

Terms of Reference: End line study and final evaluation of Jielimishe Girls Education Challenge project implemented by I Choose Life - Africa and SoS Children's Villages Kenya

1. I Choose Life - Africa background

I Choose Life – Africa (ICL) is a local youth-focused organization that has for the last 16 years supported the Government of Kenya (GoK) in implementing evidence-based adolescent and youth programs across 26 counties in Kenya. ICL has primarily focused on implementing holistic and sustainable development programs in four pillars: Health, Economic Empowerment, Education, Leadership, Governance, and Institutional Strengthening. To ensure maximum impact, ICL utilizes a multi-sectoral approach (Quadra Helix), which brings together the government, private sector, academia, and civil society to foster innovative and sustainable transformation in communities.

ICL was legally registered in Kenya in 2004 as a non-profit organization covering the entire country. It is one of the leading Non-Governmental Organizations (NGOs) that has contributed significantly to socioeconomic development among different segments of the population across communities in Kenya. The organization has programs in over 234 learning institutions across 26 counties in Kenya that reaches over 1 million youth annually with a variety of services. In order to ensure maximum impact, ICL utilizes a multi-sectoral approach, the Quadra Helix development approach (which brings together the Government, Private sector, Academia, and Civil society) to foster innovative and sustainable transformation in the communities. Over the years, ICL has transformed the lives of over 1,270,357 adolescents and youth across 26 counties. ICL recognizes the critical role of the youth in realizing the Sustainable Development Goals. Our vision is **Healthy Africa, Empowered People!** While our Mission is **to improve the life opportunities of youth aged 10-24 through strategic empowerment for sustainable development.**

ICL shares in the Education 2030 agenda that pledges to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” Achieving inclusive, quality and relevant education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. ICL asserts over 10 years’ experience implementing high impact interventions towards inclusive and equitable quality education. Its education model is grounded on improving conditions for learning, environment for learning, teaching & learning and leadership of learning. The model adopts an integrated intervention approach that seeks to empower the learner, his/her school and the community to comprehensively address all barriers of educational marginalization.

2. Background of the Girls' Education Challenge (GEC)

2.1 The Girls' Education Challenge (GEC) was launched by the UK's then Department for International Development in 2012 as a 12-year year commitment to reach the most marginalised girls in the world and is the largest global fund dedicated to girls' education. The UK is committed to ensuring millions of girls in some of the poorest countries, including girls who have disabilities or are at risk of being left behind, receive a quality education.

2.2 The first phase of the GEC (2012 - 2017) directly provided quality education for over a million marginalised girls. The GEC is now in its second phase (2017-2025), with up to 41 projects in 17 countries. The second phase is enabling existing GEC beneficiary girls to complete primary school, transition to secondary education, and progress on to technical vocational training or employment. Within the second phase, a second cohort of girls are also being supported through

the Leave No Girl Behind funding window, which consists of interventions for highly marginalised, adolescent girls who are out of school - either because they have never attended school or have dropped out without gaining a basic education.¹

- 2.3 Globally, 31 million primary age girls have never been to school². The majority of these girls come from the poorest and most marginalised communities in the most disadvantaged locations, ethnic groups etc.³ Over the last 20 years primary enrolments for girls have improved along with boys but completion rates are equally low for both sexes. At the secondary level the differences between boys' and girls' participation rates really start to show. Significant disparities exist within countries, with the poorest girls from rural areas most severely subject to educational disadvantage - even at the primary level⁴.
- 2.4 The GEC is helping the world's poorest girls improve their lives through education and supporting better ways of getting girls in school and ensuring they receive a quality of education to transform their future.
- 2.5 The GEC comprises a diverse set of projects that aim to promote sustainable approaches to learning and transition for marginalised girls, in a wide range of countries and contexts. It is one of the most significant sources of data and expertise in girls' education in a single programme globally and offers significant opportunities for understanding what works and how to structure and design education projects for marginalised girls in the most challenging and poorest countries.
- 2.6 The Girls' Education Challenge is managed on behalf of the UK's Foreign, Commonwealth and Development Office (FCDO) by PwC and Cambridge Education, in alliance with Social Development Direct, Nathan Associates and Shan Globe and is collectively referred to as the Fund Manager (FM). The FM manages the relationships with the selected projects and provides guidance to support their Monitoring, Evaluation, and Learning operations.

3. Project Background / Context

I Choose Life - Africa (ICL) in partnership with SOS Children's Villages Kenya, is implementing Girls' Education Challenge Transition Project (GEC T) currently in its second phase. The first phase ran between April 2012 to March 2017 with a focus on improving enrolment, attendance, and learning among **10,170** marginalized girls. The Second phase which is a five-year project commenced in April 2017 and will run till March 2022. The target beneficiaries are girls from marginalized communities in Laikipia, Meru and Mombasa Counties. Building on the lessons learnt from Jielimisha GEC 1, the overall goal of GEC T is to improve the life chances of **10,123** marginalized girls (**2,390 in primary school and 7,730 in secondary school**) using a holistic and integrated intervention approach to complete a full cycle of education, transition to the next level and demonstrate learning. Besides targeting girls as direct beneficiaries, the project also reaches out to a total of **6,980 boys (3,190 boys in primary and 3,790 in secondary schools)**.

Following the rich experience and vast understanding of the contextual barriers behind educational marginalisation for these girls, the potential that exists amongst them and their communities, JGEC project put forth a design that sought to empower the girl, her community, and her learning environment, with gender equality and social inclusion at the core to ensure differentiated and

¹ <https://girlseducationchallenge.org/#/>

² United Nations, 2015. *The World's Women 2015: Trends and Statistics*. New York: United Nations, Department of Economic and Social Affairs, Statistics Division. Sales No. E.15.XVII.8.

³ Idem

⁴ Idem

targeted programming. The project put forth strategic and targeted interventions aimed at addressing educational and learning barriers as well as enabling the girls achieve even more.

In its endeavour to improve life chances for these girls, the project aimed at achieving three key outcomes: 10,123 marginalised Girls supported by GEC with improved Learning (where learning is defined as acquisition of relevant literacy and numeracy skills); 10,123 Marginalised girls transitioning through key Education Pathways; and enhanced sustainability in the quality of learning and transition in key education pathways.

The main contextual factors that influenced the project design included:

- 3.1.1 Low The prevalent Gender inequalities in the three communities that marginalise girls educationally.
- 3.1.2 Low household income that render caregivers unable to support girls to learn and transition through different pathways.
- 3.1.3 Limited community responsiveness and support for girls.
- 3.1.4 Limited men involvement in girls' education coupled with low value of girls education.
- 3.1.5 Boda boda riders menace of contributing to girls' school drop-out due to pregnancies.
- 3.1.6 Inadequate teaching approaches that are teacher and content centered.
- 3.1.7 Fewer secondary schools to accommodate the high numbers transitioning from primary as the current secondary schools can only accommodate up to 80%, thus 20% miss secondary school opportunities.
- 3.1.8 Low value of TVET education thus caregivers unwilling to support girls to access TVET education as a key pathway; and last but not least.
- 3.1.9 The distances to and from schools that affect girls' willingness to extend their reading time in the evening, thus opt to go home early as boys remain behind to study.

Summary of Project Outcomes, Intermediate outcomes and outputs

Project Outcomes

In its endeavour to improve life chances for the marginalised girls and boys, the project aimed at achieving three key outcomes:

- 3.2.1 10,123 marginalised Girls supported by GEC with **improved Learning**.
- 3.2.2 10,123 Marginalised **girls transitioning** through key Education Pathways; and
- 3.2.3 Enhanced **sustainability** in the quality of learning and transition in key education pathways.

Project Intermediate Outcomes

The five key project pre-conditions, otherwise referred to as Intermediate Outcomes, to achieving the three (3) outcomes are:

- 3.3.1 Improved quality of teaching among teachers for enhanced curriculum Delivery.
- 3.3.2 Improved attendance for 10,123 marginalised girls supported by GEC.
- 3.3.3 Improved motivation of 10,123 marginalised girls to transition through key pathways.
- 3.3.4 Improved Community support to girls' education and transitioning through different pathways
- 3.3.5 Improved education management, governance and accountability for sustainable quality teaching and learning.

