



Effects of fee-funding and school-based management training on schooling outcomes

Impact Evaluation Report

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Acronyms

AKF	Aga Khan Foundation
APHRC	African Population and Health Research Center
BOM	Boards of management
CS	Complementary Schools
CWW	Concern Worldwide
DID	Difference in Difference
ERP	Education Research Program
FGD	Focus Group Discussions
FPE	Free Primary Education
IDI	In-depth interviews
MoEST	Ministry of Education Science and Technology
SBM	School Based Management
SDP	School Development Plan /Business Plan
SUCSEED	Supporting Complementary Schools in Equitable Education

Executive summary

This report describes the final findings of the external evaluation of the Supporting Complementary Schools in Equitable Education (SUCSEED) intervention in two Nairobi informal settlements of Mukuru and Korogocho. The SUCSEED initiative was part of a larger three-year UK-Aid funded program known as Kenya Essential Education Program (KEEP), which focuses on issues of attendance, retention, equity, and accountability in the education sector (see Ngware et al., 2015). Specifically, the SUCSEED initiative focused on some of the challenges faced by a special category of schools (known as Complementary Schools or CS) which serve children from disadvantaged families living in urban informal settlements. Some of the challenges faced by CS include poor school attendance, high school drop-out rates and poor management. The intervention, managed by KEEP Management Team (KMT) and implemented by Aga Khan Foundation (AKF) and Concern Worldwide (CWW) and evaluated by the African Population and Health Research Center (APHRC), involves school fee-funding and school-based management training to CS in the urban informal settlements.

The specific objectives for the evaluation were twofold. The first objective was to examine the impact of CS interventions; fee funding and school-based management training on school attendance, enrollment of out-of-school children, and retention among children from the poorest 50% of households, as well as school financial management, registration and teacher retention. The second objective was to understand the pathways through which the interventions lead to the observed outcomes.

The evaluation, which adopted a quasi-experimental design, involved 45 CS in Mukuru in the treatment arm and 45 CS in Korogocho in the comparison arm at baseline. However, during the study period, one comparison school closed down and one treatment school refused to continue with the study – meaning that 44 schools were left in each study arm at end-term. The evaluation used both quantitative and qualitative techniques to study the impact of the CS intervention. Baseline data were collected in July 2014 while end-term data were collected in October 2015.

Results show that the CS intervention did not have an impact on pupil attendance, because of the delays in the release of fees to schools. However, dropout rates were significantly higher (2.2%)

in comparisons schools compared to treatment school (0.6%), meaning that the fee funding component of the intervention improved pupil retention in treatment schools.

In terms of academic records such as pupil progress records, records of work and schemes of work, results generally revealed that more treatment schools kept these records than comparison schools. Moreover, in terms of school finance records (e.g. balance sheets, cash flow statements and school budget) results indicated that significantly more treatment schools than comparison schools kept these records – and this may be due to the school based management training component of the CS intervention that focused on school financial records among other issues. Likewise, by end-term, more treatment than comparison schools had school development plans (SDPs)SDP); though in the right direction the difference in SDPSDP possession between treatment and comparison schools was not statistically significant.

Results further show that, between baseline and end-term, the increase in school registration with Ministry of Education, Science and Technology (MoEST) was significantly higher in treatment schools (30%) than in comparison schools (12%), meaning that the intervention gave positive gains in encouraging schools to register with the MoEST. The intervention also worked well in terms of encouraging transparency in school management as demonstrated by significantly more treatment schools than comparison schools being managed by elected boards of management (BoMs) at end-term.

Further investigation using qualitative techniques indicated that school fee was the main factor that inhibited initial school enrolment in treatment as well as in comparison schools. However, sustained attendance was sometimes linked to competing priorities by households including demands for domestic labour. In addition, by end-term, it was clear from qualitative narratives that BoMs were institutionalized within the treatment schools and that SDP were being implemented in a vast majority of these schools.

Log frame indicators

Indicator	Baseline June 2014		End term Oct 2015		DID***	p-value
	Comparison	Treatment	Comparison	Treatment		
Pupil attendance rates (with two time points – baseline and end-term) **	94%	93%	94.5%	87.3%	-6.0%	0.001
Pupil attendance rates (using only the pupils present at baseline) *	100%	100%	90.8%	83.5%	-7.3%	0.001
Pupil attendance rates (using only the pupils absent at baseline)	0%	0%	90.7%	67.8%	-22.9%	0.001
Pupil retention rates – proxy by temporary school withdrawal (pupil being tracked)	100%	100%	97.3%	99.5%	2.3%	0.001
% of schools demonstrating adequate academic record keeping						
Pupil progress records	98%	100%	48%	71%	21%	0.051
Record of work	62%	87%	41%	71%	5%	0.707
Scheme of work	73%	93%	41%	71%	10%	0.455
% of schools demonstrating adequate financial records (receipts and payments)						
Balance sheet (<i>Yes and seen/Yes but not seen</i>)	40%	38%	52%	86%	36%	0.010
Cash flow statement (<i>Yes and seen/ Yes but not seen</i>)	40%	40%	61%	98%	36%	0.001
School budget for current year (<i>Yes and seen/ Yes but not seen</i>)	60%	47%	64%	84%	34%	0.017
% of schools with Business Plans/SDP's	44%	82%	52%	100%	10%	0.415
% of schools implementing Business Plans/SDP's as evidence by achievement of milestones/objectives in plans at half	85%	92%	96%	100%	3%	0.769

Indicator	Baseline June 2014		End term Oct 2015		DID***	p-value
	Comparison	Treatment	Comparison	Treatment		
yearly/annual review (Always/Sometimes)						
% of schools with BOM's who are performing their roles	80%	80%	77%	100%	23%	0.035
% of schools who have or are immediately ready to register with MoEST (*ready means we judge they have met the necessary criteria but they may be held up in process)	29%	16%	41%	46%	18%	0.196

Notes: * Present at end-term given they were present at baseline; ** present at end-term regardless of whether you were present or absent at baseline. *** Positive % means the treatment group is doing better; Negative % means the comparison group is doing better.



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1. Chapter one: Introduction

1.1 Background

This is the end-term report of a three year intervention study carried out in two Nairobi urban informal settlements, known as Supporting Complementary Schools for Equitable Education (SUCSEED). This SUCSEED program involved three partners where APHRC was the evaluator and Aga Khan Foundation (AKF) and Concern Worldwide (CWW) were the intervention implementers. The intervention was done in selected Complementary Schools (CS) in Mukuru as the treatment site while selected CSs in Korogocho served as control. The intervention consisted of a combination of fee-funding and school based management (SBM) training. The fee-funding targeted pupils classified as “at-risk” by the fact that they attend these CS, are from households which are within bottom 50% in the poverty index, are at risk of dropping out-of-school, and those who were formerly out-of-school. The SBM training targeted the CS board of management (BoM) members who included administrators, head-teachers, managers and parents who are BoM members.

Both Korogocho and Mukuru are characterized by high insecurity levels, poor accessibility in terms of road infrastructure, inadequate housing and congestion, poor sanitation and drainage, poor supply of quality water and possession of few government-owned health care provider and learning institution (APHRC, 2014; Ngware et al., 2013; Ochako, Wawire, & Fotso, 2011). With the scarce learning institutions, private individuals, religious groups and community based organizations have utilized this gap and offered basic education using complementary schools. These CS are friendly to the informal settlements residents as they are flexible in the usage of school uniform and payment of school fees, and are within close proximity. Ngware et al. (2013) conducted a cross-sectional study involving over 10,000 pupils in seven urban informal settlements in six counties in Kenya. This report found that in Nairobi (Korogocho and Viwandani) alone, over 60% of the pupils were attending these CS. The same report found that these CS have sub-standard infrastructure, most (89%) of them not registered with the Ministry of Education, Science and Technology and have high percentage (59%) of teachers who do not have teacher training.

1.2 Objectives of the study

This is an end-term evaluation of CS intervention whose goal was to ensure access to education among the urban poor. The aim of the end term evaluation conducted by the APHRC was to establish the impacts of the CS interventions on schooling outcomes (school attendance, enrolment and retention) and school financial management, and registration with MoEST. A baseline survey was conducted in June/July 2014 while the midline survey was conducted in February 2015.. The impact evaluation of the CS intervention had two objectives: To examine the impact fee funding and school-based management training on school attendance, enrolment, and retention among children from the poorest 50% of households, as well as school financial management and, school registration; and to understand the pathways through which the intervention lead to the observed impacts. By assessing the impact of the CS intervention, we hope to draw lessons and provide evidence that can be used to promote access to quality education of the urban vulnerable children more so those living in the slums.

1.3 End-term tracking procedures

The impact evaluation involved 90 complimentary schools sampled at baseline – 45 treatment CS and 45 comparisons CS. During midline, one comparison CS closed down and at end-term one treatment school declined to continue to participate in the study and we therefore reached 88 CSs at end-term. The head teachers or their designate were interviewed. In addition, at baseline, 6579 pupils in both control and treatment groups were selected for tracking in order to monitor their attendance and retention. Status of all the pupils included at baseline were updated irrespective of their midline status. In total, 6429 pupils were updated, with 76% of them being in the same school during the two time periods.

1.4 The qualitative and quantitative survey tools

1.4.1 The quantitative tools

Similar quantitative survey tools were used during baseline, midline and end-term data collection. The prime reason was to maintain comparability of indicators of interest in this study. Notably, a few questions were added at each stage to capture issues that emerged during a previous stage of data collection.

The survey tools included;

- (i) Primary school institutional questionnaire (PSI): This tool was administered either to the head teacher or manager or administrator of the CS. The tool sought information on ownership, school registration status, donor support, school infrastructure, presence of text books, schooling related charges, enrolment and attendance, financial management and staffing.
- (ii) Primary school institutional questionnaire (PSI_A): This was an addendum to the PSI and was administered to same respondent based on specific responses to some questions. This tool sought verbatim responses from the respondents in the treatment area specifically on reasons why pupils who are SUCSEED beneficiaries are absent, transferred, dropped-out and withdrawn from the target school. Additionally, the tool sought reasons why the CS do not have academic records, financial records, school development plans, BoM and registration status cognizant that they have undergone SBM training.
- (iii) Pupil tracking form (STF): This tool was administered to all pupils who were tracked pupils in the SUCSEED program. It sought information regarding pupil's school attendance status during the interview day, their need for financial support, whether they were formerly out-of-school, whether they are at risk of dropping and the reason they were absent at the day of interview.

1.4.2 The qualitative tools

We collected the qualitative data from the same schools which were visited during baseline and midline except for one school which had to be replaced as the school administration refused to be interviewed.

