BREADTH OF LEARNING OPPORTUNITIES PROJECT – KENYA (Start date 2016)

ziziAfrique Project

Table Contents

EVALUATION

Breadth of learning opportunities project – Kenya (start date 2016)

Background

Despite global commitment to high-quality education for all, education systems may be focusing narrowly on certain subject areas, such as literacy and numeracy, rather than on the entire breadth of skills students need to succeed in work and life, which includes competencies such as collaboration, critical thinking, and problem solving. The tools are based on the Learning Metrics Task Force (LMTF) Seven Domains of Learning[1].

The Breadth of Learning Opportunities (BOLO) initiative undertaken in 2016-2017 by the Center for Universal Education (CUE) at the Brookings Institution and Education International (EI) provides tools for policymakers, practitioners, and researchers to examine the opportunities that students have to learn a broad range of skills and domain areas within curricula, assessments, teacher supports, monitoring, and school resources. As the name suggests, the BOLO approach is not about assessing learning outcomes, but inputs and processes. The primary concern for the BOLO approach is alignment of policies and practices throughout the education system.

There are three tools – one for the jurisdictional policy level for policy makers, one for the school level to be administered to school administrators, and one for the teacher level to ascertain if the policies proposed at the governmental level are indeed acted upon at the school level. If they are not acted upon, the BOLO tools provide additional information, which might help users identify restrictions to breadth of learning, such as high stakes assessments focusing only on literacy, numeracy, and science, or narrowly defined subject areas. The BOLO tools, however, do not propose any policy solutions to address restricted learning opportunities, nor do they suggest that alignment of policy and practice should be an education system's primary goal. Rather, the tools are intended to generate dialogue both within and across the different levels of the education system. They can help highlight potential areas of concern, but any actions addressing such concerns need to be considered in light of the education system's context. All three BOLO tools focused on the grade at the end of the primary school and the grade at the end of lower secondary school.

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[1]These domains are physical well-being, social and emotional, culture and arts, literacy and communication, learning approaches and cognition, numeracy and math, and science and technology.

Aim of the pilot study

The overall aim of the pilot was to finalize the Breadth of Learning Opportunities tools that would provide national governments and education stakeholders with a facility to examine their education systems and target interventions associated with a range of learning domains.

Objectives of the Pilot

1. Pilot national policy tool with a small group of government stakeholders and using the latest government documents.
2. Pilot teacher tool in consultation with teachers' unions and Education International to support the broad piloting of the teacher level tool.
3. Field test and pilot the school tool

Research questions

1. What were the processes used to collect data?
2. What were the perceptions of the respondents towards the tools?
3. How easy was it to adapt the tools to the local context?

Scope of the pilot

The pilot was conducted in Kajiado, Nairobi, Muranga, Kiambu, Thika, Naivasha and Machakos. Both Primary and Secondary schools formed part of the sample

Research design and methodology

Both qualitative and quantitative tools were used to collect data. Three questionnaires: policy, school and teachers questionnaires were used to collect data. An interview schedule was administered to the teachers to establish their views about the tools. For a complete report, visithttps://www.brookings.edu/blog/education-plus-development/2018/06/08/delivering-education-in-kenya-that-addresses-the-breadth-of-learning-needed-to-thrive-in-a-changing-world/

Project Evaluation

Baseline, midline, and endline evaluation of I Choose Life Africa challenges (Start date 2018)

ziziAfrique is the External Evaluator for the I Choose Life Africa Jielimishe Girls Education Challenge Transition (GEC-T). The main evaluation objectiveis to systematically collect data to assess the delivery, effectiveness, efficiency, relevance, appropriateness, compliance, Value for Money (VfM) and impact of theJielimishe Girls' Education Challenge Transition (GEC T) Project and report the findings and lessons learnt throughout the process. The findings will mainly be used by the project management team, project partners and stakeholders to inform improvements in the delivery of the project during its lifetime; accountability for the funding received from DfID and other agencies and informing policies and practice on girls'

education. An assessment of the potential external or internal risks that could impact on the evaluator's ability to undertake and complete a robust and rigorous MEL strategy have been developed. For each risk a suitable mitigation strategy has been developed.

Overall Monitoring and Evaluation approach

ziziAfrique in consultation with ICL and the PriceWaterHouseCooper the Fund Manager has come up with a robust 5 year ML&E plan that meets the evaluation objective. The project is being evaluated against the following milestones:

1) A baseline in March, 2018 was carried out to describe the initial conditions (before the start of the project) against which progress is to be measured or comparisons made to show the effects and impacts of the project in the final project evaluation report.

2) Midline Study which was carried out in June, 2019 to determine project effectiveness, impact and VfM of the project at the midline point and

3) End line in 2021 to assess the effectiveness, impact and VfM of the project.

Monitoring: is being measures against the project elements (inputs, activities, outputs, and outcomes), including both essential and supporting components.

Evaluation: on the other hand will measure the "success" of the project or the extent to which the project will have met its goal and outcomes. An impact evaluation has been selected as the preferred form of evaluation to allow the research team to adopt a quasi-experimental design with a counterfactual or comparison group. There are 59 treatment schools (19 in Mombasa, 20 in Meru and 20 in Laikipia), 27 control schools (7 in Mombasa, 7 in Meru and 7 in Laikipia). Forty four schools are secondary schools while 45 are primary schools spread equally in the three counties.

The evaluation approach is being guided by the following principles:

a) Independence: The evaluation is utilizing evidence that is objective, trustworthy, and credible. As the evaluation team, ziziAfrique is operating independently from ICL which is responsible for the design and implementation of the development intervention being evaluated.

b) Transparency: Results of the finding and lessons learned are scheduled to be publicly shared publicly to enable accountability. Some of the places the reports have been shared is on GEC website, ICL. Specific data from the evaluations is scheduled to be shared at the PAL Network Conference put website,

Workshop Program Point Sud 2019 Qualitative Approaches to Teaching Research and Development in International Discourse: Disconcertment and Convergence 9 th -13th September 2019, UniversidadePedagógica de Moçambique, Maputo. http://pointsud.org/wp-content/uploads/PPS-2019-Abstract-Workshop-Qualitative-Approaches-to-Teaching-Research-and-Development-Maputo.pdf

The Inclusion, Mobility and Multilingual Education Conference in Bangkok from 24-26 September 2019 Royal Orchid Sheraton Hotel & Towers, Bangkok, Thailand.

c) Confidentiality. Respondents' confidentiality are being maintained throughout the process.
d) Quality: Quality data is being collected by ensuring that the right researchers are recruited, are well trained and supported to collect the data.
e) Professionalism and intellectual integrity. The highest standards of professionalism is being maintained to ensure that the entire evaluation meets the needs of the project implementers.
f) Utility: While maintaining its independence, ziziAfrique has involve the implementers in designing the research questions and logistics of collecting the data. This is to ensure that the data being collected remain relevant for project improvement.

Sampling framework

As required in the design of the GEC T project, a sample cohort of about 3,500 girls from both the intervention and comparison group are being tracked longitudinally through the various stages of evaluations from the baseline through the midline to the final impact evaluation. This will enable the project to establish causal relationships and for making reliable inferences. Despite this huge benefit, attrition threatens the internal validity of cohort studies. During data collection girls will be traced and where they cannot be traced completely, imputation and weighting methods shall be employed to reduce attrition bias.

GEC-T is a five-year project (2017-2022) 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 GEC Project 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[2]) 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 endeavor to improve life chances for these girls, the project aims at achieving three key outcomes:
a) 10,123 marginalized Girls supported by GEC with improved Learning[3];
b) 10,123 Marginalized girls transitioning through key Education Pathways and
c) Enhanced sustainability in the quality of learning and transition in key education pathways.

