Advancing Learning Outcomes among Children through Community Participation: Leadership and Life-skills skills training for adolescents

Education for Evidence (ee4a)
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Dr. Benta Abuya
APHRC
babuya@aphrc.org
Motivation for the Project
CHALLENGES

Girls in urban slums are not making it to secondary school. This compounds the disadvantages they face and further impedes their ability to earn and achieve. This academic exclusion also exposes them to more risky behaviors which could result in early pregnancies, further limiting their options.

**CHILDREN FROM SLUMS**
- 8 in 10 complete primary school
- 5 in 10 transition to secondary school

**NON-SLUM CHILDREN**
- 9 in 10 complete primary school
- 7 in 10 transition to secondary school

**Study Locations in Nairobi**
- Korogocho
- Viwandani
A combination of these four elements has been shown to improve transition rates among girls from urban informal settlements by up to 20%.
ACHIEVEMENTS

- Community buy-in to education as smart investment
- Recognition that even in an urban slum it 'takes a village' to raise a child able to navigate the pressure of life and hustle
- Girls who were mentored did better in their school and social life

EDUCATION AS A SMART INVESTMENT

HIGHER INTEREST IN SCHOOLING

INCREASED POSITIVE ASPIRATIONS

IMPROVEMENT IN SELF-CONFIDENCE

GREATER ABILITY TO RESIST NEGATIVE PEER PRESSURE

ACADEMIC ACHIEVEMENT

- Scores improved by 23-26 points for girls who received support compared to those who did not
- Math skills of girls receiving this support were way ahead of those who did not
INCLUSION OF BOYS

The intervention involving four elements that was shown to work for girls has now been extended to include boys.

- LIFE SKILLS TRAINING
- PARENTAL COUNSELLING
- AFTER-SCHOOL HOMEWORK SUPPORT
- SECONDARY SCHOOL FEES SUBSIDY
- TRAINING IN LEADERSHIP

We're going bigger, and bringing in boys who also face enormous risks in terms of their futures if they don't stay in school.

A global center of excellence, consistently generating and delivering relevant scientific evidence for policy and action.
Phase II: Why boys and girls?

Why education of all children?
- Crucial as a development agenda – SDGs

Why children in the urban slums?
- Improve performance
- Increase transition
- Improve their inner self and character

The story of Riziki
Need for youth leadership

- Opportunity to **develop, refine, and practice** leadership skills
- Enabling environment to **experience their power to effect change**
- Opportunity to **interact and learn from accomplished leaders**
- Create **future leaders and champions of change** who can **positively transform urban informal settlements**
- Ability to **positively cope with slum hardships**
How it is being rolled out

- 3 year intervention study
- Two sites - Korogocho and Viwandani
- Both boys and girls

Mix of interventions

- Korogocho: After school support in numeracy and literacy, mentoring in life skills, parental counseling and subsidy (2019)
- Viwandani: All interventions in Korogocho plus leadership component
Impact Evaluation: Data

• Quantitative data
  – Schooling
  – Parental Involvement
  – Behavior
  – Household characteristics
  – Assessment – Literacy and numeracy

• Qualitative data
  – FGD – parents - 8
  – IDIS – pupils – 12
  – KII-s-community gatekeepers-14

• Selected from the quantitative sample
A LOT Change Highlights: Leadership and Life-skills Training
# Boys and girls characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Viwandani</th>
<th>Korogocho</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boy</td>
<td>47.47</td>
<td>51.38</td>
</tr>
<tr>
<td>Girl</td>
<td>52.53</td>
<td>48.62</td>
</tr>
<tr>
<td><strong>APBET</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>50.51</td>
<td>71.69</td>
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<tr>
<td><strong>Mean Age+</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>12.15</td>
<td>12.84</td>
</tr>
<tr>
<td>Boys</td>
<td>12.28</td>
<td>12.89</td>
</tr>
<tr>
<td>Girls</td>
<td>12.04</td>
<td>12.79</td>
</tr>
<tr>
<td><strong>APBT</strong></td>
<td></td>
<td></td>
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<tr>
<td>Govt.</td>
<td>12.22</td>
<td>12.96</td>
</tr>
<tr>
<td><strong>Grade repetition</strong></td>
<td></td>
<td></td>
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<tr>
<td>Yes</td>
<td>26.94</td>
<td>27.69</td>
</tr>
<tr>
<td><strong>Orphaned</strong></td>
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<td></td>
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<tr>
<td>Yes</td>
<td>17.17</td>
<td>30.46</td>
</tr>
<tr>
<td><strong>Extra tuition</strong></td>
<td></td>
<td></td>
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<tr>
<td>Yes</td>
<td>22.22</td>
<td>6.77</td>
</tr>
<tr>
<td><strong>Speaks English at home</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>53.87</td>
<td>50.77</td>
</tr>
<tr>
<td><strong>Absenteeism last sch. week</strong></td>
<td>11.45</td>
<td>19.38</td>
</tr>
</tbody>
</table>

- **Korogocho**
  - High absenteeism (1 in every 5)
  - 1 in every 3 is orphaned
Parental Aspiration

- 9 in every 10 parents aspire for post secondary education
- Chances and realistic level of education lower than aspired
Overall, pupils preferred to discuss puberty & sexuality most with parents, followed by teachers. Girls reported preferring to discuss puberty and sexuality with parents compared to boys.
Preferred age for information on sexuality

Girls preferred parental discussions on puberty and sexuality at an earlier age compared to boys.
Leadership constructs

Gender and site differences on selected sub-scales

- Boys had **significant higher ratings** on SSE and SC
- **Higher rating** on Self regulatory efficacy—easy for the children to resist peer pressure
- **Higher proportions** able to resist peer pressure in Korogocho
- Korogocho *higher* in SSE
- Viwandani *higher* on YCC, SC and AYC
Results: Mean mathematics scores

Pupils in Korogocho significantly outperformed those in Viwandani in **mathematics** while boys performed better than girls.
In general, the performances of pupils in literacy across the various groups of interest were about the same.
In general, younger pupils outperformed their older classmates on the overall literacy test.

This relationship between test scores and pupil age was not evident in mathematics results.
Community, parents and pupils reflections on education

Community leaders’ roles

• Sensitization and implementation of education policy using **barazas** and **nyumba kumi** initiatives

• **Engaging parents** to understand challenges and provide solutions

• Fostering **partnerships** with different education stakeholders
Parental and pupils reflections

Parental Roles

- **Monitor** children in and out of school
- Provide **basic needs**
- Foster **relationships with teachers**
- Forge **relationships and communication with children**
- Support in **homework**

Pupil Roles

- **Study hard** in school
- **Pay attention** in class
- Ensure that they do their **homework**
- **Listen and obey** their parents
- Be good **role models** and advise fellow students
Leadership Aspirations

- **Parents and teachers** are most common role models
- **Contextualized** leadership aspirations...security
- Role models **born and bred** in the slum inspire them
- **Ingredients** for leadership
  - Hard work
  - Practice
Implications

Programmatic

- In complex interventions, establishing impact needs establishing nuances related to context
- Special attention to intervention uptake
- Learning feeding into Values and Life skills within

Policy

- Learning can feed into the Values curriculum
- Parental component—useful lessons on the parental engagement aspects
Acknowledgements

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Contact: babuya@aphrc.org