

# Project Evaluation Report

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## 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](mailto:uk_girls_education_challenge@pwc.com).

# GECT- Baseline Report



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# Executive Summary

Jielimishe is a five year GEC T project funded by the DfID and implemented by the consortium of I Choose Life Africa and SoS Children's Villages in 60 selected schools (both primary and secondary) in the selected counties of Mombasa, Meru and Laikipia. Jielimishe T is working to improve the life chances of the **10,123 (2,390 in primary school; aged 12 – 16 years and 7,733 in secondary school; aged 14 – 22 years<sup>1</sup>)** marginalized girls using a holistic approach to complete a cycle of education, transition to the next level including alternative pathways and demonstrate learning by reducing and eliminating barriers at home, school and within the girls themselves. Besides targeting girls as direct beneficiaries, the project will reach out to **3,190** boys in primary between grade 6 to 8 and 3,790 in secondary schools.

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 Learning<sup>2</sup>;
- 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

The project takes a logical approach in designing and implementing the design through thought out evidence model (theory of change) espoused in the diagram below indicating the complex relational aspects and variables in facilitating smooth transition to the alternative pathways presented to the marginalised.

The baseline study conducted in late January and early February used a mixed methods approach (qualitative and quantitative). The tools used in the data collection included learning assessment protocols (both early grade and secondary reading and mathematics assessments), household visit protocols and informant interview protocols (girls and boys in schools, community leaders, bodaboda riders). The enumerators were trained concurrently, deployed and supervised by a team of qualified researchers who managed the entire data collection. Both quantitative and qualitative data is of high integrity having undergone all quality checks, cleaned and analysed in strict adherence to the Fund Manager's standards. This report digs in to establish the baseline values, observes the relational links in the assumptions made in the design of the project and validates the intermediate outcomes.

## Learning Outcome findings

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<sup>1</sup> 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.

<sup>2</sup> 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 overall learning outcomes are higher in the intervention group than in the Control group for Grades 7 and 8. On the other hand, learning outcomes are slightly higher for Form 1-4 in the control group (60.6%) compared to the intervention group (59.3%). The deviations between the two groups are highest among the Form ones (21.3) and lowest among the Grade 7 (13.6%).

Task 6 was undertaken by all the girls. It consisted of silent reading with comprehension questions that included a level of analysis. Non-learners were 4.7%, emergent learners 58.8%, established learners 27.8% and proficient learners at 8.7%. Laikipia and Meru had the highest number of non-learners at 7.2% in this subtask with the possible explanation being that there were no primary schools in the sampled schools in Mombasa which only had 0.3%. Mombasa had more proficient learners at 12.8% compared to Laikipia 5.2% and Meru 6.8%. Intervention schools had a proficiency rate of 9.8% while control schools had a rate of 6.1% for subtask 6.

With regards to numeracy, proficiency levels are high within the lower sub-tasks (addition and subtraction) and lowest on complex tasks that require interpretation of data. For instance, whereas 91.8% of the learners in proficient in adding and 70% proficient in subtraction, only 7% of the learners are proficient in data interpretation. Data interpretation is evidently the least developed competency among the learners. This could be attributed to the lack of mastery of the preceding competencies particularly basic operations that students are struggling to master. In addition, the low scores in literacy could also be a pointer to the low outcomes in higher numeracy competences such as data interpretation.

With regards to numeracy, majority of the classes 7 (58.4%) and class 8 (39.6%) are emergent learners. On the other hand, the majority of the Form four are proficient learners at 55%. There are no non-learners in Forms 3 and 4. There are 12.3% and 25% proficient learners in Classes 7 and 8 respectively. The highest proportion of the learners in Laikipia are emergent learners in both groups with almost 7% difference between the control and the intervention group. There is almost no difference in numbers between the control group and the intervention group on the established and non-learners. However, the 7% difference is evident among the proficient learners with the control group having more proficient learners than the intervention group. The highest proportion of the learners in Mombasa are proficient learners in both groups with a 10% difference between the control and the intervention group. There are no non-learners in Mombasa. The highest proportion of the learners in Meru are emergent learners in both groups with almost no difference between the control and the intervention group. There is almost no difference in numbers between the control group and the intervention group on the proficient learners.

### ***Barriers to girls' learning***

Although there are very few young mothers identified in the sample. However, for those who are mothers this is the greatest characteristic associated with barriers that affects learning outcomes. For example average literacy scores for young mothers in literacy was 22.2% and 38.3% in numeracy. Similarly, although girls who indicated that they didn't feel safe at school is small at less than 1%, this was a significant barrier to literacy and numeracy among these girls with average literacy scores of 33.6% and average numeracy scores of 44.1%. This is closely followed by the perception that it is not safe travelling to and from schools among the girls. On the other hand, all the listed barriers account for low learning outcomes. These barriers include sanitation facilities at school, safety at school, relationship between the students and teachers as well discrimination between boys and girls (perpetuated by teachers) and teacher absenteeism. Thus, proposed interventions must be deliberate to address the school related barriers as the single most threat to improved learning outcomes among the targeted girls.

Girls from homes where the head has no education and attends school less than half the time has a 50% chance of dropping out of school. On the other hand, girls from homes where the head has no education and doesn't feel safe travelling to school is likely to drop out of school at 16.1%. School attendance and safety while traveling to school especially for girls from families where the head of the household determine whether the girl will drop out or not.

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 potential barriers reported at the community level include unsafe routes to schools (10.9% at the intervention and 8.6% at the control group) and limited support at home (2.1% at the intervention and 2.2% at the control group). At school, the barriers range from safety (less than 1% citing not feeling safe at school). The learning facilities that present potential barriers include lack of seats (4.5%), with lack of water drinking facilities being cited the highest barrier (9.5% for treatment schools and 6.20% for control schools). Teacher related barriers include open discrimination between the two sexes of learners as well as teacher absenteeism which is significant at 15% for treatment schools and 12% for control schools. Barriers to girls' learning and transition are found at school and community level. As a result, there must be deliberate to address the school related barriers as the single most threat to improved learning outcomes among the targeted girls.

### ***Transition Outcome findings***

The transition rate for Benchmarking is 64.7% being higher in Laikipia at 81.6%, followed by Mombasa 68.8% and finally Meru at 47.1%. This is contrary to anecdotal evidence that shows that Laikipia has the worst transition rates among the three counties.

Similar to benchmarking transition, Laikipia has higher transition rates at 78.5% than those in Mombasa 75.1% and Meru 65.3%. The project needs to take cognisance of this fact and refocus on Meru as it has the lowest transition rates. The data needs to be further analysed by class and by control and treatment schools in order to understand at which level transition begins to go down. Transition for the control and intervention group is higher at 72.7% than the benchmark transition.

Reasons for low transition rates include among other things: low value for education; few TVETs especially in Laikipia, preference for apprenticeship to enrolling in TVETs due to low quality education offered at TVET; poverty and many others.

### ***Sustainability Outcome findings***

Government officials at county level are supporting the project but there was no evidence that they had initiated other projects. This puts sustainability in question hence the Sustainability Score of 1 (One).

Community sustainability has been given a score of 2 as awareness of importance of girls; education and BOMS are increasingly supporting schools through supervision and mobilizing resources but are not yet a critical mass doing this. The project continues with direct support to girls' education thereby driving change. This is why at community level, the Sustainability Score Card has been given as 2 (Two).

Initiatives to support girls' education have started but the project needs to invest a lot of time supporting such initiatives hence a Sustainability Score Card of 2 (Two).

### ***Marginalisation analysis and gender analysis***

44% of the girls in the intervention group and 39% of the girls in the control group are orphans with prevalence of single orphan being twice the prevalence of double orphan in both cases. Less than 15% of the girls in both control and intervention groups live with both parents with almost a half of the girls living in female headed households. Almost 67% of the households reported that they found it difficult to afford school fees and levies with close to 18% of the households in the intervention group reporting having gone to bed without food for many days in the previous year.

### ***Intermediate outcome***

ICT integration was identified by both teachers and the pupils as one of the ways of ensuring quality education. However, out of all the 408 classes observed in English and Numeracy, it's only in 18 lessons (4.4%) of the classes the teachers used ICT to deliver a lesson. Out of these 18 lessons, it's only in 8 lessons (44.4%) did pupils use ICT for learning.

Teachers are at the core of teaching and learning. Absenteeism at 15.02% in treatment schools and 12.34% in control school and different treatment of boys and girls is undermining quality teaching and learning. 15.1% of girls' from the treatment school felt that boys and girls are treated differently compared to 9.47% of girls from the control school.

Attendance on the day of data collection was collected and shows an average of 85% attendance rate by registers and 84% by head count. Nevertheless, all the respondents who participated in the qualitative research agreed that girls; enrolment and attendance and transition had improved as a result of changed attitude towards girls' education. One of the reasons for absenteeism is lack of parental support to remain in school which was mentioned by 2.1% of the girls in intervention schools and 2.2% of girls in the control schools. School Gender Based Violence didn't seem to be a major contributor to absenteeism as only 0.94 of girls from the intervention school didn't feel safe in school and 0.97 of girls in control schools.

Giving of bursaries to needy girls by the government has increased attendance and retention. 79% of parents/care giver from the control schools agreed that bursaries had increased attendance while 92.33% of respondents in treatment schools agreed on the same.

Government officials at county level are supporting the project but there was little evidence that they had initiated other projects.

With regard to transition, 73.45% of girls from the treatment schools and 68.80% of girls from control schools strongly agreed with the statement 'I would like to continue studying/attending school after this year'. Motivation to learn and life skills are key to ensuring that girls transition

With increase in income, 33% of parents in control schools indicated that that they had used the extra money to support other children to remain in school and 37.62% of parents in treatment schools indicating this. This is evidence that community sensitization on the benefits of education may be contributing to changed attitudes and perceptions about education.

Supervision of BOM in teaching and learning has been identified as one of the reasons for improved teaching and learning.

## **1. Background to project**

### **1.1 Project context**

Educational opportunities are not equally shared among the school age population in Kenya. Girls living in poverty and specific geographical spaces are predisposed to circumstances and contexts that preclude them from enjoying the full rights of enjoying the Constitutional provisions of Article 53 that



guarantees all the children the right to free and compulsory basic education. Girls in Laikipia, Meru and Mombasa Counties are predisposed to social-economic barriers that make access to quality educational outcomes sub-optimal. Although the County Governments took effect in 2013, the cost of living continues to limit household disposable incomes that would increase spending in girls' education from GEC evaluation, 40% of the household in the three counties earned less than Kshs. 5,000.00 (£38.40) per month. With this earning, household find it difficult to keep children in school leave alone transition to the next level of education. Child protection and safeguarding among the three counties is very low. Household, schools and the community don't have strong initiatives to safeguard children from harm. These became cross cutting issue in the design of the project.

Jielimishe is being implemented in three locales with very different geographical contexts that to an extent account for the varied educational opportunities. Most importantly, the cultural fabrics of the three counties vary significantly. For instance, the climatic conditions in Laikipia North predispose the inhabitants to a nomadic lifestyle, settlement patterns that results to unequal distribution of education spaces particularly spread of the schools. On the other hand, although Meru is a highly agricultural area, decision-making is largely patriarchal with resources and decision making being vested in male adults. Furthermore, Mombasa (the second largest city) witnesses a vast range of educational distribution opportunities that are both supply and demand driven. For instance, the influx of the urban poor populations predisposes the girls to the risks of dropping out or generally lacking opportunities for transition post primary. The unequal distribution of secondary schools is a common phenomenon in the three countries (the uneven ratio of primary to secondary schools). The insensitive school environments to girls' education cuts across the three countries.

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

Girls in the targeted counties and schools continue to face specific challenges for example: harmful cultural practices such as female genital mutilation (FGM), child, early and forced marriages, (highly acceptable within contexts such as Laikipia County), severe poverty that prevents parents from paying school fees especially for girls; continual migration due to prolonged droughts caused by climate change in Laikipia; poor health and nutrition; tasks associated with family care and housework; early pregnancies; school gender based violence (SGBV); travel involving long distances to school that are often unsafe; and lack of girls' washrooms, among others.

According to the Kenya Demographic and Health Survey of Kenya by the Kenya National Bureau of Statistics (KNBS, 2015)<sup>3</sup>, 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.

These barriers present complex socio-economic, cultural, political, environmental, and gender challenges that especially affect the educational opportunities of the most marginalized girls in the project locale. Due to these challenges boys are more likely to excel in school and to transition to higher levels of education.

### ***Educational policy context.***

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<sup>3</sup> KNBS, 2015. **Kenya Demographic and Health Survey 2014**. Government Printer: Nairobi,



Starting 2018, the National Government rolled out the national pilot of the competency based curriculum. The new 2-6-3-3-3 curriculum will replace the 32-year-old 8-4-4 system and it will take 9 years (2027) to see the curtains finally fall on the previous system. The new curriculum is being seen as a remedy to limitations identified in the 8-4-4 system because of its emphasis on acquisition of competencies as opposed to the previous curriculum that focused on mastery of content. If well implemented it will enable learners to develop holistically thus going beyond acquisition of cognitive skills. Recognition of importance of soft skills will enable their developed and it is hoped that their development will enable learners make a living out of them.

In addition, the Government has instituted several policy reforms in education. For example, Kenya introduced Free Secondary Education (FSE) in 2018 which is meant to ensure 100% transition from primary to secondary school. If realized, this will have implication in the project as transition may be as a result of this government policy as opposed to the project impact.

The National Government rolled out the allocation of Personal Identification Numbers (PINs) to all students across the country in 2018. The initiative was conceptualized to manage the inconsistencies of Kenya's large and complex education sector that serves millions of students in about 120,000 learning institutions. Registered students will have unique identification numbers that will track their progress from primary school, high school and tertiary levels. This change comes in the backdrop of a policy that makes repetition of pupils illegal. The challenge with implementation of this policy is the fact that parents sometimes demand their children to repeat or teachers demand pupils to repeat so that the summative scores would remain high.

The Division of Revenue Act (2017) outlaws the Ward Development Funds meaning that a large proportion of educational support grants through bursaries from the County Government has gone down. There is a likelihood that pupils who were beneficiaries of this fund may drop out of school if their parents are still unable to pay school fees and other levies.

Implementation of the re-entry policy of young mothers to school remains a challenge as schools maybe unwilling to re-admit the girls, they may be married off or they may not be willing to return to the same school.

Inadequate and uncoordinated in-service education and training hinders re-tooling of the teachers which ultimately affects the quality of teaching and learning. Other things affecting learning outcomes include: limited infrastructure and capacity in the sub counties to monitor teaching and learning due to support education improvement as characterised by insignificant numbers of quality assurance and a serious shortage of Curriculum Support Officers.

The Teachers' Service Commission (TSC) policy stipulates that a teacher can be posted to work anywhere in the country regardless of whether they speak the language of the catchment areas. This may have adverse effects on acquisition of literacy skills as children are forced to learn in a language they can neither speak nor understand.

Direct distribution of text books to schools is meant to ensure that each child receives textbooks. If well implemented, this should improve pupil's learning scores.

All the above policies address issues like improved learning outcomes, improved teaching, increased retention and transition which are pertinent to the project.

## 1.2 Project Theory of Change and assumptions

Jielimishe GEC T theory of change is based on the understanding of the contextual barriers affecting transition of girls in the three select counties. Below is the project's theory of change.

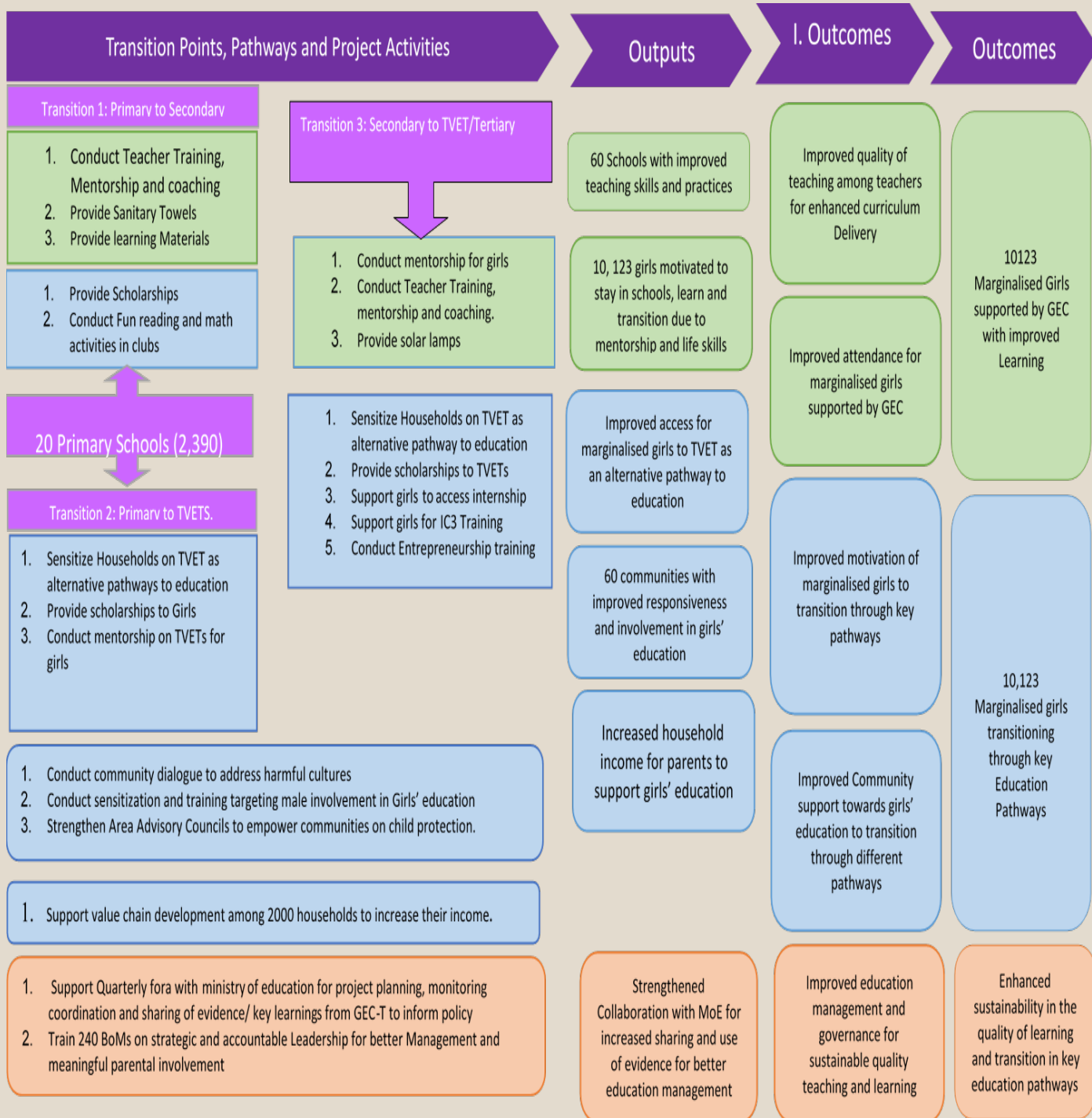


Figure 1 Theory of Change

The ToC is hinged on three key desired outcomes; Girls retained in school and 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 include: teacher training and conducting fun reading and maths activities in school. 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 and 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.

In order 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 2000 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 to 10,123 marginalised girls' transition through key education pathways.

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 above activities borrow from lessons learnt in implementing GEC 1 and literature reviewed in the course of developing the Theory of change. 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.

***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 as summarized in the table below.

***Table 1: Barriers to Education***

Transition Point	Barriers
Primary to Secondary	<ul style="list-style-type: none"> <li>Limited household resources to raise school fees as a result of low income of parents</li> <li>High Cost of secondary school education</li> <li>Low value of education in the community thus withdrawing girls from school and marrying them off</li> <li>Limited access to sanitary towels</li> <li>Low Performance in Kenya Certificate for Primary Education (KCPE)</li> <li>Limited opportunities for girls and boys to extend study time at home due to lack of lighting</li> <li>Poor reading and learning culture among pupils</li> <li>Limited social protection from the community</li> <li>Limited sexual reproductive Health Information and life skills</li> </ul>
Primary to TVETs	<ul style="list-style-type: none"> <li>Fewer secondary schools and limited spaces for those transitioning (80%)<sup>4</sup></li> <li>Limited resources to support girls access TVET</li> <li>Limited number of Village Polytechnics to offer TVET</li> <li>Limited Knowledge among girls and households on TVETs as an alternative pathway</li> <li>Low Value of TVETs as an alternative pathway.</li> <li>Limited Competence based skills training in TVET centres.</li> </ul>
Secondary to Tertiary education	<ul style="list-style-type: none"> <li>Low motivation and aspiration among girls as a result of limited positive portrayal of education</li> <li>Limited reading time due to inadequate and poor lighting sources</li> <li>High cost of tertiary education</li> <li>Limited resources and lack of school fees to support girls' tertiary education</li> <li>Low Performance in Kenya Certificate for Secondary Education (KCSE)</li> <li>Drop out due to teen pregnancies and Boda boda riders snare of school girls</li> <li>Limited sexual reproductive Health Information coupled with Boda Boda riders luring girls into adolescence sex leading to early pregnancies and drop out</li> <li>Low teaching quality and low teacher motivation</li> <li>Intermittent attendance of Young mothers due to demands of attending to their babies' health needs. (Sickness)</li> </ul>
Secondary to Vocational Pathway/e employment	<ul style="list-style-type: none"> <li>Limited number of Village Polytechnics to offer TVET</li> <li>Limited resources to support girls access TVET</li> <li>Limited Knowledge of TVETs</li> <li>Low Value of TVETs</li> <li>Limited Competence based TVET</li> <li>Limited sexual reproductive Health Information coupled with Boda Boda riders luring girls into adolescence sex leading to early pregnancies and drop out</li> <li>Lack of intrinsic motivation and aspiration to access TVET</li> </ul>

### ***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

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<sup>4</sup> Currently secondary schools in the country can absorb 80% of KCPE candidates to form one due to infrastructural shortages

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 shall implement high impact interventions (activities) that are designed logically (and backed by evidence on what works) targeting specific girls in the selected 60 schools in the context of their communities. The activities are outlined under Table 2.

**Table 2: Project design and intervention**

<b>Main types of project Intervention types</b>	<b>What is the intervention?</b>	<b>What Intermediate Outcome will the intervention will contribute to and how?</b>	<b>How will the intervention contribute to achieving the learning, transition and sustainability outcomes?</b>
Teaching Inputs	Teacher coaching and mentorship <sup>5</sup> for improved curriculum delivery	Improved quality of teaching among 300 teachers for enhanced curriculum Delivery	These interventions will lead to schools with improved Teaching capacity which will in turn improve learning while students will be inspired by the innovative teaching and mentorship that will improve their agency thereby enhancing their learning capacity. These interventions will greatly influence learning and performance hence indirectly affect transition.
	Integration of ICT in learning		
	Strengthen Inter Club Competition to Effect Literacy and Numeracy		
Girls' Intervention	Mentorship for student	Marginalized girls supported by GEC with improved attendance, Inspire children to feel confident in their academics hence improve attendance while sanitary towels will ensure that girls consistently attend school during their menstrual days.	
	Provision of sanitary Towels		
Community initiatives	Sensitize Households on TVET as alternative	Improved motivation of marginalised girls to transition through key pathways	It is envisioned that change in attitudes especially towards TVET will enhance transition to TVETs as alternative pathways to education. Likewise scholastic support will improve the transition of girls to TVETs
	Provide scholarships to Girls		
	Conduct mentorship on TVETs for girls		
	Conduct community dialogue to address harmful cultures	Communities actively supporting girls' education and transition through different pathways	The community can be a barrier to both learning and transition. The project has placed key emphasis on community initiatives to improve transition. Through the proposed interventions Jielimishe GEC foresees the community responding positively to girls' education hence ensuring that they stay in school and learn while at the same time actively participating in safeguarding of girls and boys so that they progress in their learning to the
	Conduct sensitization and training targeting boda boda riders and Morans as change agents for girl education		
	Strengthen Area Advisory Councils to empower communities on child protection.		