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

[3] 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 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 marginalized girls supported by GEC;
c) Improved motivation of 10,123 marginalized 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

Endline Evaluation of Dignitas Leadership Training Institute (Start Date 2011)

Between 2011 and 2017, Dignitas implemented the Leadership Training Institute in 26 non-formal schools across seven sites: Mathare, Kawangware, Satellite, Kangemi, Kariobangi, Huruma, and Thika. The purpose of the Dignitas Leadership Institute (DLI) was to empower and equip educators to transform education in their communities. The intervention focused on five principal elements: (i) leadership, (ii) coaching, (iii) professional development, (iv) professional peer collaboration and learning, and (v) infrastructure support.

In October 2017, Dignitas engaged ziziAfrique to assess the impact of this intervention on the schools, teachers and learners. This tracer study was to provide evidence of Dignitas' program impact in order to inform and support scaling, adjustment and replication strategies. The recommendations would stimulate continuous dialogue between Dignitas and stakeholders who

Data was gathered from 25 schools in four different locations. The schools belonged to three intervention cohorts spanning 2011 to 2017. The evaluation utilized a mixed methods design, combining aspects of quantitative and qualitative research implemented in January and March 2018. Measurement of impact relied on a single-point of data collection, with limited correlating baseline or midline data.

SURVEY

ziziAfrique appreciates the importance of carrying out surveys in the providing a holistic scope in regards to a situation. ziziAfrique have conducted surveys for its client, situational analysis on behalf of UNICEF Kenya, SITAN. The situational analysis was a baseline survey for Elimu- Maisha-Ajira initiative that sought to enhance learning, employability, and participation of the adolescent girls and boys.

Situational Analysis UNICEF of Elimu-Ajira-Maisha Baseline Survey (Start date 2018)

UNICEF Kenya programme through its Education Outcome Group and in cooperation with the Government of Kenya under the current framework of the Country Programme Agreement 2018 -2022, and in collaboration with various Implementing Partners, has been supporting various flagship interventions with the overall aim of enhancing equitable access to quality education for the targeted most vulnerable and marginalized boys and girls in various communities in Kenya. The interventions range from strengthening service delivery, policy dialogue, evidence generation and capacity development across Early Childhood Development and Education (ECDE), Primary, Secondary education and also providing humanitarian support through education in emergency.

UNICEF Kenya Country Office, contracted ziziAfriqueto carry out a situation analysis of adolescent/youth employability status in Kenya. UNICEF will use the findings to strengthen and support government partners to develop and review policy on adolescent programmes and strategies to improve learning, employability and participation of adolescent boys and girls (10-19 years). The proposed strategies will aim to support adolescents in Kenya to acquire 21st century skills for leadership, global citizenship and education for employment through internships, mentorships, and apprenticeships.

Objectives of the situational analysis
The following were the FIVE main project objectives.
1. Review and assess the available evidence and expertise generated within UNICEF and various organizations in Kenya to generate evidence on adolescent/youth employability with gender lenses.
2. Determine whether the current curriculum meet adolescent/youth employability needs.
3. Identify how the private sector may help in changing the employability status of adolescent/ youth, especially girls from Arid and Semi-Arid Lands (ASALs) and marginalized regions.
4. Develop an evidence based strategy that clearly identifies the problem, proposed theory of change, provides solid evidence on good practices and lessons learned.
5. Make financial recommendations for implementing the strategies in the upcoming country programme regarding adolescent education from 2018-2022.

Expected outputs.
ziziAfriquedelivered the following FOUR outputs:
1. Inception report that summarized the key objectives, clarifiedthe methodology, aligned the budget and presented a work plan for conducting the assignment. The report served as the point of reference in monitoring the quality and timeliness of outputs.

2. SITAN Report: The study report provided the comprehensive evidence generated by the analysis also gave practical recommendations. The report was comprehensive, yet not too long, to achieve high readability.
3. Strategy Note: Based on the SITAN report, ziziAfriquesynthesized the evidence to draw key strategies for enhancing adolescent/youth employability. The strategies were categorised into two: short term and long term strategies. Supportive factors and bottlenecks to the realization of these strategies were also identified. The strategies were practical, cost effective and scalable in all the counties in Kenya and replicable in other regions with similar characteristics to those found in Kenya.

Study approach
The study applied a mixed methods approach that combined qualitative and quantitative data. The following were the specific tasks that were undertaken.
1. Conducted a desk or literature review on adolescent/youth employability in Kenya with gender lenses. The literature reviewed covered adolescent/youth employability at global level, regional and local level.
2. Reviewed the literature and evidence on the existing models and approaches for supporting adolescents' learning and employability. Available evidence and expertise generated within UNICEF and other organizations both public and private working on adolescent/youth employability was reviewed. Schools with strong community service learning and work experience for pupils were also studied.
3. Reviewed current curriculum to determine whether it is relevant to the current job requirement and identified areas to enhance learning and employability as well as mitigate gaps. In addition, a summary of current skill requirements as outlined in job advertisements (in 2 leading local daily newspapers and one local recruiting firm) for the last three months was done. Related work previously done by World Bank and International Labour Organization on skills for employment was also reviewed. This allowedziziAfrique to list and prioritise the skills in demand. To cater for those in informal employment, the main informal sectors at County level were identified and employers interviewed on the skills that they value most. Youths employed in both formal and informal sectors at County level were interviewed on the skills that allow them to carry out their duties and responsibilities effectively.
4. Reviewed MOE and ministry of youths' policies to identify how they support and reflect on adolescent/youths' employability. Existing gaps were also identified.
5. Based on the review of the relevant literatures and programmes of other organizations, ziziAfrique identified and meet the relevant stakeholders to discuss the future area of intervention and to identify potential area of expertise and collaboration.
6. Reviewed and identified private sector opportunities and demonstrated how they can influence adolescent/youths' employability in collaboration with the government.
7. Wrote the strategy concept note in line with UNICEF guidelines (coherence, effectiveness, relevance, equity and gender equality) on adolescents' learning and employability along with financial estimate. The strategy note took cognisant of the Terms of Reference (ToR) and other agreed requirements.
8. Based on the evidence and need, developed a prioritization list of interventions to achieve quick gains in short term and results in long term. The interventions were evidence based, practical, cost effective, scalable and sustainable. With every intervention, strategies to achieve them were also discussed.
9. Held validation meetings with UNICEF.

The study was carried out in Migori, Garissa, Nairobi, Turkana, Kwale and Meru Counties. A total of 414 respondents (214 or 51.69% male and 200 or 48.31% female) were reached in 36 institutions (23 secondary schools and 13 TVETs). The respondents were randomly sampled while the education

institutions were purposively sampled. The respondents were mainly between the ages of 15 and 24 years. 214 or 51.69% were male and 200 or 48.31%

The following school types were involved in the study

Turkana	Garissa	Kwale	Migori	Nairobi	Meru
National girls boarding	National boys boarding	County boys boarding	County Mixed day & boarding	Private mixed day	National School for the Visually Impaired mixed boarding
County mixed day	County boys day	Private boys	County boys day & boarding	Public mixed day	County mixed day
National boarding boys	County girls boarding	Rural Mixed day	County girls boarding		Extra County boys boarding
County mixed boarding	County mixed boys boarding girls day	National girls boarding	County girls day & boarding		
		County girls boarding			

In every County, Technical Training Institution formed part of the sample. At each TVET Institutions, the Principal/Manager or their designate and one instructor were interviewed. FGDs for girls and/or FGD for boys studying in the TVETs were conducted.

