



GENERATION FOR CHANGE & DEVELOPMENT

(GENCAD)

Project: Bridge Education Gaps for Orphaned and Vulnerable Girls
Mandera County, Kenya

Monitoring and Evaluation Report

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Acknowledgement

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Acronyms

List relevant acronyms and terms used by your project.

Acronym	Definition
GENCAD	GENERATION FOR CHANGE AND DEVELOPMENT
KCSE	KENYA CERTIFICATE OF SECONDARY EDUCATION
KCPE	KENYA CERTIFICATE OF PRIMARY EDUCATION

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1. Introduction

In April 2017, GENCAD carried out an internal evaluation of the Bridge Educational Gap for Orphaned and Vulnerable girls' Pilot project based in Elwak Town, Mandera County, Kenya. The project aimed to improve the standards of education in primary schools in Mandera County. Initially, the target beneficiary of this project was 100 orphaned and vulnerable girls at Elwak Girls Primary School. Due to high demand from other schools in the town and request from local leaders and education officials, a decision was reached to select beneficiaries from two schools. The two schools involved are Elwak Girls Primary and Al Uweis Primary School.

GENCAD's intervention activities started in Elwak in 2013 with a focus on orphaned and vulnerable girls to address existing gender inequities and at the same time provide support to the partner schools to widen the project's impact. The intervention delivered through this project had two components.

1. Service delivery.

In total 100 orphaned and vulnerable girls were selected by the selection committee consisting of GENCAD project coordinator and stakeholders. Under this component, the following activities were carried out.

- Remedial classes for Mathematics, English, and Kiswahili
- Provision of solar lanterns, school uniform, reading books and stationery
- Mentorship of the girls by local professionals.
- Parent sensitization workshops and support with monitoring of their children's progress.
- Assistance with assessment preparation

2. Infrastructure improvement support.

This component was implemented in only one of the participating schools, Elwak Girls Primary. Under this component, the following activities were carried out.

- Installation of electricity in the school.
- Renovation of a water tank and installation of a water pump in the school well.
- An establishment of an environmental club and planting of 50 trees in the school compound.

The evaluation exercise was carried out by GENCAD's Executive Director with the support of the project coordinator and Monitoring and Evaluation officer in April 2017, and the compilation of the report commenced in August 2017. The evaluation team were asked to assess the achievements of the project's outcomes and share significant lessons learnt with all the stakeholders and use it to improve project delivery and possible expansion. The period of the review is from May 2015 to May 2017.

1.1 Evaluation Purpose

The purpose of this evaluation exercise was to review the progress and future potential of the project and to draw recommendations that could be implemented to ensure the project's benefits are realized.

Specifically, the purpose of this review was to provide an objective assessment of whether the project objectives were met by carrying out the following assessment;

1. To assess the impact of remedial lessons on pupils' performance both in national and School-based examinations.
2. To assess the impact of solar lanterns/lamps on pupils reading habits and their performance in school.
3. To assess the impact of parents mentorship on pupils performance and school attendance.
4. To assess the impact of the project on wider school improvement if any.

1.2 Evaluation scope and focus.

The evaluation of this project was limited in scope due to financial constraints. Therefore the project evaluation focused mainly on the impact of the project on the primary beneficiaries, i.e., the orphaned and vulnerable girls and their parents. As such the wider impact of the project on participating schools was not assessed due to limited resources.

The evaluation has focused on the following area;

- The intervention lessons.
- Provisions of supplies such as school uniform and solar lamps.
- Parents and pupils mentorships.

1.3 GENCAD and Project Overview

1.3.1 Organization Background.

GENCAD was registered as a charity in the UK in 2006 and as an International NGO in Kenya in 2010. The charity's Headquarters are based in London in the UK. GENCAD's main directors and staff are or have been residents of Northern Kenya, giving the organisation a level of expertise and in-depth local experience that is uncommon in national and International NGO's. Our relationship with the beneficiary communities in Northern Kenya is central to our success. We take this relationship seriously and demonstrably by designing and implementing projects with and not for local communities. As a result, the very same community leaders that are typically wary of national and international development organisations have supported GENCAD's efforts with enthusiasm and sincerity. Because of beneficiary participation, our projects are designed to be sustainable and culturally appropriate.