<sup>5</sup> Teacher coaching has improved motivation and attitude among our teachers and we can now see dedicated teachers who are motivated to teach.

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.		identified transition points and eventually transitioning.
Capacity building	Quarterly feedback meetings with MoE	Improved Education Management and Governance	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 our sites hence promote sustainability.
	Training of BoMs on school management and leadership		

### 1.3 Target beneficiary groups and beneficiary numbers

#### Box 1: Project's contribution

##### Project's primary target groups

The project targets girls from three diverse geographical regions that by their very nature makes the girls marginalised. The three counties are Laikipia County (Nomadic/Pastoral community) Meru (Rural poor mostly agrarian) and Mombasa (Urban poor mostly live in informal settlements). The project targets in school girls; in two levels, primary and secondary school. The girls targeted by the project range from grade 6 to grade 8 in primary school while form 1 to form 4 in secondary school. The beneficiaries are further stratified based on their degree of marginalisation – Young mothers, Rescued girls, Nomadic girls, girls identified to receive sanitary towels/ scholastic support or solar lamps. The table below this box gives a summary of the target beneficiaries.

##### Target number of girls' beneficiaries (direct learning and transition beneficiaries)

The project is targeting 10,123 girls and 6980 boys. This is made up of 2390 girls and 3190 boys in primary school. While 7733 girls and 3790 boys in secondary school. These girls and boys are in school; 20 primary schools and 40 secondary schools; the numbers have been drawn from school enrolment records. The assumption made in this number is that there were no additional enrolments in the schools that would inflate the numbers and that the project can still track students who had transitioned prior to the start of the project.

In GEC 1 the project targeted 10,170 marginalised girls. These were actual enrolment numbers as documented at the start of the project in 2013. The current enrolment of the target grades at the start of the Jielimishe GEC T; is 10123 girls.

**Table 3: Distribution of Beneficiaries**

Main Sub Groups	Numbers Targeted	Regions/Counties	Interventions	
			Learning Package	Transition Package
Primary School Girls				



Main Sub Groups	Numbers Targeted	Regions/Counties	Interventions	
			Learning Package	Transition Package
Grade 6 and 7	1,637	Laikipia (Pastoralists/Nomadic) Meru (Rural Poor)	Learning materials	Scholastic Support
Grade 8			Teacher Training, coaching and Mentorship	Reward scheme Life Skills and Sexual
			ICT Integration	Reproductive Health (SRH) awareness TVET Sensitization
			Fun reading and math activities in child clubs	
			Sanitary towels provision	
Secondary school Girls	8,486	Laikipia (Pastoralists/Nomadic) Meru (Rural Poor) Mombasa (Slum dwellers)	Mentorship	TVET Sensitization
Forms 1 to 3			Solar Lamps provision	Digital Literacy Training
Form 4			Teacher Training, coaching and Mentorship	Entrepreneurship Skills development
			ICT Integration	Facilitate girls access internships through relevant platforms
				Life skills and SRH

According to Table 3 above, the total number of girls targeted at primary school stands at 1,637 and for secondary schools it is 8,486 which seems adequate. However breakdown of the number based on geographical location and social cultural factors (rural, urban slum, pastoralist/nomadic) is needed to ensure that the numbers are representative. The interventions are suitable and implemented well can help pupils overcome the barriers they face. With regards to the learning package, provision of learning materials is a good intervention if pupils access and use them for learning. Measurement of their effective use may pose a challenge. Scholastic support is a general term used as an intervention for transition. The term is too generic as it encompasses ICT integration and other fun reading activities.

The Solar Lamps provided by the girls are meant to increase the amount of time they use for reading. This is a major assumption especially in these communities that are highly patriarchal. There is a likelihood that the solar lamps may be used by their parents especially their fathers and other senior males. Measurement of their use may therefore be a challenge. In Laikipia, one of the challenges of transition are few TVET institutions. Internship for the girls will therefore need to be carefully thought out.

A lot of data was collected at baseline which will help to support monitoring. However, since the number of girls with disabilities had not been factored in when selecting the beneficiaries, this will definitely pose a challenge with the project monitoring data. However, the proposed beneficiary numbers look reliable.

## 2. Baseline Evaluation Approach and Methodology

This section outlines the approach to evaluation and the methodology while making reference to the MEL Framework and External Evaluator's Inception Report for a more exhaustive presentation.

### 2.1 Key evaluation questions & role of the baseline

Jielimishe GEC evaluation questions are 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 include:

1. Was the GEC successfully designed and implemented? Was the GEC good Value for Money?
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 in assessing the value for money of the gross and net investment of the project. First of all, it is critical to establish the relationship in the change pathway (theory of change). The complex relationship brought about by the complex relationship in the barriers to girls' educational are important to assess, to establish the cost effectiveness of the interventions selected to address the barriers, the cost of the interventions but most importantly, the desire to establish what is replicable in similar contexts. Kenya is undergoing educational reforms that would align educational outcomes with the global desirable trends that would generate human capital useful and usable in confronting the 21<sup>st</sup> Century challenges. These questions provide a fulcrum in assessing the contribution this project could offer amidst the policy dilemma particularly while designing bespoke policy solutions for developing economies like Kenya.

The baseline study marks the end of the project design, validates assumptions in the study design, closes the MEL framework development loop but most importantly provides the rationale for the targeting. Specifically, the baseline evaluation is playing the following roles:

## **Purpose of the Baseline Evaluation Report**

The Baseline Evaluation Report was written with the following objectives in mind.

1. To set a baseline for the measurement of a project's outcomes (Learning, Transition, Sustainability), the project's Intermediate Outcomes, and the project's Outputs
2. To suggest targets for Outcomes and Intermediate Outcomes for the Midline and Endline 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 the profile of the project's girl beneficiaries and boy beneficiaries (where applicable)
5. To review the project's calculation of beneficiary numbers
6. To identify and assess the barriers to education that girls face, especially with regards to their learning, progression through formal and informal education, and transition across stages of education
7. 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
8. To investigate the linkages between Outputs, Intermediate Outcomes and Outcomes
9. To understand the project's approach to gender equality and how this has been integrated into the project design
10. To assess the gender gap in learning and transition (where boys' data has been collected)
11. To provide the GEC Fund Manager, DFID, and external stakeholders quality analysis and data for aggregation and re-analysis at portfolio level

### **The ultimate uses of the evidence and analysis in the Baseline 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 change them where appropriate

## **2.2 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 Learning<sup>6</sup>;
- 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;

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<sup>6</sup> 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)

- 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.

**Table 4: Outcomes for Measurement**

<b>Outcome</b>	<b>Intermediate outcomes</b>
10,123 marginalised Girls supported by GEC with improved Learning	Marginalised Girls disaggregated by region supported by Jielimishe GEC with Improved Literacy
	Marginalised Girls disaggregated by region supported by Jielimishe GEC with Improved Numeracy
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
	Improved attendance for marginalised girls disaggregated by region supported by GEC
	Improved quality of teaching among teachers disaggregated by region and gender for enhanced curriculum Delivery
Enhanced sustainability in the quality of learning and transition in key education pathways.	Improved Community support by region towards girls' education to transition through different pathways
	Improved motivation of marginalised girls by region to transition through key pathway
	Improved education management, and governance for sustainable quality teaching and learning

The sustainability of the outcomes and intermediate outcomes is measured through the 3 points evaluations (baseline, midline and end-line) each with specific questions. This is made possible through the use of the sustainability scorecard

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 practice 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).
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 the activities leading to sustainability 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 5: 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	<p>Focused group Discussions</p> <p>School Survey</p> <p>Classroom observations</p>	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	<p>Household survey</p> <p>Focus Group Discussions</p> <p>Key informant interviews</p>	<p>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.</p> <p>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 be collected and analyzed.</p>	Per Evaluation Points
System	Community National and County Education offices	Key Informant Interviews	<p>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</p> <p>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.</p>	Per evaluation points

## 2.3 Evaluation methodology

### *Overall evaluation design*

The baseline evaluation design used by the Jielimishe GEC project is a 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.

**Table 6: Intervention Packages**

Target Group	Learning Package	Transition Package
Primary School Girls		
Grade 6 and 7	Learning materials	
Grade 8	Teacher Training, coaching and Mentorship ICT Integration Fun reading and math activities in child clubs Sanitary towels provision	Scholastic Support Reward scheme Life Skills and Sexual Reproductive Health (SRH) awareness TVET Sensitization
Secondary school Girls		
Form 1 to 3	Mentorship	
Form 4	Solar Lamps provision Teacher Training, coaching and Mentorship ICT Integration	TVET Sensitization Digital Literacy Training Entrepreneurship Skills development Facilitate girls access internships through relevant platforms Life skills and SRH
Young Mothers	Young mothers' mentorship Scholastic Support Health care support for the babies of young mothers	
Nomadic Girls	Community sensitization and empowerment	Child protection alternative rites of Passage
Rescued Girls in the safe house	Mentorship Scholastic support Sanitary towels	Child protection

The table below summarizes the beneficiaries of the project

**Table 7 Summary of project beneficiaries**



<b><u>Number of Girls as at 2016/17</u></b>	<b><u>Transition</u></b>
<b><u>Primary School Class 6 – 8</u></b>	2,390 → 2199 to Secondary (92%) 191 to TVET (8%)
2,390 Girls	7,733 + 2,199 = 9,932 less 551 in Class 6 who will not have completed secondary by the end of the project
<b><u>Secondary School Form 1 – 4</u></b>	9 381 → 281 Tertiary level (3%) 9100 TVET (97%)
7,733 Girls	551 currently in grade 6 will still be in secondary school as at the end of the project

Jielimishe GEC will track 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 has identified 2816 girls that will be tracked. The cohort of girls comprises of Primary and Secondary school girls. The project will track one combined sample for both transition and learning. The cohort was identified at the school level but tracked subsequently at the household level. The identified cohort will be tracked around specific indicators among the cohort and will adopt both qualitative and quantitative methods to carry out the tracking. Tracking of the girls at the school level will be done once a term while at the household level it will be done at baseline, midline and end line. Other than the in school girls mentioned above, the evaluation has identified: Teachers (Math and English); head teachers, Board of management, parents, Boda Boda riders, County education officials and Teacher Coaches as indirect beneficiary groups to be included in the evaluation.

The cohort will include 60 intervention and 21 control schools. Some of the indicators that will be tracked among the cohort will include: class attendance, academic performance, sanitary towels provision, family income as related to ability to pay school fees, community dialogues and participation in life skill clubs

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.

## 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 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.

The project will work with a combined sample of 2816 split in terms of Learning 1,659 and 1157 for transition. A detailed of how the samples were arrived at, has been captured below

### Learning sample

The project has calculated a learning sample of 1659 552 control and 1107 intervention) after applying an attrition assumption that is county specific (20% in Meru and Laikipia and 30% in Mombasa) using G\*Power software whose output summary is added below. The sample size assumes no clustering of schools as all the 60 intervention schools and a control group of 21 schools will be used.

#### t tests - Means: Difference between two independent means (two groups)

Analysis: A priori: Compute required sample size

Input: Tail(s) =	One
Effect size d =	0.25
$\alpha$ err prob =	0.05
Power (1- $\beta$ err prob) =	0.80
Allocation ratio N2/N1 =	2
Output: Noncentrality parameter $\delta$ =	2.493043
Critical t =	1.648277
Df =	446
Sample size group 1 =	149
Sample size group 2 =	299
Total sample size =	448
Actual power =	0.800778

The effect size d of 0.25 refers to the learning target for The GEC – T of 0.25 standard deviation per implementation year; while the power is 0.80 which translates to 80% the GEC - T Minimal requirement. The allocation ratio is set at 2:1 between treatment and control as the project will sample from each county independently.

Including the attrition rates described above, the sample sizes for each county will be: Mombasa 583, Meru 538 and Laikipia 538

### Transition sample

A Sample size of 1157 girls (386 control and 771 intervention) after applying an attrition assumption that is county specific (30% Mombasa while Meru and Laikipia 20%) has been established using G\*power whose output summary has been added below.

**t tests - Means: Difference between two independent means (two groups)**

**Analysis: A priori: Compute required sample size**

**Input: Tail(s) = One**  
**Effect size d = 0.3**  
**α err prob = 0.05**  
**Power (1-β err prob) = 0.80**  
**Allocation ratio N2/N1 = 2**

**Output: Noncentrality parameter δ = 2.497999**  
**Critical t = 1.649784**  
**Df = 310**  
**Sample size group 1 = 104**  
**Sample size group 2 = 208**  
**Total sample size = 312**  
**Actual power = 0.801694**

The effect size d of 0.3 refers to reference point for transition for sampling purposes. The power is 0.80 which translates to 80% the GEC - T Minimal requirement. The allocation ratio is set at 2:1 between treatment and control as the project will sample from each county independently.

Including the attrition rates described above, the sample sizes for each county will be: Mombasa 407, Meru 375 and Laikipia 375

Quantitative and qualitative data will be collected simultaneously and their analysis will continue to remain separate. However, during report writing, qualitative data shall be used to provide content and possible explanation for the data.

The table below summarises the rationale for the mixed methods with specificity on choice of methodology for appropriate outputs and related outcomes.

**Table 8 Outcomes for measurement**

Learning has been assessed by the external evaluator on a cohort of girls focusing on literacy and Numeracy. The project has 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 will be applied per year and will be measured using the difference in difference method. The evaluation design allows for the project to measure additionality. Reporting of learning findings will be tiered; first findings will be against set targets over and above the control; second against previous evaluation points and lastly against benchmarks (see the benchmark). Further analysis on how girls are progressing across the different sub tasks of the learning tests will be included the reporting.

**Literacy**

Literacy for Jielimishe GEC T was measured using a standardised Early Grade Reading Assessment (EGRA) and a GEC Secondary Grade Reading Assessment (GEC SeGRA) that was developed by the project’s external evaluator guided by the Framework proposed by the Fund manager. All the tests for the four evaluation points were developed, calibrated and piloted at the onset of the project.

**Numeracy**

Numeracy for Jielimishe GEC T was measured using a standardised Early Grade Math Assessment (EGMA) and a GEC Secondary Grade Math Assessment (GEC SeGMA) that was developed by the project’s external evaluator guided by the Framework proposed by the Fund manager. All the tests for the four evaluation points were developed, calibrated and piloted at the onset of the project.

**Transition**

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, it is clear that transition encompasses both within school progression of children from one grade to the next grade as well as inter school level from primary to secondary. 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 success in employment or other aspects of economic life; Where such courses are offered, these will be referred to as Technical Vocational Education and Training (TVET). However, there is a slight difference between transition points in Mombasa and transition points in Meru and Laikipia. This is because there are no interventions in primary schools in Mombasa. The following Table 9 summarises what is successful or unsuccessful transition in the three counties.

**Table 9: 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 undesirable transition

	Secondary to TVET/Apprenticeship/ Tertiary/Employment	Successful Transition
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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
Marginalised Girls disaggregated by region supported by Jielimishe GEC with Improved Literacy	School level	ERGR/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
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
Improved attendance for marginalised girls disaggregated by region supported by GEC	School	school register, spot checks  Focused group discussion and KII	Quantitative  Qualitative	School registers are the sole attendance tracking tools at the school. conduct spot checks will triangulate the data to assure quality	Twice every term
Improved quality of teaching among teachers disaggregated by region and gender for enhanced curriculum Delivery	Schools	Classroom Observation tools  Focused Group Discussion and KII	Quantitative  Qualitative	Quality can only be observed  Interaction with the learners will give the participation, the measure for the two indicators	Per Evaluation Point
Improved Community support by region towards girls' education to transition through different pathways	Household	Household survey	Quantitative  Qualitative	Community perception will be best measured at the household as interventions happen in and	Per Evaluation points

		Focused Group Discussion.		around the household.	
Improved motivation of marginalised girls by region to transition through key pathway	School; Household	School and Household Survey  Focused group Discussion and case studies	Quantitative  Qualitative	Motivation is both witnessed in school and affirmed at home and should therefore be tracked at the two points.	Per Evaluation Points
Improved education management, and governance for sustainable quality teaching and learning	School	School Survey  BOM KII  Household questionnaire Focused Group discussion	Quantitative  Qualitative	Initiatives are implemented in schools and hence should be measured in school	Per Evaluation points

To mitigate against transition to TVET bias, the project conducted a TVET mapping exercise to identify and work with at least one TVET per sub-county to serve girls from schools therein. The only region where the project foresees transition to TVET bias is Laikipia North due to geographic proximity issues. It is against such bias that the project is open to apprenticeship as a means of facilitating transition for this region.

Transition in Jielimishe GEC will be 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 girls 2,534 will be tracked at each evaluation point to ascertain their current enrolment and compare this to their last enrolment as per the last evaluation point. The comparison will be a Boolean score (transition or not transitioned). The evaluation will then compare successful transitions between intervention and comparison groups. A comparison of how the current enrolment compares to the last evaluation point for both the treatment and comparison girls to determine the difference in difference for reporting purposes. Due to the fluid nature of the quantitative score, the project lays emphasis on supplementary qualitative information that will be collected as follow up questions during household survey; to ascertain the reasons behind either a successful or unsuccessful transition and other enablers of transition that will not be captured by the Boolean score. To report on the indicator, the project will conduct a direct computation in the product of the rate in successful transition and the total beneficiaries (10,123) in each region.

***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 7, Form 2 and Form 3 teaching numeracy and English were observed and their pedagogical skills evaluated. 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.

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.

With regard to sustainability in the quality of learning and transition, the study sought to establish whether strengthening collaboration with MoE in GEC Counties and parental involvement would lead to this. This was established through collection of 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 relationship between the school communities' perception wards these cultural practices and girls' education. Morans in Laikipia County were part of the sample representing part of the community who still cling to cultural practices that have been identified as having negative impact on girls' education.

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

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.

<b>Box 2: Benchmarking for learning (External Evaluator)</b>		
<b>Baseline (2018)</b>	<b>Midline (2019)</b>	<b>Endline (2021)</b>
<b>Project grades</b>		
<b>Grade 7</b>	<b>Grade 8</b>	<b>Form 2</b>
<b>Grade 8</b>	<b>Form 1</b>	<b>Form 3</b>
<b>Form 1</b>	<b>Form 2</b>	<b>Form 4</b>
<b>Form 2</b>	<b>Form 3</b>	<b>NA</b>
<b>Form 3</b>	<b>Form 4</b>	<b>Na</b>
<b>Form 4</b>	<b>Na</b>	<b>Na</b>
<b>Benchmark grades</b>		
<b>Form 3</b>	<b>n/a</b>	<b>n/a</b>
<b>Form 4</b>	<b>n/a</b>	<b>n/a</b>

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 6 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 10 Benchmarking for transition.**

<b>Grades</b>	<b>Benchmark Ages</b>
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.

## 2.4 Baseline data collection process

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

### **Pre data collection**

The pre data collection processes entailed sampling and data collection instrument development. A data collectors' guideline that outlined the roles of various data collectors and the steps they were to undertake during data collection was developed. The manual was 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.

**Table 11: Data Collection Instruments**

No	Instrument	Development Process/Pilot
1	EGRA, EGMA, SeGRA and SeGMA	A team of 7 test development experts drawn from Kenya National Examination Council, Teachers Service Commission and a Private Primary School and Egerton University developed the EGRA, EGMA, SeGRA and SeGMA tests. 4 complete samples were developed and piloted as per the SeGRA and SeGMA: blueprint for designing tests and process for piloting and sign-off dated November 13, 2017. The raw scores were sent to the Fund Manager for analysis and review of the 4 samples. Feedback on all the tests was given and revisions were made and sent back to the Fund Manager who eventually signed them off. Out of the 4 samples, 3 samples were selected for use during the three evaluation points: baseline, mid line and end line.

2	Questionnaire for the Headteacher about the school	This was developed based on the interventions at school level and expected contribution to IO and Outcomes
3	Questionnaire for parents/caregivers for Cohort of Girls	This was adapted from the GEC -T Household Survey Questionnaire Template -- Baseline [version 20171106]
4	Questionnaire for Core Girl School Survey	This was adapted from the GEC -T Girls School Survey Questionnaire Template -- Baseline [version 20170703]
5	Questionnaire for teachers teaching English and Numeracy in Grade 7 and Form 2 and 3 in sampled schools	This was developed based on the interventions targeting teachers and their contribution to the IO and Outcomes
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	FGDs with Boda boda riders	This was developed based on the interventions targeting teachers and their contribution to the IO and Outcomes
8	KII with parents/community member	This was developed based on the interventions targeting teachers and their contribution to the IO and Outcomes
9	KII with Board of Management member	This was developed based on the interventions targeting teachers and their contribution to the IO and Outcomes
10	FGDs with boys and girls	This was developed based on the interventions targeting teachers and their contribution to the IO and Outcomes
11	KII with Ward Education Management Committee member	This was developed based on the interventions targeting teachers and their contribution to the IO and Outcomes
12	KII with ICL coaches	This was developed based on the interventions targeting teachers and their contribution to the IO and Outcomes

### ***Piloting of tools***

The only tools that were piloted were the assessment tools i.e. EGRA and EGMA tools and SeGRA and SeGMA Tools in Laikipia County. Laikipia County was selected as it has very low learning indicators. The purpose of the pilot was to assess whether the tools were grade appropriate and whether the level of difficulty increased through the levels. Other critical questions that the pilot addressed by the pilot was which grade or Form was to do which test and whether each subtask for the SeGRA and SeGMA could be completed within an average of 15 minutes. EGRA and EGMA are timed tests. A total of 143 pupils from grades 7 to Form 4 were selected to participate in the pilot.

The pilot data was used to select the final 3 tools for the three different evaluation points and to calibrate them so that the level of difficulty increased with the subsequent sub-task. The following is a summary of which grade or Form was to do which assessment

<b>Grade/Form</b>	<b>Literacy</b>	<b>Numeracy</b>
Grade 7	EGRA Oral Reading Fluency and comprehension questions and SeGRA subtask 1	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 prepare for future tracking of cohorts, four assessment tools were developed and piloted. Results from the pilot were used to select the final 3 tools that shall be used to assess pupils learning outcomes at the mid line and end line.

### ***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 core girls and collected transition data at house hold level. For the quantitative enumerators, a request for enumerators who had a minimum of two years in conducting EGRA and EGMA was circulated among our networks. The applicants were then called individually and interviewed through telephone. Most of these enumerators had previously participated in GEC project. The qualitative data enumerators were selected from a pool of seasoned researchers that we work with a majority of them having previously participated in collecting data for GEC projects. The enumerators who tracked girls at house hold level and collected transition data were recruited at County level.