Other Key informants at county level included:
i.   Adolescents and youth in both formal and informal employment.
ii.   Key employers in both the formal and informal sectors. The employers were drawn from organizations or Industries that employ a large number of adolescents and youth within the county.
iii. Self-employed adolescents and youth, both the formal and informal sectors.
iv.   Government officials from various Ministries at County and National level.

The following Table indicates the various government officials reached during the study.
Government officials

Government Officials					
Turkana	Garissa	Kwale	Migori	Nairobi	Meru
Ministry of Labour	Ministry of Youth Affairs	Ministry of Youth & Gender	County Director, Gender	Ministry of Youth & Gender	CQASO Meru County

Ministry of Education	Ministry of Education		County Director, Youth	Ministry of Education	Ministry of Youth Affairs
	Ministry of Gender Affairs		County Director, TVET	Directorate of Youth	Ministry of Gender & Social Services
				Deputy Director TVET	

Government officials were drawn from the Ministry of Education at both County and National level, Ministry of Public Service, Youth and Gender Affairs (Directorate of Youth Affairs), Ministry of Labour and Social Protection.

The following table is a summary of the tools and the total number of respondents.
Instrumentation

		Turkana	Garissa	Kwale	Migori	Nairobi	Meru	TOTAL
1	Secondary Principals/or representative	4	4	5	4	2	3	22
2	Secondary life skills teachers	3	4	5	4	2	3	21
3	Secondary boys interviewed (FGD)	10	27	5	10	10	15	77
4	Secondary girls interviewed (FGD)	15	15	15	15	10	10	80
5	TVET Managers/ representative	2	3	1	1	3	2	12
6	TVET Instructors	2	2	1	1	3	2	11
7	TVET boys interviewed (FGD)	6	14	5	5	15	9	54
8	TVET girls interviewed (FGD)	2	16	6	5	19	10	58
9	NGO training and linking youth to employment	1	1	1	2	1	1	7
10	Employees in formal sector	0	1	1	1	1	2	6

11	Employees in informal sector	0	2	2	2	1	3	10
12	Self-employed adolescents/youth, in a formal setting	1	1	1	1	1	0	5
13	Self-employed adolescents/youth, in an informal setting	3	2	2	2	2	1	12
14	Employers in the formal sector	2	2	2	2	2	1	11
15	Employers in the informal sector	2	2	2	2	2	2	12
16	Ministry Officials	2	3	1	3	4	3	16
TOTAL		55	99	55	60	78	67	414
1	Secondary schools visited	4	4	5	4	3	3	23
2	TVET Institutions visited	2	3	2	1	3	2	13
TOTAL		6	7	7	5	6	5	36

A total of 414 respondents (214 or 51.69% male and 200 or 48.31% female) and 36 institutions (23 secondary and 13 TVET) formed the sample. Data collection took place between 30 July and 15 September 2018.

Key findings
The barriers to youth employment established include: lack of access to quality education characterized by low literacy and numeracy levels, large numbers of out of school children, limited mean schooling years of 6.3 years for boys and 5.8 years for girls which doesn't allow the pupils enough time to have acquired foundational literacy and numeracy skills required for further studying in TVETs or to fully function in the economic affairs of the country; socio-cultural issues for example early pregnancies and child marriages, FGM; limited inclusion to formal financial services; high HIV infections among youth aged 15-24 years especially for girls; lack of role models especially for girls that limits them from envisioning a different kind of life that what they see with other girls and women in their community; extreme poverty; drug abuse; lack of work experience; irrelevant curriculum that fails to equip the youth with employability skills; lack of entrepreneurial skills and lack of a favourable environment for economic growth as a result of negative ethnicity, corruption and bad politics; skills mismatch between what the youth have and what is required in the job market.

While acknowledging the challenges, the government has developed policies and initiated programmes to support youth employability. Most of the programmes focus on training on entrepreneurship; apprenticeship, internship and volunteerism; facilitating access to finances; promotion of TVETs; review

of the curriculum to make it more relevant; affirmative actions for marginalized youth, and access for the youth, women and persons living with disabilities when it comes to government procurements of goods and services.

In order to boost youth employability, the report proposed that the government implements the following: ensure proper implementation of the competency-based curriculum (CBC); strengthen linkages between education, training and the market place to ensure that youth are equipped with employability skills that match the needs of the market; increase investments in ICT to allow for digital enabled livelihoods and web-based freelancing; recognize apprenticeship or on the job training; strengthen links between the home, community, education providers and the workplace; provide mentorship services that include career guidance and counselling in all educational institutions; popularize TVET institutions as viable options for education and training and integrate entrepreneurship at all levels of education regardless of whether learners will start a business or not. By doing these the education system will begin to change learners' attitude towards self-employment and self-sufficiency. Creation of small scale self-owned businesses will be in line with the current reality where over 83.4% of all the jobs created in 2017 were in the informal sector (KNBS, 2018).

Counties must stop over-relying on central government initiatives to reduce youth unemployment and instead innovate and initiate others that are more effective in their Counties.

There are many NGOs and donors working at County level to enhance youth employability skills, County government should strengthen linkages with them in order to increase wealth creations and enhance youth employability skills.

Curriculum and material development

In the modern age, it is critical to have learning process able to adhere to the students' purpose. ziziAfrique has been instrumental in curriculum and material development, ziziAfrique has supported Voluntary Service Overseas (VSO) to ensure relevant learning material for the target group. The curriculum was for girls in catchup programme, teachers' guide, learners' workbooks. While developing the required materials, ziziAfrique has ensured that the curriculum and materials developed are relevant to the targeted cohort of 10-19 years, are age appropriate and cognizant of gender and inclusion aspects which are core to the project design. Additionally, concerning evidence action ziziAfrique was commissioned to develop teaching and learning materials for accelerated learning.

Voluntary Services Overseas (VSO), Kenya (May 2019)

ziziAfrique supported VSO Kenya to lead an assorted team comprising of government officers, development actors and project participants in accomplishing the following:
1. Development/adaptation of learning assessment tools for assessing the girls' abilities in literacy and numeracy at entry point and progressive acquisition of functional literacy and numeracy skills
2. Development/adaptation of a Teachers' Needs Assessment/Gap analysis tool: this will provide benchmarks for each volunteer teacher in the project that will inform continuous professional development through coaching and mentorship processes
3. Development/adaptation of a functional literacy (English and Kiswahili) and numeracy curriculum that will be used by volunteer teachers to deliver learning sessions for girls at the catch-up centres in readiness for the selected girls to choose the suitable pathways for transition.
4. Leading the process of developing functional literacy and numeracy teaching and learning materials for use by the volunteer teachers and girls during catch-up sessions.

While developing the required materials, ziziAfrique ensured that the curriculum and materials developed were relevant to the targeted cohort of 10-19 years, were age appropriate and cognizant of gender and inclusion aspects which were core to the project design. In addition, the curriculum and materials were informed by gaps in skills and competences identified through administration of the learning assessments for girls and skills' gaps analysis for the volunteer teachers

VSO Kenya was a branch of Voluntary Services Overseas (VSO), the world leading independent international development organization that promotes volunteering as a powerful and practical way to eradicate poverty and inequality. VSO Kenya focused on Inclusive Education, Youth Employment (Empowered Youth for Employment and Entrepreneurship) and Social Accountability with presence in 21 counties in Kenya.