Project Outputs

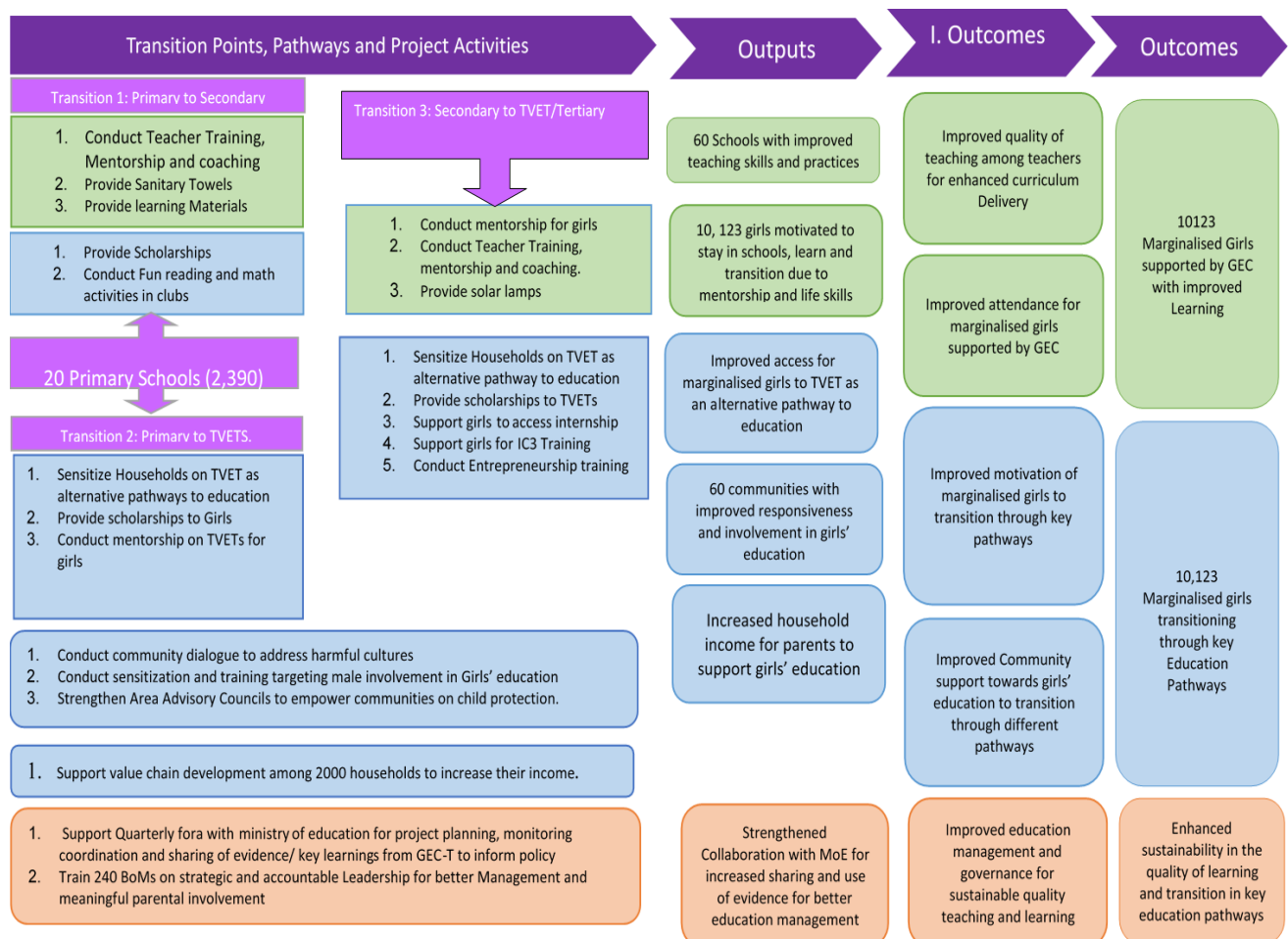
To achieve the outlined intermediate outcomes the project put forth 6 key outputs as enlisted:

- 3.4.1 60 Schools with improved teaching skills and practices
- 3.4.2 10, 123 girls motivated to stay in schools, learn and transition due to mentorship and life skills.
- 3.4.3 Improved access for marginalised girls to TVET as an alternative pathway to education

- 3.4.4 60 communities with improved responsiveness and involvement in girls' education
- 3.4.5 Increased household income for parents to support girls' education.
- 3.4.6 Strengthened Collaboration with MoE for increased sharing and use of evidence for better education management.

4. Theory of change

Jielimishe GEC-T's design is based on a Theory of Change (ToC) that outlines the key pathways, linkages, and assumptions of how the desired change will be achieved. The ToC is established on the understanding of the contextual barriers affecting transition of girls in the three select counties. The ToC is hinged on three key desired endings; Girls retained in school and complete a full cycle of education and demonstrate improved learning; girls successfully transition through the three key transition points and finally sustainability of the quality of teaching and transitioning through key education pathways. To achieve the three outcomes the ToC put forth 5 key pre-conditions referred to as intermediate outcomes; ranging from improved attendance, improved quality of teaching; improved girls' motivation; improved community practices and improved education governance. To achieve the intermediate outcomes, six (6) key outputs were put forth each with its own transition point specific interventions. Key interventions were proposed to facilitate quality learning and transitioning of girls through key education pathways. These activities borrowed from lessons learnt from the first phase of the project and contextual understanding following a formative assessment exercise conducted early in 2017. Project evaluations would then serve to test this ToC.



Assumptions in the theory of change

The project's theory of change is based on 13 critical assumptions that build into the logical framework. It follows that concerted effort (externally catalyzed) has opportunities in unleashing internal capacity for the girls and the significant adults to deliberately invest in girls' education by refocusing effort and redirecting resources that ensure more opportunities for the marginalized girls. To this end, external catalysts (externally driven interventions) can create awareness; equip communities and schools with appropriate tools and knowledge resulting in shift in attitudes with communities and schools refocusing effort to increase the life chances of marginalized girls. The proposed ToC assumes that:

- 4.1 Improved teaching skills and practices and ICT integration will lead to improvement in Literacy and Numeracy.
- 4.2 Change in attitude by the community members will directly translate into change in Practice.
- 4.3 Mentorship and club activities has a correlation to girls' performance.
- 4.4 Sensitization of girls, boys and the community on girls' education will lead to improved acceptance of TVET as a key pathway in education.
- 4.5 With increased household income, caregivers will prioritize support for education in their budgeting/resource allocation.
- 4.6 The community will be responsive in addressing the gendered harmful norms within the timeframe of the project.
- 4.7 With the targeted mentorship and life skills interventions, girls will be motivated to transition through the key transition points.
- 4.8 Mentorship will yield self confidence among girls to enhance their participation and interaction in school.
- 4.9 Sharing of evidence with MoE will lead to enhanced sustainability in the quality of learning.
- 4.10 Parental involvement will lead to sustainable quality learning.
- 4.11 By strengthening collaboration with MoE in GEC Counties, quality learning and transition will be sustained.
- 4.12 The holistic approach to implementation will address the barriers to transition.
- 4.13 By 2020 the project will have interventions in secondary schools across the three counties but will only have interventions in primary school in Meru and Laikipia Counties.

As response to COVID-19, the project adapted its design as part of its medium-term response plan (MTRP). In these twelve (12) months medium term response plan, between March 2020 to March 2021, focus shifted from six (6) outputs to three (3) MTRP outputs namely: 8,640 girls accessing quality learning through home based learning solutions (Radio, Community based cells, online); 8,640 girls becoming resilient as a result of accessing social protection, mentorship and safety; 4,500 Communities members who have become responsive and supportive of girls' education

As such a medium-term response plan output framework was developed outlining two sets of indicators: output indicators of delivery and output indicators of effectiveness. During this MTRP period the output framework indicators replaced the original log frame indicators. Both the approved original log frame and output framework have been annexed to this ToR.

5. Project approach in more detail

The project adopted an integrated approach focusing on the Girl, her Community, and her school. The intervention desires a **girl** with relevant cognitive (literacy and numeracy skills) and non-cognitive (transferable or life skills) skills to enable her stay in school and transition through key pathways. Interventions for the girl include among others mentorship, Life skills training, provision of learning materials, scholastic support and remedial learning.

A key intervention aimed at inspiring the girl is mentorship. Mentorship is delivered using the cascading model, Empower 10 reach 100! Where every student mentored is expected and supported to mentor 10 peers. The peer mentorship is guided and monitored by the guidance and counselling teachers.

Mentors are drawn from diverse fields to complement each other based on age, experience, and exposure to meet the diverse need of the target beneficiaries.

- 5.1.1 University mentors- These are trained university students who are engaged to mentor and inspire learners.
- 5.1.2 Alumni mentors - The project works with schools to identify their alumni who come back to mentor and inspire their learners.
- 5.1.3 Guiding and Counselling teachers - the project works with the school administration to build the capacity of the G&C teachers to coordinate and conduct the mentorship sessions in schools.
- 5.1.4 Corporate mentors - corporates are engaged to second their staff as career mentors.
- 5.1.5 Peer mentors - students that have been identified and trained to mentor their peers on various issues, mainly delivered through in-school families. This is guided and monitored by the G&C teachers.
- 5.1.6 Village based cells mentorship - This was an adaptation during the COVID 19 school breaks where the learners gathered in small groups in the villages for mentorship, conducted by community leaders, project staff and teachers.

