



COUNTRY BRIEFING: KENYA



The Girls' Education Challenge (GEC) was launched by FCDO in 2012 as a 12-year commitment to reach the most marginalised girls in the world and is the largest global fund dedicated to girls' education.

The GEC has had seven projects in Kenya. Six GEC Transition (GEC-T) projects have been focusing on transitioning girls between basic and secondary education. One Leave No Girl Behind (LNGB) project is supporting the most marginalised and vulnerable out-of-school girls to gain functional literacy and numeracy, as well as to increase agency and empowerment, to support positive transitions into formal schooling, safe livelihoods and safer and healthier households.

LEAD PARTNER	PROJECT	WINDOW	START DATE	END DATE
ActionAid International	<u>Education for Life</u>	LNGB	September 2018	March 2023
Avanti Communications Group	<u>iMlango</u>	GEC-T	April 2017	June 2021
Impact(Ed) International	<u>Discovery Project</u>	GEC-T	April 2017	December 2020
Leonard Cheshire	<u>Expanding Inclusive Education Strategies for Girls with Disabilities Kenya</u>	GEC-T	April 2017	March 2022
I Choose Life – Africa (ICL)	<u>Jielimishe (Educate Yourself)</u>	GEC-T	April 2017	March 2022
Education Development Trust (EDT)	<u>Let our Girls Succeed (Wasichana Wetu Wafaulu)</u>	GEC-T	May 2017	March 2023
<u>World University Service of Canada (WUSC)</u>	<u>Kenya Equity in Education Project (KEEP)</u>	GEC-T	April 2017	March 2022



LEAD PARTNER*	NUMBER OF GIRLS TARGETED	NUMBER OF GIRLS WITH DISABILITIES TARGETED	NUMBER OF BOYS TARGETED	TEACHERS TRAINED	TEXTBOOKS/ MATERIALS DISTRIBUTED	CLASSROOMS/ LEARNING SPACES ADDED	STUDENT KITS DISTRIBUTED	ASSISTIVE LEARNING DEVICES PROVIDED
ActionAid International	5,000	885	-	197	5,799	149	2,666	48
Avanti Communications Group	70,130	1,403	69,651	5,179	44	-	-	-
Impact(Ed) International	152,955	8,718	152,798	10,062	-	-	-	-
Leonard Cheshire	2,260	2,260	740	778	6,042	27	3,586	470
ICL	10,120	145	3,794	747	8,007	-	10,221	-
EDT	70,540	764	56,000	4,855	11,366	25	25,428	700
WUSC	20,670	155	34,229	707	517	6	451	-
Total	331,675	14,330	317,212	22,525	31,775	207	42,352	1,218

*Project reported data is from start of project to September 2021.

Highlights

Maintaining enrolment after school closures. EDT delivered a combination of back-to-school campaigns, community mobilisation activities (such as awareness-raising) and cash transfers to re-engage girls in school when they re-opened. Their Rapid Assessment Survey found there was only a small drop in the re-enrolment of learners. The highest loss was Nairobi County – 4.8% of the learners in Grades 5 to 8 could not be accounted for.

Limiting learning losses during COVID-19. EDT's survey also found that there was no learning loss in four out of the five counties surveyed (except Samburu). Girls located in arid and semi-arid regions consistently scored lower on the assessment in literacy and numeracy than girls in urban regions. The project worked with parents and community health volunteers to ensure greater participation of students in learning camps, limiting the loss of learning during school closures. A follow-up assessment in October found the overall literacy and numeracy scores had improved significantly.

Changing parents' attitudes towards girls' education. ICL's engagement with parents during the COVID-19 pandemic resulted in girls having more time to study. Parents reduced the household chore burden on their daughters. The very low drop-out rates in this project may also be associated with a higher parental priority on education while girls were at home.

Reaching children with disabilities during COVID-19. During the lockdowns, Leonard Cheshire introduced community-based, small-group learning, facilitated by a local teacher. Groups included both children with disabilities and non-disabled learners. This is proving to be extremely powerful in terms of creating mixed peer groups and decreasing the isolation of children with disabilities. Disaggregated data allowed the project to identify and prioritise girls who needed additional support from home visits. The project is continuing these home visits even after schools have reopened and are advocating to the Ministry of Education to explore a similar approach to mitigate drop-out.

Supporting girls' transition. 85% of GEC girls transitioned successfully and girls chose transition pathways that were non-formal, such as apprenticeship (48%) and entrepreneurship (25%). Formal school (7%) and vocational training (4%) pathways were much less relevant and less likely to be chosen by girls (ActionAid)

Reporting, preventing and managing gender-based violence. ICL worked with district gender units to build their capacity in response to gender-based violence. The project undertook considerable community awareness raising and strengthened of referral mechanisms. They are also working with the police to make the system as safe and efficient as possible.

Responding to financial insecurity through cash transfers during COVID-19. WUSC increased its cash transfer levels at the height of lockdown. It is now taking them back to pre-COVID levels in a controlled and well-communicated fashion.