VSO Kenya in consortium with Action Aid International Kenya and Leonard Cheshire, implemented a DFID GEC project called "Education for Life" which is anchored on the "Leave No Girl Behind" theme. The Project was implemented in five counties; Garissa, Kilifi, Isiolo, Migori and Kisumu for a period of four years. Approximately, 5000 extremely marginalized out of school girls were to participate in the project through various interventions including: Functional literacy and numeracy; life skills; transition to formal and/or informal pathways; Community and Parents/Guardians engagement; system strengthening of government and community structures to address barriers keeping girls out of school and lobbying for enforcement of key policies in Education, child protection and social protection to ensure fulfillment of the Girls' rights and entitlements.

Evidence Action (Start data June 2016)
Development of Reading Materials (June 2016 – October 2016): As part of Evidence Action Reading program, ziziAfriquewas commissioned to develop teaching and learning materials that were used to support an accelerated reading program for children being left behind.
Materials included: Teachers guide; paragraph and story booklets, Syllable charts, picture and story cards, sentence booklets.

21st Century Skills Development

21st Century skill development equips young individuals with the skills they need to cope and thrive in a technologically advanced world. ziziAfrique has played an instrumental role in 21st Century skill development through mentorship project such as the Turkana Girls Mentorship Project.

TURKANA GIRLS MENTORSHIP PROJECT END OF PROJECT REPORT (November 2017)
The following is a summary of the end of year report of the one year Turkana Girls' Mentorship Project (GMP) which was implemented in Turkana Central Sub-County in 17 schools, 10 primary and 7 secondary. The overall goal of the project was to demonstrate mentoring approaches and activities that are effective in supporting girls in marginalized communities to remain in school, learn well and transition to secondary and tertiary levels. In order to do this, the project sought to achieve the following objectives:

Objective 1: To pilot the use of mentors from the community who include female teachers, alumni, older girls between 18-30 years and peer educators to play the role of older sisters.
Objective 2: To propose a best-practice mentoring approach for marginalized girls that is sustainable and designed for scale
Objective 3: To generate more evidence on mentoring of girls to inform policy and practice.
In order to realize the above objectives the following activities were undertaken during the entire project.

1) Project planning and design
Authorization to implement a Girls' Mentorship Project in Turkana Central Sub-county
　　　Authorization to implement the Girls' Mentorship Project (GMP) in Turkana County was first obtained from the Director Policy Partnership and East Africa Cooperation in November, 2017. Thereafter the County Education Office was engaged throughout the project. Their key responsibilities included: inviting school principals and teacher to meeting; participating in trainings and ensuring that timely data on attendance and performance was collected.

Selection of schools
　　　Selection of schools was done in November, 2017 in consultation with the Turkana Central Director of Education and the Quality Assurance and Standard Officer. 17 schools: 10 primary and 7 secondary schools were selected out of which 6 (35.29%) schools were boarding schools, 8 (47.06%) were day schools and 3(17.65%) were both day and boarding schools. Out of the 17 schools, 16 of them were public while 1 was a community school. Inclusion of the community school was informed by the fact that it caters for a high population of girls in secondary school and had been initiated by the community due to lack of schools in that particular area. Nevertheless, the community school is registered with the government and the government has been posting teachers and paying their fees.

Implementing partner.
　　　ziziAfrique partnered with Turkana Education For All (TEFA) a locally registered Community Based Organization (CBO) to host and manage the County level implementation. Selection was based on the fact that two of its Board Members have been seconded from the County Ministry of Education which has also given the CBO office space. This partnership is strategic as members of the CBO not only speak the local language but also understand the local context and cultural issues affecting girls' education. Association with the County Ministry of Education allowed for seamless collaboration with the government while implementing education programmes in the County. More importantly, this partnership strengthened TEFAs capacity to initiate and manage programmes especially those supporting girls' education.

Meeting with Headteachers to introduce the project

A Headteachers meeting was held on 2nd February, 2018 at Turkana County to introduce ziziAfrique and the Girls' Mentorship programme to them. A total of 17 Headteachers and 2 officers from the County Education Office were in attendance. The County Director of Education officially opened the meeting. This initial meeting with the Headteachers was to introduce

Discussions were first held to bring clarity on: a) what mentoring is and what it is not; b) differences between mentorship, guidance and counseling and pastoral care and c) roles of the mentors and mentees. The Headteachers were also taken through the design and approach of the project.

A work plan detailing critical timelines for example selection of female teachers to act as mentors was done. Training dates for the mentors was also done.

The average age of the Headteachers or their deputies was 42.06 years. They had been serving in their present schools for an average of 3.93 years with the longest serving Headteacher in a particular school being 10 years. There were fewer female Headteachers at only 12.5% while male Headteacher constituted 87.5%. The Headteachers had varying levels of academic qualification with 5.88% of the Headteachers having certificate level qualification, 35.29% having diploma level qualification while a majority, and 58.82% having a bachelor's degree.

Out of the 17 Headteachers surveyed, 3 (17.65%) had less than five years of service as a teacher during the time of the study, 4 (23.53%) had 6-10 years of service as a teacher, 2 (11.76%) had 11-15 years of service as a teacher while 8 (47.06%) had over sixteen years of service as a teacher. However their years of service as Headteachers ranged from less than one year (5.88%) to over 5 years (64.71%).

2) Project implementation.

Selection of mentors

A project staff who was purposefully selected from 'within' to allow an emic view, where her experiences were counted as critical in informing the project design was hired and one of her roles was selection of mentors. Selection of mentors took place at two levels. Female teachers to act as mentors were selected at school level. Most of the teachers were already working informally with the girls or were responsible for guidance and counseling in the schools. Project staff were involved in selecting mentors from the community in consultation with the school.

The project officer met with school community leaders who helped her select women who were considered role models in the community. A questionnaire was administered to the prospective mentors to determine their suitability. The questions sought to understand their views on girls' education especially if they believed that girls should remain in school, benefits of girls' education, barriers and solutions to girls' education and their attitudes towards girls taking Science Technology Engineering and Math (STEM) subjects. Preference was given to women who had previous experience mentoring girls. The profiles of community mentors differed greatly. Two (11.8%) had no formal schooling school, 5 (29.4%) had primary level education while 10 (58.8%) had secondary level education. A total of 17 female teachers and 17 women from the community were selected to be trained as mentors. This took place in the month of January, 2018.

Women aged 18-40 years, were willing to contribute a minimum of two hours per month for 10 months, available for 6 days residential training, good communicators, knowledgeable, approachable, available, a good listener, a role model with very high integrity, honest but diplomatic, able to keep secrets and is compassionate was the criteria used to select the community mentors. This criteria was jointly developed by Headteachers and County Education Officers.

In addition to community mentors, each school identified a female teacher to act as mentors. The average number of full time female teachers per primary school was 4 teachers out of an average of 9 teachers. In one school there was only one female teacher employed on a permanent basis while in another there was no female teacher employed on a permanent basis. At secondary level, the average

number of female teachers employed on permanent basis was only 6 out of 14 teachers constituting less than 50%. This low number of female teachers employed on a permanent basis had a negative impact on the project as sessions would either be postponed or taken over by community mentors. Fewer number of teachers also meant that there were fewer role models for the pupils.

Orientation and training of mentors

Once all the mentors were identified, the County Education Office invited the teacher mentors while ziziAfrique invited the community mentors for training. The first training took 4 days from 7th to 10th February in Turkana Central. All 34 mentors were in attendance. In order to ensure that all the mentors participated fully in the training, a facilitator from the community who spoke NyaTurkana and had experience running a mentorship project in the County facilitated the training. The Trainer of Trainers (ToT) manual was adapted from the Women Educational Researchers of Kenya Mentorship Training Manual.