Selection of parents for FGDs: Similar to what was done at midline evaluation the main criteria for eligibility to participate in the focus group discussions (FGD) during end-term was that one had to be a parent or guardian of a benefiting child. Participating schools were categorized into control, CWW and AKF schools and two schools were randomly selected from each category. Three pupils were randomly selected from grades 1-6 in the sampled schools and their parents invited to participate in the FGD. The pupils were then issued with invitations for their parents or

guardians to participate in their respective schools for the FGD. A total of 18 parents from each school were invited through this process to participate in either a male or female only FGD. This is to safeguard against power balances between females and males that could jeopardize their ability to actively participate in the interviews and in order to get diverse views on schooling, and experiences as parents (Knodel, 1993). Each school was assigned to invite either male or female parents. For instance, if the first FGD in a CWW school was assigned to invite female parents, the second school was assigned to male parents.

We conducted a total of six FGDs with parents; on average each FGD had 15 parents. Some of the FGD participants were BoM members. It should the same parents were followed at midline and end-term order to establish their perceptions with the intervention over time in regard to the SUCSEED. The list of participating parents at baseline was used to mobilize the same parents for participation in the focus group discussions.

Selection of teachers for FGDs: During end-term, one teacher from all the sampled schools was purposively selected to participate in the focus group discussions. The purposive selection was to ensure that teachers from grades (1-6) were selected across schools for equal participation and representation, across teachers and schools. All the selected schools falling under the two implementers and the comparison were listed separately and sorted alphabetically then assigned numeric values of 1-6 which was used recurrently to include all teachers, across all grades. The numeric values represented the grade of the teacher to be invited from each school. For example, the first school in the list provided a grade one teacher. We conducted a total of four FGDs with teachers and on average each FGD had 11 teachers. The same teachers were followed at midline and end-term track their opinion on the impact of SUCSEED on the school based training and financial management was sought in order to measure change.

Selection of head teachers: A total of three In-depth Interviews (IDIs) with head teachers were conducted during midline evaluation study, one in each category; CWW, AKF and Control. The head teacher in each category were selected to participate in the IDIs were purposively selected from the first school where FGDs with parents were conducted at baseline both in the control and treatment schools.. It was important to seek the opinions of head-teachers in schools where FGD were being conducted with parents in order to triangulate the views of the parents and head-teachers based on some of the issues that were raised.

Selection of member of boards of management (BoM): In-depth interviews were conducted with parents in the BoMs of the schools. These parents were randomly selected from the school list of members of school management committees. A total of three IDIs were conducted with members of school management committees, one in each category CWW, AKF and comparison.

School directors: A total of three IDIs were conducted with school directors in both treatment and control schools; one in each category. The IDIs with school directors followed the same criteria used for head-teachers. The school directors were selected from the first schools where parents were invited for focus group discussions both at baseline and midline.

Selection of formerly out of school children: The initial design of the study at baseline was to conduct one FGD with formerly out of school children for each implementing partner. However, due to the young age of some of the formerly out of school children in the lower classes, it was necessary to change the method of data collection from conducting FGDs to in-depth interviews with the pupils. Therefore, in-depth interviews were preferred for pupils because they involve one to one talk between the child and the interviewer and therefore be able to capture more insight in this child's experience. Selection of formerly out of school children from the treatment group at baseline was done by the implementers. The list was then shared with the evaluation partner for sampling. Thereafter, all the children in the highest two grades of 6 and 7 were listed. Two pupils, male and female were then selected from grade 6 and grade 7 and in each category. A total of six IDIs were done with formerly out of school children; four in each category. Attempts were made to interview the same pupils who were interviewed during baseline and midline. All the six were present at baseline and at midline.

Selection of at risk of dropping out children: Children at-risk of dropping out in control schools were selected after administration of the pupil tracking tool used by the teachers to rank the pupils. The same category of children were identified by the implementers in the treatment zone and a list was shared with the external evaluating team. In both treatment and control zones, the schools with the highest enrolment of at-risk of dropping out children were selected to provide children who participated in the in-depth interviews where children in the upper two classes of grade 6 and 7 were all listed. Two children (male and female) were then randomly selected from grade six and grade seven for participation in IDIs. In total, six IDIs were conducted with at-risk of dropping out children, two in each category. The same pupils were interviewed during end-term.

Selection of parents of formerly out of school children: Two parents of formerly out of school children in each category were purposively selected for IDIs. The parents were invited through their children who had been identified as formerly out of school and invited for interview through the school head teacher. A total of six IDIs were conducted with the parents of formerly out of school.

Administration of qualitative tools: Following the baseline approach, the FGDs and IDIs were done after an initial review of the quantitative tables and a meeting with KMT to review the midline evaluation questions and probes.

Two FGD protocols and six in-depth interview guides were used to collect qualitative data. They were; i) an FGD protocol for teachers, ii) an FGD protocol for parents and; iii) in-depth interview guide questions for school directors, iv) in-depth interview guide questions for head teachers, v) in-depth interview guide questions for parents to formerly out of school pupils, vi) in-depth interview guide questions for members of board of management, vii) in-depth interview guide questions for formerly out of school children, viii) in-depth interview guide questions for at risk of dropping out children.

- i. *FGD protocol for teachers:* This tool had the objective of seeking the views of teachers on changes that they have seen and have experienced on school based and financial management, barriers to pupils' school enrolment and attendance and the experiences of the teachers with the schools that they teach in since the beginning of SUCSEED.
- ii. *FGD protocol for parents:* This tool had the objective of seeking the views of parents on school management, barriers to pupils' school enrolment and attendance and the experiences of the parents with the schools that their children attend since the beginning of SUCSEED to measure the impact of the project.
- iii. *In-depth interview guide for school directors:* This tool had the objective of seeking the views of the school directors on the impact of the fee funding and school based training program on financial management and school registration.
- iv. *In-depth interview guide for head teachers:* This tool had the objective of seeking the views of the school head teachers on the impact of the fee funding and school based training program on financial management and school registration.
- v. *In-depth interview guide for members of board of managements:* This tool had the

objective of seeking the views of the members of the school management committees on the impact of the school based training on school and financial management, enrolment and school registration with the relevant government ministries and departments.

- vi. *In-depth interview guide for formerly out of school pupils:* This tool had the objective of seeking the views of formerly out of school children on changes that they have seen on school management, barriers to pupils' school enrolment and attendance and the experiences with the schools that they attend since they were enrolled by SUCSEED.
- vii. *In-depth interview guide for at risk of dropping out pupils:* This tool had the objective of seeking the views of at risk of dropping out of school children on changes that they have seen on school management, barriers to pupils' school enrolment and attendance and their experiences with the schools that they attend since the beginning of SUCSEED.
- viii. *In-depth interview guide for parents of formerly out of school children at risk:* This tool had the objective of seeking the views of parents of formerly out of school children on changes that they have seen on school management, barriers to pupils' school enrolment and attendance and their experiences with the schools that their children attend since they were enrolled by SUCSEED.

1.5 Training, pre-testing, data collection and analysis

Training

The field interviewers who participated in the baseline and midline data collection were engaged for end-term data collection. With the help of human resources, the 15 field interviewers were contacted and their contract drawn outlining their terms of references with respect to this exercise. All the 15 FI's were invited for a four day training from 24th to 29th September, 2015 facilitated by APHRC research staff in the education research program (ERP) within APHRC campus. The training started by addressing the challenges the FIs faced during baseline and midline data collection exercise. These included; the striking teachers, competing activities in school, CS with large enrolment, some head teachers were unaware of the data collection exercise visit in their CS, security for netbooks during data collection. The opinions and suggestions on how to mitigate the challenges mentioned included; creating a rapport with the head teacher to avoid conflicting with competing activities, the team leader and researcher would help administer the questionnaire for CS with large enrolment, provision of a community liaison person to serve as a security escort in

areas prone to insecurity, and, make prior communication with the head teacher to make them aware of the midline exercise.

The FI's were taken through the paper version of the school questionnaire and pupil tracking form. After thorough training on the same, netbooks programmed with the school questionnaire were availed to each FI. They were trained on how to enter, edit, save and backup data electronically for three days by APHRC researchers and programmers. To ascertain that the FI's gained hands on with the device, role plays were done where one would assume the role of an interviewee and the other one as the interviewer. After every role play a subsequent discussion would follow giving suggestions and comments on how the role play was conducted.

Pre-testing

To make sure that the FI's had developed hands on with the device and the other paper survey tools, pre-testing was done in eight schools in Kibera. The reason for choice of Kibera was that, they have similar slum like characteristics with the study sites and also the CS in Kibera are not in the study's sampling frame. After pre-testing, the FI's gave feedback on their experience and suggestions on the survey tools and the exercise in general. The comments that came up included change of skip routines and instruction guide for the FI's. These comments were then incorporated and well documented in the affected survey tools.

Data collection

The FI's were then facilitated with necessary stationary and a roster allocating them to different CS. Each FI was supposed to spend one day in each CS administering the school questionnaire and the pupil tracking form.

After data was collected, the netbooks and the open-ended survey tool were handed over to team leader who would go through responses for purposes of quality checks. Once the team leader was satisfied, the same were handed over to the supervisor and researcher for further checks on the consistency and completeness of responses. In case there was inadequacy in the responses, the supervisor or researcher would verify the response in consultation with respondent and the field interviewer. After all the study samples were covered, the electronic and paper based data was handed-over to the APHRC data unit for data entry and extraction respectively. To ensure data



collected was of high quality, the cleaning process in consultation with the data analyst, programmer and researchers was done within three days and finally shared with the data analyst. Since this is a follow-up exercise, multi-level analysis of indicators of interest using difference in difference was done. For other variables, a segregation by study periods and sites was done giving significant values for the variations using chi-square and T-tests.

2. Chapter two: Effects of the intervention

2.1 Background characteristics of schools

2.1.1 Teacher absenteeism

According to the ministry of education guidelines, the official teacher workload is 40 hours per week. However, this is not always followed by each teacher in both public and private schools due to varied reasons. When a teacher is absent in class, there is reduced student-teacher contact time, pupils receive less instruction time and the present pupils are not engaged at that particular time hence considered as waste of resources. A cross-sectional study done by Ngware et al. (2013) in seven urban informal settlements in six counties in Kenya revealed that 8 percent of teachers are reported as ‘often’ absent while 40 percent are ‘rarely’ absent. In this study, the head-teachers were asked their opinion on teacher absenteeism. Using Table 2.1, the head teachers in treatment CS had a higher positive (by 12%) perception that teacher absenteeism as not a problem in their CS unlike those in control sites. As teacher absenteeism is led by poor school governance, this is an implication that CS in the treatment sites are well governed than those in the control site.

Table 2.1 Perception of the CS head teacher on teacher absenteeism

	Baseline		End term		DID	P-value
	Korogocho	Mukuru	Korogocho	Mukuru		
Number of schools	45	45	44	44		
Yes, for a few of the teachers	27%	22%	16%	9%		
Yes, for about half the teachers	7%	2%	9%	0%		
Yes, for most of the teachers	4%	2%	9%	2%		
It is not a problem#	62%	73%	66%	89%	12%	<0.05
Average days teachers were absent in the last school week?	2.71	3.08	4.53	1.4	-3.5	<0.05

Notes: # = DID for the specific proportion

Further analysis of teacher absenteeism revealed that teachers in comparison CS were on average 3.5 more days absent in the last school week from the day of data collection than those in the treatment site. This positive gain towards the treatment CS can be attributed to better school management as part in the intervention. Amongst the major reasons given for teacher absenteeism were illness, domestic responsibility and pay related issues across the two sites.