Mentorship thematic areas include;

- 5.2.1 Life skills for personal social development
- 5.2.2 Values and Citizenship
- 5.2.3 Child Protection, Safety, Care and Rights
- 5.2.4 Career Guidance
- 5.2.5 Role Modelling
- 5.2.6 Community Service Learning
- 5.2.7 Human Sexuality
- 5.2.8 Financial and Non-Financial Literacy
- 5.2.9 ICT in Learning/ Social Media Safety

Other interventions include working with literacy and numeracy teachers to conduct remedial teaching and establishment of collaborative learning clubs for peer learning.

At the **community level**, the project envisages improved attitude and practices. It requires a community that is responsive and supportive of their girls including their pursuit of education. Responsiveness translates to abolition of cultural practices that are restrictive to girls, positive attitude to girls' and their education, supporting education costs for girls and protecting them from exposure to abuse or exploitation. Interventions include community conversation and dialogue, economic empowerment and strengthening of local child protection structures. The main approach here is use of ambassadors of change who are community resource people carefully enrolled from the community

trained by the project to enhance their capacity and then deployed to lead in community conversations and/or dialogues meant to identify and solve marginalization barriers.

At the **school level**, the project focuses on strengthening the capacity of school management towards making schools conducive to motivate girls to attend, stay and learn; building the capacity of literacy and numeracy teachers through training, coaching and mentorship to improve their skills and practices in teaching. The main delivery approach is working with Ministry of Education and Teachers' Service Commission to improve the learning conditions. And the main interventions are teacher training, teacher coaching and mentorship, remedial teaching, and gender responsive pedagogy training.

The project adopts collaboration, learning and adaptation approach, where it targets to work with local existing structures, build the capacity of stakeholders and beneficiary population and adjust activities based on learnings to effectively address marginalization barriers.

Project interventions are included in Annex A: Project design and intervention.

6. Project beneficiaries

The project has two categories of beneficiaries: Direct and indirect. Direct beneficiaries are the 10,123 marginalized girls who are the primary target for the project interventions. Boys and other girls outside the target grades form the indirect beneficiaries. Among the direct beneficiaries are different sub-groups. These include:

- 6.1 Girls who are orphans: Single or double orphans.
- 6.2 Girls living in female headed households.
- 6.3 Young Mothers: these are girls with babies.
- 6.4 Girls with disability: girls with different impairments: visual, hearing, physical etc.
- 6.5 Girls from poor households: going without food, unable to raise school fees etc.

These sub-groups present diverse and specific barriers to girls' access of learning, decision making, participation among other attributes.

The project has worked with the same cohort of girls from 2013 (GEC phase 1) when they were in grade 4. As at 2021 the total direct beneficiaries number dropped from 10,123 to 8,640 with the last cohort of girls, who were in grade 4, being in Form 1. Of these number 5,302 are from Mombasa, 1,568 in Laikipia and 1,770 in Meru.

The project mapped four key transition points for the girls. These include primary to secondary, secondary to University, secondary to Technical Vocation Education and Training (TVET) and Primary to TVET. The project was open to transition to productive work for mature girls.

7. Approach during the COVID-19 pandemic

COVID-19 hit the Country just like many countries in the world. The pandemic put pressure on the country's economy, health system, education and even the society. The scale and severity of the impact of COVID-19 on education systems and on children's learning and wellbeing became a crisis. Schools in Kenya were closed for 9 months, between March and December 2020. This truly was a global crisis which prevented children in every country from enjoying their right to quality, safe and inclusive education.

The implementation environment had changed and therefore disrupted the original delivery plan. Teaching and learning activities in schools stalled since learners were sent home. These included teacher training and coaching, remedial teaching, collaborative learning, mentorship and ICT

integration in teaching and learning. Activities whose delivery depended on mass gatherings were cancelled. These included school and community based trainings and community conversation. The fear of vulnerable groups being pushed out of education permanently was also a reality. The sub groups at risk were young mothers, girls from poor households and orphan girls who were feared would end up venturing into casual work for a livelihood. Girls with disability were vulnerable too. The project reckoned they needed to be engaged throughout the 9 months while at home to ensure they returned to schools once they re-opened.

The project was forced to adapt its interventions or delivery strategies, with the aim of achieving the original objective. The project resorted to remote delivery which included adoption of digital or online solutions. Learning, mentorship, teacher training, monitoring were all modified to adopt remote approaches to delivery. Community based trainings, community conversation and mentorship were all adapted to remote engagement and later on delivered at household level, and in small group gatherings at community level, while observing MoH protocols for gatherings. The project also adopted remote monitoring and support supervision following a shift from physical monitoring due to COVID -19 prevention protocols.

All these activities were adapted and their implementation strategy amended to ensure learners continued learning and were safeguarded. New activities were conceptualized as response to the COVID-19 situation with the aim of supporting the beneficiaries to cope with the pandemic. For instance cash transfer was accorded to vulnerable families, hand washing points, soaps and hand sanitizers to protect beneficiaries from covid-19.

8. Purpose / objectives of the evaluation

The project is seeking to procure the services of an independent external evaluator to conduct a mixed-method, gender-sensitive end line study and final evaluation of the project that is inclusive of persons with disabilities. The objectives of the evaluation are:

- 8.1.1 To provide a robust measurement of the project's results against the intended intermediate outcomes and outcomes, in particular Mentorship, Economic empowerment and Teacher coaching.
- 8.1.2 To understand the extent to which the projects objectives and design of mentorship were valid and how they responded to the needs and priorities of intended beneficiaries.
- 8.1.3 To understand the extent to which mentorship was consistent with and complimentary with other interventions and policies.
- 8.1.4 To understand the level to which Mentorship, economic empowerment and teacher coaching contributed to the generation of significant higher-level effects (social, environmental and economic outcomes).
- 8.1.5 To understand how and how well the project included and supported marginalised/vulnerable groups, including children living with disability, (specifically, capture changes in safeguarding, inclusion and gender-sensitive practices) and has contributed to increasing equality and equity between boys and girls, men and women.
- 8.1.6 To describe and assess the extent which the net benefits of Mentorship, economic empowerment and teacher coaching will continue after the project ends.
- 8.1.7 To draw lessons from the process, design, implementation, successes and failures of the project and support with the dissemination of evaluation findings and lessons from the project.

The findings from the evaluation will primarily be used:

- 8.2.1 by the project management team, project partners and stakeholders to understand the impact of the project during its lifetime.

- 8.2.2 by the project management team to leverage additional resources from existing and new partners and stakeholders to scale-up and sustain the activities /benefits delivered by the project.
- 8.2.3 by the community, partners, and the Government to inform their own support to beneficiaries and to support systemic change.
- 8.2.4 to demonstrate accountability for the funding received to FCDO, other UK Government Departments, UK taxpayers, UK media.
- 8.2.5 by the Fund Manager to feed into and identify insights in order to inform programme level questions; and
- 8.2.6 by other donors, academic institutions and education networks to inform the wider policy debates concerning the education and successful transition of marginalised girls.

9. Evaluation questions

The evaluation should include findings and recommendations based on the OECD DAC evaluation criteria⁵ listed below. The evaluation questions have been set collaboratively by the project and the GEC Fund Manager, but there will be an opportunity for them to be further refined during the inception phase of the evaluation.