The following methodologies were used during the initial training: brainstorming, discussions, questions and answers, drawing, role plays, self-administered questionnaires, games. Materials used included: handouts, flip charts, with each mentor having their ToT manuals.

A second training took place on 27th and 28th April, 2018 where 28 mentors were in attendance. Some of the teacher mentors were unable to attend as this training coincided with a workshop organized by the government. However, each school had at least one mentor in attendance. The main training method for this second training involved allocating a small section of the training to each participant and then have them 'train' their fellow mentors. They would then receive feedback. Experience and knowledge sharing was also used. This approach helped the facilitator to identify areas where the mentors were still struggling and support them. The topic that they seemed to be struggling with was development of negotiation skills. The mentors were also reminded on the data that they need to be collecting and any missing data was collected.

Criteria for selection of girls to benefit from one on one mentorship

One of the approaches used in the project was one on one mentorship. However, due to a limited number of mentors, only a few of the girls benefited from it. Criteria for the selection of the most vulnerable girls was agreed upon after a lot of consultation with the Headteachers, community members and the mentors themselves. A short survey involving 40 community members[4] was used to develop a vulnerability Index. During the survey, the respondents were asked to identify the kind of girls who are most likely to drop out of school. During the Heateachers training, this community based vulnerability index was discussed and reviewed. The following vulnerability index (from the most vulnerable to the least vulnerable) was agreed upon by the Headteachers and later confirmed by the mentors.

No.	Vulnerability	No.	Vulnerability
1	Orphans especially double orphans	7	Girls affected with HIV or from families affected by HIV and AIDS
2	Girls from extremely poor background	8	Girls who take drugs

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[4]The survey involved selection of 10 men and 10 women from the community who had never enrolled in school and 10 men and 10 women who had at least primary level of education. Their responses were ranked based on how frequently

3	Poor academic achievers based on test scores	9	Girls who have been abused sexually
4	Girls with parents who are divorced	10	Girls' who have early sexual debut
5	Over age girls	11	IDP\ refugees
6	Girls from nomadic families	12	Children with disability

In every school, the teacher mentors used this vulnerability index to select an average of 37 girls per school who participated in one on one mentorship. By the end of the project an average of 629 girls benefited from one on one mentoring. However a total of 2217 girls participated in all the mentorship sessions with 59.45% of them attending primary schools while 40.55% of them attending secondary schools. The average age of the girls attending the mentorship session was 14.8 years (with a variance of 4.38 years) although the mentorship project was targeting girls aged 10 years and above. The girls were drawn from Grade 1 to Form 4 which is an indication of overage girls especially in lower primary. In terms of the grades.

Initially mentorship sessions took place once a week in 13 (76.47%) schools during the time allocated for clubs while 4 (23.53%) schools have mentorship sessions once every two weeks. However, at the end of the project in October the frequency had decreased since, only 2 (11.76%) schools, met at least once per week, 12 (70.59%) met twice a month and 3 (17.65%) once a month. Part of the reason was the fact that the teacher mentors felt that they had completed the "mentoring syllabus" as they had covered all the topics which included:

1. Stepping in. This topic introduced the peer mentors into what mentorship is and what it is not, their roles and responsibilities. It also highlighted the role of the mentees in the entire mentorship sessions.
2. Self-awareness. This topic allowed the girls to understand themselves by first identifying their value system, what they do best and what interests them most. Benefits of self-awareness were also discussed.
3. Self-esteem. A self-esteem assessment test was used determine the girls' levels of self-esteem. Care was taken to assure them that there were no right or wrong answers. The girls were then taken through how to improve their own self-esteem.
4. Staying in school. This topic discussed the benefits of girls' education and also the barriers and solutions to girls' education. In order to support the girls to remain in school and learn well, the topic discusses goal setting, time management and good study habits. The Bridge Model[5] to behavior change was used to support the girls to make decisions to remain in school and follow through with them.
5. Negotiation skills. This sessions discussed negotiation processes and helped the girls to identify successful negotiation skills. These are critical for girls as they sometimes have to negotiate with parents for them to remain in school and with boys and men when pressured for sexual relations which have been identified as one of the major barriers to girls' education

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[5] The Bridge Model is a training approach where two hills are separated by a huge river. On one hill barriers to girls' education are listed. On the other hill are the benefits to girls' education. Pupils are then encouraged to place' planks' to support them cross the 'river.' The methodology helps the girls to know which life skills are critical in moving from information to behavior change.

6. Coping with emotions. This topic helped the girls to identify the different types of emotions and to understand ways of coping with them. In particular, this topics helped the girls to cope with feelings of attraction to boys.
7. Speak up!-effective communication skills. This topics helped to equip the girls with communication skills by helping them differentiate between strong, weak and aggressive communication
8. Decision making. The main objective of this session was to support the girls identify steps in making a decision; factors to consider before making a decision and understand the link between values and decision making.
9. Love; healthy and unhealthy relationships (13-19 years only). The session helped the girls identify types of friendships and love; differentiate between peer influence and peer pressure and identify strategies of resisting peer pressure; identify strategies for avoiding unhealthy relationships and transactional sex

Monitoring Learning and Evaluation Plan

A robust ML&E plan that systematically collected data to determine the project's effectiveness was developed prior to initiation of the project. Indicators that were supposed to be tracked included: daily attendance; learning outcomes measured by termly test scores in literacy and numeracy; number of girls participating in co-curricular activities for example sports and games, drama and music; girls attending the various mentorship sessions. However, reliable data that was consistently collected included attendance, number of girls attending mentoring sessions, learning outcome scores in English and Maths. For efficiency, some of the data was sent electronically through WhatsApp.

In order to realize the research objectives, an output indicator data collection protocol that outlined which data was to be collected and how often it was to be collected was developed and both mentors and Headteachers trained on how to fill it. After every session, frequently asked questions were recorded and will be used to design learning material for future reference.

Baseline and end line data

Baseline data was collected between 19th and 23rd March 2018. A total of 7 enumerators from Turkana Central were recruited were recruited and trained over two days before data collection. They were first oriented on the project, taken through each of the tools and trained on child protection. A total of 787 girls, 17 Headteachers and 17 female teachers from the 17 schools participated in the study. Both qualitative and quantitative data was collected. Data collected from the girls included levels of self-esteem and self-efficacy, negotiation skills, communication skills, knowledge about sexual intercourse and HIV.

End line data was collected between 30th July and 3rd August, 2018 as opposed to beginning of the third and final term in September 2018 as the government issued in July a ban on visitors to schools to prevent leakage of end of cycle exams that were scheduled to start in October. During the end line, a total of 577 girls drawn from both primary and secondary were surveyed. The number of girls participating in the end line was lower than that of the girls who participated in the baseline because there were some classes who were writing their end of term exams during the end line and Headteachers were reluctant to stop these exams for girls to participate in the survey. End of term exams are mandatory for all schools and the week when the end line was collected coincided with the examination week.

The same tool used to assess girls' life skills at baseline were the same ones used to assess girls' life skills during end line. This was one way of assessing the contribution of the mentorship project to acquisition of life skills. The same data collectors used to collect baseline data were the same ones used to collect end line data.

To measure skills development, randomly selected girls were asked to read certain statement and rate themselves using a Likert scale. The data was therefore quantitative in nature. In order to triangulate these data, a questionnaire was administered to the Headteachers and their responses which were more

qualitative recorded. The qualitative data was first coded into themes then analyzed. The following section on project achievements is based on the baseline and end line data, attendance, termly scores in literacy and numeracy and monthly reports by female teachers who were acting as mentors.

3) Project achievements.