2.1.2 Non-SUCSEED financial support to schools

Assessing the effectiveness of financial support in terms of fee-funding for the “at-risk” pupils was one of the study objectives and part of the indicators of interest in this study. All the treatment schools were receiving the fee-funding for the “at-risk” pupils from the SUCSEED as part of the intervention package. However, in the comparison site, similar support was evident and was anchored by churches and other donors as shown in Table 2.2. By the time of data collection at baseline, only 3 treatment CS had not received fee-funding and at end-term all target schools had received the fee-funding. In the comparison CSs, only 13 head-teachers mentioned to be receiving similar financial support. This support came from other stakeholders shown in Table 2.2; furthermore this financial support cannot be compared to the fee-funding in the SUCSEED program as the modes of delivery and implementation were different.

Table 2.2: Institutions providing fees targeting poor pupils

	Baseline		End term	
	Korogocho	Mukuru	Korogocho	Mukuru
Number of schools	6	42	13	43
SUCSEED (Daraja and MSDP)	17%	86%	0%	98%
Redeemed Gospel Church	33%	0%	23%	0%
Jirani Children Choir	33%	2%	8%	0%
Hope International	0%	5%	8%	0%
Good Neighbours	0%	0%	15%	0%
PCEA Church	17%	0%	8%	0%
Ayiera Initiative	0%	0%	8%	0%
Compassion International	0%	2%	0%	0%
Discovery Learning Alliance	0%	2%	0%	0%
Individual Sponsor	0%	0%	8%	0%
LVCT	0%	0%	8%	0%
Sport Outreach	0%	0%	0%	2%
St. Lawrence University	0%	2%	0%	0%
Twins International	0%	0%	8%	0%
World Friends	0%	0%	8%	0%

2.1.3 Feeding program

In Kenya, school feeding program started in 1979 with the introduction of government led school milk program. Although school feeding program is not compulsory from the MoEST, it is initiated to lure pupils through a “magnet effect” to enrol in school and increase their retention. This is echoed by the report by Hungi (2011) working paper 3 in the SACMEQ III report which involved 15 African countries (Kenya included). This report revealed that availability of school meals for

pupils in school improved the general school attendance. In our study, six in every ten CS had this program across the two sites and study wave. However, the treatment CS have a 5% advantage over the comparison schools as pertains the school feeding program.

Table 2.3: School feeding program and sponsors

	Baseline		End term		DID	p-value
	Korogocho	Mukuru	Korogocho	Mukuru		
Number of schools	45	45	44	44		
Yes	69%	58%	61%	55%	5%	ns*
Who sponsors the program (n)	31	26	27	24		
School, but parents contribute	45%	65%	19%	25%	-14%	
Parents	29%	15%	37%	63%	40%	
Sub-contractor(s)	0%	4%	4%	0%		
World Food Programme	0%	0%	4%	0%		
Feed the children NGO	16%	4%	15%	4%		
Others	10%	12%	22%	8%		
What is the parental/guardian contribution to this feeding programme?						
Nil	6%	15%	26%	4%		
Monetary	94%	85%	74%	92%	27%	
In-kind	0%	0%	0%	4%		

Notes: * not statistically significant

Results from Table 2.3 indicate that in comparison CS, the major sponsors is “school-but parent contribute” by 14 % over the treatment CS. On the other hand, the treatment CS have parents as the major sponsors of the feeding program by 40% over the comparison CS. The major contribution is in monetary terms.

2.1.4 Enrolment for current school year

According to MoEST (2015) the net enrolment rate (NER) increased from 83% in 2005 with the introduction of the free primary education to 95% in 2012. According to NER¹ definition, this study did not calculate the NER because of missing information at household level. From Table 2.4 the average enrolment for the entire school was in favor of the comparison CS by close to seven pupils although this difference was not significant. Across the gender, on average **three** more girls enrolled than boys in favor of comparison CS.

¹ <http://data.worldbank.org/indicator/SE.PRM.NENR> :NER: Net enrolment rate is the ratio of children of official school age who are enrolled in school to the population of the corresponding official school age

Table 2.4: School enrolment by study period, study site and gender

	Baseline		End term		DID	P-value
	Korogocho	Mukuru	Korogocho	Mukuru		
Boys enrolment	90.38	77.76	96.75	82.32	-1.81	ns
Girls enrolment	96.24	79.73	103.41	82.02	-4.88	ns
Total enrolment	186.62	157.49	200.16	164.34	-6.69	ns

2.2 Effects of the intervention on schooling outcomes and management practices

2.2.1 Pupil attendance

The study reported here captured pupil school attendance at two levels - for the entire pupil population and for the specific pupils who were benefiting from fee funding and tracked (see section 2.2.2 & Table 2.6). From

Table 2.5 that reports attendance at school level, there were no statistically significant differences between boys and girls, and between sites. The DID (this takes into account attendance at baseline) ranged between 1 and 4 percentage points which is an indication that the intervention had the potential to generate positive impact in the treatment schools, and especially for boys whose effect was more than double that of girls.

Table 2.5: DID in pupil school attendance for the entire school population Sub group

	Study site	Schools*	Percent present**		DID*** (%)
			Baseline	End-term	
Boys attendance	Comparison***	45	91.96	89.1	3.56
	Treatment	45	88.39	89.09	
Girls attendance	Comparison	45	90.77	88.36	1.44
	Treatment	45	87.86	86.89	
Total attendance	Comparison	45	91.40	88.89	2.56
	Treatment	45	88.02	88.07	

Notes: * One comparison school closed down, while one treatment school declined to participate at end-term. Computations are based on intention to treat. ** Computed at class level then aggregated to school level; *** The differences were not statistically significant;

2.2.2 Tracking of pupils in the evaluation

This subsection covers tracking of the pupils who were involved in the CS evaluation in treatment and comparison schools across baseline and end-term. Pupils from the poorest households were targeted to benefit from fee funding with a view to reducing the cost barrier and hence improve school attendance and retention. Table 2.6 presents the number and proportion of pupils involved in the evaluation who were present or absent on the day of data collection, had transferred or dropped out (opposite of retention) from school.

Table 2.6: Schooling status of pupils in the evaluation sample between baseline and end-term

Attendance	Baseline		End-term	
Overall (Excludes transfers/Withdrawals)	N	%	N	%
Present in evaluation school	5,919	93.5%	4,410	69.7%
Absent	409	6.5%	431	6.8%
Dropouts	0	0.0%	91	1.4%
Transfers	0	0.0%	1,393	22.0%
Dead	0	0.0%	3	0.0%
Total	6,328	100.0%	6,328	100.0%
Treatment				
Present in evaluation school	2,654	92.9%	1,890	66.2%
Absent	203	7.1%	285	10.0%
Dropouts	0	0.0%	16	0.6%
Transfers	0	0.0%	665	23.3%
Dead	0	0.0%	1	0.0%
Total	2,857	100.0%	2,857	100.0%
Comparison				
Present in evaluation school	3,265	94.1%	2,520	72.6%
Absent	206	5.9%	146	4.2%
Dropouts	0	0.0%	75	2.2%
Transfers	0	0.0%	728	21.0%
Dead	0	0.0%	2	0.1%
Total	3,471	100.0%	3,471	100.0%

Note: * Temporary withdrawal refers to being out of school for at least one continuous school term.

Overall, on the day that the baseline data were collected, out of the 6,328² tracked pupils who had previously been identified, 93.5% were present and 6.5% were absent from the evaluation schools compared to 69.7% and 6.8% at end-term. The huge drop on those present in evaluation schools at end-term can be explained by transfers which was over 20% with treatment schools having a slightly higher proportion of transfer. Transfers are due to household migration and departure of pupils who had joined the treatment schools in order to benefit from the fee-funding intervention, only to transfer back as the program ended. Dropout rates were slightly higher (2.2%) in comparisons schools compared to treatment school (0.6%). Though the difference is small, it's statistically significant and it does tell us that the fee funding improved pupil retention. There were no major changes on absenteeism rates between pupils in the treatment schools and those in the comparison.

2.2.3 School academic records keeping

The academic records reported in here include the pupil progress record where the teacher make entries of continuous assessment tests; record of work that shows the subject contents covered by the teacher every week; and, scheme of work that shows the topics, subtopics and teaching/learning resources required for each lesson to be taught in any school term. These records make teaching and learning more effective and hence they are necessary but not sufficient for effective teaching.

Table 2.7: Availability of school academic records

	Comparison		Treatment		DID	P-value
	Baseline	End-term	Baseline	End-term		
Pupil progress record	98%	48%	100%	71%	21%	0.051
Monthly updating pupil progress record	9%	19%	29%	61%	22%	
Record of work	62%	41%	87%	71%	5%	0.707
Monthly updating record of work	61%	50%	28%	23%	5%	
Scheme of work	73%	41%	93%	71%	10%	0.455
Monthly updating schemes of work	30%	50%	29%	7%	-42%	

² At baseline data collection, 6,579 pupils were identified. After netting out the transfers and the unknown, this number dropped further to 6,328 and this constituted the number of pupils that were tracked.

Table 2.7 presents the proportion of schools with academic records at end-term. In the DID column, the table compares the proportion of schools with the records between baseline and end-term. A positive DID means there were more treatment schools with academic records and updated them monthly. The expectation was that the treatment schools would have more schools with the records. This was the case at end-term except for schemes of work. What is emerging at end-term is that more treatment schools kept the academic records. This may be due to the school based management training that delved on school management related issues including school records.

2.2.4 Financial records

The cash flow document is an accounting statement showing the amount of cash generated and used by the school in a given period. The school budget presents the financial plan and lists the estimates of revenue and expenditures normally for a school year. In the balance sheet, the management shows the picture of the school's situation as at the end of the financial year. A balance sheet should also list the assets and liabilities of the school. Table 2.8 presents the proportion of schools with financial records at both baseline and end-term. Table 2.8 compares the proportion of schools that had financial records (seen or not seen) between baseline and end-term. The positive DID, over 30 percentage points, is an indication that more schools in the treatment than in the comparison group had financial records- cash flow statement, balance sheet and school budget. This implies that the intervention is having a significant impact on school record keeping. This is partly due to the school-based management training offered to school managers in the treatment schools.

