out household chores. Travel and contact restrictions have reduced projects' access to girls and their capacity to provide safeguarding and psychosocial support. Projects have reported increased cases of early marriage, pregnancy and gender-based violence.

² The first phase of the GEC ran from 2012-2017 and provided quality education for over a million marginalised girls. The GEC is now in its second phase (2017-2025), with up to 41 projects in 17 countries. The second phase is enabling existing GEC beneficiary girls to complete primary school and transition to secondary education, technical vocational training or employment. Within the second phase, a second cohort of girls are also being supported through the Leave No Girl Behind funding window, which consists of interventions for highly marginalised, adolescent girls who are out of school.

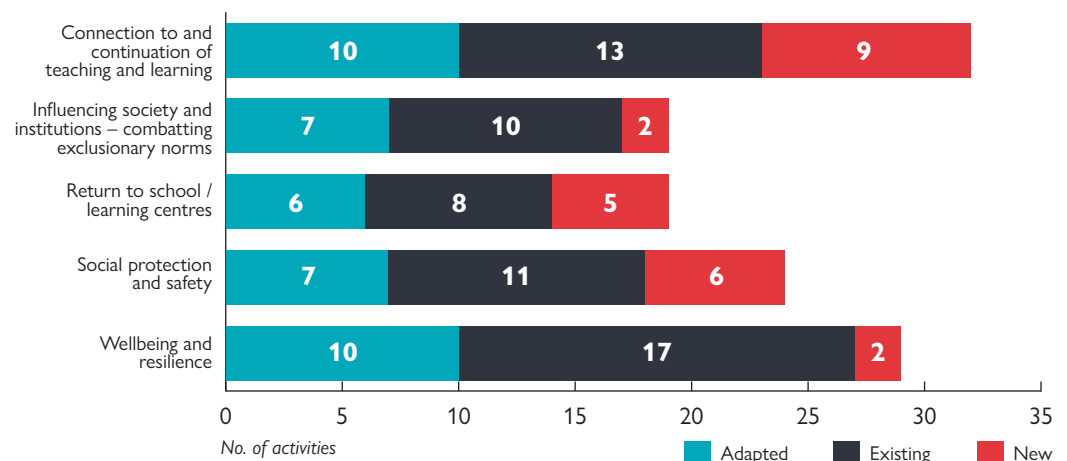


Recent highlights

GEC projects have adapted their activities to best support the needs of the beneficiary girls. *Figure 1* outlines the types of activities projects have implemented and indicates the proportion of these that are existing, adapted from existing activities or completely new to projects. Some highlights from these activities include:

- Between April and June 2020, projects focused on **keeping in contact** with the girls. **ActionAid** kept in touch with all the girls in their programme. Projects learned more about the girls as they conducted rapid analyses, needs assessments and in-depth qualitative monitoring. They reached greater numbers of indirect beneficiaries. For example, **Impact(Ed)**'s national radio and TV My Better World series aired across north-eastern Kenya via Wajir Community Radio (275,000 listeners) and Wajeer FM Radio (250,000 listeners).
- Projects have **kept girls learning** through new and innovative means. **Avanti** produced an App that girls can use to access Maths-Whizz software and listen to English lessons on podcasts. **ActionAid** have restarted catchup classes for out-of-school girls in small and safe groups. **ICL** has developed home-learning via radio and taught lessons via Google classrooms. **EDT** has distributed solar radios. **Impact(Ed)** has collaborated with the Kenya Institute of Curriculum Development to broadcast content on national TV. **ICL** distributed over 4,309 learning packs to girls and **LCD** used their assessment data to provide relevant paper-based learning to girls with disabilities.
- The projects have **supported girls' health and wellbeing**. They have provided 'dignity kits' which include sanitary pads and offered support for girls' mental health. **Impact(Ed)** have sent bulk SMS to all parents with advice on how to help girls cope and **ActionAid**'s mentors have been undergoing training to provide counselling services. Projects have given particular consideration to girls who face specific challenges. **LCD** have been using trained counsellors, mentors and community health workers to carry out visits to girls with cognitive disabilities.
- **Economic support has been provided** to prevent girls from dropping out of school. **WUSC** and **EDT** have scaled up their existing cash transfers to more families, and **LCD** and **ICL** have started new cash transfers for girls from vulnerable households. The Kenyan projects have distributed a total of 7,268 cash transfers.
- All projects have put in place **safeguarding protocols and procedures** specifically to ensure that their COVID-19 responses are safe for girls, other beneficiaries and staff members. Safety, as well as learning, continues to be a top priority for all GEC projects.*

Figure 1: COVID-19 Response activities in Kenya³



* Please see the safeguarding section on the COVID-19 page of the GEC website for materials and guidance provided to projects: <https://girlseducationchallenge.org/#/article/covid-19-response>. The GEC expects our projects to be compliant with our 14 minimum standards on safeguarding.

³ Projects began implementing the COVID-19 response activities in Q2 2020 and will continue or be adapted in accordance with the evolving COVID-19 situation in each context and in agreement with the FM. Please note, this graph does not include Avanti, as their Medium-Term Response Plan has not yet been finalised.

Coordination and collaboration

Strengthening relationships with local and national organisations and government agencies has been a key element of many projects' COVID-19 response activities, allowing them to reach more girls and align activities to the national strategies.

WUSC and **EDT** have contributed to the national Education in Emergencies (EIE) working groups and joined regional EIE clusters or county-level COVID-19 Steering Committee meetings, which offer a platform to share lessons, and influence and strengthen the national education response. **LCD** has focused on influencing county and national-level responses to ensure they include support for girls with disabilities.

Projects have worked together to maximise initiatives in the same regions. **EDT** and **Avanti** planned and co-financed radio broadcast activities in Kilifi. **LCD** and **ActionAid** joined forces for radio broadcasts in Kisumu. Projects have worked to strengthen relationships with organisations with whom they were collaborating prior to COVID-19, including national organisations such as the Kenya Institute of Curriculum Development, the Teacher Service Commission, the Kenya Institute of Special Education and the Kenya Education Management Institute. **WUSC** has worked with the UNHCR to identify and address gaps in knowledge for girls' education.

Lessons learned

In their response to the pandemic, projects have learned some key lessons about education in emergencies, and the ability to identify and respond to the most pertinent issues. The means of maintaining girls' learning remotely were varied, but lessons were learned about each method. Lack of reliable electricity at home, together with constraints on girls' time and freedom to learn, can prevent girls from using television and smartphone Apps for learning. Some projects tackled this by supplying hard copy learning resources and encouraging parents to set aside daily time for studying. Overall, projects found that using a combination of approaches enhances the likelihood of reaching the greatest number of girls.

Priorities from January 2021

Projects will focus on the return to schools and learning centres. The partial re-opening of schools in Kenya began in October 2020 and all classes returned in January 2021. However, re-enrolment rates are likely to be low due to the increased opportunity cost to family income and difficulties in paying school-related costs. Projects will focus on activities that encourage girls who have not re-enrolled to do so. They will build awareness of the ways in which girls can be supported and encouraged to continue their learning even if they face financial constraints or pregnancy. They will identify alternative transition pathways, such as vocational and entrepreneurship opportunities, and support girls to get onto them. Critically, projects will strengthen their attendance tracking and follow-up systems to monitor the ongoing situation.

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