Note to External Evaluator: *All the results are to be measured across all the subgroups i. e, Girls with disabilities, total orphans, partial orphans and young mothers (see Section 4 on beneficiaries)*

Evaluation criteria	Main evaluation questions and related sub-questions (please note that although we have unpacked these evaluation criteria areas, they may be cross-cutting across the various evaluation key targets. On evaluation questions we will ensure to address all the key areas in the logframe)
<p>9.1 Relevance General: Relevance is centred around the question, “Is the intervention doing the right things?”</p>	<p><i>Sub-questions:</i></p> <p>9.1.1 To what extent were the objectives and design of the project including the underlying theory of change valid, and did they contribute to improved learning, transition through the various pathways and enhanced sustainability in the quality of learning for the project beneficiaries?</p> <p>9.1.2 To what extent did the projects activities remain responsive to the needs, priorities and policies of the beneficiaries and partners when the circumstances changed due to COVID 19?</p> <p>9.1.3 (a) How appropriate was project’s response to the effects of the pandemic on retention and dropout of girls, particularly those at most risk of drop out and girls with disabilities?</p> <p>(b) What were the main challenges in addressing the barriers to retention?</p>
<p>9.2 Coherence General: Coherence is centred around the question, “How well does the intervention fit with other interventions</p>	<p><i>Sub-questions:</i></p> <p>9.2.1 (a) To what extent was mentorship consistent with and complimentary with other interventions and policies</p> <ul style="list-style-type: none"> • Back to school policy • Sanitary towels policy • 100% transition

⁵ <http://www.oecd.org/dac/evaluation/dacriteriaforevaluatingdevelopmentassistance.htm>

Evaluation criteria	Main evaluation questions and related sub-questions (please note that although we have unpacked these evaluation criteria areas, they may be cross-cutting across the various evaluation key targets. On evaluation questions we will ensure to address all the key areas in the logframe)
in a country, sector or institution?"	<p>(b) How did the project influence government policies on mentorship.</p> <p>9.2.2 To what extent has the project worked within school and community level structures to support return to school and retention of beneficiaries across all subgroups during COVID 19 pandemic.</p>
<p>9.3 Efficiency General: Efficiency is centred around the question “How well are resources being used?” and looks at the extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.</p>	<p><i>Sub-questions:</i></p> <p>9.3.1 To what extent did the project deliver the intended results in an economic and timely way to deliver value for money (VfM)?</p> <p>9.3.2 Was the project managed efficiently? To what extent did the project adopt and apply ‘adaptive management’ practices?</p> <p>9.3.3 To what extent did mentorship deliver results in an economic and timely way?</p>
<p>9.4 Effectiveness General: Effectiveness centres around the question “Is the intervention achieving its objectives?”</p>	<p>9.4.1 To what extent were the objectives and intended results of the project achieved? (a) What were the major factors influencing the achievement or non-achievement of the objectives of the intended results of the project?</p> <p>9.4.2 To what extent were the girls motivated to stay in school, learn and transition due to mentorship and life skills?</p> <p>9.4.3 To what extent did mentorship improve the self-confidence of the girls and increase their motivation to stay in school?</p>
<p>9.5 Impact Impact centres around the question “What difference does the intervention make?” Impact addresses the ultimate significance and potentially transformative effects of the intervention. It seeks to identify social, environmental and economic effects of the intervention that are longer term or broader in scope than those</p>	<p>9.6.2 To what extent did mentorship contribute to the generation of significant higher-level effects (social, environmental, and economic), whether positive or negative, intended, or unintended?</p> <p>9.6.2 What impact has the projects promotion of gender sensitive, inclusive and child centered approaches had on project beneficiaries? (GESI)</p>

Evaluation criteria	Main evaluation questions and related sub-questions (please note that although we have unpacked these evaluation criteria areas, they may be cross-cutting across the various evaluation key targets. On evaluation questions we will ensure to address all the key areas in the logframe)
already captured under the effectiveness criterion.	
<p>9.6 Sustainability⁶ General: Sustainability centres around the question “Will the benefits last?”</p>	<p>9.6.1 To what extent will the net benefits (whether financial, economic, social and/or environmental) of mentorship, economic empowerment and teacher coaching continue?</p> <p>9.6.2 To what extent did the mentorship approach replicable to other mentorship approaches by the government and other actors?</p> <p>10 To what extent was the project successful in building sustainability of mentorship, economic empowerment and teacher coaching within the enabling environment for change at the family, community, school and system levels?</p> <p>11 (a) What are the potential barriers to the continuation of mentorship , economic empowerment and teacher coaching and what can be done to mitigate them? (b) How could any future mentorship models be improved for future interventions?</p> <p>12 Was the project successful in leveraging additional interest and investment? By whom and for what parts of the project?</p>

10. Scope of work, methodology and approach

ICL is seeking proposals which involve a mixed-methods gender sensitive and socially inclusive design, incorporating in-depth and innovative **qualitative** methods with participatory child centred approaches. The evaluation will further incorporate information generated from a **desk review** of project documents as well as **routine monitoring** data. At inception phase, the Evaluation Team will work with the Project Team at ICL and with the Fund Manager to establish a shared set of priorities and approaches. At previous evaluation points, a difference-in-difference approach (DID) was used to calculate the changes in outcomes of interest. Due to ethical considerations relating to the COVID-19 pandemic, the End line Evaluation will not be required to employ this approach and it will not involve the assessment of a comparison group. Due to the change in focus of the project and limited data collection opportunities (or possible restrictions on data collection), applicants may want to consider non-experimental approaches to evaluating the project impact. Evaluators should propose methodologies that can adequately demonstrate the project’s interventions contributions to outcomes for beneficiaries, and that acknowledge the ground-realities of data collection. Proposed methodologies should be able to comprehensively answer each evaluation question and also respond to an identified set of project log frame indicators.

⁶ Sustainability in the GEC is about delivering and enabling long lasting girls’ empowerment through education, for current and future generations, by working with girls, families, communities, schools and systems. For each project, sustainable change and impact should be embedded in the Theory of Change. Sustainability can be built at the individual girl level, and also within the enabling environment for change, including at community, family, school and system levels.

The End line Evaluation should plan to work across all the three counties of implementation as well as other key stakeholders including Teachers Coaches, Head Teachers, Project Volunteers, caregivers, project staff and Ministry of Education Staff /other stakeholders of interest. Bidders are invited to take note of the following when outlining their proposed evaluation approach:

10.1 Qualitative research:

Qualitative data is a crucial element of the evaluation and is expected to provide insights into why and how change has happened. We will expect the Evaluation Team to articulate a detailed qualitative methodology in their proposal, including how qualitative data will be fully integrated into the analysis. The Evaluation Team will be expected to demonstrate a creative approach to qualitative inquiry, integrating innovative and participatory data collection methods which amplify the voices of beneficiaries. The size and composition of the qualitative sample should be explicitly informed by how the Evaluation Team intends to analyse the qualitative data, and the Evaluation Team should set out a clear coding plan (whether using software such as NVivo or manually) through which it will explore themes, patterns and contradictions.

10.2 Using existing MEL data:

The Evaluation Team will need to consider how they extract data relevant to answering the research questions from the data already captured across the monitoring, evaluation, and learning (MEL) tools (baseline and midline evaluation tools as well as internal monitoring tools). The project's MEL approach applies longitudinal data capture to an existing group of project beneficiaries. The direct beneficiary cohort has grown significantly this year and the project has devised a number of new MEL tools to define project progress. The Evaluation Team will be expected to draw on existing project monitoring (which will be made available) to inform the End line Evaluation and should outline a broad approach to doing so in their submission. The project will work with the successful Evaluation Partner to identify any new methods of data capture required.

10.3 Measuring learning:

Learning remains a core outcome of the GEC-T project and a central focus of the evaluation. However, in view of the COVID-19 pandemic, the Evaluation Team is not expected to assess learning outcomes by administering learning assessments such as the EGRA and EGMA. The Evaluation Team will need to explore alternative approaches to demonstrating the project's impacts upon learners within a distance learning model and throughout a period of fragmented educational facilitation. We expect this to involve qualitative case study approaches designed to capture individuals' contextual drivers and subsequent educational developments across the project's subgroups. In addition, the project will work with the teachers in the implementation schools to ensure that school based exams results are provided with a reflection of the progress within the entire project period to complement the assessment of the learning outcomes.

10.4 Target beneficiaries:

During the Midline Evaluation, beneficiaries were tracked through a unique beneficiary ID. ICL recognises the scope and methodology of the evaluation may be affected by the current COVID-19 pandemic and associated impacts. The successful Evaluation Partner will be expected to demonstrate flexibility and creativity, and demonstrated capacity to do so, in responding to the changing situation applying appropriate methods of data capture. As part of their proposal, applicants should demonstrate they have considered possible scenarios relating to the COVID-19 pandemic and how these might affect the evaluation design e.g social distancing rules. They should outline how they would adapt their approach to take these into account, ensuring the safety of all participants remains paramount.

10.5 Integrating gender-sensitive and participatory methods for working with beneficiaries.

The Evaluation Team should integrate methods tailored to working with girls, including creative and participatory ways to engage beneficiaries in the process of gathering and interpreting data. Furthermore, the evaluation must be conducted in line with ICL's Child Safeguarding Policy, internal guidelines on child protection and ethical standards in monitoring, evaluation and learning. Before work can start, the Evaluation Team will be required to understand, comply with and sign the safeguarding policy. Within the proposal, the Evaluation Team will need to clearly outline their approach to managing and reporting suspected or actual cases of abuse.

In proposing and determining end line methodologies, ICL and the Evaluation Team should consider the points listed below. As part of their proposal, bidders may choose to describe how they would address and mitigate the points listed below.