Also, our projects have attracted a high level of volunteer participation on the part of village residents and decision-makers, and we have maintained cooperative relationships with a wide range of governmental and non-governmental organisations operating in the region. We use our limited resources strategically to either invigorate pre-existing development projects through lending new financial support and public interest or to start new projects in response to the needs of local communities.

Vision

GENCAD was established with the long-term goal of serving pastoralist communities in the Horn of Africa region.

Therefore GENCAD seeks to “envision a Horn of Africa region in which the poor and marginalised communities exercise their voice, craft their solutions and take ownership of their socio-economic development”.

To work towards this higher-level vision, GENCAD started its programmes in Northern Kenya more generally, and Mandera County in particular, because of the founders’ strong links and bond to this region.

Mission

GENCAD exists to support;

- Pastoralist communities living in Northern Kenya in overcoming perpetual marginalisation through economic, social and political empowerment. Our focus will be to provide educational opportunities for orphaned and vulnerable children especially girls, economic empowerment of women, minority groups and youth.
- Horn of Africa Diaspora communities in the UK generally, and those from Kenya and Somalia in particular, taking full advantage of existing opportunities in their adopted country and making positive contributions to their host community.

Values

The following core operating values influence the culture and public image of GENCAD as an efficient International Development charity serving pastoralist communities in Northern Kenya and Horn of Africa Diaspora communities living in the UK.

- Caring Attitude- GENCAD demonstrates a compassionate attitude by supporting orphans and vulnerable children, as well as adults to access education and other opportunities that will enable them to achieve their full potential.
- Building capacity - GENCAD will build the capacity of poverty-stricken communities in Northern Kenya so that they can overcome political and economic marginalization perpetuated by political leaders inside and outside the region.
- Advocacy - GENCAD will take every opportunity to challenge the status quo that exploits the community’s economic vulnerability and lack of opportunities to perpetuate tribal rivalry, which at times result in conflicts.
- Respectfulness - GENCAD will strive to ensure poor communities in northern Kenya are given the opportunity to play an instrumental role in addressing their underdevelopment.
- Partnerships- GENCAD will work with relevant partners and beneficiaries in a collaborative and respectful manner to address the beneficiaries’ needs and aspirations.
- Integrity and Accountability - GENCAD will always be fair to all and strive to adopt best

practices such as transparency and accountability, fairness and equality of opportunity.

- Value for money- GENCAD will ensure that its projects or the activities it undertakes represent sufficient value for money and ensure resources are efficiently utilised to support beneficiaries.
- Financial Sustainability- GENCAD believes its work as an advocate and service provider will be sustainable for many years to come. We will strive to deliver on our mission by ensuring that our choices are thoughtful and strategic and that we have enough financial resources to carry out our work.

1.3.2 Bridge Educational Gaps for Orphaned and Vulnerable Girls

This was a pilot project aimed at improving the educational standards in primary schools in Mandera County. The project is currently supporting 100 orphaned and vulnerable girls in two primary schools located in Elwak Sub-County, Kenya.

The project activities include;

- Supplementary education.
- Mentorship.
- Provision of resources such as solar lamps, school uniforms, books, and stationery.
- Renovation of classrooms.

We have also renovated classrooms, staff offices, water well and tank repairs, Installation of electricity and environmental regeneration through tree plantings.

Project Description and theory of Change

Improving education standards in general and increasing access to quality primary education for orphaned and vulnerable girls, in particular, has been the charity's priority. Lack of facilities, teaching and learning resources, shortages of qualified teachers and gender inequity has over the years increased gender gap in Mandera County. Also, high level of poverty (87.8% of Mandera population live below the poverty line), illiteracy and cultural attitudes towards girls education, have led to increasing gender gap at secondary school level due to low transition of girls to secondary school. This project aims to address this problem by providing a package of support for primary school girls to increase their performance in the national examination and thereby increase transition to secondary school. Most of the girls supported come from homes without electricity, appropriate furniture for study, parental support with homework and additional books. By providing such vital items in addition to the extra tuition, it's hoped that the girls' school attendance will increase and hence their performance in the national primary examination at the end of the year eight.