### ***Training of enumerators***

The qualitative and quantitative enumerators were trained centrally for 2 days in Nairobi. However, different trainings were held for the different enumerators as the tools and the skills required were different. 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 7 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 first introduced to the project and then 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), Key Informant Interview (KII) with teachers whose lessons had been observed, KII with the Chair of the Board of Management, FGDs with fathers and mothers, FGDs with Boda Boda riders, KII with community leaders, KII with the leader of the Ilpolei Rescue Center in Laikipia, KII with a government official supporting the GEC T project in the three counties and KII with the ICL Teacher Coaches.

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***

Data collection took place between 19<sup>th</sup> March and 9<sup>th</sup> April, 2018 with a one week break between 26<sup>th</sup> and 30<sup>th</sup> March for the quantitative data collection.

A master list of tools, including a calendar or schedule for data collection will be made. In order to ensure consistency in the manner in which data are collected from one data collector to the next, an explicit data collector’s guide was developed. A supervisor’s guide that includes roles and procedures was developed in order to assure quality data collection. At every step of data collection, issues of bias were taken into consideration with independent data collectors identified.

A checklist that details the work done by data collectors shall be used to track the work done. The data collector will sign on the checklist and the team leader/supervisor will counter sign.

The two types of data (qualitative and quantitative) were collected simultaneously in the three counties. 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 consent.
- 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 60 treatment and 21 control schools participated in the survey where quantitative data was collected. For the qualitative survey, 18 school communities (6 per community) that were representative of all the regions were selected. The following table represents the various respondents, data collection tools and the method of sampling

**Table 12: Respondents, data collection tools and the method of sampling**

No	Respondent	Quantitative Tools	Sampling
1	Head-teacher	<ul style="list-style-type: none"> <li>• School Questionnaire</li> <li>• Class/grade 7 and 8 and Form 1-4 register to determine School enrolment and attendance.</li> </ul>	All Head-teachers from the treatment and control school participated in the survey

2	Pupils	<ul style="list-style-type: none"> <li>• Assessing girls in class 7, 8 and Form 1, 2, 3 and 4 in literacy using EGRA</li> <li>• Assessing girls in class 7, 8 and Form 1, 2, 3 and 4 in literacy using SeGRA</li> <li>• Assessing girls in class 7, 8 and Form 1, 2, 3 and 4 in numeracy using EGMA</li> <li>• Assessing girls in class 7, 8 and Form 1, 2, 3 and 4 in numeracy using SeGMA</li> <li>• Core Girl School Survey Questionnaire</li> </ul>	<ol style="list-style-type: none"> <li>1) The sample per school had been pre-determined.</li> <li>2) For every 10 girls sampled 1 boy was also to be sampled.</li> <li>3) To determine how many girls and how many boys to be sampled, 10 divided the total sample and the answer represented the number of boys. This would be subtracted from the total sample and would form the girls' sample.</li> <li>4) Where there was more than one stream in a grade/Form, the team leader randomly selected two (2) classes, one each for grades 7 and 8 and four (4) classes, one each from form 1-4. Making chits with the names of the streams and then randomly picking one chit with the name of the selected stream on it did this.</li> <li>5) The team leaders/supervisors first cleaned the school registers by <b>identifying</b> and <b>omitting</b> pupils, who had <b>transferred, left the school</b> or were <b>absent</b> from the sampling process.</li> <li>6) Girls who were present were then given a sampling serial numbers.</li> <li>7) The number of pre-determined girls to form the sample in order to determine the nth divided the total number of girls present. Where the answer had a decimal, it was rounded off to the nearest whole number.</li> <li>8) 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.</li> <li>9) The number picked would represent the starting point for counting the nth</li> <li>10) Process 6 to 9 would be repeated for boys.</li> </ol>
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3	Teachers	<ul style="list-style-type: none"> <li>Classroom observation in English in class 7 and Form 2 and 3</li> <li>Classroom Observation in Numeracy in class 7 and Form 2 and 3</li> <li>KII with the teachers teaching English and numeracy in class 7, 8 and Form 1, 2, 3 and 4</li> <li>Headcount of children in class on the day of the survey</li> </ul>	<ul style="list-style-type: none"> <li>In every school (primary and secondary), teachers teaching English and Mathematics in the sampled classes were first observed teaching a lesson.</li> <li>Thereafter they were interviewed.</li> <li>For those teaching both Form 2 and Form 3, they were observed teaching one lesson and they were interviewed only one once.</li> <li>To confirm the number of children present on the day of the assessment, a headcount of pupils in the sampled class was done</li> </ul>
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.
<b>No</b>	<b>Respondent</b>	<b>Qualitative Tools</b>	<b>Sampling</b>
5	Boys and girls	Focus Group Discussion to discuss improved performance as a result of improved teaching, assess aspirations, knowledge on child rights, impact of provision of sanitary towels, mentorship, provision of solar lamps for improved attendance and learning outcomes	<ul style="list-style-type: none"> <li>5 boys and 5 girls were randomly sampled to participate in the FGDs. They were selected from the target classes/Form</li> <li>The Team Leader in every school in consultation with the teachers randomly selected the girls. Care was taken to ensure that some of the girls were beneficiaries of some of the more target interventions to the most vulnerable girls. In places where implementation of key activities targeting select girls had started, half of the number of girls included in the FGD were purposively sampled by interventions received.</li> </ul>
6	Board of Management	FGD with the Chair of the Board of Management and 4 other members to discuss education management, and governance for sustainable quality teaching and learning.	<ul style="list-style-type: none"> <li>6 intervention school communities (30%) of the total schools were selected to participate in the qualitative survey. Sampling of the school communities was based mainly on the current sub-counties, religion, ethnic communities, socio-cultural and economic factors.</li> <li>In each of the school communities, the Chairperson and two other Board of Management (BOM) members were randomly 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</li> </ul>



			characteristic was that they needed to be parents in that school
7	Boda Boda Riders	FGD with Boda Boda Riders	5 – 10 Boda Boda Riders were randomly selected from the pick point nearest the school
8	Parents/ community members	<ul style="list-style-type: none"> <li>FGD with fathers and mothers to measure parents knowledge and attitude towards TVETs as an alternative pathway after primary or secondary education, girls' education,</li> </ul>	5 - 10 women and 5 - 10 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.
9	Ward Education management Committee member	<ul style="list-style-type: none"> <li>KII with a Ward Education Management Committee member was done as they play the role of a Child Protection Officer</li> </ul>	This committee member was randomly selected
10	ICL coaches	KII with the ICL coaches responsible for teacher coaching	This project officer was purposively sampled.
11	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 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 Field Managers on the progress of the data collection exercise; ensure that data collection procedures and ethical consideration are maintained; maintaining regular communication with the Field Managers on field progress and problems and addressing potential problems encountered in the field proactively. Every day they were to submit to the Field Managers all the data collected for checking on the quality of data
- ii. The second tier was that of Field Managers who were responsible for securing data while in the field;
- 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 Field Manager.

### **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 13 to Table 16 represent the number of data collection techniques and the total number of respondents is a summary of the respondents per county

**Table 13: Final Sample Sizes for qualitative data for Laikipia**

Laikipia	FGDs	Total No of respondents	Group Interviews	Total No of respondents	KII	Total No of respondents
Girls	6	30	0	0	0	
Boys	6	30				
Female parents	1	6	5	18		
Male parents	3	17	3	7		
Boda Boda riders	4	21	2	6		
BOM					6	6
WEMC Member					6	6
Teacher coach					1	1
Government official					1	1
Rescue Center					1	1
Morans			1	3		
<b>Total</b>	<b>20</b>	<b>104</b>	<b>13</b>	<b>31</b>	<b>15</b>	<b>15</b>

In Laikipia a total of 20 FGDs were conducted with 104 participants; 13 group interviews with 31 respondents and 15 Key Informant Interviews with 6 respondents. A total of 141 respondents participated in the qualitative study

**Table 14: 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	6	36				
Boys	5	30				
Female parents	3	18	3	11		
Male parents	1	5	4	11		
Boda Boda riders	4	22	1	4		
BOM					5	5
WEMC Member					5	5
Teacher coach					0	0
Government official					1	1
<b>Total</b>	<b>19</b>	<b>111</b>	<b>8</b>	<b>26</b>	<b>11</b>	<b>11</b>

In Mombasa a total of 19 FGDs were conducted with 111 participants; 8 group interviews with 26 respondents and 11 Key Informant Interviews with 11 respondents. A total of 148 respondents participated in the qualitative study

**Table 15: 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	5	35	1	2		
Boys	5	33	1	2		

Female parents	3		2	5		
Male parents	1		3	5		
Boda Boda riders	5	29				
BOM					6	6
WEMC Member					4	4
Teacher coach					1	1
Government official					1	1
<b>Total</b>	<b>19</b>	<b>97</b>	<b>7</b>	<b>14</b>	<b>12</b>	<b>12</b>

In Meru a total of 19 FDGs were conducted with 97 participants; 7 group interviews with 14 respondents and 12 Key Informant Interviews with 12 respondents. A total of 123 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 Jielimishe 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 412 respondents participated in the qualitative survey. Fewer parents participated in the FDGs than anticipated due to various reasons such as unavailability due other competing responsibilities while other didn't come despite having confirmed their availability to participate in the survey.

The following Table shows the final sample of girls who were tracked to their households

**Table 16: Final sample of girls tracked**

HOUSEHOLD PER COUNTY			
	TREATMENT	CONTROL	TOTAL
MOMBASA	587	296	883
LAIKIPIA	532	259	791
MERU	548	254	802
	<b>1667</b>	<b>809</b>	<b>2476</b>
	<b>2476</b>		

2,476 girls were tracked at the household level against the expected number of 2,634. This represents 94% of the expected girls. The main reasons why some of the girls were not tracked was due to parents either declining to participate in the survey or after repeated call backs, the data collectors were unable to get parents at home **2560 = 80**

#### **Post data collection**

##### **Data cleaning and checking for consistencies**

Prior to leaving the field, data completeness was checked by the County Supervisors 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. In Nairobi, a team verified the completeness of the data to ensure consistency across the three counties.

### **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 evaluation 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. Cross-tabulation, causal analysis and chi-square test of independence will simultaneously be conducted to analyze the relationship between the various components and the project outcomes thereby showing the differentiated effects.

## **2.5 Challenges in baseline data collection and limitations of the evaluation design**

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

### **1. Sampling**

- a) The number of sampled girls was not reached due to several factors:
  - i. In Mombasa, a number of households refused to participate in the survey even after several call backs.
- b) One of the treatment schools in the sample has since closed. Selection of parents and community members who had received specific interventions was a challenge and this noncompliance though minor may have resulted in underreporting. This happened with a few parents who participated in the FGDs. The effect may be insignificant as there were other community members who enabled any information given to be corroborated.

**2. 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.

### **3. Use of technology to collect data.**

- a) A lot of assumptions were made on the time it would take to collect data using KoBoCollect. Although using electronic devices reduced the time it would have taken to collect using pen and paper, the difference was not that significant considering the time that went into cleaning the data before analysis commenced.
- b) KoBo Collect was not able to generate the kind of reports that we wanted. This meant that the data had to transfer to STATA before it could be analysed. This delayed report writing and came with additional expenses.

### **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 thereafter proceed for half term. This delayed data collection in schools as pupils had to finish their exams then participate in the survey. However, we are confident that the one week time difference does not have any impact on the outcomes particularly learning outcomes resulting from maturation.

### **5. Limited budget**

Due to a limited budget, the number of researchers who could be hired was small relative to the work, Instead of the planned 5 days for data collection, it ended up being 10 days for qualitative study. As mentioned earlier, pupils were going for a half term break which meant that data collection had to stop for a week and then resume after the break. During this time some of the enumerators were engaged elsewhere.

**6. Mobilization of community members to participate in the qualitative research.**

Mobilization of community members to participate in research was a challenge due to miscommunication between the project staff who mobilized parents, the parents themselves and the EE. In some cases, people who had no idea about the programme were mobilized which resulted in some of the proposed FGDs or Interviews not being conducted. In some cases fewer numbers of parents were mobilized which meant that instead of having FGDs we would have group interviews.

**7. 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 than intervention schools. .

**8. Time**

Time for developing tools, piloting of the assessment tools, evaluation and report writing was limited when one considers the level of analysis that is needed.

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.

### 3. Key Characteristics of Baseline samples

#### 3.1 Project beneficiaries

Jielimishe GEC T defines educational marginalization in terms of universal characteristics such as gender and disability. Contextual barriers that define marginalization include: being a young mother, orphan, girls with parents who have extremely low education levels while geographical locations that define marginalization include: girls from informal settlements (Slum dwellers), rural poor and pastoralists living in semi-arid and arid conditions, insecurity and long distances to school. Whereas these three broad barriers define marginalization in the project, girls with higher degree of marginalization for example: young mothers, girls on the verge of dropping out of school due to high educational costs, girls who have limited reading time at home due to poor lighting as well as girls with intermittent attendance due to menstruation have been selected for specific interventions.

With regards to disability, the project adopted the definition of disability as an impairment which is significant enough to cause girls limitation in key activities. In Jielimishe GEC, the impairment that passes as disability would be that presents a girl with a lot of difficulties in seeing, hearing, mobility, remembering, self-care and communication or cannot do any of these things at all.

Measurement of disability adopted a human rights approach as guided in the Washington group of questions. In this survey disability measurement was based on the continuum of four domains: no difficulties, some difficulties, a lot of difficulties and cannot do at all. This type of measurement helped to enable data to be sensitively collected on disability prevalence, for a better understanding of the numbers, types and severity of disability that are present in the beneficiary numbers. This in turn will inform on what interventions to adapt for which disability to affect girls learning.

#### **Boys receiving project interventions**

6980 boys are receiving interventions indirectly. With a further 42 receiving direct scholastic (schools fees, and school uniform) support from the project. The number was computed from a ratio of boys to girls supported; 1 boy for every 10 girls supported. The boys were screened by the project, school and the local administrators (Chief) and the village elder to identify the needy boys to support. The 6980 boys will be taught by teachers trained and coached by the project and some of them will be included in the learning target.

#### 3.2 Representativeness of the learning and transition samples across regions, age groups, grades, disability status and sex of the beneficiaries

Table below summarizes the samples by region and disaggregated by the intervention and control groups.

**Table 17: Evaluation sample breakdown (by region)**

	Intervention (Baseline)	Control (Baseline)	Intervention (Baseline)	Control (Baseline)	Intervention (Baseline)	Control (Baseline)
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Region	Boys		Girls		Total	
	Treatment	Control	Treatment	Control	Treatment	Control
Region A (Laikipia) (% sample in A)	78.3%	21.7%	66.9%	33.1%	68.1%	31.9%
(Number in A)	72	20	567	280	639	300
Region B (Mombasa) (% sample in B)	59.4%	40.6%	73.9%	26.1%	72.9%	27.1%
Number in B	38	26	653	231	691	257
Region C (Meru) (% sample in C)	66.3%	33.8%	67.0%	33.0%	66.9%	33.1%
Number in C	53	27	558	275	611	302
Total percentage	69.1%	30.9%	69.3%	30.7%	69.3%	30.7%
Number	163	73	1,778	786	1,941	859

The study yielded a sample of 2,564 (69.3%) girls spread across the three project locales. This consists of 847 girls in Laikipia, 884 girls in Mombasa and 833 girls in Meru. There are 1,778 girls in the intervention group and 786 girls in the control group.

There are 236 (30.7%) boys spread over the three project sites. This consist of 92 boys in Laikipia, 64 in Mombasa and 80 in Meru. There were 163 boys from the intervention schools and 73 boys from the control group.

Percentage of girls and boys from intervention schools was 69.3% compared to boys and girls from control schools who made up 30.7%. The ration of girls and boys in intervention to control schools was therefore around 3:1.

**Table 18: Evaluation sample breakdown (by grade)**

	Intervention (Baseline)	Control (Baseline)	Total
<b>Sample breakdown (Girls)</b>			
Grade 7 (% in grade 7)	(21.6%) 391	(22.6%) 186	(21.9%) 577
Grade 8 (% in grade 8)	(20.3%) 367	(22.2%) 183	(20.9%) 550
Grade Form 1 (% in form 1)	(16.7%) 302	(15.9%) 131	(16.4%) 433
Grade Form 2 (% in form 2)	(14.1%) 256	(12.9%)106	(13.7%) 362
Grade Form 3 (% in form 3)	(13.9%) 251	(11.7%) 96	(13.2%) 347
Grade Form 4 (% in form 4)	(13.5%) 244	(14.7%) 121	(13.9%) 365
Girls (sample size)	(100.0%) 1811	(100.0%) 823	(100.0%) 2634

Grade 7 constitute the majority of the sample at 21.9%, followed by Grade 8 at 20.9% whereas Form 3 are the least at 13.2%.

**Table 19: Evaluation sample breakdown (by age)**

	Intervention (Baseline)	Control (Baseline)	Total
<b>Sample breakdown (Girls)</b>			
Aged 6-8 (% aged 6-8)	(0.0%) 0	(0%) 0	0
Aged 9-11 (% aged 9-11)	(56.3%) 9	(43.8%) 7	(0.6%) 16



Aged 12-13 (% aged 12-13)	(70.6%) 393	(29.4%) 164	(21.2%) 557
Aged 14-15 (% aged 14-15)	(70.1%) 585	(29.9%) 250	(31.7%) 835
Aged 16-17 (%aged 16-17)	(72.7%) 555	(27.3%) 208	(29.0%) 763
Aged 18-19 (%aged 18-19)	(61.0%) 241	(39.0%) 154	(15.0%) 395
Aged 20+ (% aged 20 and over)	(39.4%) 26	(60.6%) 40	(2.5%) 66
Totals	(68.7%) 1809	(31.3%) 823	(100%) 2632

The sample size is 2,634 girls who consist of 31.76% from the control group and 68.7% from the intervention group. There is no girl aged below 9 years while 2.5% of the girls are aged over 20 years. The modal age is 14-15 years who are 31.7% of the sample followed by the 16-17 years who consist of 29%.

The final sample size of 2634 is adequate as there are more girls at a lower age which means that they will be exposed to project activities over a long time and tracked for a long time as well. As stated earlier using the power of 0.80 which translates to 80% ensures that the sample size is adequate. The allocation ratio is set at 2:1 between treatment and control as the project will sample from each county independently.

This will help to study the model and also ensure that sustainability of the project achievements are sustained.

**Table 20: Evaluation sample breakdown (by disability)**

Sample breakdown (Girls)	Intervention (Baseline)	Control (Baseline)
<b>Girls with disability (% overall)</b>	3.8% (68)	3.9% (32)
<i>Provide data per impairment</i>		
<b>Vision impairment</b>	2.2% (40)	2.3% (19)
<b>Hearing impairment</b>	0.4% (8)	0.2% (2)
<b>Mobility impairment</b>	0.1% (2)	0.2% (2)
<b>Cognitive impairment</b>	0.8% (14)	1.0% (8)
<b>Self-care impairment</b>	0.2% (3)	0.5% (4)
<b>Communication impairment</b>	0.4% (8)	0.1% (1)

3.8% of the girls in intervention group and 3.9% of the girls in the control group are living with some form of a disability. A closer look at the prevalence shows that visual impairments (2.2% in intervention and 2.3%) is the most prevalent disability followed by cognitive impairment, communication, hearing, mobility and self-care respectively.

### 3.3 Educational Marginalisation

The following are some of the characteristics used by the project to describe educational marginalisation characteristics and barriers.

**Table 21: Girls' characteristics**

	Intervention (Baseline)	Control (Baseline)
<b>Sample breakdown (Girls)</b>		
<b>Orphans (%)</b>		
- Single orphans	30.1% (546)	23.8% (189)
- Double orphans	14.1% (257)	15.7% (125)
<b>Living without both parents (%)</b>	14.1% (257)	15.7% (125)
<b>Living in female headed household (%)</b>	50.9% (922)	46.2% (446)
<b>Married (%)</b>	0.7% (11)	1.4% (9)
<b>Mothers (%)</b>		
- Under 18	0.2% (4)	0.1% (1)
- Under 16	0.0% (0)	0.0% (0)
<b>Poor households (%)</b>		
- Difficult to afford for girl to go to school	66.8% (513)	68.5% (216)
- Household doesn't own land for themselves	42.1% (665)	13.9% (96)
- Material of the roof (mud and thatch)	12.5% (198)	17.8% (133)
- Household unable to meet basic needs	13.9% (47)	4.3% (10)
- Gone to sleep hungry for many days in past year	17.6% (277)	11.7% (81)
<b>Language difficulties:</b>		
- Lol different from language spoken at home (%)	91.9% (1,432)	94.3% (649)
- Girl doesn't speak Lol (%)	24.6% (383)	14.2% (98)
<b>Parental education</b>		
- HoH has no education (%)	12.5% (227)	10.6% (84)
- Primary caregiver has no education (%)	12.9% (235)	11.3% (90)

30.1% of the girls in the intervention group and 23.8% of the girls in the control group are orphans with prevalence of single orphan being twice the prevalence of double orphan in the intervention group. Less than 15% of the girls in both control and intervention groups live with both parents with almost a half of the girls living in female headed households. Close to 67% of the households reported that they found it difficult to afford school fees and levies with close to 18% of the households in the intervention group reporting having gone to bed without food for many days in the previous year.

In addition, 42% of the households in the intervention group reported that they did not own the land themselves pointing to leased and rented tenancy reducing and limiting the decisions on land use (particularly if need for reorganizing the production for economic activities). Over 94% of the households in the control group and 91% of the girls in the intervention schools do not speak English as the first language. Considering that parental participation is critical in girls' learning, it is important to point out that over 12% of the parents and caregivers lack any formal education meaning that participation in learning may be sub-optimal.

Young mothers are few at 0.2% for treatment schools and 0.1% of control schools. As such the number is quite small though their effect on learning outcomes is significant. Married girls are also few at 0.7% for treatment schools and 1.4% for control schools.

Table 23 below lists potential barriers to learning and transition. The table populates the proportion of girls in the sample who face each of these barriers. This table reveals the prevalence of barriers across treatment and control schools/communities.

**Table 22: Potential barriers to learning and transition**

	Intervention (Baseline)	Control (Baseline)	Source
<b>Sample breakdown (Girls)</b>			
<i>Home – community</i>			
<b>Safety:</b>			
Fairly or very unsafe travel to schools in the area (%)	10.70%	9.10%	PCG_9
Doesn't feel safe travelling to/from school (%)	10.90%	8.60%	CS_W13s
<b>Parental/caregiver support:</b>			
			PCG_26g
Doesn't get support to stay in school and do well (%)	2.10%	2.20%	HHG_7
<i>School level</i>			
<b>Attendance:</b>			
Attends school half the time (%)	3.60%	17.40%	PCG_6enr
Attends school less than half time (%)	63.60%	30.40%	PCG_6enr
Doesn't feel safe at school (%)	0.94%	0.97%	CS_W14s
<b>School facilities:</b>			
No seats for all students (%)	4.54%	3.87%	CS_W5s
Doesn't use drinking water facilities	9.54%	6.20%	CS_W7s
Doesn't use areas where children play/ socialize	3.16%	1.70%	CS_W11s
<b>Teachers:</b>			
Disagrees teachers make them feel welcome	1.11%	1.58%	CS_WA
Agrees teachers treat boys and girls differently in the classroom	15.10%	9.47%	CS_1s
Agrees teachers often absent from class	15.02%	12.34%	CS_2s

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 potential barriers reported at the community level include unsafe routes to schools (10.7% at the intervention and 9.10% at the control group) and limited support at home (2.1% at the intervention and 2.2% at the control group). At school, the barriers include safety (less than 1% citing not feeling safe at school)ment schools and 9.47 for control schools). The learning facilities that present potential barriers include lack of seats (4.5%), lack of water drinking facilities being cited the highest barrier (9.5 %). Teacher related barriers include open discrimination between the two sexes of learners as well as teacher absenteeism (15% at treatment schools and 12.34% in control schools).