- 10.5.1 Which target beneficiaries will be reachable at end line, and what data are available to reach them (unique IDs, phone numbers, household information, other)
- 10.5.2 How the target beneficiaries at end line compare to those at prior timepoints, and the extent to which a comparison is feasible, ethical and useful
- 10.5.3 Trends from prior evaluation points that the project wishes to pursue and understand further (if not already captured in the evaluation questions)
- 10.5.4 The length of participation in activities that target beneficiaries would have completed as of the end line data collection.
- 10.5.5 The scope and role of monitoring data in responding to the evaluation questions, informing end line tools, identifying respondents, and in the end line analysis

11. Country field visits

The Evaluation Team must highlight in their approach how data collection will be undertaken within the following certain contexts: a) where all data collection is virtual (no in-person data collection is permitted) and b) where a combination of in-person data collection, virtual data collection and/or project data is used. We expect the Evaluation Team to clearly outline their responses to these scenarios and propose innovative data collection methods. We would expect the successful Evaluation Partner to demonstrate flexibility and creativity in adapting the evaluation approach as necessary to respond to existing circumstances, while ensuring that the evaluation fulfils the fundamental requirements of research questions and methodology requirements outlined above. We also expect a proportion of work of the Evaluation Team will be extracting and analysing data collected via the project's existing monitoring and systems. The GEC- T project has been completing monitoring remotely and recently, in line with government restrictions, has resumed some face-to-face monitoring through our county field teams. The project uses an online platform called Kobo, which allows us to track data capture in real-time. GEC-T remote monitoring has mainly consisted of telephone surveys with beneficiaries, parents/caregivers and other stakeholders. GEC- T will share all monitoring tools and data with the successful Evaluation Partner; and will work with the Evaluation Team to adapt and revise tools to ensure they are fit for purpose to aid the End line Evaluation.

12. Research ethics and risk management plan

Bidders are required to set out their approach to ensuring complete compliance with international good practice relating to research ethics and protocols, particularly with regards to safeguarding children and vulnerable groups.

Consideration should be given to:

- 12.1.1 Administrative, technical and physical safeguards to protect the confidentiality of those participating in research.
- 12.1.2 Safeguards for those conducting research.
- 12.1.3 Do No Harm safeguards for children participating in research, including child-safe physical safeguards as well as emotional/psychosocial safeguards.
- 12.1.4 Appropriate time allocated to engage with children participating in the research.
- 12.1.5 Parental or caregiver consent concerning data collection from children or collation of data about children.
- 12.1.6 Age- and ability-appropriate assent processes based on reasonable assumptions about comprehension for the ages of children and the disabilities they intend to involve in the research.
- 12.1.7 Appropriate spaces and methodologies tailored in consideration of unique needs of girls and boys, including those with disabilities and for vulnerable adults
- 12.1.8 Appropriate language and communication for different ages and the disabilities of children involved in the research

Ethical approval will need to be secured from National Commission for Science, Technology and Innovation (NACOSTI) before data collection activities can commence. This will include the submission of complete research tools and protocols. Further information will be provided to the successful Evaluation Partner.

Risk management plan: It is important the successful Evaluation Partner has taken all reasonable measures to mitigate any potential risks to research participants and the delivery of the required outputs for this evaluation. Therefore, the Evaluation Team should submit a comprehensive risk management plan covering:

The assumptions underpinning the successful completion of the proposals submitted and the anticipated challenges that might be faced

- 12.2.1 Estimates of the level of risk for each risk identified
- 12.2.2 Proposed contingency plans the bidder will put in place to mitigate any occurrence of each of the identified risks
- 12.2.3 Specific safeguarding risks (for both children and adults) and mitigating strategies, including reference to the child protection policy and procedures that will be in place
- 12.2.4 Health and safety issues that may require significant duty of care precautions, with particular consideration paid to risks relating to COVID-19.

13. Planning and deliverables

The successful contractor will provide the following deliverables against the following suggested timeline (to be agreed in the inception phase):

Item	Description	Timeframe
13.1	Inception report	Drafts: 20 th August 2021 Final: 27 th August 2021
13.2	Tools, mapping of tools and available data to evaluation questions and log frame, sampling frame	Drafts: 20 th August 2021 Final: 27 th August 2021
13.3	Fieldwork, including training of enumerators	2 nd September 2021
13.4	Presentation of emerging findings to [project] and GEC Fund Manager, proposed report outline submitted for feedback	8 th September 2021

13.5	Evaluation report, including annexes (including those mandated by the GEC Fund Manager)	Drafts: 22 nd September 2021 Final: 29 th September 2021
13.6	Publishable summary of evaluation findings (targeted primarily for an external, strategic stakeholder, such as a Minister or Permanent Secretary of the education ministry)	8 th October, 2021
13.7	Slide deck for presenting findings	8 th October, 2021
13.8	Presentation of findings to (1) DFID, GEC FM and other GEC projects and (2) Ministry of Education in project country and other national and regional stakeholders	14 th October, 2021
13.9	Data sets, metadata and tools ready for submission to UK Data Archive	30 th October, 2021

The draft and final evaluation report should be no longer than 50 pages, excluding the executive summary and annexes. The report should indicatively be structured as follows:

- a. Executive summary
- b. Introduction
- c. Description of the project, including the theory of change.
- d. Overview of the evaluation approach, the end line methodology and methods used, including limitations and challenges (detailed methodology to be provided in annex)
- e. Findings
- f. Conclusions and recommendations
- g. Annexes

The report must be written in plain English.

In addition to the above:

1. Applicants are required to provide a detailed workplan incorporating all relevant tasks and milestones of the End line Evaluation study, from start to finish; they are also required to include in their detailed workplans the milestones set out below (please note final dates will be confirmed once evaluators are recruited and initial discussions are scoped with the Evaluation Team).
2. The Evaluation Team will be required to deliver a face-to-face and/or online presentation of the evaluation findings, as an integral part of the submission process. However, an online interactive webinar may also be considered given the current context.
3. Other communication materials for dissemination are encouraged. The project is particularly interested in materials which will help us feed back to the beneficiaries and communities we work alongside, engaging stakeholders more widely. These will be agreed with the project team during the inception phase.
4. Final Data Collection Tools – The Evaluation Team and ICL will work collaboratively on all methods of data capture for the End line Evaluation. At the end of the evaluation, the Evaluation Team will be expected to return these tools to ICL, including a clean copy of the all data collection tools developed and used in the study.
5. Cleaned Data Set (including transcripts) – The Evaluation Team will be expected to provide a fully 'cleaned-up' dataset for both the qualitative and quantitative aspects of the evaluation. For quantitative reporting, this may be in SPSS, Stata or SAS file format accompanied by the

code used to carry out analysis and a variable codebook. Similarly, for qualitative work, this should include cleaned and anonymised transcripts and coding framework.

The GEC Fund Manager has specified a required minimum set of annexes for the evaluation report. These are provided at Annex C.

Responsibility of the project:

1. *Sampling frame, including list of beneficiaries, contact information, and background information from prior evaluations/monitoring (disability data, for example)*
2. *Beneficiaries by participation in interventions (provided as part of sampling frame, ideally)*
3. *Data collection logistics support and constraints (school timings, holidays, testing schedules, access to respondent groups, etc.), as required*
4. *Collaborative workshops with FM and EE to finalise evaluation questions and methodology*
5. *Complete/update the sustainability plan and provide a written account of the project's achievements and/or progress towards the achievement of lasting impact*
6. *Original MEL framework, prior evaluation reports, and descriptions of prior evaluation datasets (and actual datasets, as appropriate)*

Responsibility of the EE:

1. *Support the project to determine the feasibility and appropriateness of a comparison group, conducting learning assessments and comparability to prior time points.*
2. *Describe the overall evaluation approach, drawing from the MEL framework, prior evaluation reports and available datasets.*
3. *Collaborate with the project and FM to agree on final evaluation questions for the end line study.*
4. *Identify options for methodologies and possible tools for the agreed evaluation questions.*
5. *Review the project's sustainability plan and self-reporting of achievements and progress towards lasting impact, including through the collection of evidence to triangulate the project's claims.*
6. *Conduct a thorough desk review, including examining available data from prior evaluations and from monitoring, from other country-specific reports and activities to inform tools, analysis, reporting.*
7. *Develop and agree on a reporting structure and format with the project and FM, including early presentations of emerging findings.*

14. Governance and tasks to be performed by ICL and GEC Fund Manager

The following tasks will be performed by ICL:

- 14.1.1 ICL will provide all relevant technical and financial documentation to the evaluator as required.
- 14.1.2 ICL will facilitate access to respondents.
- 14.1.3 ICL will appoint a contact person for the evaluation and will facilitate access to a contact person at the GEC Fund Manager.