Goal:

To improve the educational standards in primary schools in Mandera County, Kenya.

Objectives:

1. To increase the number of parents who attend school meetings.
2. To increase the beneficiary girls' school attendance by at least 20%.
3. To improve the quality of displays in classrooms.
4. To increase the number of hours spent on revision by the beneficiary girls.
5. To increase the number of orphaned and vulnerable girls achieving the required minimum marks to join secondary schools at the end of year eight.

Outcomes

1. Improved attainment and achievement of 100 orphaned and vulnerable girls at Elwak Girls and Al- Uweis Primary school.
2. Improved parental/caregivers involvement in monitoring and supporting their children's education.

Activities:

The main components of this project are;

A) SERVICE DELIVERY AND INFRASTRUCTURE IMPROVEMENT

Under this component, the following activities were delivered.

(1). Remedial classes:

The pupils were provided six hours of tuition every week in Mathematics, English, and Kiswahili. The charity recruited experienced and qualified teachers from local primary schools in the town. The teachers were selected on the recommendation of the quality assurance officers in the Elwak sub-county based on their academic credentials, their performance in their respective schools and interviews to assess their motivation and drive. The intervention lessons were conducted on Saturdays each week. Also each pupil was issued with a set of class readers to support literacy work.

The pupils were given weekly homework, monthly and end of term assessments to monitor their progress. The results were shared with parents at the end of each term. Also, monthly meetings were conducted for parents whose children aren't attending intervention lessons regularly or not doing homework.

(2) Package of Support.

To support the remedial lessons and ensure the pupils achieve positive outcomes, the charity provided to all 100 girls the following items;

- Solar lamp
- School uniform
- Books and stationery
- Refreshments between lessons.
- Mentoring
- Provision of standardised tests and resources from successful schools in other parts of the country to support the teachers and the schools.

(3). Infrastructure Improvement.

The following activities were carried out;

- Installation of an electric water pump and renovation of an existing water tank to provide clean drinking water for the girls.

- Connected the school to the town's electricity supply and paid for the wiring and supply of bulbs for four classrooms, staffroom, and Head Teacher's office.
- Renovated Head Teachers' office
- 50 trees were planted, and the school's environmental club is actively involved in maintaining them as part of their extra-curricular activities.
- County Government of Mandera have also contributed to the physical infrastructure of the School, by constructing an additional classroom, improved the physical appearance of the existing classes by painting murals on all classrooms walls to stimulate learning and engage the pupils.

B) CAPACITY BUILDING AND EFFECTIVE COMMUNITY PARTICIPATION.

Initially, under this component, the project proposed to carry out three activities; Training of School Board of Management, Training of school administrators and training and mentoring of parents. However, due to limited funds raised, only the training and parents mentoring was delivered. These activities were carried out through a termly parent sensitization workshops during which parents are shown how to interpret their children's performance report cards. Each child was given a report card which shows their scores for monthly continuous assessment tests.

2. Evaluation Methodology

2.1 Evaluation plan.

The project evaluation was carried out in April 2017 and was undertaken by GENCAD's Executive Director with the support of the project coordinator and Monitoring and Evaluation officer, and the compilation of the report commenced in August 2017.

The evaluation began early April 2017 with a visit to GENCAD's field office (April 1st - April 2nd) to review data and plan for activities to be undertaken during the one-week period allocated for evaluation. This was followed by a visit to the school and meeting with the school administrators (April 3rd), a meeting with teachers and students (April 4th) and finally collation and recording of data on the final day of the visit (April 5th).

2.2. Evaluation questions.

The evaluation team was asked to answer the following questions based on the project objectives.

1. Have the remedial lessons led to improved pupils' performance in both end term tests and the end of year eight Kenya Certificate of Primary Examinations (KCPE)?
2. Did the provision of solar lamps have an impact on pupils' study habits?
3. What impact did parental mentorship have on pupils' performance and school attendance?
4. What impact did the project have on the broader school performance if any?

