

EE4A

Evidence-based Education Reforms for Sustainable National Transformation

Dr Benta A. Abuya

**African Population and Health Research Center
(APHRC)**





**African Population and
Health Research Center**

A LOT Change: Lessons Learnt from six years of implementation

Introduction

Education



- Crucial as a development agenda – MDG, EFA

Developing an economically successful society
(Deng & Gopinathan, 2016)

- Educational interventions on functions--life skills are effective: reduce problem behaviors and enhance positive aspects of behaviour

Why focus on adolescence?

- Positive development; and also a period of vulnerability to high risk behaviour and experimentation

The A LOT Change Program

Phase 1: Pilot Phase (2013-2015)

- Beneficiaries: Girls

Why Girls?

- Demonstrated benefits which trickle to the whole society--lower fertility
- Girls – especially urban poor disadvantaged
- Score lower than boys
- Low participation in secondary education



Phase II (2016-2018)

- Included boys and a leadership component

Why boys?

- Hold immense power as key decision makers
- Keep them off from being perpetrators of insecurity

Phase II (2016-2018)

Why leadership?

- Create future leaders and champions of change who can positively transform urban informal settlements

A LOT-Change Phases

0
2

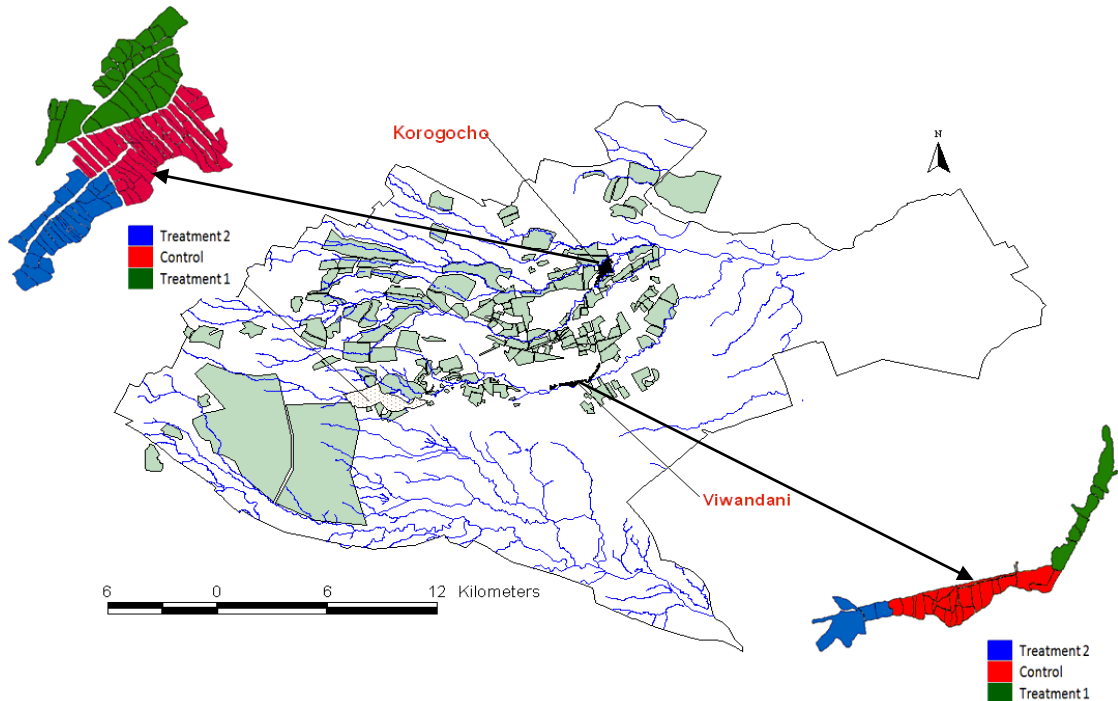
- **2013-15 (Phase I)**
 - 1271 Adolescent **girls** (primary school)
 - Korogocho and Viwandani

- **2016-18 (Phase II)**
 - 824 Adolescent **girls and boys** (primary school)
 - Korogocho and Viwandani

- **2019-22 (Phase III)**
 - 900 Adolescent **girls and boys** (secondary school)
 - Korogocho and Viwandani

Study sites and Zones

Nairobi Urban Demographic Surveillance System (NUHDSS framework) : Two study sites – Korogocho and Viwandani= 70,000 individuals in 23000 HHs



Distribution of interventions in Phases I and II

PHASE 1 (2013-15)