### 3.4 Intersection between key characteristics and barriers

**Table 23: Examples of barriers to education by characteristic**

Characteristic					
<b>Barriers:</b>	Head of the household has no education	Gone to sleep hungry	Difficult to afford for girl to go to school	Orphans	Female headed Household
<b>Parental/caregiver support:</b>					

<b>Does not feel safe traveling to school</b>	16.1%	0	0	0	
<b>Doesn't get support to stay in school and do well (%)</b>	1.30%	0.00%	0	0.00%	
<b>School Level:</b>					
<b>Disagrees teachers make them feel welcome</b>	0.64%	0.00%	0	0.00%	
<b>Attends school less than half time (%)</b>	50.00%	0.00%	0	0.00%	

Girls from homes where the head has no education and attends school less than half the time has a 50% chance of dropping out of school. On the other hand, girls from homes where the head has no education and doesn't feel safe traveling to school is likely to drop out of school at 16.1%. School attendance and safety while traveling to school especially for girls from families where the head of the household determine whether the girl will drop out or not.

In addition as stated in Table 21, girls characteristics especially those from households where parents have difficulty paying school fees at 66.80% from intervention group and 68.50% from control schools are at a high risk of dropping out.

### 3.5 Appropriateness of project activities to the characteristics and barriers identified

With regard to the barriers presented above in this chapter, many of the barriers identified through the baseline are similar to those identified by ICL.. However, one barrier that was identified during this exercise was children with disability; the number of children living with some form of disability which was measured by children having a lot of difficulty or cannot be able to function at the same level as other children stands at 3.8% for intervention schools and 3.9% for control schools. This barrier was not mapped during the sampling plan.

The key characteristics of the baseline samples does represent girls from families and regions that are marginalized. For example, 44% of the girls in the intervention group and 39% of the girls in the control group are orphans with prevalence of single orphan being twice the prevalence of double orphan in both cases. Almost 67% of the households reported that they found it difficult to afford school fees and levies with close to 18% of the households in the intervention group reporting having gone to bed without food for many days in the previous year. School Gender Based Violence was not cited by girls as a major issue.

The activities proposed for the project are largely appropriate as they are spread out between the school, the community and the girl herself (see Table 2). Inclusion of activities that support young mothers improve their learning outcomes may need to be considered despite their few numbers. Activities targeting girls living with some form of disabilities need to be included if inclusion which is a core component of the project is to be achieved. Once all these issues are addressed and the project is implemented as designed it will lead to improved learning, transition and sustainability of the project.

## 4. Key Outcome Findings

### 4.1 Learning Outcome

This section presents the key findings on the learning outcomes. These would include brief summary of the learning tests and the scoring methods, tasks administered, average aggregate scores and aggregate baseline score distributions among the control and intervention groups.

The learning outcomes were measured using learning tests developed for specific groups (Early Grade Reading Assessment- EGRA and Early Grade Mathematics Assessment- EGMA). This test was adapted from the generic EGRA/EGMA tasks and developed, piloted and improved on the guidance from the Evaluation Manager. Owing to the ceiling effect witnessed in assessing all girls using the EGRA and EGMA tests, the SEGRA and SEGMA tests were applied to all the grades participating in the tasks with varied tasks.

The table below shows the distribution of the tasks undertaken by the respective grades

**Table 24: Distribution of Sub-tasks undertaken by Class**

Numeracy Tasks						
Categories	Subtask 4	Subtask 5	Subtask 6	Subtask 7	Subtask 8	Subtask 9
	Addition	Subtraction	Word problems	Advanced multiplication, division etc.	Algebra	Data interpretation etc.
Grade 7						
Grade 8						
Form one to Four						
Literacy Tasks						
Categories	Subtask 4	Subtask 5	Subtask 6	Subtask 7	Subtask 8	
	Oral Reading Fluency	Comprehension	Comprehension (+ analytical qs)	Comprehension (+inferential)	Short essay	
Grade 7						
Grade 8						
Form one to Four						

Table 24 above shows the distribution of subtasks undertaken by class. For literacy class 7 did Subtask 4 (EGRA Oral Reading Fluency and Subtask 5 (EGRA Comprehension) and Subtask 4, EGMA (Addition) Subtask 5 (EGMA Subtraction) and Subtask 6 (Word problems). In addition class 7 did Secondary Grade Maths Assessment (SeGMA) Subtask 7 which included advanced operations and Secondary Grade Reading Assessment (SeGRA) Subtask 6 which included comprehension using analytical questions. Grade 8 was assessed using SeGMA Subtask 6 and 7 and Numeracy Subtask 7 and 8. Pupils in secondary schools were assessed using SeGRA (Subtask 6, 7 and 8) and SeGMA which are Subtasks 7, 8 and 9.

**Table 25: 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
<b>0 (Non Learner)</b>	1.1	11.6	4.0	22.7	1.2
<b>1 (Emergent)</b>	1.8	28.3	58.5	42.6	67.4
<b>2 (Established)</b>	2.5	20.5	28.9	19.2	25.4
<b>3 (Proficient)</b>	94.6	39.6	8.6	15.5	6.1
<b>Total</b>	100	100	100	100	100

Comprehension and inferential Task 7 had the highest proportion of the non-learners (22.7%) while the highest proportion of proficient learners are those who can read fluently the basic texts (Task 4). While focusing on the difficult task (short essay), the emergent learners are the greatest proportion (67.4 %), while 25.4% are established. There are 1.2% non-learners on short essay task while only 6.1% of the learners are proficient in writing.

**Table 26: 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
<b>0 (Non Learner)</b>	3.6	5.4	8.1	22.8	2.4
<b>1 (Emergent)</b>	0.0	16.1	57.9	46.7	77.0
<b>2 (Established)</b>	1.8	30.4	22.0	16.2	15.1
<b>3 (Proficient)</b>	94.6	48.2	12.1	14.4	5.6
<b>Total</b>	100	100	100	100	100

Similar to the findings for the girls, comprehension and inferential Task 7 had the highest proportion of the non-learners (22.8%) while the highest proportion of proficient learners are those who can read fluently the basic texts (Task 4). While focusing on the difficult task (short essay), the emergent learners are the greatest proportion (77.0%), while 15.1% are established. There are 2.4% non-learners on short essay task while only 5.6% of the learners are proficient in writing.

With regards to literacy when comparing both genders, there are more girls who are proficient writers (Task 8) at 6.1% as compared to boys at 5.6%. The same applies to reading fluency (Task 4), there are fewer girls who are non-learners at 1.1% compared to boys at 3.6%. However, boys performed better in Task 5 and Task 6. In Task 5 Basic comprehension 48.2% of the boys were proficient while girls who were proficient is 39.6%. In Task 6 12.1% of the boys were proficient compared to 8.6%.

**Table 27: Girls Literacy Scores by Region (%)**

Level	Task 4 (Reading for Fluency)			Task 5 (Comp)			Task 6 (Comp + Analytical)			Task 7 (Comp + Inferential)			Task 8 Short Essay		
	Laikipia	Mombasa	Meru	Laikipia	Mombasa	Meru	Laikipia	Mombasa	Meru	Laikipia	Mombasa	Meru	Laikipia	Mombasa	Meru
0 (Non Learner)	1.1	NA	1.1	14.6	NA	8.7	6.9	0.3	5.2	39.4	1.6	42.2	3.3	0.6	0.7
1 (Emergent)	2.2	NA	1.4	29.8	NA	26.9	65.5	47.6	64.0	36.2	53.5	30.2	82.1	63.5	63.0
2 (Established)	1.8	NA	3.2	18.2	NA	22.7	22.8	39.3	23.1	16.2	23.2	15.5	13.4	32.3	17.0
3 (Proficient)	94.9	NA	94.4	37.5	NA	41.6	4.9	12.8	7.7	8.2	21.8	12.1	1.3	3.6	19.3
<b>Total</b>	100	NA	100	100	NA	100	100	100	100	100	100	100	100	100	100

There is minimal difference between girls in Laikipia (94.9%) and Meru (94.4%) who are proficient in Reading for Fluency (Task 4). For Tasks 6, 7 and 8 Laikipia has the lowest proficiency levels compared to Meru and Mombasa. Emergent learners are the majority across tasks 6, 7 and 8. Laikipia County has the least proportion of proficient learners on tasks 7 and 8 while Meru County has the highest proportion.

**Table 28: Boys Literacy Scores by Region (%)**

Level	Task 4 (Reading for Fluency)			Task 5 (Comp)			Task 6 (Comp + Analytical)			Task 7 (Comp + Inferential)			Task 8 Short Essay		
	Laikipia	Mombasa	Meru	Laikipia	Mombasa	Meru	Laikipia	Mombasa	Meru	Laikipia	Mombasa	Meru	Laikipia	Mombasa	Meru
0 (Non Learner)	0.0	NA	7.7	6.7	NA	3.9	9.8	0.0	13.4	30.2	3.1	40.0	8.3	0.0	0.0
1 (Emergent)	0.0	NA	0.0	20.0	NA	11.5	67.4	53.1	49.3	45.3	65.6	24.0	83.3	77.4	67.9
2 (Established)	0.0	NA	3.9	30.0	NA	30.8	14.1	31.3	23.9	17.0	17.2	14.0	8.3	21.0	10.7
3 (Proficient)	100.0	NA	88.5	43.3	NA	53.9	8.7	15.6	13.4	7.6	14.1	22.0	0.0	1.6	21.4
<b>Total</b>	100	NA	100	100	NA	100	100	100	100	100	100	100	100	100	100

There is a significant difference between boys in Laikipia (100%) and Meru (88.5%) who are proficient in Reading for Fluency (Task 4). For Tasks 6, 7 and 8 Laikipia has the lowest proficiency levels compared to Meru and Mombasa. Laikipia County has the least proportion of proficient learners on tasks 6, 7 and 8 while Meru County has the highest proportion of proficient learners in Task 6 and 8. There are no boys who are proficient learners in Task 8 in Laikipia.

In Task 8 there are more boys who are proficient in Meru (21.4%) than girls (19.3%) in the same county. In Tasks 7 there are more girls (21.8%) who are proficient in Mombasa than boys (14.1%) in the same county. There are more girls (94.4%) in Meru who are proficient in Task 4 than boys (88.5%) in the same county. However with regard to Task 5, boys in Laikipia (43.3%) and Meru (53.9%) are more proficient than girls in Laikipia (37.5%) and Meru (41.6%).



**Table 29: Girls Literacy Scores by Control and Intervention Groups (%)**

Level	Task 4 (Reading for Fluency)		Task 5 (Comp)		Task 6 (Comp +Analytical)		Task 7 (Comp + Inferential)		Task 8 Short Essay	
	Interv	Cont	Interv	Cont	Interv	Cont	Interv	Cont	Interv	Cont
<b>0 (Non Learner)</b>	1.6	0.8	12.8	11.0	4.3	3.9	28.3	20.3	0.8	1.3
<b>1 (Emergent)</b>	1.1	2.2	29.3	27.9	64.0	56.4	44.0	42.0	79.9	62.8
<b>2 (Established)</b>	4.8	1.4	19.2	21.2	25.2	30.4	16.6	20.3	11.0	30.6
<b>3 (Proficient)</b>	92.5	95.7	38.8	40.0	6.5	9.4	11.1	17.4	8.4	5.3
<b>Total</b>	100	100	100	100	100	100	100	100	100	100

The girls' literacy proficiency for tasks 4 and 5 were higher in the intervention group than in the control group. However, proficient learners in control group (30.6%) were more than proficient learners in the intervention (11.0%) group on the short essay task.

**Table 30: Boys Literacy Scores by Control and Intervention Groups (%)**

Level	Task 4 (Reading for Fluency)		Task 5 (Comp)		Task 6 (Comp +Analytical)		Task 7 (Comp + Inferential)		Task 8 Short Essay	
	Interv	Cont	Interv	Cont	Interv	Cont	Interv	Cont	Interv	Cont
<b>0 (Non Learner)</b>	6.3	2.5	0.0	7.5	16.9	4.4	18.4	24.6	4.9	1.2
<b>1 (Emergent)</b>	0.0	0.0	25.0	12.5	49.2	61.4	53.1	44.1	75.6	77.7
<b>2 (Established)</b>	6.3	0.0	25.0	32.5	27.7	19.6	16.3	16.1	9.8	17.7
<b>3 (Proficient)</b>	88	98	50	48	6	15	12	15	10	4
<b>Total</b>	100	100	100	100	100	100	100	100	100	100

The boys' literacy proficiency for tasks 4 were higher in the control group than in the intervention group. However for girls in the same task, girls in the intervention group had higher scores. For task 8 there were more boys proficient in the intervention group (10%) than those in control group at (4%).

In task 5 and 8 girls and boys in the intervention schools were more proficient than those in the control schools

**Table 31: Girls Overall Task 6 Literacy Scores by Class (%)**

level	Class 7	class 8	Form 1	Form 2	Form 3	Form 4	Total
<b>0 (Non Learner)</b>	10.7	5.6	2.4	0.5	0.6	0.3	4.0
<b>1 (Emergent)</b>	73.5	72.1	52.4	53.0	44.4	41.9	58.5
<b>2 (Established)</b>	13.8	18.7	36.7	36.8	38.3	39.9	28.9
<b>3 (Proficient)</b>	2.1	3.5	8.5	9.7	16.7	17.9	8.6
<b>Total</b>	100	100	100	100	100	100	100

Based on Task 6, there are more emergent girls across all the classes. There are more proficient girls in Form 4 (17.9%) than in Class 7 (2.1%), whereas, there are more non-learners in Class 7 (10.7%) than in Form 4 (0.3%).

**Table 32: 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)	15.4	19.2	0.0	0.0	0.0	4.8	8.1
1 (Emergent)	69.2	66.0	63.9	46.3	57.7	23.8	57.9
2 (Established)	13.5	6.4	33.3	26.8	30.8	38.1	22.0
3 (Proficient)	1.9	8.5	2.8	26.8	11.5	33.3	12.1
Total	100	100	100	100	100	100	100

There are more emergent boys across all the classes. There are more proficient boys in Form 2 (26.8%) than Form 3 (11.5%). There are more boys who are non-learners in Form 4 (4.8) than in Form 1, 2 and 3 who have no non-learners.

**Table 33: Task 6 Girls Literacy Scores by Class - Laikipia County (%)**

Results by Region and Grade							
Laikipia							
level	Class 7	Class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	12.0	6.1	5.0	2.8	1.4	1.6	6.9
1 (Emergent)	73.5	71.3	64.0	52.1	52.7	39.3	65.6
2 (Established)	12.4	20.3	29.0	36.6	31.1	42.6	22.7
3 (Proficient)	2.2	2.3	2.0	8.5	14.9	16.4	4.9
Total	100	100	100	100	100	100	100

There were more proficient girls in Form 4 (16.4%) than in any other class. The least proportion of the proficient learners were from Form 1 (2.0%). On the other hand, the largest proportion of the pupils were emergent learners (65.6%) across all the classes.

**Table 34: Task 6 Girls Literacy Scores by Class- Mombasa County (%)**

Mombasa							
level	Class 7	Class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	NA	NA	0.8	0.0	0.5	0.0	0.3
1 (Emergent)	NA	NA	51.2	51.6	40.6	44.1	47.5
2 (Established)	NA	NA	38.2	38.9	41.1	39.6	39.3
3 (Proficient)	NA	NA	9.8	9.5	17.8	16.4	12.8
Total	NA	NA	100	100	100	100	100

There were more proficient girls in Form 3 (17.8%) than in any other class. The least proportion of the proficient girls were from Form 2 (9.5%). On the other hand, the largest proportion of the girls were emergent learners (47.5%) across all the classes.

<sup>7</sup> The Mombasa Sample does not include any selection of a primary school.

**Table 35: Task 6 Girls Literacy Scores by Class- Meru County (%)**

Meru							
level	Class 7	Class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	9.1	5.0	5.0	0.0	0.0	0.0	5.2
1 (Emergent)	73.4	73.2	38.3	60.0	46.6	37.9	64.0
2 (Established)	15.4	16.8	43.3	28.3	37.9	37.9	23.1
3 (Proficient)	2.1	5.0	13.3	11.7	15.5	24.1	7.8
<b>Total</b>	100	100	100	100	100	100	100

There were more proficient girls in Form 4 (24.1%) than in any other class. The least proportion of the proficient learners were from class 7 (2.1%). On the other hand, the largest proportion of the pupils were emergent learners (64%) across all the classes.

Based on task 6, there are more girls in Form 4 in Meru with proficiency level of 24.1% compared with Mombasa Form 3 (17.8%) and Laikipia 16.4%. The proportion of the proficient learners is highest in Mombasa (12.8%) followed by Meru (7.8%) and lastly Laikipia County (4.9). Girls in Grade 8 (5.0%) in Meru have higher proficiency scores than girls in Grade 8 (2.3%) in Laikipia.

**Table 36: Task 6 Boys Literacy Scores by Class - Laikipia County (%)**

Results by Region and Grade							
Laikipia							
level	Class 7	Class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	10.0	19.2	0.0	0.0	0.0	20.0	9.8
1 (Emergent)	76.7	73.1	50.0	57.1	66.7	40.0	67.4
2 (Established)	10.0	3.9	41.7	14.3	16.7	20.0	14.1
3 (Proficient)	3.3	3.9	8.3	28.6	16.7	20.0	8.7
<b>Total</b>	100	100	100	100	100	100	100

There were more proficient boys in Form 2 (28.6%) than in any other class. The least proportion of the proficient learners were from Form 1 (3.3%). On the other hand, the largest proportion of the pupils were emergent learners (67.4%) across all the classes.

**Table 37: Task 6 Boys Literacy Scores by Class- Mombasa County (%)**

Mombasa							
level	Clas <sup>8</sup> s 7	Class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	NA	NA	0.0	0.0	0.0	0.0	0.0
1 (Emergent)	NA	NA	79.0	44.0	50.0	30.0	53.1
2 (Established)	NA	NA	21.1	28.0	50.0	40.0	31.3
3 (Proficient)	NA	NA	0.0	28.0	0.0	30.0	15.6
<b>Total</b>	NA	NA	100	100	100	100	100

<sup>8</sup> The Mombasa Sample does not include any selection of a primary school.

There were more proficient boys in Form 4 (30.0%) than in any other class. There are no boys in Form 3 who are proficient. On the other hand, the largest proportion of the boys were emergent learners (53.1%) across all the classes.

**Table 38: Task 6 Boys Literacy Scores by Class- Meru County (%)**

Meru							
level	Class 7	Class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	22.7	19.1	0.0	0.0	0.0	0.0	13.4
1 (Emergent)	59.1	57.1	40.0	44.4	50.0	0.0	49.3
2 (Established)	18.2	9.5	60.0	33.3	25.0	50.0	23.9
3 (Proficient)	0.0	14.3	0.0	22.2	25.0	50.0	13.4
<b>Total</b>	100	100	100	100	100	100	100

There were more proficient boys in Form 4 (50%) than in any other class in Meru. Grade 7 and Form 1 had no boy who was proficient. On the other hand, the largest proportion of the pupils were emergent learners (49.3%) across all the classes.

Based on task 6, there are more boys in Form 4 in Meru with proficiency level of 50.0% compared with Mombasa (30%) and Laikipia (20%). The proportion of the proficient learners is highest in Mombasa (15.6%) followed by Meru (13.4%) and lastly by Laikipia 8.7%. However, it is good to point out that there were no Grades 7 and 8 assessed in Mombasa. Boys in Grade 8 (14.3%) in Meru have higher proficiency scores than boys in Grade 8 (3.9%) in Laikipia.

**Table 39: Girls Literacy Scores by Intervention and Control Group - Laikipia County**

Laikipia			
level	Treatment	Control	Total
0 (Non Learner)	8.2	6.2	6.9
1 (Emergent)	62.5	67.0	65.5
2 (Established)	22.1	23.1	22.8
3 (Proficient)	7.1	3.7	4.9
<b>Total</b>	100	100	100

The highest proportion of the girls in Laikipia are emergent learners in both groups with a 5% difference between the control and the intervention group. The intervention group has more proficient girls (7.1%) compared to the control group (3.7%).

**Table 40: Boys Literacy Scores by Intervention and Control Group - Laikipia County**

Laikipia			
level	Treatment	Control	Total
0 (Non Learner)	15.0	8.3	9.8
1 (Emergent)	50.0	72.2	67.4
2 (Established)	25.0	11.1	14.1
3 (Proficient)	10.0	8.3	8.7

<b>Total</b>	100	100	100
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The highest proportion of the boys in Laikipia are emergent learners in both groups with a 22% difference between the control (72.2%) and the intervention (50.0%) group. There are more boys who are non-learners in the intervention schools (15.0%) compared to 8.3% in the control schools. However, there are more proficient boys in the intervention group (10.0%) than proficient boys (8.3%) in control schools

Proficiency scores of boys from the intervention schools was 10% compared to proficiency scores of girls from the intervention schools in Laikipia which was 7.1% a difference of 2.9%

**Table 41: Girls' Literacy Scores by Intervention and Control Group- Mombasa County**

<b>Mombasa (%)</b>			
<b>level</b>	Treatment	Control	Total
<b>0 (Non Learner)</b>	0.0	0.5	0.3
<b>1 (Emergent)</b>	68.7	40.1	47.6
<b>2 (Established)</b>	28.7	43.0	39.3
<b>3 (Proficient)</b>	2.6	16.4	12.8
<b>Total</b>	100	100	100

The highest proportion of the girls in Mombasa are emergent learners in both groups with a 28% difference between the control and the intervention group. The control group has more proficient girls (16.4 %) compared to the intervention group (2.6%). This signals the lack of homogeneity between the two groups.

**Table 42: Boys' Literacy Scores by Intervention and Control Group- Mombasa County**

<b>Mombasa (%)</b>			
<b>level</b>	Treatment	Control	Total
<b>0 (Non Learner)</b>	0.0	0.0	0.0
<b>1 (Emergent)</b>	57.7	50.0	53.1
<b>2 (Established)</b>	38.5	26.3	31.3
<b>3 (Proficient)</b>	3.9	23.7	15.6
<b>Total</b>	100	100	100

The highest proportion of the boys in Mombasa are emergent learners in both groups with a 7.7% difference between the control (50.0%) and the intervention group (57.7%). The control group has more proficient boys (23.7%) compared to the intervention group (3.9%). As with the girls, this signals the lack of homogeneity between the two groups.

Proficiency scores of girls from the intervention schools in Mombasa is 2.6% while proficiency scores of boys from the treatment schools is 3.9% a difference of 1.3%.