The following tasks will be performed by the GEC Fund Manager:

- 14.2.1 Discussion and approval of evaluation questions, methodology, tools and end line report structure.
- 14.2.2 Participating in workshops to discuss end line study (prior to inception report), discuss emerging findings, and sign off the final report.
- 14.2.3 The GEC Fund Manager will specify a minimum set of annexes required for the evaluation report, including a specification of tables required for the presentation of outcome data and the beneficiary profile.

The evaluation will be managed by the GEC-T Monitoring and Evaluation Manager who will provide backstopping and quality assurance of the evaluation. An advisory group, consisting of members of the GEC Fund Manager, the monitoring and evaluation manager, project manager and a representative of the Ministry of Education, will provide backstopping and quality assurance to the evaluation process. Annex B provides the process flow of the evaluation.

15. General guidelines, submission and selection criteria

A technical proposal and a financial proposal should be submitted in two separate PDF documents to hr@ichooselife.or.ke, and copied to hmwagodi@ichooselife.or.ke and kirui@ichooselife.or.ke with the subject line “Confidential proposal for end line study and final evaluation of Jielimishe GEC project”.

The deadline for submission of expressions of interest is **11.59pm, 1st August 2021**. Questions can be asked until **11.59pm 18th July 2021**. It is expected that a contractor will be selected on or before 10th August 2021.

Technical proposals should as a minimum include a section on:

- 15.1 Background and contract management capacity of the evaluator, including the team leader.
- 15.2 Understanding of the terms of reference.
- 15.3 Proposed approach and methodology.
- 15.4 Proposed methods and sampling.
- 15.5 Workplan including deliverables.
- 15.6 Proposed team including roles and responsibilities and time-input allocation for each team members.
- 15.7 Relevant annexes that further substantiate the technical bid, such as company profile, relevant references and recommendation letters and examples of relevant evaluation reports recently completed.

The currency of the financial proposal is GBP. Please assure that the technical proposal does not refer to any financial figures of the bid.

All eligible proposals will be assessed based on this Terms of Reference and awarded scores following objective technical criteria under four categories. The weighting for each criterion is given in brackets.

- A. Expertise of the firm or institution (15%)
 - Minimum of 10 years of experience in conducting programmatic evaluations in the development sector.
 - Strong experience in education, gender and international development programme evaluations.
 - Experience evaluating UK AID programs is desirable.
- B. Proposed approach, methodology and workplan (30%)
 - The technical proposal should include and clearly articulate the approach, methodology and methods proposed for the evaluation.

- The proposal should include a clear workplan with roles and responsibilities and allocation of days for different team members specified.

C. Qualifications and experience of the evaluation team (35%)

- All core team members should have at least an advanced university degree in education, international development, or social sciences.
- The team should have experience of:
 - The global discourse on SDGs, education 2030 agenda and girls' education.
 - Experience in evaluating programmes in the context of least developed country settings.
 - Specialised thematic expertise on the subject matter evaluated, i.e. gender in education, quality in education, teacher development, safe learning environment and household economic strengthening.
 - Proficiency in English in the core team is mandatory. Proficiency in [national language(s) to be added by the project] in the wider team is an advantage.
 - Strong research capacity including rigorous quantitative and qualitative data collection, analysis and data visualisation skills, as well as the collection of data from children and vulnerable adults.
 - Strong interactive presentation and workshop facilitation skills
 - Strong English reporting skills
 - Strong communication, inter-personal, people and team management skills to facilitate a smooth process of the evaluation.
- The team leader should have a minimum of 15 years of professional evaluation experience in programme/policy evaluation in education or international development, as well as oral and writing skills in English of the highest standard.
- A gender balanced team of international and national experts is strongly desired.
- Experts can only be part of one proposal for these terms of reference. Contractors can only submit one proposal.

D. Pricing (20%)

The budget should include all costs, including travel and accommodation for visits, where required. In-country transport in the capital/major cities, where required, is to be budgeted for. Travel in-country to the field, where required, is covered by Jielimishe GEC project. The budget should provide details so that costs of expertise, travel and other expenses are visible. The costing should be done for the data collection scenarios described in section 10 above.

The budget ceiling for this proposal is **KES 9.5 million**. A lumpsum contract will be provided. The contract will be in GBP.

The proposed payment schedule is:

- 20% at approval of inception report
- 40% at approval of draft evaluation report
- 20% at approval of final evaluation report
- 20% at submission of deliverables 6-9 (publishable summary of evaluation findings; slide deck for presenting findings; presentations of findings; provision of data sets, metadata and tools ready for submission to UK Data Archive)

16. Bibliography and resources

Documents about the GEC can be found [here: https://girlseducationchallenge.org/#/](https://girlseducationchallenge.org/#/)

Documents about the Project are attached in the link below:

https://ichooselife1-my.sharepoint.com/:f:/g/personal/mwagodi_ichooselife1_onmicrosoft_com/Et9O64HMf7pAj21NFbhsR-cBDArk3tBeYs40bLWg-cN-CA?e=X5MTMY

Other documentation will be shared electronically as requested with all applicants.

17. Annexes

Annex A: Project design and intervention

Project to complete

Complete the following table (or provide similar existing information) to help inform the EE's thinking around end line design. You should also include a summary of your MTRP activities in a suitable format.

Project design and intervention

Activity	What output will the intervention contribute to?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?	Start to end date of activity	Target beneficiaries (and numbers)
List main types of project interventions in this column by type in this column e. g. access, capacity-building, governance, material support, safe-spaces, teaching inputs, female voice, community initiatives, learning support					
Activity 1.1 Provide solar lamps to 300 girls in secondary schools to enable them to have extended reading time in the safety of their homes in the evenings.	Output 1: 60 Schools with strengthened teaching and learning capacity.	Improved quality of teaching among teachers for enhanced curriculum Delivery	Improved learning and transition due to extended reading time.	April-June 2017	300 Girls
Activity 1.2 Work with 20 primary schools to establish libraries to enhance reading culture among pupils for improved literacy and numeracy.			Improved learning due to enhanced reading culture	Jan 2018-June 2019	20 Primary schools
Activity 1.3 Support 36 additional schools to strengthen ICT integration in			Improved learning due to enhanced quality of teaching and curriculum delivery.	July-Dec 2017	36 schools

Activity	What output will the intervention contribute to?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?	Start to end date of activity	Target beneficiaries (and numbers)
teaching and learning (ICT calibration kits, connectivity and digital content).					
Activity 1.4 Train 108 teachers to strengthen the integration of ICT for learning in the additional 36 schools using MCE (3 teachers per school)			Improved learning due to enhanced quality of teaching and curriculum delivery.	Oct 2017-March 2018	108 Teachers
Activity 1.5 Engage 12 teacher coaches to strengthen teacher support through coaching and mentorship in 60 Schools targeting all teachers. (Teacher Professional Learning)			Improved learning due to better quality of lesson preparation, curriculum delivery and assessment.	April 2017-March 2021	12 Teacher coaches
Activity 1.6 Conduct in-service training of 300 teachers (5per school) on gender responsiveness and learner centred teaching approaches to enhance quality delivery of curriculum in 60 schools.			Improved learning due to gender responsive and learner centered approaches	April-June 2018 April -June 2019	300 Teachers
1.7 Support remedial teaching and coaching of girls and boys in 40 secondary schools including working with school panel heads to establish and/or strengthen study groups and panel contests to improve performance.			Improved learning due to individualized literacy and numeracy study plans.	Jan 2018-June 2021	10,123 Girls,40 Secondary schools
Activity 1.8 Provide assorted literacy and numeracy learning materials (Set books, Textbooks, revision books, competition materials, geometrical, clubs learning materials etc)			Improved learning due to increased access to literacy and numeracy materials.	Jan 2018-Dec 2020	10,123 girls

Activity	What output will the intervention contribute to?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?	Start to end date of activity	Target beneficiaries (and numbers)
Activity 2.1 Provide sanitary towels supporting 6,000 needy girls,	Output 2: 10, 123 girls motivated to stay in schools, learn and transition due to mentorship and life skills.	Improved attendance for marginalised girls supported by GEC.	Improved attendance leading to improved learning.	April 2017-Feb 2022	6,000 girls
Activity 2.2 Support reward schemes in 60 schools to improve girls' performance and desire for transition.			Improved learning and transition due to motivation from reward schemes.	Jan 2018-June 2021	60 Schools
Activity 2.3 Support 60 girls clubs (Aflatoun, Life Skills and Digi clubs) to run regular club activities including incorporation of fun reading and math activities to improve their inspiration, aspiration, literacy and numeracy.			Improved performance due to fun learning reading and Math activities.	Jan 2018-Sept 2021	60 Clubs
Activity 2.4 Adapt and distribute Child friendly CPP booklets to girls and boys to enhance their awareness on child safety (CPP partners network referral)			Improved learning and transition due to enhanced knowledge on child rights.	Jan 2018-june 2020	10123 girls
Activity 2.5 Strengthen student academic and career Mentorship in 60 schools for improved motivation and inspiration to learn and transition, including vertical exchange learning, mentorship to increase TVET uptake among girls, through working with TVET Institution.			Girls with improved aspiration due mentorship and exposure through exchange visits	April 2017-March 2021	60 schools 10,123 girls