Table 2.8: School financial record keeping

Availability of record *	Midline results					
	Comparison		Treatment		DID	p-value
	Base	End	Base	End		
Balance sheet	40%	52%	38%	86%	36%	0.010
Cash flow statement	40%	61%	40%	98%	36%	0.001
School budget for current year	60%	64%	47%	84%	34%	0.017

Notes: * includes "Yes and seen" and "Yes not seen"

2.2.5 School development/business plan

School development/business plan (SDP) is a document that shares the vision, mission and objectives of the school. It enables the school's vision to be shared and understood by the school community. The SDP improves the understanding of where the school is going and what actions need to be taken to ensure it gets there - see example EIC (2000). Table 2.9 presents the results of the availability and implementation of the SDP at end-term. In the last column the table shows the difference in difference in the proportion of schools with and/or implementing SDP. From the Table 2.9, the results are mixed. However, more (by 10 percentage points) treatment schools had an SDP; with a higher (23 percentage points) number of treatment schools showing one to the enumerator. However, more (by 4 percentage points) schools in the comparison group 'always' implement their SDP. Despite these differences that seem to show good practices in both groups of schools, at end-term, all treatment schools had an SDP.

Table 2.9: Availability and implementation of school development plan

	Comparison		Treatment		
	Baseline	End term	Baseline	End term	DID*
Presence of SDP					
Yes and seen	11%	16%	40%	68%	23%
Yes not seen	33%	36%	42%	32%	-14%
No	56%	48%	18%	0%	-10%
both (yes seen and yes not seen)	44%	52%	82%	100%	10%
Implementation of SDP					
Always	70%	74%	57%	57%	-4%
Sometimes	15%	22%	35%	43%	1%
Rarely	5%	4%	5%	0%	-5%
Never	10%	0%	3%	0%	7%

2.2.6 School registration status

In this study, the head teachers were asked to give the registration status of their schools with the MoEST or other arms of government and the results are summarized in Figure 2.1 for both baseline and end-term. Overall, the percentage of schools registered or in the process of registering with the MoEST between baseline and end-term increased by 21 percentage points (that is, from 22% at baseline to 43% at end-term). Of interest, the increase in school registration with MoEST was higher in Mukuru (30%) than in Korogocho (12%) as depicted in Figure 2.1. It can be concluded that the intervention gave positive gains in encouraging schools to register with the MoEST.

Figure 2.1: Baseline and end-term school registration status

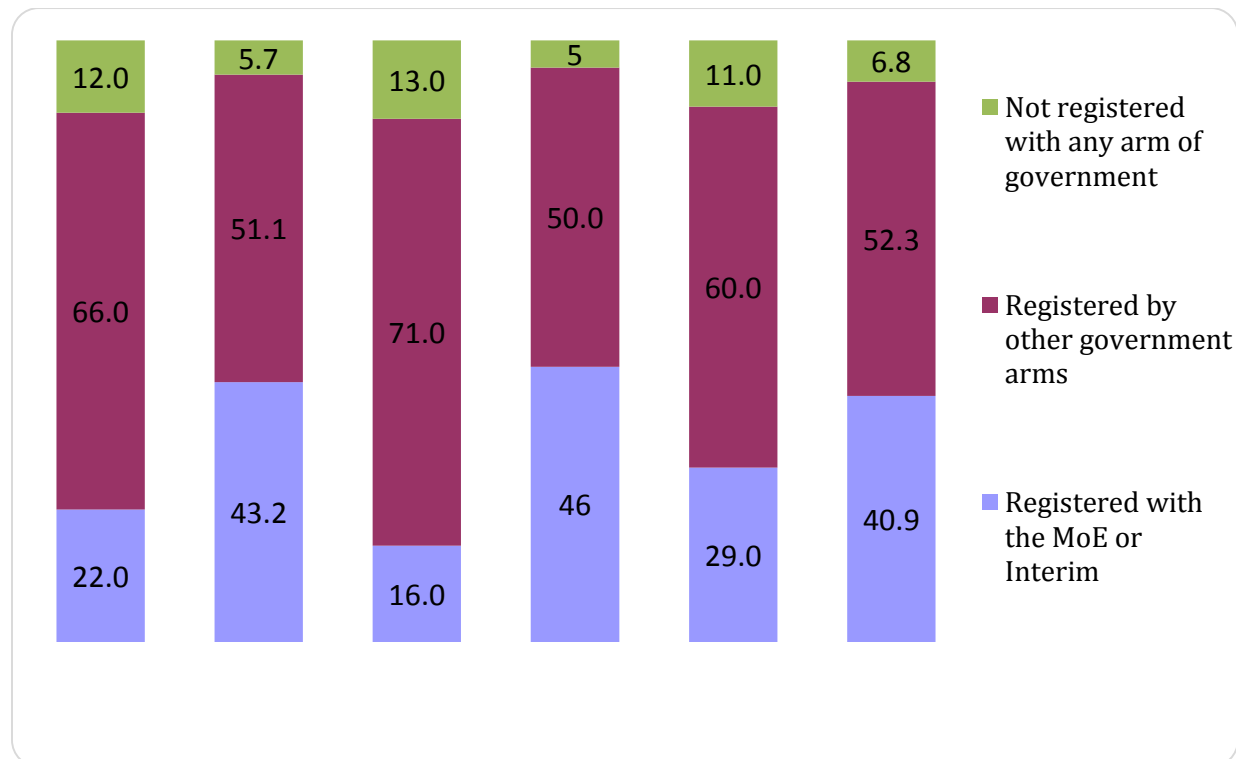
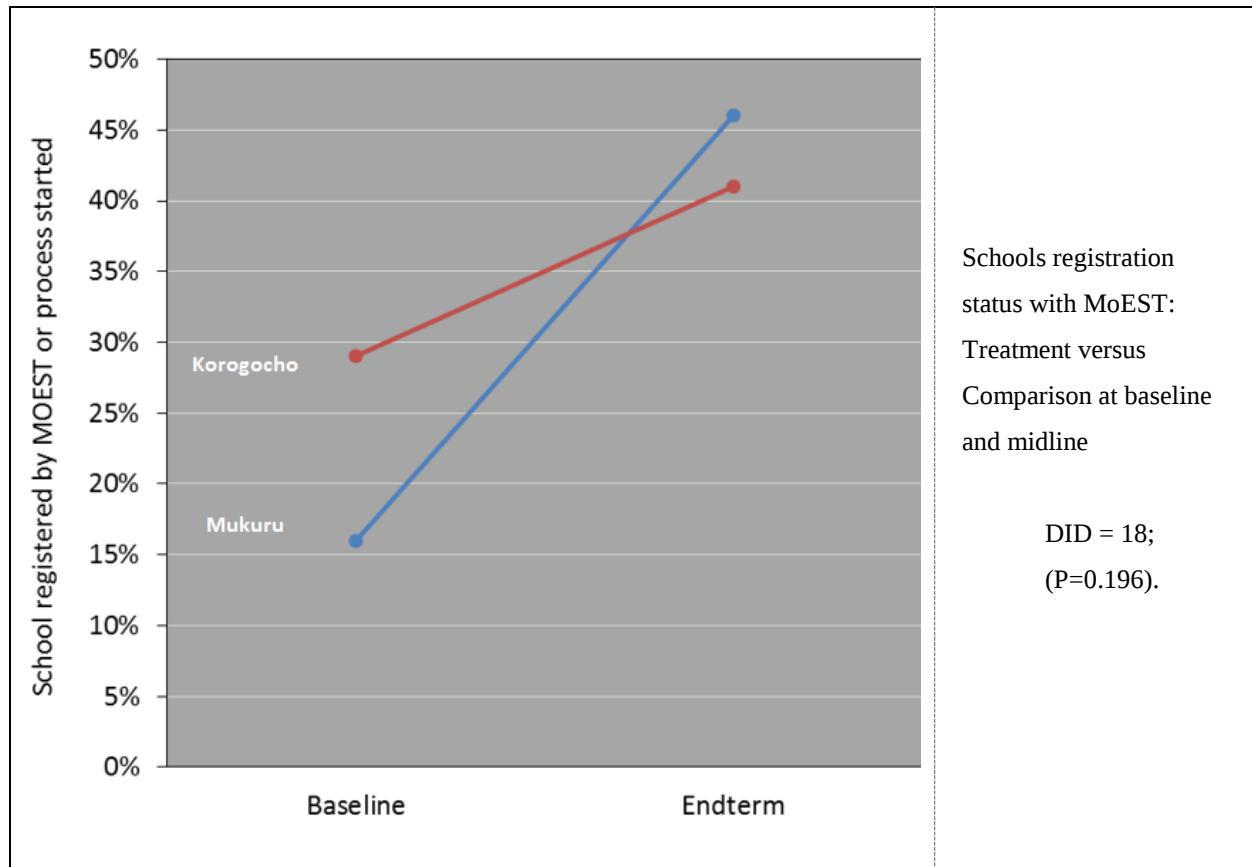


Figure 2.2: Comparison of school registration with MoEST between baseline and end-term



2.2.7 School board of management

One of the key aims of the intervention was to encourage schools to be transparent and accountable with public funds (such as FPE capitation grants) through elected Boards of Management (BoM) that hold regular meetings. Although the MoEST requires that all schools in Kenya be managed by elected BoM, some CS do not adhere to this requirement because the existing guidelines for composition and roles of such boards are seen by owners of CS to apply mostly to public schools (Ngware et al., 2015).

The head teachers of schools participating in this study were asked if their schools are managed by elected BoM, trustees or the owners and the results are presented in Table 2.10 for both baseline and end-term. At baseline, 84% of schools in both sites were managed by elected BoM. At end-

term, this percentage had reduced to about 77% in Korogocho and increased to 100% in Mukuru. Thus, it is concluded that the intervention worked well in terms of encouraging management of school by elected boards.

Table 2.10: Distribution of schools by type of management

School managers a) at baseline	Korogocho		Mukuru		Overall	
	Number	%	Number	%	Number	%
Elected boards	38	84.4	38	84.4	76	84.4
Trustee	0	0.0	1	2.2	1	1.1
Owner	7	15.6	4	8.9	11	12.2
Others	0	0.0	2	4.4	2	2.2
b) at end-term	Number	%	Number	%	Number	%
	Number	%	Number	%	Number	%
Elected boards	34	77.3	44	100.0	78	88.6
Trustee	1	2.3	0	0.0	1	1.1
Owners	8	18.2	0	0.0	8	9.1
Others	1	2.3	0	0.0	1	1.1

For the schools with elected BoM, the head teachers were asked how often these committees met (results in Figure 2.3). Further analysis of the data revealed a significant increase in BOM meetings at least once a term in Mukuru schools compared to Korogocho schools (see Figure 2.4). Therefore, it is concluded that the CS intervention increased participation of elected BoM in school management, at least in terms of number of meetings held.