2.3. Research Method and data collection.

The method used during the internal evaluation included the following;

1. Visit GENCAD's field office and meeting with the staff to review internal documents such as field report, the records of items provided to the girls such as solar lamps, uniform, books and school performance data collected by the staff and any other relevant information.
2. Visit the school to meet the school managers, intervention teachers, and students. The purpose of the visit is to verify results data, see the condition of the classrooms and the donated books, look at the schools' stock book and meet students.
3. Meet parent representatives and school board of management.

3. Findings and Results

3.1 Relevance and Programme design.

GENCAD's Bridge Educational Gaps for Orphaned and vulnerable girls' project has been found to be very relevant as it addresses a critical educational need of already disadvantaged girls in a marginal region in the country. Many of the stakeholders including the school board of management and parents have expressed their appreciation for the package of support provided to the beneficiary girls, and have shown their hope that the project continues beyond the two-year pilot phase and increase the number beneficiary girls.

Both targeted schools are located in a deprived location, and hence the majority of the pupils who attend the two schools come from homes lacking necessary facilities such as tables, chairs and most importantly electricity. High level of illiteracy coupled with extreme poverty meant that the girls lacked material and personal support with their studies. They used kerosene lamp for study and often sat on a mat on the floor. Beyond ensuring the girls attend school and providing the basics such as food and rudimentary shelter, the parents couldn't help their children with homework or pay for extra tuition for them. As such the project's package of support was meant to address this problem. The girls received solar lamps, school uniform, books and stationery and tuition in the three key subjects of Mathematics, English, and Kiswahili.

3.2 Impact and Results

The project's outcomes and impact presented in this report are based on data for 2015 and 2016 Kenya Certificate of Primary Education (KCPE) exam results, termly and continuous assessment tests, lesson observation data and focus group discussion, teachers, parents and pupils at both schools.

Although the results could be generalised for other non-intervention subjects, because of improved schools' average score, the findings presented in this report will concentrate solely on the three critical subjects of Mathematics, English, and Kiswahili.

Results

The team obtained 2015 and 2016 exam results for the two schools from GENCAD's field office and analysed it. The following data was used to assess whether the stated project outcomes were achieved.

- The results of the 108 pupils who completed Primary education in 2015 (72 at Elwak Girls Primary) and 2016 (36 at Elwak Girls and Al-Uweis Primary schools).

- Interviewed 20 randomly selected pupils from each school and their responses analysed.
- Focus Group discussion with 20 randomly selected parents conducted and their qualitative responses recorded and analysed.
- School visitors' book and parents-school meeting records were analysed.
- General school attendance and intervention girls school attendance and attendance to intervention lessons were analysed.

Project Outcomes.

1. Improved attainment and achievement of 100 orphaned and vulnerable girls at Elwak Girls and Al- Uweis Primary school.

The following indicators were selected to measure this outcome.

- # and % of pupils passing Kenya Certificate of Primary Education (KCPE)
- # and % of supported children showing improved performance on internal tests and exams.
- # and % of supported children that have to repeat a year due to poor performance in school exams.
- # and % of supported children who report that solar lanterns have helped them with their studies at home.
- # of supported children who report an increase in the number of books read over the course of a term.

Findings:

First Academic Year (2015)

1. Out of 72 girls who sat KCPE, 70 proceeded to secondary school which is a 97% transition rate.
2. No student repeated a year.
3. Pupils performance in the three subjects showed consistent improvement for the majority of the pupils:
 - In Maths; 22 pupils improved by between 5- 10%, 20 pupils improved by between 10% -17%, 30 pupils by between 18- 20%.
 - In English; 38 pupils improved by between 5- 10%, 24 pupils improved by between 10% -17%, 10 pupils by between 18- 20%.
 - In Kiswahili; 42 pupils improved by between 5- 10%, 18 pupils improved by between 10% -17%, 12 pupils by between 18- 20%.
4. Analysis of results of the FGD held during this academic year with 20 pupils showed the following;
 - All of them (100%) said solar lamp significantly helped them with their studies.
 - When asked what impact access to solar lamp had on their tests results; 75% of pupils said they would have scored lower marks, 15% said they couldn't tell and 10% said it would not make a difference.
 - Regarding books read; 15 pupils said they read at least three books a term, four said they read at two books a term and one pupil couldn't remember how many books she read. Overall, 95% of the girls interviewed read at least two books which is a significant improvement.
5. School attendance data for the intervention pupils was also looked at during evaluation exercise. The data for the whole school was not readily available. As for the intervention

pupils, the impact of intervention lessons and mentorship that was offered had a noticeable effect on pupils' attendance. The data showed that during 2015 academic year, out of 108 pupils in the two schools, 96 of them made at least 5% improvement in their attendance and 12 pupils made 22% improvement in their attendance.