The project sought to establish three objectives.
1. To pilot the use of mentors from the community who include female teachers, alumni, older girls between 18-30 years and peer educators to play the role of older sisters.
2. To propose a best-practice mentoring approach for marginalized girls that is sustainable and designed for scale
3. To generate more evidence on mentoring of girls to inform policy and practice.
   The following project achievements have been organized around these objectives.

Use of mentors from the community who include female teachers, alumni, older girls between 18-30 years and peer educators to play the role of older sisters.

The community mentors were selected based on the above criteria. Some had some level of education while others didn't have. Despite differences in the level of education, all of them were enthusiastic about girls' education. The community mentors were extremely useful especially where the female teachers were not indigenous to the school community. The community mentors were able to discuss issues from an emic view and the level of comradery was high. For mentorship to be successful, it must be contextually relevant as the girls were to exercise their newfound agency within the communities where they live.

Due to historical marginalization of the Turkana community, there was fear that getting local women who would become role model to the girls would be a challenge. However, girls admired different women for various reasons for example ability to be successful entrepreneurs and not just for academic qualification. It is therefore important when one selecting women to become community mentors, one selects women who are successful in various sector.

Female teachers were very instrumental to the achievement of the project goals. They collected data and facilitated the mentorship sessions. They spent more time with the girls than the community members and were therefore better placed to discuss the impact of the mentorship project. They were a valuable link to the Headteachers and without them, the project wouldn't have been implemented.

Best-practice mentoring approach for marginalized girls that is sustainable and designed for scale

Training of community members in combination with the female teacher mentors was one of the greatest achievement of the project. By combining these two types of mentors who were different in terms of economic class, education levels and professional/vocational engagement, the project demonstrated that the community mentors have the same level of understanding about the local issues and were better placed to support girls remain in school. However for their maximum participation, training needed to be done in NyaTurkana a language they understand and speak fluently.

The number of female teachers as indicated above (see section 2) is low. This is further exacerbated by the fact that the schools already have an average teacher shortage of 4 teachers per school. As much as the female teachers are willing to support the girls remain in school and learn well, an exam oriented education systems conspires to ensure that their focus remain on passing exams as opposed to supporting the girls acquire life skills. Community mentors (including alumni) in such a scenario become critical for supporting girls' education and ensuring that such support remains sustainable. Being an area of extensive marginalization, teachers don't remain for long in these schools. As stated earlier, the average number of years that Headteachers had remained in the present school was only 3.93%. Due to such a high turnover

in management, community members become critical for continuity and sustainability of mentorship for girls.

Evidence on mentoring of girls to inform policy and practice.

The following are some of the benefits of the mentorship project as reported by the teacher mentors and the girls participating in the mentorship project.

Improved learning outcomes. Termly scores for April 2018 and August 2018 were collected and used to evaluate effectiveness of the project as improved learning outcomes are some of the expected outcomes of the mentorship sessions. Despite the fact that 65% of the schools reported that there had been an improvement in the learning outcomes of the girls, termly scores collected in April and August didn't seem to support these statements. At baseline, Mathematics and English scores were 48.02% and 56.68% respectively while at end line Mathematics and English scores were 47.08% and 51% respectively.

2017 Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) results disaggregated by gender was also collected. By the end of the project, these national results had not been released and the project is still unable to access the results which were released recently.

Readmission of teenage mother. There currently exists a readmission policy in Kenya after an adolescents has had a child. However, it is rarely implementation for several reasons including the misconception that the young mothers will be a 'bad' influence to the rest of the girls. Although the project didn't set out to directly encourage schools to readmit the young mothers; out of the 17 schools, 13 (76.47%) schools said they readmitted teenage mothers during the project period while 2(11.76%) schools indicated that they do not readmit teenage mothers, 1(5.88%) school already had teenage mother attending school while 1(5.88%) school indicated that this question was not applicable since they didn't have girls, who had become pregnant while in school.

Attendance. 53% of the teachers reported that attendance had increased. Baseline data indicated that attendance on the day of the survey was at 80%. During end line attendance was at 82% and increase of 2%. However, since the end line coincided with the end of term exams, the project was unable to determine whether the increase was due to exams or due to mentorship. Had the weekly attendance rates been well documented and analysed, this would have been a more accurate measurement.

Skills development

Communication skills. 29% of the schools indicated that girls' communication skills had improved. Evidence cited for this included the ability of girls to articulate their issues to the female mentors

Self-esteem. Girls were asked to rate their self-esteem at the start (baseline) of the project and at the end (end-line). Questions on self-esteem focused on their feelings towards themselves, whether positive or negative. When compared with the baseline data, girls' self-esteem was slightly higher at the end line. The average self-esteem index at baseline was 2.829 points and at end line 2.824 points out of a possible 4 points. The difference of 0.005 between the two points of evaluation was insignificant meaning that there is no compelling evidence that the project supported the girls to improve their self-esteem.

Self-efficacy. Self-efficacy questions sought to measure the girls' ability to stand up for their rights. 88% of the Headteachers indicated that girls' self-efficacy had increased. Evidence cited by the Headteachers included: greater participation of girls in the classroom through answering and asking questions and more importantly standing up against boys. This information is further collaborated by quantitative data collected by girls at both points of evaluation (baseline and end line). There was a significant increase in the mean self-efficacy index by 0.0991 points from the average self-efficacy index observed in the baseline survey of 1.788 points and 1.887 points at end line survey out of a possible 3 points. Thus the observed gain of 0.099 points in the average self-efficacy index recorded in the current survey can be attributed to the effect of the mentorship project.

Life skills (negotiation skills, decision making. Girls were asked to rate their attitudes towards certain statements that would allow the project to measure a cluster of life skills that were the focus of the various mentorship sessions. The mean life skills index increased significantly by 0.77 points from 3.51 points to 4.28 points out of a possible 5 points. This is evidence that mentoring does contribute to acquisition of life skills

Knowledge about sexual intercourse and HIV. Lastly, an assessment test was carried out on the knowledge about sexual intercourse and HIV. The test was subjected to all the pupils/students sampled for the study. On a scale of 1(No), 2(not sure) to 3(Yes), the responses were averaged out per questionnaire and a knowledge index generated. The kknowledge score in both evaluations was fairly normally skewed with a mean of 2.18 points (baseline) and 2.1 points (end line).

Sustainability and scalability

In November, 2017 a meeting was held with the County Education Officers to introduce the project to the officers and select schools. A similar meeting was held during the same period with officers from the Central Ministry of Education to introduce the project and explore ways in which the findings and lessons learned can feed into finalization of the mentorship policy. A meeting was held in July to discuss the baseline report with officers from both the Central and County Education Offices and also share updates, lessons learned and review the project progress. The County Education officers were more responsive as they had contact with the school but for the education officers at County level, they didn't have contacts with the schools directly.

The Mentorship in Education policy was finalized in September. The policy recognizes the role of community mentors in supporting acquisition of life skills. One way of engaging the community is through alumni. Subsequently, the policy proposes a national alumni day. In addition, the new curriculum has identified mentorship as one of the key components of the new curriculum. If well implemented and institutionalized in basic education as proposed in these two policy documents, mentorship will be sustainable.

Since August 2018, I have been the Principal Investigator for a situational analysis on youth and employability skills. This work was commissioned by UNICEF Kenya Country Office. The purpose of this survey was to develop a strategy not 2019-2030. One of the ways identified for ensuring that the adolescent/youth acquire employability skills is through mentorship. If implemented the work we have piloted can go to scale as the various components proposed in this project have been retained in the policy documents.