Figure 2.3: Frequency of board of management meetings at baseline and end-term

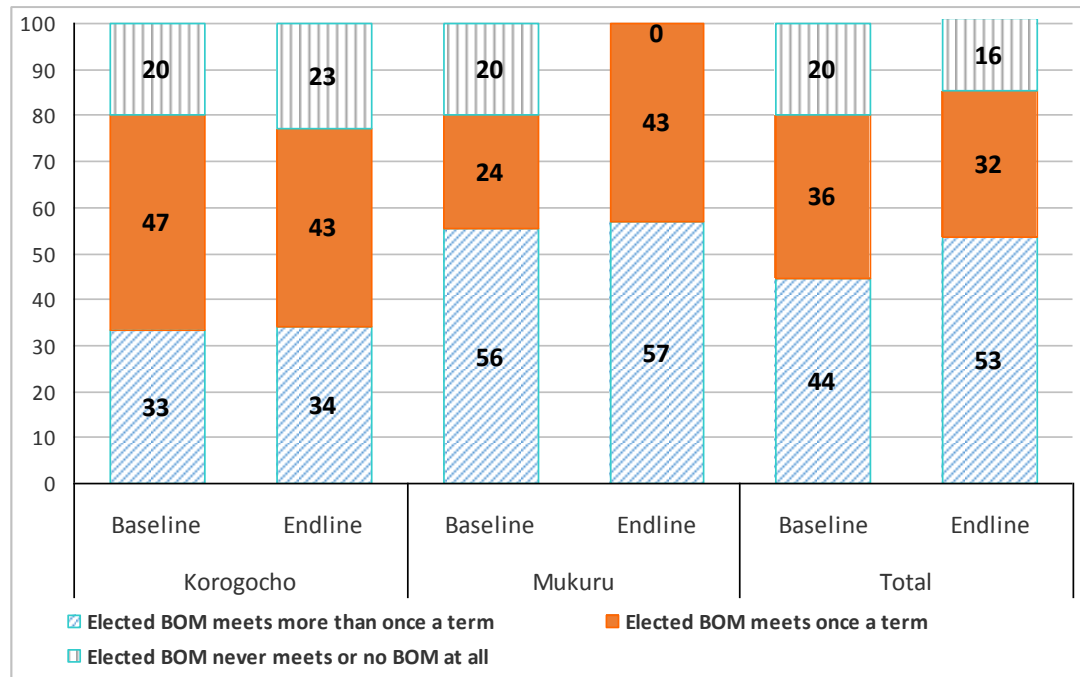
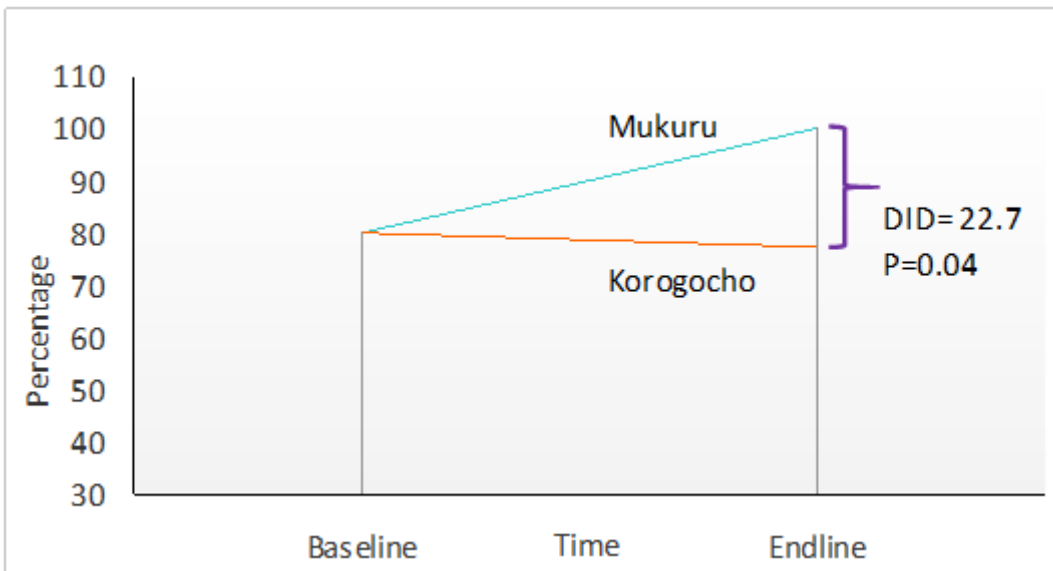


Figure 2.4: BOM meeting at least once at baseline and end-term



2.3 Summary of chapter two –key highlights

- The head-teachers in the treatment CS have a perception that teacher absenteeism is not a problem in their schools which is an implication that CS in the treatment sites are well governed than those in the control site. Amongst the major reasons given for teacher absenteeism were illness, domestic responsibility and pay related issues across the two sites.
- All the treatment schools had received the fee-funding for the “at-risk” pupils from the SUCSEED as part of the intervention package. Similar support was observed in CS in the comparison site which was anchored mostly by churches and other donors.
- The average enrolment for the entire school was in favor the comparison CS and on average **three** more girls enrolled than boys in favor of comparison CS.
- Dropout rates were significantly higher (2.2%) in comparisons schools compared to treatment school (0.6%), meaning that the fee funding component of the intervention improved pupil retention in treatment schools.
- By end-term, relatively more treatment schools than comparison schools kept academic records (i.e. records of work, schemes of work and pupil progress records). Likewise, more treatment schools than comparison schools kept school finance records (e.g. balance sheets, cash flow statements and school budget). Moreover, more treatment than comparison schools had SDPs though the difference in SDPs possession between treatment and comparison schools was not statistically significant.
- Between baseline and end-term, the increase in school registration with Ministry of Education, Science and Technology (MoEST) was significantly higher in treatment schools (30%) than in comparison schools (12%), meaning that the intervention gave positive gains in encouraging schools to register with the MoEST.
- Significantly more treatment schools than comparison schools were managed by elected boards of management (BoMs) at end-term.

3. Chapter three: Participants perceptions of the intervention and its outcomes

This chapter presents data from the narratives of parents (including parents of out of school children), teachers, pupils, BOM members, head teachers and school directors. This section of the report highlights the participants' narratives with regard to school fees payment for the poorest students; and school based management as an intervention in Treatment slums. The narratives are derived from focus group discussions (FGDs) and in-depth interviews (IDIs).

3.1 Enrolment

At the baseline, participants, were of the opinion that fees was a key determinant in parents being able to enrol their children in the various schools. The availability of school fees still remains a key determinant for children to be enrolled in the various CS. However, the inability of parents to pay schools fees in full remains a challenge to many parents two years since the onset of the SUCSEED intervention. In particular the head-teachers who are the administrators of the school explained that fees still remain one of the reasons that children do not enrol in school. A head teachers in the treatment school, explained “...others may drop out because they say that their parents are not able to pay school fees for them...” (Head-teacher, Mukuru). For those children that have benefitted from the SUCSEED intervention—the formerly out of school children and at risk children—were in consensus that the reason why they are enrolled in school is because they have been sponsored. However, despite the sponsorship, children are still required to pay exam fees to the schools to sit internal examinations. A child formerly out of school in a treatment school says “...we are not chased away for fees, we only pay exam money...” (Formerly out of school pupil, Treatment). It is evident from the baseline through to the end-term that the sponsorship by SUCSEED motivated the children to be enrolled in the schools. This is because children did not have to fear that they will be asked for school fees at the time of entering the school and subsequently be sent home. The narratives from the participants, and particularly directors and head teachers acknowledge that enrolment and sustained school attendance is dependent on a host of other factors that emanate from the household. In some instances parents are simply just not willing to cooperate with the schools so that they can further motivate the children to come to school. A head teacher from treatment school explained:

...Concerning the parents, I may like them to cooperate with the school and also to be serious with their kids. For example, if you give the kids homework, the parents should go after the kids to make sure that the kid has done the homework and also the parents should visit the school frequently to know how the kid is proceeding within the school (Head-teacher, Treatment, Mukuru).

In other circumstances children who are overage simply would not go to lower classes as they are being enrolled in school, making them be susceptible to intermittent attendance and subsequent withdrawal from school. A director affiliated to a treatment school explains:

...example there are some children who were brought here when the SUCSEED team came in and they were big, they could not go to the classes they were supposed to go. We were forced to take this child to the next class, do an extra work in order to keep this child in school.... (Director, Treatment School, Mukuru)

More important is the notion that many children who come from households headed by single parents in the slums; those households headed by children, and from those households where the parents are engaged in constant fights as a result of illicit drinking, do not pay attention in school. A director affiliated with a treatment school explains:

Majority of the children in this school are coming from single parent families and some of them... the first born taking care of the other children. Then some of them are in a both parent family but maybe one parent is a drunkard...are not employed, so fighting in the house is normal. Yes some parents have changed their houses into a war ground and that one even causes most of the children not to come to school. They fight even up to this place, the school... (Director, Treatment School, Mukuru).

Therefore, it would appear that school fees as a factor that inhibits initial enrolment and sustained attendance is linked with parents' lack of interest in, and low value attached to their children's education. Therefore, from the point of view of directors who are charged with the responsibility of governing schools, parents need to value their children's education, for them to be able to spend the little financial resources on their children. This interest of parents in their

children's schooling is important for the initial fee funding to make an impact on initial enrolment.

Parents, like in the midterm reiterated the importance of sponsorship through SUCSEED in being able to keep their children in school. These parents in treatment schools underscored the importance of sponsorship being the driving force behind them being able to enrol their children in specific schools. A female parent in an FGD representing fellow parents from a treatment school in Mukuru said, “...*thirdly is because there is sponsorship in that school*” (*Female Parent, FGD, Mukuru*). The notion of sponsorship and support continues to be a reason why parents enrol their children to the CS schools.

Among the Control schools, the poverty level among the parents impaired the ability to provide basics like food for children. Therefore, such children cannot be enrolled in school because they have to go in search of food. If the children are enrolled, the inability of control schools to put in place a feeding program, negates frequent attendance and a boost on enrolment in the long run. According to the head teachers, if children are not well fed at home and do not find food in school, there is no way they can be able to concentrate. The end result is that these children cannot continue coming to school even if they were initially enrolled. A head teacher in the control site intimates:

Then again you know the poverty level is also very high, so you realize that indeed a child is coming to school, this child is hungry, they did not take anything the previous night, they are coming to school without breakfast. The school has no lunch program and so it is like they are going to spend the whole day in school without eating. Some even opt to drop out of school maybe to fend for themselves and that affects their attendance and that affects the enrolment... (Head teacher, control school, Korogocho).

Moreover, school enrolment have been negatively impacted by peer influence and use of drugs which have negated the ability of the parents to enrol and keep the children in school in both treatment and control schools. A head teacher in a treatment school in Mukuru said, “... *the other one is peer pressure and we also have the use of drugs within the community*” (*Head-teacher, treatment school, Mukuru*). Peer pressure as an influence on the ability of children to be enrolled and stay in school was underscored by the head-teachers in the control school. A head-

teacher affiliated to a control school explains, “...and again let me just say that the number of kids who not enrolled...are out of school are also increasing due to peer pressure...” (Head teacher, control school, Korogocho).