Second Academic Year (2016)

1. Out of 36 who sat KCPE, all proceeded to secondary school which is a 100% transition, and eight pupils secured full scholarship through GENCAD.
2. No student repeated a year.
3. Tests score performance for the three subjects consistently improved for the majority of the pupils:
 - In Maths; 7 pupils improved by between 5- 10%, 11 pupils improved by between 10% -17%, 18 pupils by between 18- 20%.
 - In English; 6 pupils improved by between 5- 10%, 13 pupils improved by between 10% -17%, 17 pupils by between 18- 20%.
 - In Kiswahili; 13 pupils improved by between 5- 10%, 12 pupils improved by between 10% -17%, 11 pupils by between 18- 20%.
4. Analysis of the results of FGD held during this academic year with 20 pupils showed the following;
 - All of them (100%) said solar lamp significantly helped them with their studies.
 - When asked what impact access to solar lamp had on their tests results; 85% of pupils said they would have scored lower marks, 10% said they couldn't tell, and 5% said it would not make a difference.
 - Regarding books read; 17 pupils said they read at least three books a term, 3 pupils said they read at least two books a term, and none of the pupils said they couldn't remember. 100% of the girls interviewed read at least two books which is a significant improvement from the previous year.
6. School attendance data showed a continuous improvement for the remaining students during this academic year. The data showed that out of the remaining 36 pupils, 26 of them made 19.5% improvement while the remaining 10 made on average 15% improvement. This showed that the package of support provided had a positive impact on students' attendance.

2. Improved parental/caregivers' involvement in monitoring and supporting their children's education

The following indicators were selected to measure this outcome.

- # and % of Parents or Caregivers who monitor and support children's learning at home.
- # and % parents and caregivers who attend parent- teachers meeting.
- # and % of Parents or Caregivers who have attended mentoring sessions.

Findings

First Academic Year (2015)

Each term, intervention teachers, and the project coordinator meets parents to discuss their children's progress, and also organise parent sensitization workshop during which monitoring strategies are shared with them so that they have the confidence and knowledge on what is going on in their children's schools and the intervention classes. During 2015 academic year, a total of parents and caregivers were invited to parents-teachers meetings and parent sensitization workshops. A total of two parents-teachers meetings were conducted and two sensitization workshop.

Attendance of meetings and workshops.

	Invited	Attended	%
1 st Workshop	100	100	100
1 st Parent-Teacher meeting	100	88	88
2 nd Parent-Teacher meeting	100	95	95
2 nd Workshop	100	80	80
AVG Parent-Teacher Attendance			91.5
AVG workshop attendance			90

During parents-teachers meeting, each parent was asked to complete a simple questionnaire with the help of project coordinator and volunteers. The purpose was to assess the impact of mentoring and parent-teacher consultations on parents engagement with their children's school and also their ability to monitor their learning at school and home. This was done during the second workshop.

The 80 parents who attended the workshop and completed the questionnaire were asked the following questions.

- a) How often do you check your daughter's school books?
 - 60% said at least twice a month
 - 25% at least once a month
 - 10% more than two a month and
 - 5% said they don't remember.
- b). Do you know how well your daughter is doing in school?
 - 83.75% said they did.
 - 16.25% said they don't.

Second Academic Year (2016)

Attendance of meetings and workshops.

	Invited	Attended	%
1 st Workshop	36	35	97.2
1 st Parent-Teacher meeting	36	36	100
2 nd Parent-Teacher meeting	36	35	97.2

2 nd Workshop	36	36	100
AVG Parent-Teacher Attendance			98.6
AVG workshop attendance			98.6

During parents-teachers meeting, each parent was asked to complete a simple questionnaire with the help of project coordinator and volunteers. The purpose was to assess the impact of mentoring and parent-teacher consultations on parents engagement with their children's school and also their ability to monitor their learning at school and home. This was done during the second workshop.