TREATMENT GROUP 1

- Life skills
- Homework support
- Parental support
- Subsidy – transition to secondary school

TREATMENT GROUP 2

- Life skills
- Homework support
- Subsidy – transition to secondary school

COMPARISON GROUP

- Subsidy – transition to secondary school (in the last year of the intervention)

PHASE 2 (2016-18)

TREATMENT GROUP 1

- Life skills
- Homework support
- Parental support
- Subsidy – transition to secondary school

TREATMENT GROUP 2

- Life skills
- Homework support
- Parental support
- Leadership training
- Subsidy – transition to secondary school

Phase II Endline Results

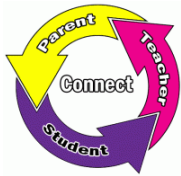


Improved Learning Outcomes

- Improvements in **numeracy** (significant) and literacy
- Gains in literacy **higher** in Phase II compared with gains in Phase I
- Gains in **Viwandani** significantly higher
- More impact among **boys** although both gender improved

*“...I used to have a bad attitude in mathematics...I **thought mathematics wasn’t for girls but for boys.** But I improved in mathematics and believed that I would pass. **Nowadays I pass and the teacher even uses me as an example to encourage others to change attitude...**(Dialogue, Female pupils, Viwandani, 06082018)*

Phase II Endline Results



Improved Parental Involvement

- QUAL: Embraced positive discipline; following up on their children's academic performance; homework support; knowing their friends; inquiring their whereabouts

Implication:

- Better parent-child relationship
- Work-life balance as they understand the importance of spending time with family

...you can't be busy from January to January...I also work during the weekends sometimes in the field or I travel to my rural place but I still find time to be here because they are equally important...if it was not for the meetings (parental counselling sessions) you wouldn't have known the importance of being close to your child. (FGD, Male parents with girls in the program, Viwandani, 21072018.

Phase II Endline Results



Transition to Secondary School

- Government directive - 100% opportunity to transition in 2019
- 348 students qualified for a subsidy in 2018/19.
- Textbook voucher for all students.

Implication:

- The years of exposure to an intervention have a bearing on students' academic outcomes

Subsidies awarded against years of intervention exposure



Lessons learnt in the six years of implementation

Integrated approaches work best compared to fragmented interventions

- Systematic, structured, step by step dose of the intervention

Structured programs are easier to evaluate – MEL, theory of change, evaluations



Inclusion of boys

- *From local and global discourse we learnt that inclusion of boys enhances gender equality*

Capacity building for effective delivery of the intervention

- Enables the CBOs to work effectively

Lessons learnt in the six years of implementation

Building lasting partnerships with various stakeholders

Teachers and schools cannot be left out of interventions that touch on students or learning (training, teacher-mentor forums)



Engage with like-minded organizations to share and learn experiences

- Within RELI, within thematic groups

Use evidence for decision making (intervention components, target beneficiaries)

Lessons learnt in the six years of implementation

Enhanced communication within and across the program

- Elevated the role of community champions (girls, boys, parents, and community leaders)

Sustainability enabled because of working with well-known community-based organizations (CBOs)



Engage with policy makers right from the onset of the program

Conclusions

Some **facilitative factors** that promote adolescent programs:

- Provision of **safe spaces**
- Availability of proper **role models and mentors**
- Opportunities for **individual participation**
- **Community engagement** and use of **community resources**

Added value of engaging **men and boys** both as **recipients of the program** and as **champions of change**

- helps in the awareness and need to challenge **existing gender norms and attitudes**
- Success of a program in support of adolescents is in its ability to provide **supportive relationships** and an **enabling environment** that **enables adolescents** to participate in **making decisions** that shape their future

Policy implications & Recommendations

Borrowing from the study's findings, the following action points could suffice in improving learning outcomes (universal, not limited to this type of intervention) though not limited to the need to:

- Enhance capacity of partners and/or stakeholders – CBOs, NGOs etc. on line interventions to guarantee sustainability of the interventions;
- Involve key stakeholders from any program's intervention from the conceptualization phase to guarantee its ownership and support for efficient implementation; and
- Factor both boys and girls as beneficiary of any interventions intended to improve performance outcome – to enhance equality and equity in education
 - (*boys will be future husbands of these girls; what happens when girls are more empowered*).



**African Population and
Health Research Center**

THANK YOU



@APHRC @APHRC
www.aphrc.org

babuya@aphrc.org