**Table 43: Girls Literacy Scores by Control and Intervention Group- Meru County**

Meru (%)			
level	Treatment	Control	Total
0 (Non Learner)	3.8	5.6	5.2
1 (Emergent)	60.9	65.2	64.0
2 (Established)	25.0	22.4	23.1
3 (Proficient)	10.3	6.8	7.7
Total	100	100	100

The highest proportion of the learners in Meru are emergent learners in both groups with a 5% difference between the control and the intervention group.

**Table 44: Boys Literacy Scores by Control and Intervention Group- Meru County**

Meru (%)			
level	Treatment	Control	Total
0 (Non Learner)	42.1	2.1	13.4
1 (Emergent)	36.8	54.2	49.3
2 (Established)	15.8	27.1	23.9
3 (Proficient)	5.3	16.7	13.4
Total	100	100	100

The highest proportion of the boys in Meru are emergent learners in both groups with a 17.4% difference between the control and the intervention group. With regards to proficiency, 16.7% of the boys in control are proficient while only 5.3% of the boys in intervention schools are proficient. 42.1% of the learners in the intervention schools are non-learners compared to only 2.1% of the boys in the control schools. This shows that the boys in the control and intervention schools in Meru are not homogeneous.

Girls' proficiency scores in Task 7 from the intervention schools was 10.3% while that of boys from the intervention schools was 5.3% a difference of 5%. This will create a challenge in subsequent surveys as girls have higher proficiency levels than girls. Boys' scores were meant for benchmarking.

### Guidance Box 3 – 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 1 achieved	Subtask 1, 2 and 3 (EGRA)	Proficient in Letter Sound Identification, Familiar Word, Invented Word
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

**Table 45: Foundational literacy skills gaps**

Categories	Subtask 4	Subtask 5	Subtask 6	Subtask 7	Subtask 8
	Oral Reading Fluency	Comprehension	Comprehension (+ analytical qs)	Comprehension (+inferential)	Short essay
<b>Non-learner 0%</b>	1.1	11.6	4.0	22.7	1.2
<b>Emergent learner 1%-40%</b>	1.8	28.3	58.5	42.6	67.4
<b>Established learner 41%-80%</b>	2.5	20.5	28.9	19.2	25.4
<b>Proficient learner 81%-100%</b>	94.6	39.6	8.6	15.5	6.1
<b>Total</b>	100	100	100	100	100

Table 45 above shows that 94.6% of the girls in grade 7 are proficient in oral reading fluency based on grade 4 context. However, 1.1% of the grade 7 girls cannot read fluently and 11.6% cannot comprehend a grade 4 text. 39.6% can comprehend a grade 4 text. 8.6% of the girls can comprehend analytical facts found on a grade 4 and 5 text while 15.5% of learners can proficiently infer facts from a grade 7 text. Only 6.1% learners achieved grade 8 and Form 1 writing competencies.

Writing remains the most complex and undeveloped literacy skills. The findings reveal that only 6.1% of the girls are proficient. Considering that writing is a competence that is reliant on other preceding receptive and expressive skills, the reality that only 15.5% of the learners can infer meaning could point to



the factors attributable to low competences in writing. It is also important to note that writing was a task that was undertaken by the students in the higher levels and therefore cannot be attributed to lack of exposure to the content that could have been occasioned by administering the writing task to grade 7 and 8 learners.

**Table 46: 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.
<b>0 (Non Learner)</b>	0.0	0.0	11.6	1.4	6.3	9.9
<b>1 (Emergent)</b>	0.2	0.0	28.3	30.9	32.7	66.4
<b>2 (Established)</b>	0.7	0.7	20.5	31.0	20.5	17.3
<b>3 (Proficient)</b>	99.1	99.3	39.6	36.7	40.5	6.3
<b>Total</b>	100	100	100	100	100	100

There are more proficient girls in Task 5 (99.3%) than Task 9 (6.3%). Most of the girls are emerging in Task 9 (66.4%).

**Table 47: 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.
<b>0 (Non Learner)</b>	0.0	0.0	5.4	0.9	7.2	10.2
<b>1 (Emergent)</b>	0.0	0.0	16.1	31.8	32.8	59.8
<b>2 (Established)</b>	0.0	0.0	30.4	32.6	15.6	16.5
<b>3 (Proficient)</b>	100.0	100.0	48.2	34.8	44.4	13.4
<b>Total</b>	100	100	100	100	100	100

All the boys assessed were proficient in Task 4 and Task 5. Most of the boys are emerging in Task 9 (59.8%).

There are more boys (13.4%) who are proficient in Task 9 than girls (6.3%). This is a sign that there remain a gender gap in numeracy proficiency.

**Table 48: Girls Numeracy Results by Intervention and Control.**

	Task 4		Task 5		Task 6		Task 7		Task 8		Task 9	
level	Treatment	Control	Treatment	Control	Treatment	Control	Treatment	Control	Treatment	Control	Treatment	Control
0	0.0	0.0	0.0	0.0	12.8	11.0	0.8	1.7	5.9	6.5	10.6	9.7
1	0.5	0.0	0.0	0.0	29.3	27.9	30.8	31.0	35.0	31.7	67.1	66.2
2	0.5	0.8	0.0	1.1	19.2	21.2	34.0	29.7	21.9	19.9	18.7	16.8
3	98.9	99.2	100.0	98.9	38.8	40.0	34.4	37.7	37.3	41.9	3.7	7.4
Total	100	100	100	100	100	100	100	100	100	100	100	100

Girls in treatment and control schools numeracy proficiency scores were very close for Task 4, 5, 6 and 7. However for Task 8 intervention schools had a proficiency level of 37.3% compared to control schools with 41.9% a difference of 4.6%. Control schools had a proficiency level of 7.4% in Task 9 compared to intervention schools with 3.7% a difference of 3.7%

**Table 49: Boys Numeracy Results by Intervention and Control.**

	Task 4		Task 5		Task 6		Task 7		Task 8		Task 9	
level	Treatment	Control	Treatment	Control	Treatment	Control	Treatment	Control	Treatment	Control	Treatment	Control
0	0.0	0.0	0.0	0.0	0.0	7.5	1.4	0.6	7.0	7.3	7.3	11.6
1	0.0	0.0	0.0	0.0	25.0	12.5	34.3	30.7	31.6	33.3	63.4	58.1
2	0.0	0.0	0.0	0.0	25.0	32.5	28.8	34.4	15.8	15.5	14.6	17.4
3	100	100	100	100	50	48	36	34	46	44	15	13
Total	100	100	100	100	100	100	100	100	100	100	100	100

Boys in control and intervention schools numeracy proficiency scores were fairly close with difference of about 2%.

**Table 50: Girls Numeracy Task 7 Scores by Class**

level	Class 7	class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	3.6	2.6	0.2	0.3	0.0	0.0	1.4
1 (Emergent)	59.6	38.6	18.0	17.1	18.9	13.5	30.9
2 (Established)	24.3	33.6	36.2	29.8	32.0	32.0	31.0
3 (Proficient)	12.5	25.2	45.6	52.9	49.1	54.5	36.7
Total	100	100	100	100	100	100	100

Majority of the Grade 7 girls (59.6 %) are emergent learners. On the other hand, the majority of the Form four girls are proficient learners at 54.5%. There are no non-learners in Forms 3 and 4.. There are 12.5% and 25.2% proficient girls in Classes 7 and 8 respectively.

**Table 51: Boys Numeracy Task 7 Scores by Class**

level	Class 7	class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	0.0	3.9	0.0	0.0	0.0	0.0	0.9
1 (Emergent)	48.2	50.0	18.9	16.7	14.8	18.2	31.8
2 (Established)	41.1	23.1	43.2	26.2	40.7	18.2	32.6
3 (Proficient)	10.7	23.1	37.8	57.1	44.4	63.6	34.8
Total	100	100	100	100	100	100	100

Half of Grade 8 boys (50.0%) are emergent learners. On the other hand, the majority of the Form four are proficient learners at 63.6%. There are no boys who are non-learners in Grade 7, Forms 1 to Form 4. There are 10.7% and 23.1% proficient boys in Classes 7 and 8 respectively.

Form 1 and 2 girls in Laikipia have a higher proficiency level (43.0% and 54.9% respectively) than boys in Form 1 and Form 2 boys (33.3% and 42.9% respectively).

**Table 52: Girls Numeracy Task 7 Scores by Class- Laikipia County**

level	Class 7	Class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	6.2	3.0	0.0	0.0	0.0	0.0	3.0
1 (Emergent)	60.4	41.7	24.0	11.3	21.6	13.1	39.3
2 (Established)	18.6	28.4	33.0	33.8	33.8	26.2	26.5
3 (Proficient)	14.9	26.9	43.0	54.9	44.6	60.7	31.2
Total	100	100	100	100	100	100	100

The highest proportion of Grades 7 and 8 girls in Laikipia are emergent learners (60.4% and 41.7% respectively). The proportion of girls in secondary schools who are proficient learners in numeracy is 31.2% with Form 4 girls leading with 60.7% followed by Form 2 with 54.9%.

**Table 53: Boys Numeracy Task 7 Scores by Class- Laikipia County**

level	Class 7	Class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	0.0	7.7	0.0	0.0	0.0	0.0	2.2
1 (Emergent)	53.3	50.0	33.3	28.6	16.7	20.0	41.3
2 (Established)	43.3	19.2	33.3	28.6	41.7	20.0	32.6
3 (Proficient)	3.3	23.1	33.3	42.9	41.7	60.0	23.9
Total	100	100	100	100	100	100	100

The highest proportion of Grades 7 and 8 girls in Laikipia are emergent learners (53.3% and 50.0% respectively). The proportion of boys in secondary schools who are proficient learners in numeracy is 23.9% with Form 4 leading with 60.0% followed by Form 2 with 42.9%.

Grade 7 and 8 girls in Laikipia have a higher proficiency level (14.9% and 26.9% respectively) than boys in Grades 7 and 8 at 3.3% and 23.1% respectively. Girls (31.2%) are more proficient than boys (23.9%).

**Table 54: Girls Numeracy Task 7 Scores by Class- Mombasa County**

level	Class 7	Class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	NA	NA	0.0	0.0	0.0	0.0	0.0
1 (Emergent)	NA	NA	13.0	13.9	12.7	11.2	12.8
2 (Established)	NA	NA	35.4	27.8	28.9	32.0	31.1
3 (Proficient)	NA	NA	51.6	58.3	58.4	56.7	56.1
Total	NA	NA	100	100	100	100	100

The highest proportion of girls in Mombasa are proficient at 56.1%. Form 3 have the highest proficiency level of 58.4%. There are no girls who are non-learners in Mombasa.

**Table 55: Boys Numeracy Task 7 Scores by Class- Mombasa County**

level	Class 7	Class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	NA	NA	0.0	0.0	0.0	0.0	0.0
1 (Emergent)	NA	NA	15.8	8.0	0.0	30.0	12.5
2 (Established)	NA	NA	47.4	24.0	50.0	10.0	32.8
3 (Proficient)	NA	NA	36.8	68.0	50.0	60.0	54.7
Total	NA	NA	100	100	100	100	100

The highest proportion of boys in Mombasa are proficient at 54.7%. Form 2 have the highest proficiency level of 68.0%.

The proficiency levels of girls (56.1%) and boys (54.7%) is close with a percentage difference of 1.4% in favour of girls. With regards to numeracy in Mombasa there is gender parity.

**Table 56: Girls Numeracy Task 7 Scores by Class- Meru County**

level	Class 7	Class 8	Form 1	Form 2	Form 3	Form 4	Total
0 (Non Learner)	1.1	2.2	1.5	1.4	0.0	0.0	1.3
1 (Emergent)	59.0	35.6	27.5	34.3	34.3	20.3	41.6
2 (Established)	29.8	38.6	43.5	32.9	38.8	37.5	35.4
3 (Proficient)	10.2	23.6	27.5	31.4	26.9	42.2	21.7
Total	100	100	100	100	100	100	100

The proportion of girls in Meru who are proficient at 21.7%. Form 4 have the highest proficiency level of 42.2%. There are no girls in Form 3 and Form 4 who are non-learners in Mombasa. Form 4 girls have a proficiency level of 42.2%

**Table 57: Boys Numeracy Task 7 Scores by Class- Meru County**

level	Class 7	Class 8	Form 1	Form 2	Form 3	Form 4	Total
<b>0 (Non Learner)</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>1 (Emergent)</b>	42.3	50.0	0.0	30.0	40.0	0.0	36.3
<b>2 (Established)</b>	38.5	26.9	50.0	30.0	20.0	28.6	32.5
<b>3 (Proficient)</b>	19.2	23.1	50.0	40.0	40.0	71.4	31.3
<b>Total</b>	100	100	100	100	100	100	100

The proportion of boys in Meru who are proficient is 31.3%. Form 1 have higher proficiency levels of 50.0% than Form 1 and Form 2 who have proficiency level of 40%. Form 4 have a high proficiency level of 71.4%.

Girls have a lower proficiency level (21.7%) than boys 31.3% in Meru. There are no boys who are non-learners in Meru County whereas there are 1.3% of girls who are non-learners. Form 4 boys have a higher proficiency level of 71.4% than Form 4 girls with 42.2%.

**Table 58: Girls Numeracy Task 7 Scores by Intervention and Control Laikipia County**

level	Treatment	Control	Total
<b>0 (Non Learner)</b>	1.8	3.5	3.0
<b>1 (Emergent)</b>	34.2	41.8	39.2
<b>2 (Established)</b>	29.2	25.3	26.6
<b>3 (Proficient)</b>	34.9	29.4	31.2
<b>Total</b>	100	100	100

Girls from intervention schools (34.9%) had higher proficiency levels than girls from control schools at 29.4% a difference of 5.5%.

**Table 59: Boys Numeracy Task 7 Scores by Intervention and Control Laikipia County**

level	Treatment	Control	Total
<b>0 (Non Learner)</b>	5.0	1.4	2.2
<b>1 (Emergent)</b>	40.0	41.7	41.3
<b>2 (Established)</b>	25.0	34.7	32.6
<b>3 (Proficient)</b>	30.0	22.2	23.9
<b>Total</b>	100	100	100

Boys from intervention schools (30.0%) had higher proficiency levels than boys from control schools at 22.2% a difference of 7.8%. However, intervention schools had higher numbers of non-learners (5.0%) compared to control school who had 1.4% non-learners.

Girls from intervention schools have a higher proficiency score of 34.9% compared to that of boys which was 30.0% a difference of 4.9%. This difference is significant and it will be difficult to measure girls' progress against that of boys as the boys scores were there for benchmarking.

**Table 60: Girls Numeracy Task 7 Scores by Intervention and Control Mombasa County**

level	Treatment	Control	Total
0 (Non Learner)	15.0	8.3	9.8
1 (Emergent)	50.0	72.2	67.4
2 (Established)	25.0	11.1	14.1
3 (Proficient)	10.0	8.3	8.7
<b>Total</b>	100	100	100

Girls from intervention schools (10.0%) had higher proficiency levels than girls from control schools at 8.3% a difference of 1.7%. However, intervention schools had higher numbers of non-learners (15.0%) compared to control school who had 8.3% non-learners.

**Table 61: Boys Numeracy Task 7 Scores by Intervention and Control Mombasa County**

level	Treatment	Control	Total
0 (Non Learner)	0.0	0.0	0.0
1 (Emergent)	15.4	10.5	12.5
2 (Established)	34.6	31.6	32.8
3 (Proficient)	50.0	57.9	54.7
<b>Total</b>	100	100	100

Majority of the boys in Mombasa (54.7%) were proficient in Numeracy Task 7 compared to 8.7% of the girls. Boys from control schools had higher proficiency scores of 57.9% compared to girls in control schools (8.3%) a difference of 46%. 50% of the boys in intervention schools were proficient in Task 7 while only 10% of the girls were, a difference of 40%.

The differences in proficiency scores between girls and boys in Task 7 is very high and is an indication of gender inequality.

**Table 62: Girls Numeracy Task 7 Scores by Intervention and Control Meru County**

level	Treatment	Control	Total
0 (Non Learner)	0.4	1.8	1.3
1 (Emergent)	39.4	42.7	41.6
2 (Established)	39.1	33.6	35.4
3 (Proficient)	21.2	21.9	21.7
<b>Total</b>	100	100	100

Proficiency scores of girls from Meru is similar an indication of homogeneity.

**Table 63: Boys Numeracy Task 7 Scores by Intervention and Control Meru County**

level	Treatment	Control	Total
<b>0 (Non Learner)</b>	0.0	0.0	0.0
<b>1 (Emergent)</b>	48.2	30.2	36.3
<b>2 (Established)</b>	25.9	35.9	32.5
<b>3 (Proficient)</b>	25.9	34.0	31.3
<b>Total</b>	100	100	100

Boys from control schools had a proficiency score of 34% while that of boys from intervention schools was 25.9% a difference of 8.1%. Boys from intervention schools had a proficiency score of 25.9% while girls from intervention schools had a proficiency score of 21.2% a difference of 4.7%.

**Guidance Box 4 – The ‘grade achieved’ reporting**

The EGMA/SeGMA 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	Numeracy
Grade 1 achieved	Subtask 1 and 2 (EGMA)	Proficient in Number Identification and in Quantity Discrimination
Grade 2 achieved	Subtask 3 and 4 (EGMA)	Proficient in Missing Numbers and Additions
Grade 3 achieved	Subtask 5 and 6 (EGMA)	Proficient in Subtractions and Words Problem
Grade 4 achieved	Subtask 7 (SeGMA 1)	Established in Advanced multi and division etc.
Grade 5 achieved	Subtask 7 (SeGMA 1)	Proficient in Advanced multi and division etc.
Grade 6 achieved	Subtask 8 (SeGMA 2)	Established in Algebra
Grade 7 achieved	Subtask 8 (SeGMA 2)	Proficient in Algebra
Grade 8 achieved	Subtask 9 (SeGMA 3)	Established in Data Interpretation etc.
Form 1 achieved	Subtask 9 (SeGMA3 )	Proficient in Data Interpretation etc.



**Table 64: Foundational numeracy skills gaps**

Categories	Subtask 4	Subtask 5	Subtask 6	Subtask 7	Subtask 8	Subtask 9
	Addition	Subtraction	Word problems	Advanced multiplication, division etc.	Algebra	Data interpretation etc.
<b>Non-learner 0%</b>	0.0	0.0	11.6	1.4	6.3	9.9
<b>Emergent learner 1%-40%</b>	0.2	0.0	28.3	30.9	32.7	66.4
<b>Established learner 41%-80%</b>	0.7	0.7	20.5	31.0	20.5	17.3
<b>Proficient learner 81%-100%</b>	99.1	99.3	39.6	36.7	40.5	6.3
<b>Total</b>	100	100	100	100	100	100

Table 64 above reveals the proficiency levels to be high within the lower sub-tasks (addition and subtraction) and lowest on complex tasks that require interpretation of data. For instance, whereas 99.1% of the girls are proficient in adding and 99.3% are proficient in subtraction, only 6.3% of the girls are proficient in data interpretation. Addition, Subtraction and Word problems were based on grade 4 but the girls assessed were in grade 7. Whereas girls' proficiency in addition and subtraction is high, the same cannot be said about the word problems although the problems were based on simple addition and subtraction. One probable reason for this could be because of girls' inability to understand the language of instruction.

Data interpretation is evidently the least developed competency among the learners. This could be attributed to the lack of mastery of the preceding competencies particularly basic operations that students are struggling to master. This is indicated by the fact that girls' proficiency in word problems was low.

## **4.2 Subgroup analysis of the Learning Outcome**

This section focuses on drawing out trends in learning for key subgroups by identifying learning by characteristics and barriers.

**Table 65: Learning scores of key subgroups**

The table below profiles the characteristics associated with barriers that limit optimum learning for girls in the target groups. The results are disaggregated by the test scores (literacy and numeracy).

	Average literacy score (aggregate)	Average numeracy score (aggregate)
<b>Characteristics:</b>		
<i>Please add relevant sub groups/ characteristics- these are provided as examples</i>		
All girls	41.0%	50.8%
Living without both parents	40.8%	50.5%
Living in female headed household	41.1%	49.9%
Living with husband/ parents in law	39.2%	48.7%
Mother tongue different to LOI	40.6%	50.7%
Vision impairment	43.2%	51.9%
Hearing impairment	38.2%	47.0%
Mobility impairment	45.0%	46.7%
Cognitive impairment	41.2%	49.2%
Self-care impairment	38.0%	44.8%
Communication impairment	40.7%	49.0%
Serious illness	42.1%	50.4%
HOH no education	38.5%	49.7%
Carer no education	38.7%	49.9%
Married	39.2%	48.7%
Mother (under 18)	22.2%	38.3%

The leading characteristic to learning outcomes in literacy include being a young mother (22.2%) followed by self-care impairment (38.0%). Being a young mother is also the leading cause of low outcomes in numeracy (38.3%) followed by self-care (44.8%). On the other hand, these characteristics as single variables account for low outcomes to almost a half of the girls in the target groups. Furthermore, except for physical disability, these barriers have a more effect on literacy than numeracy. The difference is almost 10% between the literacy and the numeracy scores. However, the impact is more among youth mothers who are struggling in literacy (22.2%) than in numeracy (38.3%).

**Table 66: Learning scores of key barriers**

Table 66 below helps to understand which barriers might be having the most/ least impact on levels of learning and thus helping the project to sense check they are addressing the right barriers to girls learning.

	Average literacy score (aggregate)	Average numeracy score (aggregate)
<b>Barriers:</b>		
<i>Please add relevant barriers- these are provided as examples</i>		
All girls	40.9%	50.5%
Difficult to move around school	40.3%	45.1%
Doesn't use drinking water facilities	46.2%	53.4%
Doesn't use toilet at school	46.7%	54.4%
Doesn't use areas where children play/ socialize	41.5%	48.2%
Doesn't feel safe at school	33.6%	44.1%
Doesn't feel safe travelling to/from school	39.7%	50.9%
Disagrees teachers make them feel welcome	41.0%	50.5%
Agrees teachers treat boys and girls differently in the classroom	40.6%	48.9%
Agrees teachers often absent from class	41.5%	51.3%

Safety at school is the greatest barrier to literacy and numeracy among the girls (33.6% and 44.1% respectively). This is closely followed by feeling unsafe when travelling to and from schools among the girls with scores of 39.7% in literacy. Sanitation is the least of all the barriers that girls face while accessing education. Other barriers include: relationship between the students and teachers as well discrimination between boys and girls (perpetuated by teachers) and teacher absenteeism. Thus, proposed interventions must be deliberate to address the school related barriers as the single most threat to improved learning outcomes among the targeted girls.

### 4.3 Transition Outcome

This section presents the key findings on the transition outcomes.