3.2 Head teachers’ and teachers’ experience, motivation and support

3.2.1 Experience of head-teachers in the schools

Since the onset of the program, the head teachers and directors of schools had various experiences both positive and negative in the process of governing schools. Head teachers as the immediate administrators in the schools were of the opinion that complementary schools have contributed to a good education for children living in the urban informal settlements. The head teachers experience positive motivation when the children in their respective schools are able to enrol, retained in school and complete the primary school cycle. A head teacher in a control school explains:

The positive experience is that...it is really encouraging to change somebody’s life...When you keep them here and you know very well they cannot afford, maybe to pay the school fees, and at the same time you keep them here...It is like you sponsor them. When they finish maybe with class eight and they pass and they tell you, *thank you teacher because if were it not for you I couldn’t have made it this far* [Emphasis added] (Head-teacher, control school, Korogocho).

Some of the negative experiences that the head-teachers narrated were around the non-cooperation from parents and from directors. The parents do not pay fees on time as may be required over and above the sponsorship. The directors did not cooperate to provide the learning materials to the schools as would have been required in good time.

...Challenges, mostly you come across maybe from the director. Sometimes he may not cooperate and also from the parents, they may not cooperate and also sometimes you find that the kids are still not also cooperating...sometimes you may have needs within the school and when we approach him maybe to fulfil them ... (Head teacher, treatment school, Mukuru).

The head teachers find school governance to be very challenging, yet intriguing at the same time. That there is a need to balance the school leadership while cognizant of the slum location of the schools, and having the best interests of the children in mind. It is in this way that as head teachers, they can play a transformative role in the lives of the slum children. This was particularly

important to the head teachers in the control schools.

It has really been intriguing, very interesting and challenging as well in the sense that the school is established within the slum area and so you know the majority are very poor and also the children you receive, most of them also have the behavioral challenge, so you have to ensure that you keep them in school and at the same time you play that transformation role which is not very easy (Head teacher, control school, Korogocho).

3.2.2 The motivators

There was a general consensus among the head teachers that motivational level of both those who in leadership of the school as well as for the teachers are average. From the narratives, it was somewhat clear that good pay given in time is important for teachers, head teachers and directors alike to be more motivated. A head teacher in a treatment school explained:

...Okay. For instance if I am paid my salary on time and also given in full, I think I will put more effort in my work because sometimes if I have no money I start thinking of how I will meet the needs of that day and that reduces my motivation (Head teacher, treatment school, Mukuru).

Similar to the sentiments that were expressed earlier on the course of the project, the narratives suggest that motivation can also be intrinsic—that which emanates from being satisfied with the work that head teachers, directors and teacher engage in the respective schools. In their view, their motivation will also stem from the appreciation that they get from the individual pupils and their parents. A head teacher explained:

...When I get into class and teach a kid and she understands what I am teaching, that gives me the motivation and also when the parent comes around and says, *mwaliimu* (meaning teacher), you have done something good [Emphasis added]. She also motivates me. (Head teacher, treatment School, Mukuru).

The element of intrinsic motivation was not only important to the head teachers. It was very important to the teachers as well. The passion that teachers have for the pupils that they teach plays a significant role in the lives of the learners. A male responded in a teacher's FGD in Mukuru (treatment) explained:

...Am going to talk about two things. Number one what motivates me is the passion that I have for the learners. That one now I call it self-motivation...In terms of monetary I don't see. But there are promises that they never come to pass. (Male Respondent, Teacher FGD,

Mukuru).

Similar to the sentiments that were expressed at baseline and midterm, teachers teaching in the control schools still believed that motivation should be linked to better salaries and allowances that are also paid in good time. To the teachers in the control schools higher pay remains a key measurement of motivation. This implies that when teachers are not paid well, the good teachers leave the schools without caring about what is going to happen to the children they have been teaching. Similar to the sentiments that were advanced at baseline, teacher pay remains one of the key areas of teacher motivation. A female teacher in a female FGD of teachers affiliated with control schools said:

In the school where I teach, I can say that I am not motivated, because the formula to motivation is always greater remuneration. For example, higher salaries, allowances such as house allowance, transport allowance, we are not given. So, what we earn is only the basic salary, and, the basic salary is something less than ksh.10, 000 which is only used for buying some tea or breakfast... (Female Respondent, Teacher FGD, Control Schools).

There was a consensus among the parents that for head teachers and teachers to effectively perform their school management and teaching duties well, salaries should improve and they should be paid in good time. In some cases, it was reported that the SUCSEED money was not remitted to schools in good time and therefore, it was not possible to pay teachers. In addition, parents felt that the low pay coupled with its lateness made teachers to transfer from school to school. A parent attending an FGD in Mukuru (treatment) explained:

R8: What I can say is that teachers in this school are not bad...the problem in this school is that they change teachers frequently. This problem arises if the teachers are not paid. This is because I have heard that since the month of May, the teachers have not received their money. If the money is not sent for the sponsored children, where will the money to pay the teachers come from? The teacher will then say they cannot work for free since they also have to meet their personal needs. They need house rent, food and they have children to take care of. So, you see, the teacher cannot stand in the classroom hungry? Is it not necessary for the teacher to go to another school where they will earn a monthly income?

The sentiments from parents not only raised the issue of payment to be made prompt so as the

teachers can be motivated to teach. Moreover, it raised the issue on the duration of time it took for the fee funding to reach the schools, which may have impaired the ability of head teachers and directors to pay the teachers in good time. This may have further exacerbated the mobility of teachers across the Complementary schools.

The narrative on teacher motivation was consistent in the three waves of data collection—in both the treatment and control schools, motivation was still linked to a larger extent on teacher pay. However, just like at the midterm, the teachers, head teachers and directors recognize that there other ways in which they have been able to achieve intrinsic motivation through the success that their pupils attain, the positive attitude that the members of school management and the larger communities have towards them.

3.3 School based management

Boards of management (BoMs) are crucial in the running of various complementary schools. Just like it was identified at baseline and at the midterm, BoMs are very important decision making organ in schools. BoMs provide a management structure for schools and give the head teacher support in the running of schools. According to the narratives of participants in the study a majority of schools had elected BoMs running the activities of schools. The narratives show that the setting up of BoMs was a consultative process that involved the inclusion of various key stakeholders, including the key people within the school community. The consultative process was already evident in both treatment and control schools, and had clearly espoused by head teachers during the midterm. At the end term, the head teachers in the treatment schools reiterated their role in the BOMs, in a way that was clearly understood within the management structures of the schools. A head teacher in a treatment school in Mukuru said:

For example if we have the needs within the school or if we have ideas on how we can improve the school, I pass out the information...Okay...the salaries are forwarded to me and so I pay the teachers... About the school leadership, I make sure that the teachers perform their duties well and that they are doing the right things at the right time... (IDI, Head teacher, Mukuru).

The head teachers in the control explained that they too understood their role in the BOMs as champions of the welfare of all those who ensure that the teaching and learning processes go on as planned. The head teacher from a control school explained:

First I am the head teacher. In the school management board, I am automatically the secretary...As a member of the school management board, I champion the welfare of the teachers and the pupils and even the parents and the community at large...I think the roles are synonymous to what I have just said, like employing the staff, firing, ensuring that the records are duly kept, admissions and monitoring the activities within the school, welcoming the visitors, like right now you are here.... (IDI, Head teacher, Korogocho).

There were numerous benefits that were outlined particularly among the treatment schools that emanated from the schools having BoMs. Similar to what had been outlined at the midterm, one of the greatest advantages of having an elected BoMs within the schools was that the school community developed ownership of the decisions that were made regarding the school. Members of the BoMs were able to give ideas that can benefit the school in terms of planning for the development within the school. Parents in an FGD affiliated to the treatment schools in Mukuru explained, “R1...yes, for example, we can meet and discuss on how children can acquire a desk. We may decide that each parent contributes an average of Shs.100. Then, I was representing the parents... R2: “the Board calls us parents to inform us of decisions they have made...” (Female Respondents, Female FGD, Mukuru).

While the elected BoMs were recognized for their role in creating a collective ownership by all those involved in running of the school, another critical benefit of having the BOMs institutionalized in the schools included, being used as a forum to guide school activities, such that whenever, there was money coming into the school for some development activity, it was the BOM that made the critical decision to ensure money was used in the right way and that the head teachers remained accountable. A male teacher in a teacher’s FGD explained:

...In the sense that, let’s say they remit cash in line with education, I normally see the BoM meeting. The school calls the BoM. The BoM nowadays is expanded and in the BoM we have got parents from different classes, a head teacher, pupil representative from every class, a member of the community and so when there is money that has been remitted they call the BoM and discuss on what to do...(Male Teacher, Teacher FGD, Mukuru).

The BoM’s role as supervisors of school activities was not limited to managing money matters. Rather, this was extended to supervising activities within the school like the lunch program. In this

way, parents were able to monitor how well the food given to their children was prepared. A parent of a formerly out of school child said:

The role of this committee is like to supervise, at times there is that group that was given an opportunity, like one parent is elected there to do supervision of feeding of children, you go to the kitchen and look how food is prepared there if it is good food...let's say things like that, there is supervision of that committee, there are those people who have been chosen to go and...although I don't know if they do that (IDI, Male Parent of Formerly Out of School Pupil).

Another way in which BoMs set the priorities for the respective schools was in terms of making decisions that directly affected school development—like renovation within the school. Parents particularly felt that this was an opportunity in which all who had a stake in the school came together and agreed on specific development activities in the school. A female respondent in a female FGD in Mukuru intimated:

R1: There is a time they wanted to renovate the classrooms, and we as parents agreed with them that indeed it was good to have the class rooms renovated. So, after that decision, the classrooms were renovated during school holidays. So, it is something that we were aware of... (Female Parent, Female FGD, Mukuru).

Parents in the control schools who were part of the BoMs narrated that they too were taking their place in the deliberations that characterize the BoM meetings held within schools. They are involved in meetings and subsequent decisions that are collectively binding within the schools. They agreed that their involvement is important, and are not merely “rubber stamps” to the decisions that have been made, rather, they were key players to the decisions made as parents putting the interests of the school first. A BoM parent affiliated with the control schools explained:

...Yes they usually tell me. If there is something that should be done, they must tell committee members...If there is something bad that has happened they must call committee members to sit down...We are members and we must be involved in anything that is to be done...(IDI, BoM Parent, Korogocho).

The narratives also show that all those who were part of the school management committees were available to discuss issues that are affecting the teaching fraternity in the schools—ensuring that the needs of teachers are met. Similar to the sentiments expressed at the midterm, the presence of BoMs have helped to create a collegial working environment, solved internal conflicts among

themselves and teachers and ensured a good working relationship between themselves and the community. Moreover, the presence of BoMs encouraged through collectively addressing the challenges that would affect the learning environment in the school. This ensured that parents stayed abreast with issues that affect their children in the respective classes, and that teachers taught effectively. On another level, BOMs usefulness was in the ability for them to speak on behalf of the schools, within the community, as parents' representatives are part and parcel of the wider community. The BoM members were the “eye” outside the school, since the teachers and head teachers' work is concentrated within the school. A parent who is part of the BoM affiliated to the treatment school in Mukuru explained:

My responsibilities in particular are to ensure that there is smooth learning in school and not by coming to supervise teachers to teach. To ensure that their needs are addressed, the school security is okay, and if there is food, it is prepared in the right way. All those things come to ensure that learning is going on without any problem... The other thing is to ensure that we have created good relationship between the school and the community because we are the community, a teacher cannot get out there and go to advertise themselves out there, that is our work as the board of management (IDI, BoM Parent, Mukuru).