Activity	What output will the intervention contribute to?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?	Start to end date of activity	Target beneficiaries (and numbers)
Activity 2.7 Conduct training on life skills including Sexual Reproductive Health and child protection and rights for girls and boys to enhance their knowledge attitude and practices to make informed life choices. (Training Year one; peer education the rest of the quarters)			Girls with improved aspiration to learn due to life skills sessions.	April 2017-March 2021	60 schools 10123 girls 6,000 girls
Activity 3.1 Sensitize girls, boys and households in 60 schools communities (6000 caregivers) on the value of TVET as alternative pathways to education including targeted academic and career mentorship to increase TVET uptake.	Output 3: Improved access for marginalised girls to TVET as an alternative pathway to education	Improved motivation of marginalised girls to transition through key pathways.	Improved transition due to more knowledge and exposure to TVET as a key education pathway.	July 2017-Sept 2021(Once each year)	6,000 caregivers
Activity 3.2 Provide scholarship to 450 needy girls to enable them access competence based Technical and Vocational Skills training including digital Literacy empowerment.			Improved transition due to increased access to competence-based education	Jan 2018-Feb 2022	450 girls
Activity 3.5 Support 3022 girls to access relevant internships through Tuko Works and Chuo to Kazi platforms including profiling of TVET institutions.			Improved transition due to access to employability skills and internship opportunities.	Oct 2019-Oct 2021	3022 girls
Activity 4.1 Conduct 3 trainings for 450 ambassadors of change (WEMC, CFs, Boda Boda, Tutelage mothers, Custodians of Culture) to facilitate community dialogues and sensitization			Sustainable communities due to a responsive and supportive community.	Oct-Dec 2017 Oct-Dec 2018 Oct-Dec 2019	450 Ambassadors of change

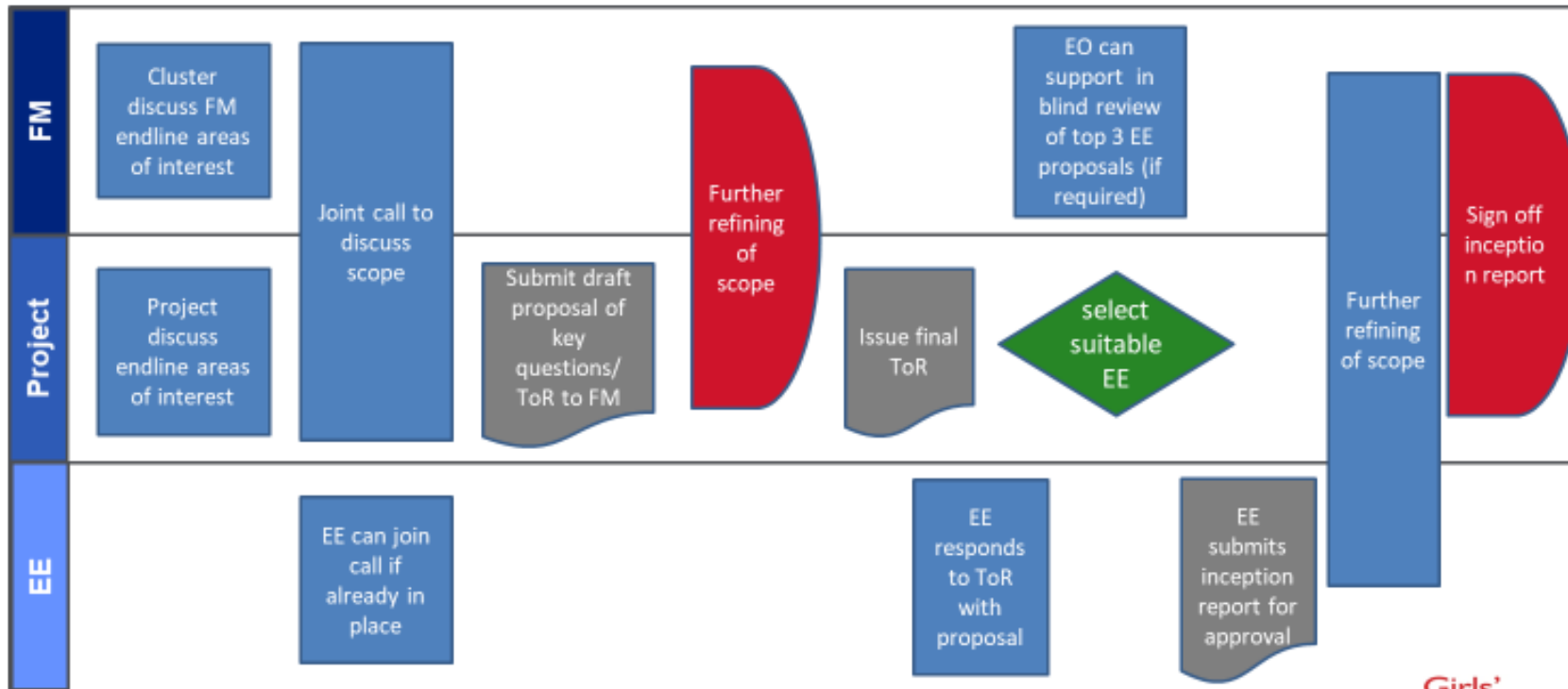
Activity	What output will the intervention contribute to?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?	Start to end date of activity	Target beneficiaries (and numbers)
in promotion of girl's education (1 training per county)					
Activity 4.2 Conduct targeted sensitization and training of boda boda riders and morans as agents in reducing sexual exploitation and violence against girls to for enhanced men involvement in promotion of their education (using empower 10 reach 100 model: using 120 male ambassadors of change)	Output 4: 60 Communities with improved responsiveness and involvement in girls' education	Improved Community support to girls' education and transition through different pathways	Improved learning and transition due to supportive communities.	Jan-April 2018 Jan-April 2019 Jan-April 2020	1200 boda-boda riders
Activity 4.3 Conduct targeted community dialogue, using 450 ambassadors of change reaching 45,000 members, to address harmful/exploitative cultures through social transformative approaches that target gender imbalances, negative social norms, attitudes and practices			Responsive communities supportive of girls learning and transition. Established community structures for sustainable referral mechanisms.	July 2017-March 2022	45,000 community members
Activity 4.4 Conduct Child protection training for 120 persons of trust (marshals) identified from AACs to enhance Child protection and child violation reporting.			Improved transition due to increased knowledge on child rights	July-Sept 2018	120
Activity 4.5 Hold 14 Quarterly CPP feedback meetings with AACs and persons of trust (Child Marshals) including participation in and support Child Protection Advocacy initiatives to				Oct 2018-June 2021	14 meetings

Activity	What output will the intervention contribute to?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?	Start to end date of activity	Target beneficiaries (and numbers)
better enhance Child protection and child violation reporting.					
Activity 5.1 Provide scholarship support for 420 needy girls and 42 boys (1 boy in every 10 girls supported) to access Secondary/tertiary education (including girls who have performed well in national examination to access secondary school education)	Output 5: Increased household income for parents to support girls' education.		Improved learning and transition due to access to increased funding for education	April 2017-March Feb 2022	1848 needy students
Activity 5.3 Support value chain development among 2000 households to increase their income for sustainable support of girls' education.				April 2017-March 2022	2,000 households
Activity 6.1 Support quarterly fora with MoE for project planning, monitoring coordination and sharing of evidence/ key learnings with other relevant stakeholders, to inform MoE planning, budgeting and management of education.	Output 6 Strengthened collaboration with MoE for increased sharing and use of evidence for better Education management.	Improved education management, governance and accountability for sustainable quality teaching and learning	Sustainable programs due to collaboration and joint coordination with MoE.	April 2017-March 2022	20 Fora
MTRP 1.3 Facilitate home learning through remote teaching using local radio, online learning, and community-based learning for learners to learn (this includes development of relevant content) The activity will shift to normal in school remediation in Q16 as schools resume.	MTRP Output 1:8640 girls accessing quality learning through home-based learning solutions (Radio, Community based cells, online)		Sustained learning through remote solutions	April 2020-Dec 2021	8640 girls