The 36 parents who attended the workshop and completed the questionnaire were asked the following questions.

- a). How often do you check your daughter's school books?
 - 69.4% said at least twice a month
 - 25.2% at least once a month
 - 2.7% more than two a month and
 - 2.7% said they don't remember.
- b). Do you know how well your daughter is doing in school?
 - 94.4% said they did.
 - 5.6% said they don't.

4.0. Conclusions and Recommendations

4.1 Conclusions

From the above analysis, it's clear the project has had a positive impact on the educational attainment and achievement of the participating girls and by extension the two schools involved. This was despite the many challenges faced during project implementation period. The past three years, Mandera County experienced episodes of violence emanating from across the border in Somalia. Al-Shabaab Terror group targeted professionals working in the county on the basis of their faith. Many teachers and medical professionals lost their lives while traveling to and from their workstation in Mandera and the wider northern region. These lead too many teachers to leave their post for fear of their lives. The impact was felt across all public sector schools. Many experienced and highly qualified teachers failed to report to their schools forcing public schools to employ unqualified teachers. Despite the challenges faced, the project was completed.

The project attracted many volunteers both highly skilled and general volunteers who helped with event fundraising. The local community also appreciated the service delivered through this project and as a result In-kind donations such as free use of meeting rooms, classrooms for lessons and subsidised transport were offered. Thus the project provided excellent value for money, and with adjustment and more resources, it can be scaled up to cover more schools. Already, the charity has secured a partnership with Bookaid International which has provided 2200 books to be used in the local libraries and mini-libraries in the beneficiary schools.

The team is of the opinion that, despite limitation posed by insecurity and limited resources, overall the stated objectives and outcomes have been met. There is, however, the need to carry out further visits to the schools and assess whether the schools continue with targeted intervention and closely monitor pupils involved as a standard practice. The sustainability of the project activities will be crucial for the charity.

4.2 Recommendations

The team recommends the following;

1. Work with the schools to improve record keeping at the school especially historical records of pupils' performance in an easily accessible format.
2. There is a need to consider intervention for lower classes instead of upper classes. Building the foundation for children is critical, and therefore GENCAD should focus on standard one, two and three rather than upper classes.
3. The schools should be encouraged to include in their academic calendar parents and price giving days rather than on ad hoc basis as is currently the case. This will enable the schools to plan accordingly and for parents to make arrangements to attend.
4. Most classrooms don't have display boards, and the existing ones have not been adequately and creatively utilised to enhance learning. There is a need for the schools to be proactive and generate with the help of pupils display materials that could aid pupils learning.
5. GENCAD should approach the sub-county education officials and the primary schools' managers to develop school leavers' destinations tracking system. This will provide data on girls who continue to complete secondary education and pursue further education courses and those who might drop out. At the moment school managers have no systems in place to track their former pupils' education journeys. This is not surprising since even the Education Authorities representing the County and National government don't have such a system.
6. There is a need for an improvement in the frequency and quality of the charity's communication with its supporters and share widely the impact of the project both on the website and other social media channels to showcase the projects progress. The charity should train the field staff on social media, recording stories of beneficiaries and taking quality pictures and videos to share with supporters.
7. An improvement on data collection especially on indirect project benefits. The provision of solar lamps was intended to help girls study at night. However, it's understood the solar lamps were also used by the family as a source of lights. Benefits such as reduced family expenditure on kerosene should have been captured.

Funders and Supporters

The funding for this project came from a number of sources. The main funders are;

- GlobalGiving Foundation
- Waterloo foundation
- Red Sea Resorts
- Staff of Dentsu Media Network
- Kenyan Diaspora Community in the UK

The charity is grateful to all its supporters.

These are some of the images from the project:



Technician Installing Electricity



Tea break after lessons





Pupils receiving books, solar lamps and uniform





Lesson in progress



Project launch – Bridge Education and Micro-credit.



Parent consultative meeting