**Table 67: Transition pathways**

	Baseline point	Successful Transition	Unsuccessful Transition
<b>Lower primary school</b>	Enrolled in Grade 1, 2, 3	In-school progression Drops out but is enrolled into alternative learning programme	Drops out of school Remains in same grade
<b>Upper primary</b>	Enrolled in Grade 4, 5, 6	In-school progression Moves into secondary school	Drops out of school Moves into work, but is below legal age
<b>Secondary school</b>	Enrolled in Grade 7, 8, 9	In-school progression Enrols into technical & vocational education & training (TVET) Gainful employment	Drops out of school Moves into employment, but is paid below minimum wage
<b>Out of school (age A to B)</b>	Dropped out	Re-enrol in appropriate grade level in basic education	Remains out of school

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**Benchmarking****Table 68: Benchmarking for the Transition Outcome by age.**

<b>Laikipia</b>	<b>No</b>	<b>Yes</b>	<b>Total</b>
<14 yrs	0% (0)	0% (0)	0% (0)
15-19 yrs	19.1% (4)	81% (17)	100% (21)
20+ yrs	17.9% (5)	82.1% (23)	100% (28)
Total	18.4% (9)	81.6% (40)	100% (49)

**Meru**

<14 yrs	20% (1)	80% (4)	100% (5)
15-19 yrs	43.5% (10)	56.5% (13)	100% (23)
20+ yrs	69.6% (16)	30.4% (7)	100% (23)
Total	52.9% (27)	47.1% (24)	100% (51)

**Mombasa**

<14 yrs	0% (0)	0% (0)	0% (0)
15-19 yrs	50% (3)	50% (3)	100% (6)
20+ yrs	20% (2)	80% (8)	100% (10)
Total	31.3% (5)	68.7% (11)	100% (16)

The transition rate for Benchmarking is 65.8% being higher in Laikipia at 81.6%, followed by Mombasa 68.7% and finally Meru at 47.1%. This is contrary to anecdotal evidence that shows that Laikipia has the worst transition rates among the three counties since pastoralism is one of the barriers identified to girls' education.

**Table 69: Benchmarking for the Transition Outcome by points of transition**

Age groups	1. in progress	2. Transited to secondary	3. Repeated	4. Transited to TIVET	5. From unknown to TIVET	6. successful transition to work	7. unsuccessful transition to work	Total
14	66.7	0.0	33.3	0.0	0.0	0.0	0.0	100
15	25.0	50.0	25.0	0.0	0.0	0.0	0.0	100
16	0.0	66.7	0.0	0.0	33.3	0.0	0.0	100
17	62.5	12.5	12.5	0.0	12.5	0.0	0.0	100
18	63.6	0.0	18.2	0.0	9.1	9.1	0.0	100
19	76.9	0.0	0.0	0.0	0.0	23.1	0.0	100
20	46.2	7.7	7.7	7.7	0.0	30.8	0.0	100
21	30.0	0.0	0.0	10.0	20.0	20.0	20.0	100
22	40.0	0.0	0.0	0.0	0.0	20.0	40.0	100
23	23.1	0.0	0.0	0.0	30.8	46.2	0.0	100
Total	47.7	7.0	8.1	2.3	10.5	19.8	4.7	100

In school progression accounted for 47.7% of the transition benchmarking sample. Majority of the in school transition happened in secondary schools as most of the girls are over 17 years. Entrance to secondary education is 14 or 15 years. Repetition remains high at 8.1% despite a ban on repetition. Transition to TVET is lower than unsuccessful transition to work at 4.7%. This could be an indication of the low opinion people have towards TVET.

**Table 70: Girls' Transition (Intervention and Control groups)**

Correct transition	Region			Total
	Laikipia	Meru	Mombasa	
No	21.5	34.7	24.9	27.3
Yes	78.5	65.3	75.1	72.7
	100	100	100	100

As with Table 68 the transition of girls in Laikipia is higher at 78.5% than those in Mombasa 75.1% and Meru 65.3%. The project needs to take cognisance of this fact and refocus on Meru as it has the lowest transition rates. Transition for the control and intervention group is higher at 72.7% than the benchmark transition which is 65.8%ere. There was no transition data collected for boys.

#### **4.4 Sub-group analysis of the transition outcome**

According to the communities based on qualitative findings, girls who are most likely not to transition are the orphans, girls from poor households, young mothers or girls who get married early. Table 21 and 22 provides barriers and characteristics of girls respectively who are most likely not to transit based on the quantitative data. These are the same characteristics and barriers.

Negative attitude of the girls including that of their parents/care givers to TVET will affect transition. Most of the girls and boys thought that TVET is a place for failures and indicated that they would prefer going for apprenticeship to acquire technical skills than to join one. In total only According to Table only 12.8% of the girls surveyed transitioned to TVET.

Older girls are more likely to transition to work. 9.1% of girls aged 18 years successfully transitioned to work compared to 30.8% of girls aged 23 years

#### **4.5 Cohort tracking and target setting for the transition outcome**

The girls who were sampled were given a unique ID which will make it possible to track them during the next evaluation point. Their parents/ caregivers telephone numbers were also taken to support in their tracking. Of the most recent policy shift in the country is provision of Free Secondary Education in the country. It is therefore expected that all children in primary school will transition to secondary level. This will affect transition rates and make it difficult to determine if increased transition from primary to secondary level is due to the project interventions or the government policy.

The transition rate for the girls is 72.7%. The EE proposes a percentage point increase of 6% at the second evaluation which makes it 78.7% which is around 79%. During the third evaluation point the project proposes a percentage point increase of 8% making it 86%. This is based on the fact that project has clear strategies for supporting girls 'education at community, school, system and the girl herself.

However, the percentage point increase will not be applied in a uniform manner in all the counties as the barriers are varied in the three regions with some of them especially in Laikipia requiring political, economic and social changes within the country. In addition, Laikipia is inhabited by pastoralist whose way of life is incompatible with the current structure of education in Kenya that is only suitable for sedentary communities. In Mombasa, all the girls are in secondary school and Table 69 majority of the in school transition happened in secondary schools as most of the girls are over 17 years. Meru is a high agricultural potential region and therefore has the potential to increase girls' transition rates as parents have more income than the other areas.

The EE therefore proposes a 4% point increase in Laikipia, 6% point increase in Mombasa and 8% point increase in Meru at the second evaluation point and in the third evaluation point, the EE proposes a 6% point increase in Laikipia, 8% point increase in Mombasa and 10% point increase in Meru above the second evaluation point. The following Table 71 shows the proposed targets.

**Table 71: Target setting**

	Evaluation point 2				Evaluation point 3			
County	Laikipia	Mombasa	Meru	Total	Laikipia	Mombasa	Meru	Total
<b>Alternative target proposed by project (if applicable)</b>	82.5	81.1	73.3	79	89	89	83	86

#### 4.6 Sustainability Outcome

The following Table 72 provides the sustainability indicators that will be measured at all evaluation point.

**Table 72: Sustainability indicators**

	Community	School	System
<b>Indicator 1:</b> <i>Commitment by MoE (National and County) to adopt key interventions in improving learning and sustainable transition. (System sustainability).</i>			Level 1. Latent (Changes in attitude) Local, district, and national officials are involved in delivery and/or monitoring; developing knowledge, and showing change in attitude towards girls' education and project focus areas. Project aligns with specific policy, systems and departments. Project's evidence is being shared with relevant stakeholders, including broader networks of organisations.
<b>Indicator 2:</b> <i>Integration of high impact learning</i>		Level 2. Emerging. There is evidence of improved support for girls' education in classroom practice, teacher management,	



<b>interventions in schools academic calendar (institutionalization of teacher coaching etc.) (Schools sustainability)</b>		and school management being targeted by project. The improved practice is not universal, but is extending. Project staff and resources play key role in driving change. School leaders status	
<b>Indicator 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)</b>	Level 2 Emerging There is evidence of improved practice and support for girls' education in specific ways being targeted by project. Change is not universally accepted among targeted stakeholders, but support is extending. Project staff and resources play key role in driving change, although there ording and Baseline status are activities in place to mobilise funding/other resources.		
<b>Baseline Sustainability Score (0-4)</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Overall Sustainability Score (0-4, average of the three level scores)</b>	<b>2</b>		

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

Giving of bursaries to needy girls in Mombasa and distribution of sanitary towels in Meru by the government has increased attendance and retention. Almost 50% of the sampled schools for the qualitative study indicated that they had received bursaries.

At National Level ICL is working with the Directorate of Policy, Partnerships and East African Community affairs to finalize on the Mentorship in Education Policy. In collaboration with the Ministry of Education, ICL has constituted a Technical Working for joint monitoring, planning and implementation of the project. To facilitate these activities, the government has designated a focal person at the central MoE. Other scheduled activities includes sharing of evaluation reports as one way of reporting on SDG 4. However, despite these good initial partnerships with the government, there is no evidence that it has initiated other projects at county level. There is much more that needs to be done to ensure sustainability hence the Sustainability Score of 2 (two).

***Indicator 2: Integration of high impact learning interventions in schools academic calendar (institutionalization of teacher coaching etc.) (Schools sustainability)***

A few schools are beginning mobilize resources with one school out of 16 that participating in the qualitative research indicating that they had received support from the local Catholic Church to construct classes, one had raised 1.5m KEs through the BOM to construct 2 classes while 1 school had submitted a proposal and were waiting for funding. One BOM had liaised with the Co-operative Bank of Kenya and received money to buy a school bus and expand the administration block. BOMS were generally supportive and it's only in one school in Mombasa where respondents indicated that the Chairperson was a poor leader who was always absent from meetings.

Both boys and girls agreed that the quality of education was improving with teachers from one school in Laikipia North being described as caring and kind. However there remains a challenge with children with special needs as schools have not been able to meet their needs.

ICT integration was identified as one of the ways quality education had improved especially where they had been trained. Even in schools where there was no integration of ICT, pupils talked of improved quality of education. Some of the reasons identified for this was increased supervision by the BOM and Headteacher, supportive teacher who even teach at night during night preps, Teachers were in some case described as friendly and ready to help pupils.

The above data indicates that schools to a great extent are supporting girls' education in classroom practice through integration of ICT in teaching and learning. BOMS are increasingly supporting schools through supervision and mobilizing resources but are not yet a critical mass doing this. The project continues with direct support to girls thereby driving change. This is why at community level, the Sustainability Score Card has been given as 2 (Two).

***Indicator 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)***

All communities were able to correctly identify the barriers to education including the Boda Boda riders who in Mombasa identified themselves as one of the barriers. All the communities agreed that all girls including those with disability have a right to education like any other child but lack of resources are barrier especially for the girls living with disabilities. The only exception were two school communities in Meru who felt that the young mothers needed to stay at home and raise their children.

All the respondents agreed that girls; enrolment and attendance and transition had improved as a result of changed attitude towards girls' education. Out of the 16 school communities only 2 respondents from one school who participated in an FGM thought that educating a girl was not important.

Opinion was divided on what should happen if a girl becomes pregnant in school. Some parents both men and women felt that the girl should return to school while others felt that she should shoulder the responsibility of taking care of their children.

In one of the FGDs in Meru county one mother who had never gone to school had this to say

*“It’s important to be able to cater for her education because her life in future depends on it. So that she can be able to make the right decision and order to know what is good and the bad for her life.”*

This is an indication that parents are able to see the connection between education and future wellbeing of their daughters.

Community are beginning to mobilize resources. One example is that of a women’s’ group in Laikipia where they are raising money for school fees and also buy sanitary wear to ensure that girls remain in school. Mothers and fathers who participated in FGDs in Meru, indicated that they were willing to sell their livestock, do odd jobs and even take loans to ensure that their girls reach their highest academic level.

All school communities were aware of existence of TVET. For example the respondents in Laikipia were able to identify the TVET institutions on Rumuruti, Embu, Nyandarua and Nanyuki. They were also aware of the courses they offered and identified tailoring, cooking, baking, carpentry, driving and mechanical courses, tailoring, hairdressing etc. Over 90%% of the boy and girls who responded to the qualitative survey were not in favour of joining the TVETs as they considered them to be for those who couldn’t afford going to colleges, those who were failures. Girls from Laikipia felt that the courses offered in TVETs were more geared towards male dominated vocations like masonry, vehicle repairs etc. while most of them felt that the wanted to join nursing and teaching. This indicates that gender stereotypes still remains among the girls. Although awareness of TVET as an alternative pathway is high, negative attitude towards TVET remain high

Community sustainability has been given a score of 2 as awareness of importance of girls; education and TVETs is high. Initiatives to support girls’ education have started hence a Sustainability Score Card of 2 (Two).

**The following sub-section and Table 25 should be completed by the project.**

- 1) *Set reasonable expectations: At each of the three levels of sustainability, what changes need to take place to ensure that attitudes, behaviours or approaches are established which provide for ongoing learning and successful transition for future cohorts of girls and boys? Who are the stakeholders involved in these changes? What are the factors that help or hinder changes? Refer to your sustainability plan, theory of change and logframe. Be brief in the table and provide narrative analysis below the table that refers back to the mixed-methods analysis under 1)*

**Table 73: Changes needed for sustainability**

	Community	School	System
Change: what change should happen by the end of the implementation period	Changed attitude towards positive perception on value of education for girls including TVETs as an alternative pathway and abolition of harmful cultural practices	Integration of high impact learning interventions in schools academic calendar (institutionalization of teacher coaching etc.)	Commitment by MoE (National and County) to adopt key interventions in improving learning and sustainable transition

Activities: What activities are aimed at this change?	Intensified Community conversation for both parents and learners. Exchange visits to local TVETs for attitude change among learners CDAQAC advocacy for shorter courses with apprenticeship to be integrated in the curriculum	Coaching and mentorship of teachers Sharing of analysed data especially on performance of learners whose teacher has been coached School based analysis of baseline classroom observation and link to girl scores to customise coaching	Consistent engagement of MoE on evidence gathered from this baseline and effect on teaching and learning Collaboration on new areas of joint interest.
Stakeholders: Who are the relevant stakeholders?	MoE Directorate of technical training CDAQC for competence based curriculum in TVETS Parents Learners and TVET institutions	School Managers Teachers Teacher coaches Teacher Services Commission	National MoE Officials
Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms etc.	Facilitating factors Good will by the communities on value of girl education and TVETs Boda Boda riders have identified themselves as barriers to education hence a good step towards addressing value of education The directorate is in the process of reviewing the curriculum hence an opportunity to influence what is incorporated in the curriculum.  Challenges Learners attitude towards TVETs	Facilitating factors Good will and interest from teachers to be coached and integrate ICT in teaching Alignment of desire to improve teaching by project and Teacher Services Commission	

*Provide narrative analysis here of the points raised in the table above. Explain the change the project intends to achieve. Highlight crosscutting activities, stakeholders and factors, but also those that relate to only one level of sustainability. Link the analysis here with that under section 1) drawing on the scores given for each level. Link the analysis to the other Outcomes and Intermediate Outcomes.*

The project envisions enhanced sustainability in the quality of learning and transition in key education pathways. To contribute towards this, Jielimishe GEC has identified improved education management and governance for sustainable quality teaching and learning as a key intermediate outcome. This will be realized when the project attains strengthened collaboration with MoE for increased sharing and use of evidence for better education management as its output. Key to achieving this output will be:

1. Supporting annual fora with the Ministry to share evidence and learning from GEC-T to inform planning and management of education
2. Training of BoMs on strategic and accountable leadership for better management and meaningful parental involvement

With strengthened collaboration with MoE towards effective coordination of education, the project envisions having key interventions that contribute to quality learning and transition mainstreamed into the national and county education plans including school academic calendar.

Community dialogues are key in changing attitudes on harmful cultures and therefore community based interventions will be a very strong approach in sustaining changed attitudes and perceptions especially when the custodians of culture (men, leaders, etc.) are amongst the ambassadors of change. The project is cognisant of the positive effects of family level livelihoods interventions as an empowered family will continue to support their girls' education.

In Phase 1 the project worked closely with county education boards and the County Directorate of education to align its intervention with government for sustainability. It has been clear that county directorates of education have supported the project and have owned some of its interventions. In Meru for instance, the County Director of Education through sharing of baseline findings and the realization that lack of sanitary towels ranked second barrier to girls' attendance, applied for sanitary towel support for all primary school in the county. In Mombasa and Laikipia Counties, Young mothers who were re-enrolled by the project received scholastic support from the County Education Bursary schemes.

Jielimishe GEC – T seeks to nurture the partnership with national and county MoE so that project interventions are sustained as well as scaled up. It further proposes to organise and share evidence from the project on what works with regard to enrolment, learning and transition of marginalised girls. This way, the project anticipates to influencing policy and planning and management of education.

The project proposes to continue engaging the CHVs in community interventions as they are key resource people from the community and that households regard and listen to them. They are usually respected as community doctors and so they are always taken seriously. In the ambassadors of change concept the project intends to use local influential men to promote girls' education to contribute towards sustainable support. The household economic strengthening will increase household income allowing parents the affordability in supporting education for their children.

With this theory of change, it is anticipated that out of the 10,123 marginalised girls, 2,199 girls currently in primary schools will transition to secondary school (92% of the 2,390 which is 10% above the national average of 82%, the increased transition is anticipated to happen given the project interventions put in place). The remaining 191 girls who do not join secondary schools will be supported through alternative and innovative pathways focused either on livelihood or technical and vocational education and training (TVET).

All the transitioning girls (except those transitioning to secondary school) will undergo employability program which includes work readiness, Practical Entrepreneurship and Internet Core Computing Competencies. It is then anticipated that 9,381 secondary school girls (7,733 currently in secondary school and 1,648 who will have transitioned from primary to secondary school) will transition to the

following pathways: 281 girls (national average of 3%) will transition to tertiary institutions; 3,252 will transition to employment (private and public sectors) and 6,039 will transition to self-employment through business start-ups. This number comprises of the 191 from primary and 9,100 from secondary to TVET. In order to enable the girls, run successful enterprises, they will attend vocational training first in order for each one of them to acquire specific skills for specific trades. They will then be supported to start businesses through access to credit. Linkage to MFIs, will enable them receive seed capital and market linkages.





Data was collected for the following key indicators.

No	Outcome	Outcome Indicators	Data Collected	Sampling Techniques	Measurement Techniques
1	10123 Marginalised Girls supported by GEC with improved Learning	Improved quality of teaching among teachers for enhanced curriculum Delivery	Quantitative  Qualitative	Random	EGRA EGMA SEGRA SEGMA Classroom observation Teacher interview KII with ICL coach
2		Improved attendance for marginalised girls supported by GEC	Quantitative	Random	Head count Registers Headteacher School questionnaire
3	10,123 Marginalised girls transitioning through key Education Pathways	Improved motivation of marginalised girls supported by GEC	Qualitative	Random	Core girl survey
4		Improved Community supports towards girls' education to transition through different pathways	Qualitative	Random  Purposive for the rescue centre	HH survey KII FGD men and women FGD Boda Boda
5	Enhanced sustainability in the quality of learning and transition in key education pathways	Improved education management and governance for sustainable quality teaching and learning	qualitative	Purposive	BOM KII KII with Ward Education Management Committee member

## 5.1 Quality of teaching

### *Learner centeredness*

One of the factors contributing to sustainable quality learning is parental involvement. Parents' participation was measured at household level. More parents from the control school (91.01%) reported that they had been informed on the progress of their girls compared to 89.60% of parents from the treatment schools. Progress report is a good basis for supporting children in their learning.

Parents/care givers were asked what their girls thought about the quality of teaching in their schools. 52.18% of girls from control schools and 59.43% of girls from the treatment schools thought that their schools were good. There wasn't much difference between what parents thought about quality education in schools with 48.86% of parents from control schools and 58.43% of parents from the treatment schools saying that the quality was good.

Both boys and girls agreed that the quality of education was improving with teachers from one school in Laikipia North being described as caring and kind. However there remains a challenge with children with special needs as schools have not been able to meet their needs.

## **ICT Integration**

ICT integration was identified by both teachers and the pupils as one of the ways of ensuring quality education. During FGDs, pupils identified ICT integration as one of the things that contribute to quality learning even where there was none in their school. However, out of all the 408 classes observed<sup>9</sup> in English and Numeracy, it's only in 18 lessons (4.4%) of the classes the teachers used ICT to deliver a lesson. Out of these 18 lessons, it's only in 8 lessons (1.96%) did pupils use ICT for learning. It's however important to note that ICT integration is not an intervention in all the schools. Out of the 60 intervention schools only 36 schools have ICT integration.

To improve on use of ICT in lesson deliver and learning, the coaches should support teachers in this. One of the coaches is Microsoft Certified Educators (MCE) and are therefore equipped to train and coach the teachers. Currently coaches are involved in supporting teachers prepare and plan for lesson through development of lesson plans. ICT use remain one of the coaches' emphasis during coaching and training. One of the outcomes is that teachers and pupils are able to carry out research based research on the topics being covered.

There didn't seem to be a standard training for the coaches. One coach indicated that they were trained for 2 days and thought that the coaching was not very effective. One coach indicated that training took 2 years before they could be MCE. Their skill sets are very varied when it comes to supporting teachers to use ICT for teaching and learning. One coach is MCE while another was just taught the basics. One coach wasn't sure how long it took as they had been with the project for long.

When asked what they had supported teacher in the previously 6 months, coaches indicated that they had supported teachers with:

- i. Lesson preparation and planning.
- ii. Teaching methods for Mathematics.
- iii. Teaching methods for English.
- iv. Gender responsive/sensitive pedagogy
- v. Classroom management
- vi. Creating learner centred environments
- vii. Using assessment data to improve teaching and learning.
- viii. Mentorship
- ix. Guidance and counselling
- x. Train on basic ICT-word, excel, internet etc.

Other reasons identified for improved quality education was increased supervision by the BOM and Headteacher and supportive teacher who even teach at night during night preps, Teachers were in some case described as friendly and ready to help pupils.

Teachers are at the core of teaching and learning. A small percentage of pupils 1.11% from the treatment school feel that teachers don't make them feel welcome and 1.58% from the control school. 15.1% of girls' from the treatment school felt that boys and girls are treated differently compared to 9.47% of girls from the control school. This number was higher in the treatment schools but ideally should be lower as teachers had been trained in GEC in Gender Responsive Pedagogy. A total of 69% of teachers observed were using Gender Responsive Pedagogy which was determined by observing teachers demonstrating any two of the following skills: Teacher uses examples of both male and female personalities while teaching; Teacher encourages class participation of both boys and girls (e.g. picking out both genders while answering questions) and Teacher picks out on both boys and girls to answer questions on the

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<sup>9</sup> Classroom observation was done for both treatment and control primary and secondary schools.

blackboard (Mostly with mathematics classes e.g. solving sums). Absenteeism of teachers was slightly higher in treatment school at 15.02% than control schools at 12.34%.

Increased quality of education which includes learner centred pedagogy will motivate girls to stay in school and learn well. This is because poor quality education is associated with low pupils' scores which is one of the barriers to transition and dropping out of school. According to the classroom observations, xxx percent of teachers in intervention schools use learner centered pedagogies while xxx% of the teachers use learner centred pedagogy. Learner centred pedagogy was measured using a composite indicators that included: the amount of time the teacher used to deliver content which should be less than 20%, whether teachers asked questions to earners and whether learners asked questions in return. Learners were supposed to use 80% of the lesson asking or answering questions or discussing content.

With regards to girls; scores they are more proficient in basic skills like Reading Fluency 94.6% than high level skills for example writing essays at 6.1%

## 5.2 Attendance

Improved attendance for 10,123 marginalised girls is one of the main outcomes of the project. Data on attendance was collected at the household and at the school level. Attendance on the day of data collection was and shows 85% attendance rates as per registers and 84% as per headcount<sup>10</sup>.

In addition according to Table 22, 63.60% of the girls in the intervention schools and 30.40% indicated that they do miss school less than half of the term. This and teacher absenteeism which stands at 15.02% for Intervention schools and 12.34% for control schools does affect learning outcomes.