Frequently asked questions

Most of the questions were asked during the mentorship sessions and focused on the following key areas:
1. How to develop better relations with parents
2. Career choice and guidance
3. How to identify one's talents
4. Issues related with HIV and AIDs
5. How to protect themselves from unwanted attention from boys and men (issues of safety)
6. How to guard oneself from unhealthy relationships
7. How to accept their backgrounds

4) Challenges
1. One of the secondary schools has no female teacher. An additional female teacher from the nearby primary school was selected by Heateachers to support the secondary school. This affected the quality of the sessions as the teacher had to work with two schools. Community mentors took on more responsibilities

2. Heavy rains and flash floods made transport to school for monitoring difficult and expensive.
3. In the month of July, the government banned visitors from accessing schools. This affected the time for collective end line data as it had to be collected a month earlier.
4. Severe shortage of teachers (an average of 3-5 teachers per school) has put additional responsibilities on the teachers who are already overwhelmed.
5. UNICEF which participated in writing the concept note and budget didn't honour their verbal financial commitment. This led to adjustments of certain costs. For example, fewer visits to schools for monitoring purposes were reduced. Type of data collected and frequency was affected. Despite the challenges, baseline and end line surveys were carried out well.
6. Due to reduced time with the schools case studies of girls who had greatly benefited from mentorship was not done.
7. Data on number of girls benefiting from peer to peer mentoring was not reliable as peers equated their day to day interactions with each other, to be peer mentoring especially if they were discussing any of the topics under the mentorship sessions.
8. Girls clubs that were meant to act as safe spaces were only established in 3 (17.65%) schools. One explanation for this was that there were too many components of the programme that required a longer time for them to be implemented well.
9. It may not be possible to measure the project's impact on progression and transition as the mentorship sessions didn't start until the beginning of 2018 and has ended before the beginning of 2019 when the girls who benefited from the mentorship sessions are to transit to the next level of education.
10. Unrealistic expectations from the school communities who thought that girls would be supported through payment of fees and provision of sanitary towels.
11. One can only discuss contribution of mentorship to performance and not attribution. Other factors for example availability of water, toilets, provision of sanitary towels and electricity have been known to affect learning outcomes. Out of the 17 schools, 5 (29.41%) reported to have reliable electricity, 5 (29.41%) reported to have electricity occasionally, 4 (23.53%) reported to hardly ever have electricity and 3 (17.65%) reported that they never had electricity. This would affect the quality of learning as digital literacy which is one of the government's flagship projects cannot be implemented. Out of the 17 schools, 70.59% of them indicated that they had access to water while 29.41% of the reported that they did not have access to water. Out of the 15 (88.2%) schools that reported to have available toilets within the compound, 93.33% of them indicated that these toilets were separate (by distance) for girls and boys while 6.67% of them indicated that these toilets were not separated for girls and boys. Two (11.76%) schools didn't have a single toilet for the girls in schools. With regards to sanitary towels, 13 (76.47%) schools provided sanitary towels to girls, 4(23.53%) did not provide sanitary towels. Availability of water, toilets, sanitary towels and electricity do affect learning outcomes. It is therefore worth noting the type of schools where the project was implemented as mentorship alone cannot solve all the issues.

5) Lessons learned
1. **Keep it simple.** Mentoring approaches are many and one needs to identify just a few for pilot or implementation as mentorship is highly relational.
2. **Outcomes determine design.** One of the things that the project sought to establish was the differentiated effects of the various approaches on learning outcomes and transition. This was not possible as the project relied heavily on the baseline and end line surveys. To have this level of analysis, a Randomized Control Trail may have been a better research design.
3. **All data is important but not all data is useful.** A lot of data was meant to be collect at every session, other data weekly, monthly and biannually. This proved to be a challenge as some of the

community mentors had little or no education. The burden of collecting comprehensive data should never cloud the main purpose of implementing a project.

4. **The government is a powerful ally.** When a project is aligned to government priorities the chances of it going to scale is much higher. Working with the government certainly helps in implementing a project

5. **Home grown solutions are more likely to succeed.** Mentors from the community are able to understand and manage mentorship sessions just as well as female teachers as long as their training is done in a language they can understand and also deliver the session s through the same language.

6. **Start mentorship at the beginning of a school calendar**. A mentorship project should ideally start at the beginning of the academic year so that indicators like transition, selection of STEM subjects by girls can be measured as these components take place at the beginning of the year.

6) Conclusion and recommendation

Conclusion

1. Both qualitative and quantitative data indicates that mentorship does support acquisition of life skills. However, measurement of life skills remain a challenge for many organizations.

2. In every community, regardless of how marginalized it is, one can still find community mentors.

3. Mentorship alone cannot address all the barriers to girls' education but can support girls to cope better under their circumstances, make better life choices like remaining in school, delay marriage and starting a family which all have a positive effect later in life

Recommendations

1. One year to implement a project whose success is dependent on strong relations is too short. Two to three years would probably yield better results

2. Choose a few mentoring components to implement and only collect data that will contribute to the overall goal of the project.

3. Involve the community in the design of the project as the level of ownership increases.

4. Use local mentors. The likelihood of succeeding is higher.

Capacity building

In Institutional Capacity Building, ziziAfrique has incubated Future First and PAL Network equiping them with the necessary administrative and financial skills crucial for running an organization. After the incubation period these organization are currently independent.

Strengthening school administration and governance- UNICEF Shule Safi (December 2015)

UNICEF KCO partnerd with ziziAfrique to implement the Shule Safi Project (December 2015 – January 2017): This entailed developing an electronic grant management system and monitoring the effective use of resources to 200 schools in Turkana and Garissa County. One of the unintended outcomes was the promotion of leadership practices of school head teachers.

Outcome 1: ELECTRONIC FINANCIAL GRANT MANAGEMENT SYSTEM DEVELOPED

ULTIMATE OUTCOME	INTERMEDIATE OUTCOME	Status: January 2017	Rating
Electronic grant management system developed and used to transfer, track and capture all transactions.	Accounting structure established. (School I.D's allocated)	For effectiveness and accountability of the project, a code unique to each and every school was allocated to identify them.Project IDs have been allocated to all the 200 schools.	
	Financial templates designed.	Financial templates- (school accounting information sheet; school budget template; reporting template; funding request form; procurement form; cash acknowledge form and accountability form) was developed; reviewed and approved. All the schools have submitted the required forms for the first and second tranche of disbursement.	
	Operations Manual created (for school communities).	The project operational manual was developed. This was a general guide meant for the head teachers and the BoM to guide project implementation. It outlined the roles and responsibilities of the three key actors in the project: UNICEF, Zizi and the Implementing Schools. All School Head Teachers were trained on the operations manual and found it useful in managing and implementing the project.	
	Spot-check instrument developed(procurement; approval;)	The pre and post disbursement School Assessment forms developed. These were instruments that were used by ziziAfrique to ensure that schools met the requirements before being funded.	

	Training manual for field monitors developed.	The field assistants' manual was drafted, reviewed, finalized and printed for use by the field assistants. The field assistants were trained on the manual.	
	Automated system for transfer of funds developed	The M-pesa account was created, tested and used to pay the Field Assistants and Coordinators for the training and data collection purposes.	
	Physical and e-filing system for all paperwork established.	The physical and electronic e-filing of documents has been achieved. All schools have physical documentation and individual files. zizi is now in the process of collating the end of project reports from all schools.	