3.4 School development plans

From the narratives of the participants at end-term, complementary schools in the urban informal settlements have the knowledge and understand why the schools need to have development plans both in the treatment and control schools. The general consensus was that majority of schools who did not have development plans have put them in place across the treatment schools. This is in tandem with the observation from the quantitative results that showed that only a fewer treatment schools did not have an SDP and/or did not implement one, and by end-term almost all schools had implemented the SDPs.

Moreover, the narratives from the treatment schools were clear on the participatory process that went into the development of the plans. Just like had been described at the midterm, various stakeholders were brought on board in the treatment schools—teachers, parents, and pupils. A head teacher representing the views of the treatment schools in Mukuru explained, “...Yes. We have two representatives from among the teachers...yes...they give in their ideas....” (IDI, Head-teacher, Mukuru). This process was not so clear from the narratives that were characteristic of the

control schools. This male teachers in an FGD representing the views of fellow teachers said, “...in our school I don’t think if we have a development plan, because, it is a private institution and the decision making depends with the owner of the school. So, the teachers are not really involved in such decisions...” (Male Respondent, FGD, Teachers, Korogocho)

The narratives from the schools in Mukuru shows what happens in the process of the development of the SDPs such that they become participatory. It involved a discussion with teachers and subsequent identification of priority areas in the schools. In some instances, the teachers who were members of the BoM participated in the drafting of the plan. In regard to the drafting process, a teachers attending an FGD in Mukuru intimated:

R.1: Yes. We have been involved and in fact we are the ones who drafted it together with the BoM...we always urge them to push forward whatever we had put down on paper in terms of the development plan...(Male Respondent, FGD, Teachers, Mukuru)

In regard to the active involvement of teachers and subsequent prioritization of activities within the schools, a director affiliated with a treatment school in Mukuru explained:

You know we have to call teachers and ask them what they are facing in the school, the positives and the negatives. The teachers will tell us “we are in need of course books” that one we will put under...quality education. Yes. So, they will contribute to that, and if they are enough they (meaning teachers) will tell us they are enough. So, we will not plan to buy more books... (IDI, School Director, Mukuru).

The SDP have been implemented in the treatment schools in Mukuru. This has led to the precise planning of activities, and a systematic implementation with a plan of persons responsible for the particular activities to be implemented. The implementation of the SDPs has led to gains within schools, with schools having made tremendous progress in terms of following through with their plans in the SDPs and ensuring that schools have the necessary infrastructure to enable children to learn. A parent who is a BoM members explains:

...It is followed very well because in everything that has been planned to be done, it has to be done. It is known where the money will come from, and it has been assigned who will follow up on it. So, if it has not been done we have someone to ask “why has this thing not been done?” I have not seen anyone fail in their department... (IDI, BoM Parent, Mukuru).

The success with implementation of the SDPs highlight benefits of the institutionalization of the development plans which has among other things helped to develop certain infrastructure in the schools in the treatment sites. Just like during the midterm, it has included, but not limited to construction within the schools, and renovation of classrooms in some schools. A teacher affiliated with a treatment school in Mukuru explained:

... Number one the classes were few and so they used to combine classes but now at least each class is standing on its own. Number two, the desks were not enough and so at least they have bought other desks, and, so each class can have enough desks...At that time you could find that three pupils were sharing one book but at least there is a change. Two pupils can share one book... (Female Respondent FGD Teachers, Mukuru).

As had been observed at the midterm, during the end term, the presence of development plans enabled schools to be able to carry out the activities that were planned within the schools. Some of the critical activities that schools have been able to get involved in include; being able to renovate the floors of the classrooms, adding a few classes, employing more teachers, and ensuring that there is adequate stationery in the respective schools for effective learning. Overall, schools have been able to prioritize some of the activities that were planned for, that they could afford. A female teachers affiliated with a treatment school director affiliated to an AKF school explained:

Okay the first SDP, it stated that all class rooms must be cemented. We have achieved that so far. We have added classrooms, we have windows in the classes and we have added a number of teachers. There were few before. There is an office and then we have enough stationery and enough teaching material as per the SDP. The current one we said that we have to start a kitchen garden...so it is there. And the feeding program... (Female Respondent, FGD, Teachers, Mukuru).

There was a robust nature of activities that were accomplished in the treatment schools that was not quite evident in the narratives from the control schools. In the control site, activities were planned, but these activities could not be carried out because schools either had no additional funding with which to carry out these activities or there was no plan already in place to guide the implementation of the activities.

3.5 Reasons for dropout and transfers of children

As had been reported at the midterm, at end-term, study participants concurred that there was minimal dropout from schools rather what was rampant was the transfers from one school to another. The transfers have been alluded to in the quantitative section of the report has having contributed to the drop in the attendance on the day of the evaluation.

There was reported rampant transfers across schools. The persistent of transfers was also corroborated by the field work reports that was compiled at the end of the field work, in which a number of the head teachers in the treatment schools complained that money had not been remitted to the school on time since the months of May. This could have forced some of the children who were sponsored to transfer to other schools. This still implies that school fees paid for such children was still critical for learning. However, at the midterm the narratives point to two main reasons why children transfer: when parents move upcountry, sometimes because life has become difficult and parents have given up on life in the city, they will move with the children; and occasionally parents will prefer to send their children to public and boarding schools, which will then necessitate that children transfer from their current school. A head teacher affiliated to a treatment school in Mukuru said, “...some complain that they need a public school. Others say that their kids have grown and so they should take them to boarding schools to avoid influence... (IDI, Head teacher, Mukuru). Other reasons of transfer remained the pregnancies among girls, the effect of peers and use of drugs among the children. A head teacher affiliated to the treatment school said, “...the other one is peer pressure and we also have the use of drugs within the community...” (IDI, Head teacher, Mukuru).

The head teachers in comparison schools were in occurrence with the reasons given for transfer of children from the schools—when parents relocate to other sites or upcountry. However in some instances, the transfers may have been as a result of the inadequate infrastructure that is available in the respective schools, as such parents decided to transfer the children. As had been observed at the midterm, such transfers resulted into some of the affected children dropping out of school. A head teacher from the control site explains it in this way:

...Those who are considered drop out, majorly they transfer to... They relocate to the village or other towns. So, they just have to leave, and, at times you know I can say it is in terms of infrastructural set up...maybe the neighboring school is well structured and has all the necessary facilities and so they feel like it is more

comfortable being somewhere else than being here...which is again very minimal.
(Head teacher, Korogocho).

In as much as it may be true that children may have transferred away from some of the treatment schools when funding for sponsorship was late, as alluded to by the field reports from head teachers, the parental search of public schools, and the hardships of city (slum) life that may have driven the parents away from the slums hence necessitating the relocation of the children cannot be ignored.

The solutions that were provided to curb the transfers of children and in some minimal cases dropping out of school is to provide timely financial support to enable parents to be able to pay fees for their children, so that children can attend school. Moreover, as had been proposed at the midterm the narratives at end-term, reinforced the use of successful role models to mentor children away from the vices such as early sex that can lead to pregnancy, and use of drugs. The mentorship can be modelled on the successes of a model that has been implemented by APHRC and the one of the CBOs in Korogocho—Miss Koch. Such models would help mitigate the dropouts from the comparison schools. A female teacher in a teachers' FGD control site explained:

...I think we should identify those families that are very poor and give support if the financial support is possible. Like what we did with concern worldwide...they identify these poor families and they would be given some money at the end of every month. This one can help maintain these kids in school. Then on the pregnancies of the girls, I think they just need to be empowered, to be talked to most of the time about the consequences of being pregnant, and how to achieve their goals... There is a very nice program by Miss Koch and APHRC, the girl child empowerment. Since the beginning of that program, I think there has never been any girl from that project who has dropped out of school because of pregnancy... (Female Respondent, FGD, Teachers, Korogocho).

3.6 What has been the impact of the SUCSEED intervention

3.6.1 Reduced absenteeism and sustained attendance

The narratives from the participants at the end-term show that SUCSEED intervention was beneficial in the treatment sites just like it was articulated during the midterm. The SUCSEED is the reduction in absenteeism among pupils attending CS schools. This was particularly true among children who would not be able to attend school because of lack of school fees. Fee funding not

only assured them of fees to attend school, but also improved their performance. A parent who was a BoM member affiliated with treatment school explained, “...*performance has also improved and absenteeism has reduced in school...It has reduced so much... (IDI BoM Parent, Mukuru).*

In addition, SUCSEED intervention has been able to offer fee funding to pupils who were formerly out of school to join the schools. A male teacher attending an FGD in Mukuru said, “...*with me I can say ...these organisations they should keep on because they assist. There are some pupils that are unable to come to school but due to the support these people are giving the pupils are able to come to school...(Male teacher, Teacher FGD, Mukuru).* Due to the assistance, these formerly out of school children have been able to stay in school, thereby increasing enrolment of the respective schools by encouraging children to join and stay in schools. This male teacher in an FGD intimated, “...*when I talk about succeed, we have succeed that sponsor children. The number of pupils have increased, they come regularly, no lateness, they come daily; we can see that parents are happy...*” (Male teacher, Teacher FGD, Mukuru). Therefore the steady improvement in attendance can be attributed to the SUCSEED intervention.

While at the midterm the parents were the unanimous that SUCSEED had improved enrolment in schools, at the end-term the teachers reinforced this notion that attendance had improved. This was because SUCSEED had reduced absenteeism due to children being sent home to bring school fees. A male teacher in an FGD in Mukuru explained:

As a result of succeed,... the enrolment has gone high because you find that succeed pays like half of the school fees and parents now can afford the rest...school enrolment improves...The attendance of the learners has also goes up. (Male Teacher, Teacher FGD, Mukuru).

Moreover, teachers lauded SUCSEED because they felt that a lot of children were constantly in school thereby improving their learning which has boosted their performance in school. This is due to improved school attendance attributed to SUCSEED. A teacher in an FGD explained:

...Yes in a positive way. The pupils attend classes regularly and therefore they don't miss any lessons and this makes the performance to go up...there are some changes, because we do not send children home like we used to. At least there is some money to cater for them. So, they do not have to go home like they used to... (Male Teacher, Teacher FGD Mukuru).

3.6.2 Improvement in learning materials and infrastructure

Probably one of the most conspicuous impacts of SUCSEED has been in terms of improvement of infrastructure and learning materials in the respective schools. For instance, parents credit the SUCSEED intervention with having enabled the schools to acquire textbooks for the children in the respective classes. Parents said, “...*I entered a class room, there were books, good desks*” (Female Parent, FGD Parents, Mukuru). Acquisition of desks enabled children to be able to sit comfortably in their respective classes for effective learning. Moreover, in relation to the renovations/repairs, schools were able to renovate older facilities while building new ones. Teachers were emphatic that they now can teach well because of the availability of learning materials, and additionally more teachers who have been employed within the treatment schools. A teacher in an FGD affiliated to a treatment school, “...*the classrooms have been built, electricity is available, and there are desks, learning material, more teachers...*” Male Teacher, Teachers’ FGD, Mukuru).