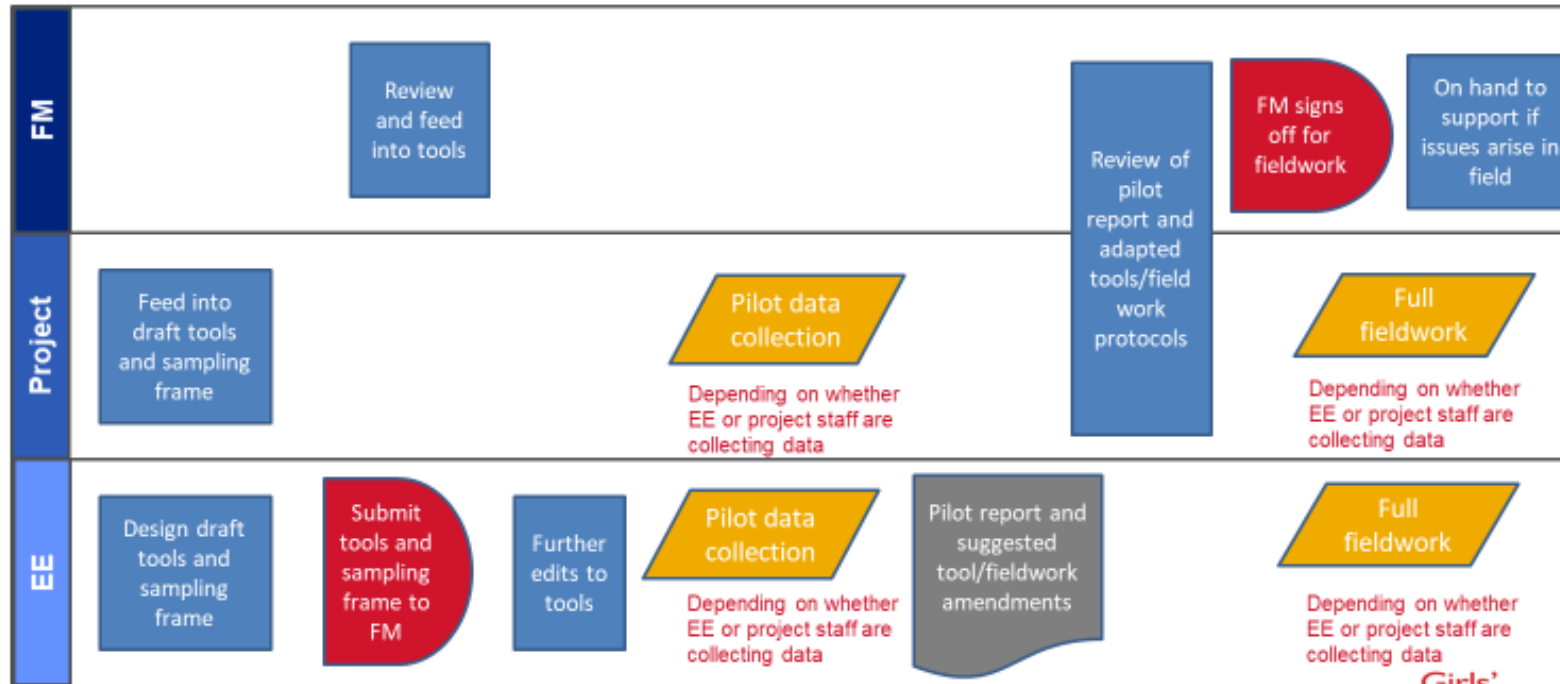
Activity	What output will the intervention contribute to?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?	Start to end date of activity	Target beneficiaries (and numbers)
MTRP 2.1 Provide cash transfers to support vulnerable beneficiaries to access food and safe them from hunger as part of mitigation against COVID-19 pandemic effects.	MTRP Output 2:8640 girls becoming resilient because of accessing social protection, mentorship, and safety.		Girls with resilience to learn and transition due to Social protection.	April 2020-March 2021	1500 Girls
MTRP 2.2 Provide basic COVID 19 Prevention education to enhance beneficiaries' knowledge, skills, and practices in limiting the spread of the virus.			Girls motivated to learn due to safety through COVID prevention measures	April 2020-March 2021	8640 girls
MTRP 2.5 Provide hand washing support: hand washing points, Soap, alcohol-based sanitizers to improve beneficiaries' hygiene practices in limiting the spread of virus.				April 2020-March 2021	8640 Girls
MTRP 2.6 Conduct targeted back to school campaigns to facilitate 7500 girls return to schools once they re-open. The campaigns will primarily involve caregivers, ambassadors of Change, local administration, and teachers to ensure every single learner is prepared to go back to schools.				Oct 2020-March 2021	8640 girls

Annex B: Outline process map for GEC-T end line evaluations

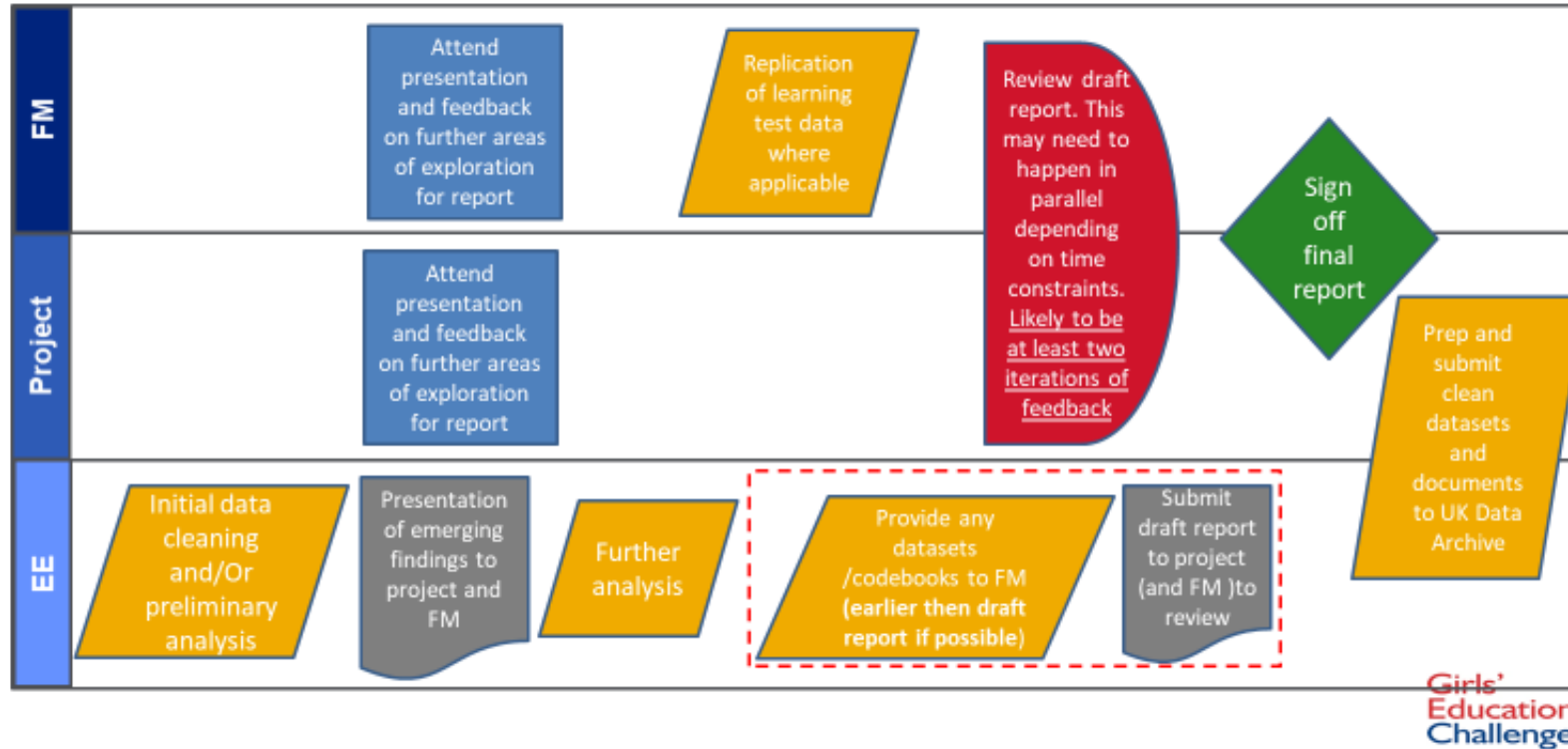
Inception/Design



Tool Design and Fieldwork



Analysis and Reporting



Dissemination/Learning

FM	TO BE AGREED	
Project		
EE		

Annex C: GEC-T End line Report Annexes

See attached herein the link for the GEC-T End line Report Annexes.

https://ichooselife1-my.sharepoint.com/:w/g/personal/mwagodi_ichooselife1_onmicrosoft_com/EYRbQAYZCcFNpxv73s23oTwBrCG7-ckztKCso6eK3ajzXQ?e=GWCgH2