Nevertheless, all the respondents who participated in the qualitative research agreed that girls; enrolment and attendance and transition had improved as a result of changed attitude towards girls' education. Out of the 16 school communities, only two respondents from one female FGD thought that educating a girl was not important. One of the reasons for absenteeism is lack of parental support to remain in school which was mentioned by 2.1% of the girls in intervention schools and 2.2% of girls in the control schools. School Gender Based Violence didn't seem to be a major contributor to absenteeism as only 0.94 of girls from the intervention school didn't feel safe in school and 0.97 of girls in control schools.

**Table 74: Attendance by Register and Headcount**

County	% attendance by Register	% attendance headcount
Laikipia	84%	83%
Meru	93%	90%
Mombasa	79%	78%
	85%	84%

Giving of bursaries to needy girls by the government has increased attendance and retention. Almost 50% of the sampled schools for the qualitative study indicated that they had received bursaries. 79% of

<sup>10</sup> A head count of all the girls present (in both the treatment and the control schools) on the day of assessment was carried out to verify attendance rate from the registers as the registers are sometimes not updated or are marked wrongly. The average attendance rate for the school was then obtained.

parents/care giver from the control schools agreed that bursaries had increased attendance while 92.33% of respondents in treatment schools agreed on the same.

Government officials at county level are supporting the project but there was little evidence that they had initiated other projects. One exception is a County Director of Education who received sanitary towels to support all primary school in the county after sharing information with stakeholders that lack of sanitary towels ranked as second barrier to girls' attendance.

With increased attendance it means that girls will have more contact hours with their teachers which will lead to improved learning outcomes. Low learning outcomes have been identified as one of the major reasons for girls dropping out of school. Moreover with low learning outcomes at the end of cycle examinations girls from primary schools cannot transition to secondary schools and those from secondary schools cannot transition to tertiary education.

### **5.3 Motivation**

Limited knowledge of sexual and reproductive health was identified as one of the contributors to girls dropping out due to early pregnancies. To overcome this barrier ICL has introduced clubs (Aflatoun, girls' clubs and mentorship clubs) where girls are equipped with knowledge and life skills. With improved life skills girls will be motivated to transition through the key transition points.

With regards to motivation the girls were asked whether they wished to do well in school and if they would wish to continue with school the following year. 61.30% of girls from the treatment schools strongly agreed that they were able to do things as well as their friends compared to 57.96% of girls from control schools. 75.97% of girls from the treatment schools and 73.52% of girls from control schools strongly agreed that they wanted to do well in school. This is a sign of motivation which is a strong factor for girls remaining in school and doing well. With regard to transition, 73.45% of girls from the treatment schools and 68.80% of girls from control schools strongly agreed with the statement 'I would like to continue studying/attending school after this year'.

Marginalisation was also measured by the number of girls who actively participated in class. As stated earlier participation includes asking and/or answering questions and/or discussing the content.

Marginalised girls require a lot of support for them to remain in school and transition to the next level in their education. However, in most cases, they are the ultimate decision makers based on the fact that only 2.1% of the girls at intervention schools and 2.2% of girls at the control schools don't feel supported to remain in school. Self-motivation which will be enhanced through the mentorship clubs are important to ensure they remain in school learn well and transition to the next levels.

### **5.4 Community-based attitudes and behaviour change**

2.1% of marginalised girls from intervention school and 2.25% from control schools don't feel supported to stay in school and learn well.

18.60% of parents'/care givers indicated that they did receive some form of economic empowerment from ICL. With regard to increase in income 29.44% of the parents/care givers indicated that they had their income increased. For parents in control school financial increase was at 28.26% while it was 30.02 for treatment school. This may be an indication that the economic strategies of Jielimishe ICL may be having positive impact. One of the assumption in the project is that with increased income parents will use the money to support girls. This is confirmed by the fact that 33% of parents in control schools indicated that

that they had used the extra money to support other children to remain in school and 37.62% of parents in treatment schools indicating this.

Change in attitude and behaviour towards girls education is a pre-requisite to improvement in girls' education. Whereas the community members acknowledged that there were some community members who didn't value girls' education, majority indicated that community attitude towards girls' education had changed a lot. Of those who don't value education in Laikipia County are people from the Turkana minority groups who neither attend community conversations nor support their girls' education.

In Meru, parents talked of changes in the society with fewer girls now undergoing Female Genital Mutilation (FGM) and early marriages. However, gendered roles where girls were seen as caregivers was cited as a legitimate reason for a girl staying at home to care for a sick relative.

Whereas all the parents who participated in FGDs in all counties said they support education, they acknowledged that there are parents who don't see the value of sending girls to school. In Mombasa religion was cited in addition to culture as some of the areas where communities need to change their views.

All BOMs indicated that they work closely with the local administration that includes chiefs to support girls' education. In one of the schools in Laikipia County, the BOM had organized a meeting with the local chief to discuss girls' education and to rally support for it.

Moranism is one of the barriers to girls' education that has been identified. However, there are indication of changing attitudes towards girls' education with one of the moran groups in Laikipia having raised money for bursaries where girls were also beneficiaries. Change in attitude will lead to increased transition.

## **5.5. Education management**

Jielimishe GEC has identified improved education management and governance for sustainable quality teaching and learning as a key intermediate outcome. BOMs largely understand their roles in the schools but need to appreciate their roles more in fundraising from corporates as money from parents may not be enough. Supervision of BOM in teaching and learning has been identified as one of the reasons for improved teaching and learning. As indicated earlier with improved learning outcomes girls will be motivated to remain in school and learn well.

Discipline, infrastructural development, security and ensuring that teaching and learning takes place was identified as additional roles of the BOM. With regards to discipline a BOM in Meri indicated that they work closely with the local administration that includes chief to address drug use and abuse.

In Meru parent form 2 schools identified drought as one of the barriers to girls' education as girls may be forced to get married. Persistent drought occasioned by climate change is a barrier to girls' education.

Ward Education Management Committee (WEMC) members in all the counties have also been working with the local administration to address issues of child abuse and report cases of girls becoming pregnant. In this regard the WEMC and BOM focus on characteristics of barriers that maybe beyond the headteacher as they may need to be addressed legally.

## 6. Conclusion & Recommendations

### 6.1. Conclusions

#### 6.1.1 Beneficiary Profile

42% of the cohort girls are in primary schools while 58% are in secondary schools. Of this population, 3.8% of the girls from the treatment schools and 3.9% of girls from the control group are living with disabilities. 2.2% of the girls with disability in the treatment schools having disability have visual impairment while in control school visual impairment stands at 2.3% making it the largest form of disability. Inclusion of these girls with disabilities will be a challenge as there doesn't seem to be any interventions directly targeting these girls.

Within the entire population, 30.1% of the girls in the intervention group and 23.8% of the girls in the control group are orphans with prevalence of single orphan being twice the prevalence of double orphan in the intervention group. Less than 15% of the girls in both control and intervention groups live with both parents with almost a half of the girls living in female headed households. Close to 67% of the households reported that they found it difficult to afford school fees and levies with 17.6% of the households in the intervention group reporting having gone to bed without food for many days in the previous year.

30.14% of the girls in the intervention group and 23.8% of the girls in control schools are single orphaned signalling multiple marginalisation stemming from disability as well as being orphans. In addition, close to 67% of the households reported finding it difficult to keep the girls in school while 17.6% of the girls from treatment schools and 11.7% of the girls from control schools reported going to bed hungry. This clearly indicates that the greatest characteristics that describes educational marginalization is poverty that is exacerbated by social exclusions that include living with disability.

#### 6.1.2 Learning outcomes

Overall, learning outcomes in numeracy are slightly higher than learning outcomes in literacy for girls. 20.7% more girls are proficient in numeracy than in literacy. It is evident that learning outcomes are higher among the lower tasks particularly addition in numeracy and oral reading for fluency in literacy whereas higher and complex tasks such as data interpretation in numeracy and writing remain not mastered among the girls.

#### 6.1.3. Transition pathways

It is desirable that specific transition pathways are pursued. These progressive transitions include promotion to higher grades, primary into secondary school (minimally from primary to alternative education and training- TVET) and secondary schools into jobs and training spaces. The potential barriers to girls' learning and transition include unsafe routes to schools (10.7% at the intervention and 9.10% at the control group) and limited support at home (2.1% at the intervention and 2.2% at the control group). At school, the barriers range from safety (less than 1% citing not feeling safe at school. The learning facilities that present potential barriers include lack of seats (4.5%), lack of water drinking facilities being cited the highest barrier (9.5 %). Teacher related barriers include open discrimination between the two sexes of learners as well as teacher absenteeism.

#### **6.1.4. Sustainability**

The project has a sustainability score of 2. This is dependent on the ability to innovatively implement and convince the stakeholders and to develop mechanisms that would continue accruing benefits beyond the project life. At level one, there is evidence of improved practice and support for girls' education in specific ways being targeted by the project. At level 2 (school), there is evidence of improved support for girls' education in classroom practice, teacher management and school management being targeted by the project. Lastly, at the system level, the project seeks to ensure that the Government officials, system and bureaucracy is involved in implementation at the Ward, sub-county and County levels. The every involvement of the Government officials in implementation through trainings, dissemination workshops as well as continuous engagement provides strong indication that uptake for scale and replication is highly probable.

#### **6.1.5. Gender Equality and social Inclusion**

Based on the Gender Integration Continuum developed by FHI360, the evaluators have decided to evaluate the various interventions and first give them individual scores. Gender is at the heart of this project and has been identified as one of the key barriers to girls' education. A gender analysis of the context was conducted and used to inform the project's final design and Theory of Change. Understanding how gendered barriers act to affect girls' and boys' access to education and quality education helped to identify and select activities or interventions that would impact on gender roles, relations and responsibilities were selected. With this regard, the project is GESI Accommodating as not only does it acknowledge gender issues it addresses the differentiated gendered needs of boys and girls.

Through community conversations and mentorship clubs for girls, the project challenges the social gender stereotypes and norms in order to transform unequal power relations between boys and girls. Communities have increased their support to girls' education and parents are willing to sacrifice their finances to support them. One of the transition packages is facilitating girls' access to internships through relevant platforms. With this regard, the project is GESI Accommodating.

However, the same cannot be said about girls living with disability because although disability is acknowledged it is GESI unresponsive as there no specific activities towards ensuring that girls living with disabilities are included among the sampled girls or their issues are addressed within the project. Having not designed the project with them in mind it will be a challenge to include them and address this characteristic.

The project has demonstrated its commitment to ensure system sustainability by supporting policy change. The project is working with the government to finalize the Mentorship in Education Policy and in collaboration with the Ministry of Education constituting a Technical Working Group that would allow for learning through joint monitoring, planning and implementation. With this regard, the project is Gender Transformative.

Having considered the major activities and achievements the project can be said to be Gender Accommodating.



## **6.2. Recommendations**

### **6.2.1. Monitoring, evaluation and learning of the project**

The project should consider developing a matrix that encompasses all the qualities that a project teacher should exhibit. This should be shared with the coaches so that the coaching is uniform across the three counties. It will also support the project staff in monitoring improvement of teacher pedagogical skills. There should also be a more structured way of teacher coaching as one got the sense that coaches used their own discretion on which areas to emphasise.

The Government has instituted several policy reforms in education. For example, Kenya introduced Free Secondary Education (FSE) in 2018 which is meant to ensure 100% transition from primary to secondary school. If realized, this will have implication in the project as transition may be as a result of this government policy as opposed to the project impact.

Regular meeting with the County Directors should be held in order to support joint monitoring, planning and evaluation. This will enhance sustainability within the system.

### **6.2.2. Design, including the calculation of beneficiary numbers**

31.4% of the girls in intervention group and 23.3% of the girls in the control group are living with some form of a disability. Specific interventions for this category of girls should be instituted. A closer look at the prevalence shows that visual impairments (16.6% in intervention and 11.8%) is the most prevalent disability. The project could strengthen relations with the Evaluation and Assessment Resource Centre (EARC) which is responsible for assessing children with disabilities before placement in appropriate learning context. Once identified, their transition should be monitored and tracked over time.

### **6.2.3. Economic empowerment.**

Strategies for economic empowerment should be strengthened as increase in income allowed parents to support other children to attend school. It should go beyond just giving farm inputs for example sunflower seeds to ensuring that they have a market for their produce. According to the project documents shared during the inception phase, a lot of economic activities were proposed but few parents talked of receiving support to increase their income. The project could consider, limiting itself to one or two per county and intensify their implementation for impact.

### **6.2.4. Project relevance**

The project can improve its relevance by focusing on things that seem to be working like girls' mentorship and economic empowerment.

Having a phase 2 of a project with more or else similar interventions sometimes leads to staff and beneficiary fatigue. This was evident as some of the schools were hostile to data collectors. The project needs to come up with more exciting ways of implementing the project or it may be difficult to achieve set targets because of this.

One of the main challenges faced during data collection was resistance and in some cases open hostility from the control schools. The project could consider some form of intervention that will not mirror the treatment school. Collecting data from school over many years may become a challenge increasingly.

### **6.2.5. Transition rates**

Anecdotal evidence has always indicated that Laikipia has lower transition rates than Meru. This data indicates otherwise especially in the areas where the project is located. The project should therefore pay special attendance to Meru to ensure that it doesn't lag behind and not forget the other two counties so that the gains achieved in Mombasa and Laikipia are not eroded.

The government has allocated each pupil a unique Personal Identification number to help in tracking pupils. The project should consider working with the government at both county and national level to triangulate transition data from one grade to the next and from primary to secondary level.

In order to understand whether increased transition from primary to secondary level is due to Free Secondary Education, the project should consider collecting government data on transition over the last 5 years in order to understand transition trends prior to implementation of this second phase of the GEC project.

### **6.2.6. Scalability and sustainability**

System sustainability has been rated at 1. Relationship with the County Education Office should be strengthened through joint monitoring and meetings. This will allow for ease when visiting schools. This score is based on interviews with the County Education Officials and not with those at the National level. This was an oversight during sampling and should be corrected.

### **6.2.7 Sensitizing pupils and community on the importance of TVET**

Parents and pupils attitude towards TVET is negative. The project has managed to sensitize them about them being an alternative to university education and an additional pathway for those who may not transit to secondary school. Discussion should move the school communities from having knowledge to changed attitude and practice.

### **6.2.8 Missing information**

One of the barriers identified by the girls is lack of safety in school. The project may consider carrying a situational analysis of child abuse in school. This information could be shared with the Ward Education Management Committee member for further strengthening of child protection. In addition pupils should be trained on child rights and abuse through their clubs including mechanisms for stopping and reporting any violation of their rights or any abuse.

### **6.2.9 Supporting young mothers**

Being a mother is a characteristic that has the highest impact on education. Girls who are mothers are likely to have low learning scores than girls with disability. As such, they should be identified and relevant support structures enhanced to ensure that they remain in school and transition. However, this can only be done if the factors affecting the young mothers are understood and support structures be instituted by the community as someone has to take care of the child. The EE proposes that a rapid survey of young mothers be done and their support structures documented. This can then be scaled to different counties. Creating a school environment where mothers feel comfortable is something that the project should consider creating in collaboration with the Headteacher.

### **6.2.9 Use of ICT for improved teaching and learning.**

ICT is one of the activities selected to improve teaching and learning. However, out of all the schools who had ICT equipment only xx used them on the day of observation. Internal mechanism should be instituted to establish whether this is due to lack of technical capacity or what the reasons for this could be. The coaches and the teachers may require additional training.

#### **Project contribution: Response to conclusions and recommendations**

- The recommendations above should come from the External Evaluator. The project should add a short response to the recommendations in light of the conclusions of the Baseline Evaluation Report in Annex 13.
- Project response to evaluators' comments on gender approach used and how well gender is integrated through the project.

# Annexes

## Annex 1: Logframe

Include the latest version of the project logframe (supplied by the project) along with targets, achieved outputs and outcomes. The column for the Endline results should be completed. [As an .xlsx, Excel document].

If there are any issues with version control on the logframe, please contact the Fund Manager.

## Annex 2: Outcomes Spreadsheet

Include the latest version of the project's Outcomes Spreadsheet (supplied by the project). [As an .xlsx, Excel document].

If there are any issues with version control on the Outcomes Spreadsheet, please contact the Fund Manager.

## Annex 3: 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 75: Output indicators**

Logframe Output Indicator	Means of verification/sources	Collection frequency
Number and Indicator wording	List all sources used.	E.g. monthly, quarterly, annually. NB: For indicators without data collection to date, please indicate when data collection will take place.
Output 1: 60 Schools with improved teaching skills and practices		
Output 1.1: # of trained teachers disaggregated by county and gender with improved lesson preparation and delivery.	Classroom Observation by teacher Coaches, Teacher coaches reports, database of trained teachers	Monthly

Output 1.2: % of Trained teachers disaggregated by county and gender integrating ICT in their lessons' delivery.	Classroom Observation by teacher Coaches, Teacher coaches reports, database of trained teachers	Monthly
Output 1.3: # of marginalised girls disaggregated by county citing improved performance as a result of improved teaching	School performance records, FGD with girls	Termly
Output 2: 10, 123 girls motivated to stay in schools, learn and transition due to mentorship and life skills		
Output 2.1: % of marginalised girls disaggregated by county reporting improved aspiration to stay in school and learn	Rapid assessments during clubs of self confidence, Focused Group Discussions with girls, Household surevy	Termly
Output 2.2: % of girls and boys disaggregated by county who have appropriate knowledge on child rights	Rapid assessments of knowlegde during club sessions, FGD	Termly
Output 2.3: # of marginalised girls disaggregated by county receiving sanitary towels regularly attending school.	Database of girls recieveing sanitary towels, school attendance registers, FGDs	Termly
Output 3: Improved access for marginalised girls to TVET as		

an alternative pathway to education		
Output Indicator 3.1: # of marginalised girls disaggregated by county accessing technical, Vocational, education and training (TVET) for development of competence based skills	Database of finalist girls, enrolment letters from TVETs	Annually
Output Indicator 3.2: # of parents/caregivers reporting TVETs as an alternative pathway of education for girls and boys	Household Survey, Rapid assessments during school parents day to access knowledge and attitude	Twice a year
Output 3.3: # of marginalised girls disaggregated by county with relevant skills to access internships	Placement letters from employers, Household survey Competence completion Completion certificate	Termly
Output 4: 60 Communities with improved responsiveness and involvement in girls' education		
Output indicator 4.1: # of caregivers disaggregated by county and gender supporting marginalised girls needs to attend, stay in school,	Household survey, rapid assessments during school parents meeting	Termly

perform well and transition		
Output Indicator 4.2: % of boda boda riders disaggregated by county with changed attitudes and supportive of marginalised girls' education and progression	KAP studies to explore perceptions and attitudes, FGDs and KII with community leaders, men and boys	Termly
Output indicator 4.3: # of child protection violation cases referred to appropriate authorities. (AACs, Chiefs, schools, persons of change etc.)	AAC case records, persons of Trusts reports	Quarterly
Output 5: Increased household income for parents to support girls' education		
Output Indicator 5.1: # of caregivers disaggregated by county and gender supported through Value Chain development reporting increased income	Database of Caregivers benefiting from value chain development, Sales Records	Termly
Output Indicator 5.2: # of caregivers benefiting from value chain	Database of Parents benefiting from Value chain development, School Bursar Records	Termly

development disaggregated by county and gender reporting increased spending in education costs (including school fees and levies payment)		
Output Indicator 5.3: # of marginalised girls disaggregated by county, whose caregivers are beneficiaries of value chain development, regularly attending school.	Database of girl whose parents are value chain development, school attendance registers and spot checks	Termly
Output Indicator 5.4: # of marginalised girls disaggregated by county supported with Solar lamps citing improved extended reading time	Database of girls receiving solar lamps, School performance records of the girls	Termly
Output 6: Strengthened Collaboration with MoE for increased sharing and use of evidence for better education management		
Output Indicator 6.1: # of schools disaggregated by county with development plans following	Documentary review of previous BOM meeting agenda, minutes and attendance sheet.	Annually



BoM capacity building.		
Output Indicator 6.2: # of project learnings documented and disseminated to MoE and other education stakeholders to influence planning and monitoring	lessons learnt, best practices and evaluation findings documents shared by MoE	Quarterly
INSERT ROWS AS NEEDED		

Report on the Baseline values/Baseline status of each Output Indicator in the table below. Reflect on the relevancy of the Output Indicator for your Intermediate Outcomes and Outcomes and the wider Theory of Change based on the data collected so far. Are the indicators measuring the right things? What do the Baseline values/Baseline status mean for the implementation of your activities?

**Table 76: Baseline status of output indicators**

Logframe Output Indicator	Baseline status/Baseline values Relevance of the indicator for the project ToC	Baseline status/Baseline values
Number and Indicator wording	What is the contribution of this indicator for the project ToC, IOs, and Outcomes? What does the Baseline value/status mean for your activities? Is the indicator measuring the right things? Should a revision be considered? Provide short narrative.	What is the Baseline value/status of this indicator? Provide short narrative.
Output 1: 60 Schools with improved teaching skills and practices		
Output 1.1: # of trained teachers disaggregated by county and gender with improved lesson preparation and delivery	This indicator is very relevant to measuring quality teaching especially where learner centeredness is concerned. There is no proposal for revision of this indicator. The baseline status of this indicator shows that there is need to map out teachers and their progress on the rubric developed by the	Data from baseline indicates that there is a steady improvement in quality of teaching as stated by 59.4% of learners in intervention schools which is an affirmation of the reports from teacher coaches. Mapping of teachers by school will help to refocus teacher coaching and the training of teachers on learner centred & gender

Logframe Output Indicator	Baseline status/Baseline values Relevance of the indicator for the project ToC	Baseline status/Baseline values
	project to focus teacher coaching and mentorship	responsive methodologies as 15.1% girls felt that boys and girls were treated differently. Though there has been a move to create separate classes for girls and boys in most intervention school especially in Mombasa County.
Output 1.2: % of Trained teachers disaggregated by county and gender integrating ICT in their lessons' delivery.	Integrating ICT in curriculum delivery has been identified by both teachers and learners as key in ensuring quality education. The indicator is relevant to measure the project's progress in reaching the intermediate outcome on quality teaching. There is need however, to ensure that greater integration in lessons in schools.	The baseline value of 4.4% of observed English and Math teachers integrated ICT means more effort is needed to realise quality teaching through ICT.
Output 1.3: # of marginalised girls disaggregated by county citing improved performance as a result of improved teaching	This indicator relates changes observed in teacher practise to learner's performance and perception. The indicator is relevant, though improvement in performance can be influenced by a number of other confounding variables.	The is consensus that ICT improves learning by both learners and teachers. This cut across the schools including those not supported by the project to integrate ICT in teaching. More teachers are taking up the Microsoft certified education course an indication that ICT integration improves teaching quality.
Output 2: 10, 123 girls motivated to stay in schools, learn and transition due to mentorship and life skills		
Output 2.1: % of marginalised girls disaggregated by county reporting improved aspiration to stay in school and learn	Self-Esteem and motivation are key enablers to transition. The baseline status on motivation as a whole indicates that Jielimishe GEC mentorship intervention is motivating learners This indicator is relevant in measuring the two intermediate outcomes linked to it – Attendance and improved self-esteem.	The baseline status of this indicator where 73.5% of the girls affirmed that they would like to continue studying/attending school shows aspiration to progress through school and transition.
Output 2.2: % of girls and boys disaggregated by county who have appropriate	This is a relevant indicator bearing in mind that safety in school was identified as a key barrier to learning among girls. Assumption is that with correct knowledge on child rights then children	This data needs to be collected. Once the schools resume this will be a priority.