Outcome 2: CHECKS AND BALANCES IN THE DISBURSEMENTS OF GRANTS PROVIDED

ULTIMATE OUTCOME	intermediate outcome	Status: January 2017	Rating
Checks and balances in the disbursement of funds provided to minimize waste and enhance prudent usage.	A grant disbursement and balance tracking tool has been developed.	The disbursement and grant balance tracking form was developed. The tool was used for each school for the disbursement of the second tranche of funds.	
	MOU's developed (disbursement conditions; responsibilities of each party)	The MOUs between ziziAfrique and the school authority was signed by all the 200 project schools. The MOU outlined the duties and responsibilities of both ziziAfrique and the grant schools, the expectations of each party, and the conditions under which the grant is given and should be utilized.	
	First Tranche of Funds disbursed to grantee schools	All 200 project schools (130 in Turkana County and 70 in Garissa County) received the first tranche.	
	Second Tranche of funds disbursed to grantee schools	All 200 project schools (130 in Turkana County and 70 in Garissa County) received the second tranche.	
	First site visits made	The first site visits refers to the visits made by the field assistants to collect baseline data. First site visits was made to all the 200 schools by the field assistants.	
	Second site visits made	The second site visit refers to visits by the field coordinator to check on the progress before the	

		second disbursement of funds. This has been largely achieved in Turkana. All the 130 schools was visited at least once by the field coordinator in Turkana. In Garissa there have been challenges in hiring a dedicated field coordinator, with two attempts having failed.	
	Monthly disbursement reports generated and reviewed	These are the financial reports detailing how much has been received by the project schools and how they are using the grant. Reports for funds disbursed in August, September, October and December was shared.	

Outcome 3: THE EFFECTIVE AND EFFICIENT USE OF THE BSIIG MONITORED USING TECH-BASED SYSTEM

ULTIMATE OUTCOME	INTERMEDIATE OUTCOME	Status: January 2017	
A technology based monitoring system instituted to monitor the effective and efficient usage of the funds	Field assistants' selection criteria created/outlined Field team identified (starting from the Uwezo database). Suitable candidates to form the field team interviewed and recruited	The Field Assistants selection criteria was outlined. The FAs (or volunteers) came from the school areas which enabled the project to exploit the youthful resources from the area. ziziAfrique's vision that the young people/youth would offer unique potentials, enthusiasm, passion, determination and high level of commitment for the success of the project was successful.	
	Field team inducted on the project and trained on the data collection and monitoring aspects	25 FAs were inducted about the Shule Safi Project. In Garissa this was done from 27th to 30th January 2016 and in Turkana, it was done from 1st to 3rd March 2016. The training was successful and FAs were trained on data collection and monitoring.	
	Pilot visit to Garissa undertaken to test School Data Sheet.	The baseline school data sheet was piloted in Garissa in 3 schools. The schools included Garissa School for the Deaf, Bulla Noor Primary and Korakora Primary.	
	Baseline data from the field collected and submitted to the secretariat electronically	Electronic/ manual data collection was carried out in March 2016. Full data from 197 schools in both Garissa and Turkana was received: 67 from Garissa and 130 from Turkana. The final baseline report was shared with UNICEF and feedback received. Baseline data for 3 Schools in Garissa: Bula Mzuri	

		(Garissa); Ege Primary (Hulugho) and Nasiib Primary (Garissa) have not been collected. Zizi shall ensure that the baseline data is collected from these schools by February 2017.	
	Schools mapped	The geo Coordinates information was obtained for 169 schools. A graphical representation has been shared in the baseline report.	
	Quarterly meeting with UNICEF held	UNICEF and zizi had meetings every quarter. The end of project update meeting was held in January 2017. The minutes of the meeting was documented and shared with UNICEF. The group discussed pending activities to be completed by Feb 2017.	
	Monitoring visits undertaken by the sub-county Office (DEOs)	Zizi planned to engage the sub-county officers (DEOs) as they were more powerful/commanding to conduct 'second tier' monitoring visits to the schools. (The 1st levels being undertaken by the field assistants.). This was piloted using the Turkana Central SCD who was contracted to visit 67 schools. This did not take off as planned. The DEOs from Turkana Central; East and South were engaged at various levels to support the monitoring and have accompanied the field coordinator during the visits.	
	Spot Checks; Monitoring and Audit visits conducted.	Monitoring visits was conducted in 85 schools in Turkana and 25 schools in Garissa. The details are as follows:- • Spot checks was conducted in 12 schools in Turkana by zizi's MD in August 2016. There were no alarms raised and the schools recorded good progress in their projects. • Monitoring visits was conducted in all 130 schools in Turkana by the field coordinator and 10 schools in Garissa by the zizi Team. • Audit visits was conducted in 15 schools in Garissa; 10 schools in Turkana West and 33 Schools in Turkana central. The planned 5% check of schools was achieved. No audit queries were raised.	

Outcome 4: OPPORTUNITIES FOR LEARNING CREATED/FACILITATED

ULTIMATE OUTCOME	INTERMEDIATE OUTCOME	Status: January 2017	
Learning opportunities and exchange of ideas between grantee schools facilitated	Introductory meeting with DEOs from Garissa and Turkana held.	An introductory meeting was held at the Kenya Institute of Curriculum Development (KICD) with 14 DEOs: 7 from Garissa, (Garissa, Fafi, Balambala, Dadaab, Hulugho, Lagdera and Ijara sub-counties) and 7 from Turkana (Turkana central, Turkana south, Turkana East, Turkana West, Turkana North, Kibish and Loima sub-counties). This was an introductory meeting facilitated by UNICEF to introduce ziziAfrique to district teams. The DEOs set the guidelines for the project implementation: They all agreed that (a) project funds should be credited into the School Operational Account 2; (b) upon disbursement of funds the DEO should be alerted and (c) no money should be used until a meeting is held and approval is given.	
	Communication with SCDEs from Garissa and Turkana	The communications with the SCDs was higher during the project initiation phase, and indeed majority of them attended the head teachers training.

The plan was also to engage with the SCDs to support the monitoring of the projects. As a pilot, the SDE of Turkana Central was contracted to monitor 67 schools, but had only undertaken one tenth of the work. The approach was then changed to request the SCDs participation, and this worked out slightly better. The SDEs of Turkana South and Turkana East were actively engaged during the monitoring visits and accompanied the Field Coordinator during the visits. None the less, all SCD were informed about the project and monitoring visits, but direct engagement was limited, mostly because of other commitments. | |
| | Leaders' meeting to enhance peer exchange held | Project orientation and training workshops were held in Turkana and Garissa as follows: 5 workshops were held in Turkana: 2 in Turkana Central, 1 in Turkana South (Lokichar), 1 in Loima and one in Turkana West (Kakuma).

2 training workshops were held in Garissa for the Garissa Head teachers. | |
| | Peer learning forums facilitated | zizi is the process of documenting the leadership of 10 exemplary schools in Turkana County. The | |

		documentation team visited 12 schools in Turkana county and are in the process of collating the stories.	
	Virtual learning platform for field assistants created and utilized	A virtual learning platform through WhattsApp was created and is currently active. It is a platform to share the progress of the Project, share photos of before, during and progress of the project and ideas on project improvement. The group has been a great peer learning platform for sharing information and updates.	

Outcome 5: EVIDENCE-BASED DOCUMENTATION OF THE ROLL-OUT OF THE PROJECT

ULTIMATE OUTCOME	INTERMEDIATE OUTCOME	Status January 2017	
Roll out of the program documented	Field assistants trained on still photo shooting	25 field assistants trained on still photo shooting. This was done during the field induction training.	
	Visual documentation of the process done (this will capture the before, during and after).	UNICEF has shared the template for the documentation purposes. zizi has hired a communications intern to complete the visual documentation to capture the before, during and after stories. This will be completed by Feb 2017.	
	Project Activities Branded	All the schools have completed and branded the project with the UNICEF; Global Affairs Canada and Government of Kenya logo.	