Seven GEC projects have published robust evidence to demonstrate their impact:

LEAD PARTNER	SUMMARY OF FINDINGS*
ActionAid International	Learning gains were reported in both Kiswahili and English, with an improvement of 15%. Numeracy scores also improved by 16.4%.
Avanti Communications Group	Increased numbers of girls (75%) reported they were doing better in their schoolwork in 2021 than 2020. The project saw positive attitudes towards transitioning – 99.5% of the students surveyed agreed that they would like to continue their education.
Impact(Ed) International	Due to COVID-19, learning data was not collected at the end of the project. However, the midline evaluation reported a positive impact on numeracy outcomes (in the district of Wajir). Transition rates were high (95%).
Leonard Cheshire	63.2% of girls with disabilities have improved their literacy scores and 66.2% demonstrate increases in numeracy scores. By midline 90.6% of girls with disabilities view their schools as supportive (up from 56.8% at baseline).
ICL	Teacher training and coaching interventions have increased the number of teachers (68.3%) using learner-centred methodologies. 74% of parents stated they increased spending on their daughters' education.
EDT	Girls sustained learning throughout the school closure, even gaining slightly in numeracy skills compared to the midline evaluation. Girls who did not access learning materials during school closure had lower average scores in literacy and numeracy compared to those who accessed books.
WUSC	Learning outcomes from baseline to midline have increased by 10.6 percentage points for literacy (surpassing the target) and 4.6 percentage points for numeracy. Conditional Cash Transfers have had a positive effect on attendance rates and girls demonstrate acquisition of confidence and skills to better organise themselves and participate in school.

* Evidence in the table is from an evaluation point, baseline, midline or endline carried out by an external evaluator.

Spotlight on the GEC and COVID-19 in East Africa: This brief summarises emerging findings around the impact of COVID-19 on learning, wellbeing and return to school from GEC projects in Kenya, Ethiopia and Somalia. All projects in Kenya were asked to participate in workshops and submit evidence around understanding the impacts of COVID-19 on learning, wellbeing and return to school. The brief was primarily aimed at national governments, INGOs and NGOs working in the region and it has continued relevance due to the ongoing uncertainty and continued impact on schools and in some cases, school closures and learning. It outlines interventions that support the reopening of schools, and in some cases the continuation of remote learning as schools remains closed.



Sustaining results

- Leonard Cheshire has been working with the Ministry of Education to institutionalise child-to-child clubs in government schools. Leonard Cheshire's school-based inclusion teams have been introduced into schools who were not part of the project and in the national level approach to inclusive education. Leonard Cheshire has also been providing support to county governments on developing child-friendly policies focused on disability.
- ICL's coaching model and counselling/mentoring approaches are producing excellent results (68.3% demonstrate improved classroom practice) and the national government are looking at replicating them. Working closely with the Teachers Service Commission, ICL has already handed over the coaching model to district officials, with project staff taking on a monitoring and advisory role to support rather than directly implement.
- EDT has been working with the Teachers Service Commission to roll out their national headteacher mentorship model and teacher-coaching model.
- ActionAid is working with the Ministry of Education to make their catch-up model part of the national accelerated education guidelines.
- WUSC has been working closely with the Ministry of Education to scale up their work on guidance and counselling at local and national levels.
- Girls' clubs and teacher training delivered by Avanti Communications Group are likely to be sustained at school level. Girls' clubs were a low-cost element of the project and relied on mentors who were available locally. Almost all schools have the capacity to sustain the girls' clubs. The knowledge delivered to teachers on using ICT and the learning content effectively in classrooms is also likely to be retained in schools. Finally, the teacher training activities helped teachers to fix some technical equipment and maintain hardware in schools after technical support provided by the project is no longer available.

Resources

- [Girls from Kenya joining the GEC celebration of International Day of the Girl 2021](#)
- [Emerging Findings: The impact of COVID-19 on girls and the Girls' Education Challenge response. Focus on East Africa \(Ethiopia, Kenya and Somalia\)](#)
- [Country briefing Kenya \(March 2021\)](#)
- [Final reflections from the Discovery project](#)
- [Final reflections. Achievements and lessons learned from the Discovery project](#)
- [Video about the Discovery project](#)
- [Learning Renewed: Ten Lessons from the Pandemic, Education Development Trust](#)

.....
Contact: uk_girls_education_challenge@pwc.com | www.girlseducationchallenge.org
.....

**Girls'
Education
Challenge**



The Girls' Education Challenge is a project funded by the UK's Foreign, Commonwealth and Development Office ("FCDO"), formerly the Department for International Development ("DFID"), and is led and administered by PricewaterhouseCoopers LLP and Mott MacDonald (trading as Cambridge Education), working with organisations including Nathan Associates London Ltd. and Social Development Direct Ltd. This publication has been prepared for general guidance on matters of interest only and does not constitute professional advice. You should not act upon the information contained in this publication without obtaining specific professional advice. No representation or warranty (express or implied) is given as to the accuracy or completeness of the information contained in this publication, and, to the extent permitted by law, PricewaterhouseCoopers LLP and the other entities managing the Girls' Education Challenge (as listed above) do not accept or assume any liability, responsibility or duty of care for any consequences of you or anyone else acting, or refraining to act, in reliance on the information contained in this publication or for any decision based on it.