Logframe Output Indicator	Baseline status/Baseline values Relevance of the indicator for the project ToC	Baseline status/Baseline values
knowledge on child rights	will be in a position to report and enhance their safety.	
Output 2.3: # of marginalised girls disaggregated by county receiving sanitary towels regularly attending school	Attendance is equally high with 84% spot check rate. However there needs to be data collection on girls receiving sanitary towels and their attendance.	
Output 3: Improved access for marginalised girls to TVET as an alternative pathway to education		
Output Indicator 3.1: # of marginalised girls disaggregated by county accessing technical, Vocational, education and training (TVET) for development of competence based skills	This indicator is relevant in assessing transition to TVETs by project girls and boys. The status of this indicator is that TVET is not easily appreciated as a pathway they would consider taking by 75% of the girls and boys interviewed.	Negative attitude towards TVETs is very high. Though apprenticeship has been viewed as a better pathway. The project sees this as an opportunity to seek understanding of why apprenticeship is more lucrative than TVET training which offers certification and better employment prospects. Further interrogation on this will be sought.
Output Indicator 3.2: # of parents/caregivers reporting TVETs as an alternative pathway of education for girls and boys	There is a high awareness of TVETs and them being a pathway to education. However, negative attitudes of young people towards TVETs still remains high as observed in the sustainability findings of this baseline. This indicator sought to assess the decision makers' perception to TVETs as a precursor for transition into TVETS. As much as the relevance of the indicator is unquestionable (logically), the project is proposing a qualitative indicator that will seek to	Would you consider joining a TVET institution despite of your performance in school?

Logframe Output Indicator	Baseline status/Baseline values Relevance of the indicator for the project ToC	Baseline status/Baseline values
	assesses and track attitudes of learners towards TVETs over time.	
Output 3.3: # of marginalised girls disaggregated by county with relevant skills to access internships	Interventions relating to this indicator are yet to be conducted hence the base line value as at now is zero	No base line value.
Output 4: 60 Communities with improved responsiveness and involvement in girls' education		
Output indicator 4.1: # of caregivers disaggregated by county and gender supporting marginalised girls needs to attend, stay in school, perform well and transition	There is considerable evidence from this baseline that community attitude towards girl education is high respondents from FGDs agreed that girls' enrolment and attendance improved as a result of changed attitudes in their community. 37.6% actually increased spending on education with increased income.	The baseline status shows that there is community perceptions are high with regard to the value of girl education. The onus is on the project to isolate tangible efforts towards supporting marginalised girls by communities ad households
Output Indicator 4.2: % of boda boda riders disaggregated by county with changed attitudes and supportive of marginalised girls' education and progression	Communities and boda boda riders themselves identified this group as a barrier to girls staying in school. the project has begun a reaching out to this group in the past two quarters (quarter 3 and 4). The dynamics of these group is ever changing and the project will need to put forth a model of reaching out to boda boda riders that can be replicated and scaled up.	Other than the community identifying them as a barrier to girls enrolment, attendance and transition the project is yet to collect perception data on the boda boda riders.
Output indicator 4.3: # of child protection violation cases referred to appropriate	This indicator though relevant, doesn't render measurement easily as during the year preceding baseline no violation was reported hence no referral hence no baseline value or status	Baseline value 0

Logframe Output Indicator	Baseline status/Baseline values Relevance of the indicator for the project ToC	Baseline status/Baseline values
authorities. (AACs, Chiefs, schools, persons of change etc.)		
Output 5: Increased household income for parents to support girls' education		
Output Indicator 5.1: # of caregivers disaggregated by county and gender supported through Value Chain development reporting increased income	This indicator measures the effectiveness of the project's value chain development intervention. From the baseline findings, the project has been relatively effective as 30% of parents reported increase in income which is 1,8% points higher than their control counterparts meaning that the intervention has potential. The project will refocus their strategies in value chain development to maximise on the benefits of this intervention	
Output Indicator 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)	With extra income, education costs can be met. This indicator seeks to assess value of education with increased income. The indicator is relevant as ability to keep girls in school was affirmed by less than half (33%) of the parents assessed at baseline.	37.6% reported increased allocation of money to education related costs after their income increased. This shows that school levies as a barrier to education can be mitigated in the long run with value chain development.
Output Indicator 5.3: # of marginalised girls		

Logframe Output Indicator	Baseline status/Baseline values Relevance of the indicator for the project ToC	Baseline status/Baseline values
disaggregated by county, whose caregivers are beneficiaries of value chain development, regularly attending school.		
Output Indicator 5.4: # of marginalised girls disaggregated by county supported with Solar lamps citing improved extended reading time	This indicator as is, measures utility of solar lamps provided. The project would benefit more from understanding what utility yields in terms of quality of homework done for instance. A rewording is proposed	# of marginalised girls disaggregated by county supported with Solar lamps citing timely submission of home work
Output 6: Strengthened Collaboration with MoE for increased sharing and use of evidence for better education management		
Output Indicator 6.1: # of schools disaggregated by county with development plans following BoM capacity building	Board of Management involvement in school management especially where teaching is concerned was identified at baseline as a reason for improved teaching quality. Setting in place development plans will streamline their support to schools and provide a vision for the ever changing composition of the boards at school level.	Some of the boards have been constituted and the process of orientation by MoE is underway. It will be important to build their capacity in setting up a vision for the schools they represent for posterity.
Output Indicator 6.2: # of project learnings documented and disseminated to MoE and other education	Jielimishe GEC project seeks to expose MoE to as much solid evidence of what works in the three geographic regions. This will be achieved by increased collaboration in planning, monitoring and sharing of evidence. This indicator is	There has been considerable progress as at baseline for this indicator. The project has presented the mentorship manual for vetting and alignment to the mentorship policy inching the

Logframe Output Indicator	Baseline status/Baseline values Relevance of the indicator for the project ToC	Baseline status/Baseline values
stakeholders to influence planning and monitoring	key in measurement of sustainability at the various evaluation points.	mentorship intervention closer to scalability.
INSERT ROWS AS NEEDED		

List all issues with the means of verification/sources or the frequency of data collection which require changes or additions.

**Table 77: 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: 60 Schools with improved teaching skills and practices		
Output 1.1: # of trained teachers disaggregated by county and gender with improved lesson preparation and delivery	The assumption especially on the frequency of data collection was pegged on using retired teachers to conduct coaching hence could observe teachers twice every month. Advice from the Teachers Services Commission that retired teachers could not be current in teaching practise, the project used beacon teachers who are practicing teachers hence the frequency of data collection	Classroom observation be conducted at least once per teacher coached in the term. So the data will be aggregated termly.

Logframe Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
	was therefore too frequent for the project.	
Output 1.2: % of Trained teachers disaggregated by county and gender integrating ICT in their lessons' delivery.	The frequency of data collection was a bit too high.	Conduct observation of coached teachers at least once a month and aggregate data on a termly basis.
Output 1.3: # of marginalised girls disaggregated by county citing improved performance as a result of improved teaching	No change proposed on the sources, and frequencies	No change proposed on the sources, and frequencies
Output 2: 10, 123 girls motivated to stay in schools, learn and transition due to mentorship and life skills		
Output 2.1: % of marginalised girls disaggregated by county reporting improved aspiration to stay in school and learn	No change proposed on the sources, and frequencies	No change proposed on the sources, and frequencies
Output 2.2: % of girls and boys disaggregated by county who have appropriate knowledge on child rights	No change proposed on the sources, and frequencies	No change proposed on the sources, and frequencies
Output 2.3: # of marginalised girls disaggregated by county receiving sanitary towels regularly attending school	No change proposed on the sources, and frequencies	No change proposed on the sources, and frequencies
Output 3: Improved access for marginalised girls to TVET as an alternative pathway to education		
Output Indicator 3.1: # of marginalised girls disaggregated by county accessing technical, Vocational, education and training (TVET) for development of competence based skills	No change proposed on the sources, and frequencies	No change proposed on the sources, and frequencies
Output Indicator 3.2: # of parents/caregivers reporting TVETs	No change proposed on the sources, and frequencies	No change proposed on the sources, and frequencies



Logframe Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
as an alternative pathway of education for girls and boys		
Output 3.3: # of marginalised girls disaggregated by county with relevant skills to access internships	House hold data collection is expensive and requires time to perfect and collect. The household being the most appropriate place to collect the data for this indicator. Termly data collection is may be a tall order for field staff.	Semi Annually is the proposal made in frequency
Output 4: 60 Communities with improved responsiveness and involvement in girls' education		
Output indicator 4.1: # of caregivers disaggregated by county and gender supporting marginalised girls needs to attend, stay in school, perform well and transition	The assumption was that parents meeting will occur every end of term. So data could be collected during these meetings from a sample of parents. the project will work with schools to request a sample of parents to congregate at the schools for data collection	Data will still be collected termly but from a sample of teachers mobilised by the school manager and not pegged on school meetings.
Output Indicator 4.2: % of boda boda riders disaggregated by county with changed attitudes and supportive of marginalised girls' education and progression	The project proposes KAP study to be conducted at the collection point nearest to schools as opposed to household as the indicator seeks to measure attitude change among boda boda riders rather than perceptions of households towards boda boda attitude	Collect data from Boda Boda riders from the collection point nearest to the school as opposed to the household.
Output indicator 4.3: # of child protection violation cases referred to appropriate authorities. (AACs,	No change proposed on the sources, and frequencies	No change proposed on the sources, and frequencies

Logframe Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
Chiefs, schools, persons of change etc.)		
Output 5: Increased household income for parents to support girls' education		
Output Indicator 5.1: # of caregivers disaggregated by county and gender supported through Value Chain development reporting increased income	No change proposed on the sources, and frequencies	No change proposed on the sources, and frequencies
Output Indicator 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)	No change proposed on the sources, and frequencies	No change proposed on the sources, and frequencies
Output Indicator 5.3: # of marginalised girls disaggregated by county, whose caregivers are beneficiaries of value chain development, regularly attending school.	No change proposed on the sources, and frequencies	No change proposed on the sources, and frequencies
Output Indicator 5.4: # of marginalised girls disaggregated by county supported with Solar lamps citing improved extended reading time	No change proposed on the sources, and frequencies	No change proposed on the sources, and frequencies
Output 6: Strengthened Collaboration with MoE for increased sharing and use of evidence for better education management		
Output Indicator 6.1: # of schools disaggregated by county with	No change proposed on the sources, and frequencies	No change proposed on the sources, and frequencies

Logframe Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
development plans following BoM capacity building		
Output Indicator 6.2: # of project learnings documented and disseminated to MoE and other education stakeholders to influence planning and monitoring	The experience in documenting and sharing of the mentorship manual and focusing energies till buy in quarterly is too frequent. The project proposes after every two quarters to collect data on progress made during the quarterly meetings.	After very two quarters/ semi annually

## Annex 4: Beneficiary tables

**This annex should be completed by the project.**

Please fill in the tables below. Individuals included in the project's target group should be direct beneficiaries of the project.

**Table 78: 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] 10123	[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] 7551	[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 were already at the transition point in

			2016, a total of 2,572 who were not included in
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**Table 79: 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.	6980	Boys in grade 6 to grade 8 in secondary school and form 1 to form 4 in secondary school as at the close of GEC 1 2016
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.	528	This is the exact number, during implementation an attrition buffer may be added.
Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	48770	

Tables 3-6 provide different ways of defining and identifying the project's target groups. They each refer to the same total number of girls, but use different definitions and categories. These are girls who can be counted and have regular involvement with project activities.

The total number of sampled girls in the last row of Tables 3-6 should be the same – these are just different ways of identifying and describing the girls included in the sample.

**Table 80: 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	√	1637	1127
Lower secondary	√	2876	795
Upper secondary	√	5610	712
Total:		10123	[This number should be the same across Tables 3, 4, 5 & 6] 2634

**Table 81: Target groups - by age**

Age Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Aged 6-8 (% aged 6-8)			
Aged 9-11 (% aged 9-11)	√	847	16
Aged 12-13 (% aged 12-13)	√	790	557
Aged 14-15 (% aged 14-15)	√	753	835
Aged 16-17 (%aged 16-17)	√	4075	763
Aged 18-19 (%aged 18-19)	√	3658	395
Aged 20+ (% aged 20 and over)			66
Total:		10123	[This number should be the same across Tables 3, 4, 5 & 6] 2632

**Table 82: 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 disability type)			765
Orphaned girls			
Pastoralist girls	√	2463	
Child labourers			
Poor girls	√	7660	
Other (please describe)			

Social Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Total:			[This number should be the same across Tables 3, 4, 5 & 6]

**Table 83: 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	√	10123	2364
Total:		10123	[This number should be the same across Tables 3, 4, 5 & 6] 2364

## Annex 5: MEL Framework

Provide latest, FM-approved version of the MEL Framework as a separate document.

## Annex 6: External Evaluator's Inception Report (where applicable)

Provide latest version of the External Evaluator's Inception Report as a separate document.

## Annex 7: Data collection tools used for Baseline

Provide all data collection tools as separate documents.

## Annex 8: 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

## Annex 9: Learning test pilot and calibration

Provided in section 2.

## Annex 10: Sampling Framework

Provide updated and final excel file. The final selection of the schools/communities for the evaluation should be clear.

## Annex 11: Control group approach validation

A total of 21 school communities were selected as control group. In every county school communities that had similar characteristics to the treatment schools were selected. The control schools selection was based on: geographical mapping of urban, peri-urban and rural schools and communities except for Mombasa county where the control schools are all in Kilifi County and not necessarily in urban centres while Mombasa is the second largest city in Kenya; community sizes, type of schools i.e. government, private; mixed or single sex as well as socio-economic activities of the area. A mandatory requirement was that the schools should not be having an intervention that focuses on learning outcomes.

With regards to barriers to girls education, lack of support at home was suggested by both groups. Transition for the control and intervention group is higher at 72.7% than the benchmark transition is 64.7%. Reasons for low transition are similar for both groups.

With regards to marginalisation analysis and gender analysis, 44% of the girls in the intervention group and 39% of the girls in the control group are orphans with prevalence of single orphan being twice the prevalence of double orphan in both cases. This is significant and to mitigate against this level of marginalisation, distribution of sanitary wear, economic empowerment for parents/caregivers, bursaries and fees payment could be focused more on the school communities where these marginalization indicators are high. Similarities in both groups include percentage of girls living with both parents at 15% and half of the girls living in female headed households. Almost 67 % of the households in both control and intervention groups found it difficult to afford school fees and levies and provision of food was a problem.

Absenteeism was reported in both groups at 15.02% in treatment schools and 12.34% in control school and different treatment of boys and girls is undermining quality teaching and learning. 15.1% of girls' from the treatment school felt that boys and girls are treated differently compared to 9.47% of girls from the control school. Teacher training especially on Gender Responsive Pedagogies should continue in treatment school. The other explanation to this variation is that the girls in the treatment schools are more aware of their rights as a result of the girls' clubs or mentorship clubs.

There was a 5% difference with regard to motivation to remain in school with 73.45% of girls from the treatment schools and 68.80% of girls from control schools strongly agreed with the statement 'I would

like to continue studying/attending school after this year'. Equipping girls with life skills is an intervention in both the control and the intervention schools. There should be renewed focus on life skills education in control schools.

With increase in income, 33% of parents in control schools indicated that they had used the extra money to support other children to remain in school and 37.62% of parents in treatment schools indicating this. This is evidence that community sensitization on the benefits of education may be contributing to changed attitudes and perceptions about education.

With regards to age of the sampling composition, sample breakdown by age was almost similar with a difference of between 1% and 2%. This shows that the samples by class are comparable at midline and end line. However, this is not the case with regards to age with intervention schools having less girls (39.4%) aged over 20 years and 60.6% aged over 20 years in control schools. If the girls aged over 20 years in the control schools are in Form 4, there will be a challenge in measuring transition rates at midline and end line. This sample need to be relooked and if this is the case, sample for transition revised.

**There are more girls with disabilities in intervention group than control schools. Sampling of girls with disabilities was not factored and there are no interventions for girls with disability which is another layer of mobilization.**

Potential barriers to girls' learning and transition as self-reported are similar and include: unsafe routes to schools (10.9% at the intervention and 8.6% at the control group) and limited support at home (2.1% at the intervention and 2.2% at the control group). At school, the barriers range from attendance (less than 1% citing not feeling safe at school) but are more around teachers and the learning facilities. The learning facilities that present potential barriers include lack of seats (4%), difficulties in moving around the school (2%) with lack of water drinking facilities being cited the highest barrier (7%). Teacher related barriers include open discrimination between the two sexes of learners as well as teacher absenteeism. This shows that the control and intervention communities face similar barriers making it easy to evaluate the project at midline and end line.

The overall learning outcomes in literacy are higher in the intervention group than in the Control group for Grades 7 and 8. On the other hand, learning outcomes are slightly higher in the control group (60.6%) compared to the intervention group (59.3%) but minimally. Learning outcomes in numeracy are higher in intervention groups in Grades 7 and forms ones than in the control groups. However, the outcomes are slightly higher in the control group than the intervention group among the Grade 8. The scores are spread with standard deviations of 18.6% among the form ones, 19.4% among the grade 7 and 21.7% among the grade 8. There is not much difference in learning outcomes between the control and intervention schools and as such comparability in subsequent evaluation will be possible

Parents/care givers were asked what their girls thought about the quality of teaching in their schools. 52.18% of girls from control schools and 59.43% of girls from the treatment schools thought that their schools were good. There was a lot of difference between what parents thought about quality education in schools with 48.86% of parents from control schools and 58.43% of parents from the treatment schools saying that the quality was good. This huge difference of almost 10% will make measurement difficult as parents' perception of quality of schools is different



18.60% of parents'/care givers indicated that they did receive some form of economic empowerment from ICL. With regard to increase in income 29.44% of the parents/care givers indicated that they had their income increased. For parents in control school financial increase was at 28.26% while it was 30.02 for treatment school. This may be an indication that the economic strategies of Jielimishe ICL may be having positive impact. With increase in income, 33% of parents in control schools indicated that that they had used the extra money to support other children to remain in school and 37.62% of parents in treatment schools indicating this. This is evidence that community sensitization on the benefits of education may be contributing to changed attitudes and perceptions about education.

# Annex 12: External Evaluator declaration

**Name of Project: JI Choose Life Africa Jelimishe GEC T Project**

**Name of External Evaluator: ziziAfrique Limited**

**Contact Information for External Evaluator: Jkinyanjui@ziziafrique.com**

**Names of all members of the evaluation team: Dr. Sara Ruto, Dr. James Ciera, Joyce Kinyanjui, Amos.**

ZiziAfrique Ltd (Name) 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 Limited (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 Limited

(Company)

18<sup>th</sup> June, 2018

(Date)

# Annex 13: Project Management Response

**This annex should be completed by the project.**

This annex gives the project the chance to prepare a short and concise management response to the evaluation report before the report is published.

***What is the project's response to the key findings in the report? Make sure to refer to main conclusions (Section 6)***

- This is an opportunity to describe where the project feels the evaluation findings have confirmed or challenged existing understanding and/or added nuance to what was already known. Have findings shed new light on relationships between outputs, intermediate outcomes, and outcomes and the significance of barriers for certain groups of children – and how these can be overcome?  
The conclusion and the report at large has affirmed most of the barriers identified by the theory of change and the project. The report has also shed more light on disability as identified by the disability continuum by FHI360 and the Washington set of questions.  
The report has aptly recommended disability mitigating intervention and working with EARC to support the roll out of interventions.  
the baseline findings also affirmed that activities, outputs, intermediate outcomes and outcomes as envisioned by the theory of change are aligned.  
The project will have preferred further analysis on learning levels to allow for clear strategy formulation moving forward on how to improve literacy and numeracy of the girls..
- This should include critical analysis and reflection on the project theory of change and the assumptions that underpin it.

***What is the project's response to the conclusions and recommendations in the report?***

- The management response should respond to the each of the External Evaluator's recommendations that are relevant to the grantee organisation (see Section 6). The response should make clear what changes and adaptations to implementation will be proposed as a result of the recommendations and which ones are not considered appropriate, providing a clear explanation why.

The management response to the recommendations are as follows:

**Recommendation 1** – Monitoring, Evaluation and learning of the project. The project seeks further clarification on the definition of teaching quality as the log frame indicator clearly articulates the unit of measurement being learner centred approaches which have been adequately outlined in the teacher observation rubric developed by the project as well as the classroom observation tool used by the external evaluator to collect baseline data.

the project seeks further clarification from the external evaluator on the other areas as the recommendation only highlights teaching quality yet the title looks at overall MEL of the project.

**Recommendation 2:** Design including calculation of beneficiary numbers.

The project concurs with the external evaluator on the need to specifically include disability as identified through the FHI360 continuum of disability and the Washington questions. Relationship with EARC and department of special needs will be enhanced to align the design to this new finding.

**Recommendation 3:** Strategies for economic empowerment

The project recognises the importance of economic activities in addressing cost as a barrier to education. In this current phase, market led value chain development is key and has been incorporated in the design. Where the number is concerned, it will be key to note that choice of value chains is dependent on prevailing conditions for agribusiness and businesses that is the climatic and available market will determine the kind of activity to be undertaken. Unless the project narrows this to one or two school communities within similar geo-climatic areas to reduce the value chains otherwise; it will be a tall order to maintain the coverage and limit the value chains.

**Recommendation 4:** Improve the relevance of the project by focusing on the interventions that work. Jielimishe GEC project, concurs with the evaluator on this recommendation and seeks an exhaustive list of interventions that seem to work. The project has purposed to scale up more activities that are learner centred and targeted. Deliberate efforts will be made to focus on more learning activities that build on learner's numeracy and literacy skills.

**Recommendation 4.b:** Control school hostility. The project concurs with the evaluator and will engage with both the fund manager and the evaluator on possible ways to motivate control schools to participate in the study more.

**Recommendation 6: Scalability and Sustainability:** the project disagrees with the evaluators rating that the project is at latent stage where sustainability is concerned. The project believes that with interviews conducted with national office and policy makers the score will reflect a level 2.

- Does the external evaluator's conclusion of the projects' approach to gender correspond to the projects' gender ambitions and objectives?  
Yes, it does. The project gender analysis and integration has been a cross cutting feature of the project. As mentioned above, the project is keen to address barriers arising from disability as identified in this evaluation.

***What changes to the logframe will be proposed to DFID and the Fund Manager?***

- The management response should outline any changes that the project is proposing to do following any emergent findings from the baseline evaluation. This exercise is not limited to outcomes and intermediate outcomes but extends also to outputs (following completion of Annex 3 on the output indicators).  
The brief analysis on project outputs in annex 3 points to a number of changes ranging from change in data collection frequency to change in wording for some of the indicators. By and large the interventions seem to align well to intermediate outcomes and outcomes.  
The project will strongly consider assessing further interventions that are working to increase their intensity in implementation.



## JIELIMISHE GEC PROJECT TEAM LOCATIONS

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