3.6.3 Knowledge gained in by school managers in the management of schools

From the narratives we get a sense that the AKF affiliated schools saw an important benefit of SUCSEED in the knowledge gained out of the intervention which has enabled the head teachers and the teachers in the schools to know how to handle issues around the management of schools. Teachers particularly felt that as a result of SUCSEED their schools have been run well. This is due to the collective decision making approach that has been embraced by head teachers, in that the BoMs have been involved in making crucial decisions in the schools. A teacher affiliated to a treatment school in Mukuru said:

Yes. There are changes because the committee members are involved in the running of the school. Yes. For example if there is a problem with the teachers, the pupils or parents, the committee members are called, they discuss and then they get the solution to the problem. Yes... Compared to the other days when a parent makes a mistake or a pupil the director will take the decision by herself... (Teacher, Teachers FGD, Mukuru).

The SUCSEED intervention has benefitted schools in the treatment site through the knowledge that has been gained in terms of financial management. There is accountability mechanisms at different levels of the school management so that school funds can be spent well. This has ensured

that there is a timely provision of basic requirements for learning in the respective schools, which is acquired through the right procedures. A school director affiliated to a treatment school in Mukuru explained:

Before we spend any money we usually come together as a board, we sit discuss, we want to get this much maybe for paying teachers or buying desks...we send someone to go and get like the prices from two or three vendors. Then from there they bring the price list on my desk I check then we go for quality and cheap. Then from there we take it to the board again, we decide “this is what we are going to buy” then if we agree we go for the desks. Of course, I will have to sign, we are three, my signature is very important, I will sign for the funds, we go release the funds then we give out for the desks. When the desks are brought I have to go and check, we wanted to purchase ten, are they ten? Then I keep in my records. Also about books, if we want to buy books if we want to pay teachers I also have to check.... (IDI, School Director, Mukuru).

It should be noted that traces of the developments that were attributed to SUCSEED schools in Mukuru were also mentioned in some control schools in Korogocho. Parents explained that they have seen an increase in the number of books in some schools in Koch. A female parents says, “...they didn’t have reading books but now I see that they have books. A child can come with a book “mama here is the book I was given to read” (Female Respondent, FGD Parents, Korogocho). Parents explained that they too had seen some changes albeit minimal. In some of the schools, they cited repairs on walls and floors of the classrooms. A parent in a control school explains,

...Changes since last year July to date. Changes ae there. Before you used to go to KDN and see someone who is in the furthest end, they repaired that and put iron sheets and closed or the holes and they also repaired the floor. There is change... (Female Respondent, FGD Parents, Korogocho). Overall, the changes that have been witnessed in the treatments schools are numerous as espoused by the participants’ narratives.

3.7 Summary

- School fees remains one of the factors that inhibits initial school enrolment. However, sustained attendance is sometimes linked to parents’ loss of interest in their children’s

education and/or competing households needs that sometimes demand children's time. Therefore, parents need to prioritise children's education, for them to be able to spend the little financial resources on their children. This interest of parents in their children's schooling is important for fee funding to make an impact on initial enrolment.

- From the narratives at the end-term, motivational levels of teachers in the CS schools remains average and in some cases, low. Moreover, teacher pay remains one of the key areas of teacher motivation. But the teachers and head-teachers still value the intrinsic motivation that comes with good performance from their pupils.
- Boards of management (BoMs) were institutionalized within the treatment schools. One of the greatest advantages of BoMs within the schools was the developing of community ownership of the decisions that were made regarding the school. Members of the BoMs were able to give ideas from time to time that benefitted the school in terms of planning for the school development. Of critical importance was to ensure money was used in the right way and that the head teachers remained accountable.
- The school development plans (SDP) were being implemented in a vast majority of schools. This has led to the precise planning of activities, and a systematic implementation of school plans with persons responsible for the particular activities to be implemented. Schools made tremendous progress in terms of following through with their plans in the SDPs and ensuring that schools have the necessary infrastructure to enable children to learn. Teachers' opinions seemed to matter most at the end-term in the development of the SDPs.
- Some of these gains, attributed to the SUCSEED schools also mentioned in some of the comparisons schools, although not with the same magnitude.

4. Chapter four: Discussion and conclusions

4.1 Discussion

SUCSEED was a school system level intervention that sought to improve the way Complementary Schools (CS) operate with respect to school attendance among pupils and teachers, teacher effectiveness, teacher salaries, school fees payment and defaulters, poor infrastructure, and school dropout. The SUCSEED project had two major components—an intervention and an evaluation. The intervention was implemented by the Aga Khan Foundation and Concern Worldwide under the leadership of the KEEP Management Team (KMT), and involved fee funding and school-based management training to the CS in the urban informal settlements. The African Population and Health Research Center was the external evaluator for SUCSEED. The specific objectives for the evaluation were: 1) To examine the impact of the CS intervention—fee funding and school-based management training on school attendance, enrolment, and retention among children from extremely poor households—ranked in the bottom 50%, and school financial management, registration and teacher retention; and 2) understand the pathways through which the intervention led to the observed outcomes. This evaluation report examined the key baseline indicators among participating schools, pupil and teachers in treatment and control sites. Among the key indicators examined are the following: pupil school attendance and retention; teacher absenteeism; academic records keeping; school registration status with MoEST; and involvement of elected boards in school management. The report also examined school financial management.

School attendance and retention are major concerns in many parts of Kenya, and especially among poor neighbourhoods such as urban informal settlements (Glennerster, Kremer, Mbiti, & Takavarasha, 2011). At end-term, pupil school attendance for the entire school population was over 88% though we find no statistically significant difference in pupil attendance at school level between treatment and control schools. This can be explained by the fact that fee-funding focused on selected pupils from the poorest households, and not the entire school population. School attendance rate in urban Kenya seem to be lower than the national average that has stagnated at about 92 percent (KNBS & ICF-Macro, 2010).

Results for tracked pupil showed that those in the control schools had better attendance, contrary to expectations. This can be explained by fidelity related issues. For example, schools that did not receive the fee-funding money on time were quick to send participating pupils home to ‘get school fees’. By sending the pupils home, the school management hoped to compel the implementer to release the fee-funding money to the school. Data collection field report collaborates this argument with delays in funds release being reported by school management. Literature on school attendance shows that family characteristics, such as social economic status, are strong explanatory factors in attendance (Glennerster et al., 2011; McConnella & Kubina, 2014). In Kenya, especially among poor households, cost of education is among the factors associated with low school attendance. The intervention (fee-funding) acted as a cost reduction measure and this improved retention among children from very poor households. Truancy (chronic non-attendance), temporary school withdrawal³ and frequent repetition act in either in isolation or reinforce each other to influence dropping out. According to Wabuti (2014), these schooling outcomes are interconnected, where situations with high absenteeism (poor attendance) and temporary withdrawals, also having high repetition rates.

Like absenteeism, low retention and dropping out are a common phenomenon in many African countries, Kenya included. For example, in sub Saharan Africa, the percentage of pupils who start school and reach the last grade declined from 58 to 56 percent between 1999 and 2010 (UNESCO, 2014). According to UNESCO (2014), the determinants of attendance and early dropout may be linked. Furthermore, pupils from poorer families are less likely to attend school due to ill health or ‘because they have to work for the family’ (p.199). Improving attendance (despite fee-funding implementation concerns) is therefore a strategic action in enhancing retention of pupils from poor households. Though the intervention was implemented for about one and half years, it improved pupil retention indicating that the fee-funding was effective in targeting the needy.

Other factors that may have contributed to improved retention in treatment schools is reduced teacher absenteeism. From literature, schools with high teacher absenteeism also experience low pupil attendance and frequent school withdrawals. Head teachers in treatment schools perceived teacher absenteeism not to be a concern. It is possible that the enhanced cash flow in treatment

³ You are a school dropout if you remain away (non-attendance) for at-least one school calendar year. If less than one school calendar year but more than one school term, then we refer to that as 'temporary school withdrawal'. If less than a school term, then that is an issue of attendance.

schools enabled the school management to meet their financial obligations on teachers in a timely manner resulting to changes in motivation of teachers – though qualitative narrative indicate that motivation among teachers is still a concern largely due to late payment of salaries. With these successes, what remains to be thought through with regards to the fee-funding is its sustainability. One way would be for the MoEST to conditionally extend the FPE capitation grants to the CS. This will not only boost attendance and retention but also improve equity in access to education especially among the hard to reach children.

School academic records such as pupil progress record of work and scheme of work are the documents used by the teacher in the planning, implementation and assessment of teaching and learning processes (Dash & Dash, 2008; Grief, 2003). These records make teaching and learning more effective and hence they are necessary but not sufficient for effective teaching. Though this evaluation was not designed to measure teaching and learning effectiveness, it nevertheless shows that the intervention had a positive impact on the practices embedded in the processes of teaching and learning. In the long-run, this is expected to improve, at school level, management practices including quality assurance, transparency, and accountability in the teaching process.

Financial management is critical for effective management of the school operations. The school based management training sought to promote best practices in school financial management through improving head teacher skills in financial records keeping including cash flow, school budget and balance sheet. The impact evaluation results showed that the intervention had a strong effect on the way school managers adhered to best financial practices. School managers should maintain financial records because this adds value in improving management practices (Fasasi, 2004). According to Fasasi (2004), when financial transactions are properly recorded and maintained, incidences of fraud, overspending and financial waste decline. With such a decline, schools are able to operate efficiently including paying teachers and suppliers on time. In turn, this contributes to improvement of school climate including building stronger management systems that are accountable to the school stakeholders.

School development (some schools call it business plan) shares the objectives of the school. The SDP improves the understanding of where the school is going and what actions need to be taken to ensure it gets there - see for example EIC (2000). Developing and using an SDP is therefore a good management practice that should be promoted in schools. The long term benefits of having

and using an SDP include adhering to a well defined focus, spelling out strategies that will enable management to achieve goals and more importantly documenting processes, outputs and outcomes of the investment and being able to evaluate progress and success. Again, this improves the school climate.

In Kenya, a school has to be registered with the MoEST for it to be eligible for technical and financial assistance from the government. Such government assistance is important because it can result in enhancement of conditions of schooling which could lead to improvement in the quality of education provided in that school (Ngware et al., 2015). Thus, following the intervention, significantly more treatment schools than comparison schools became eligible for government assistance, through either registration or being in the process of registration. There is an ongoing general campaign by the MoEST to encourage schools in all informal settlements to register with the ministry. The school-based management training gave positive gains in encouraging schools to register with the MoEST. This is a strong indication that schools CS are willing to register but may not be having the capacity to do so. Registering with MoEST will come with several benefits including technical support in quality assurance and pupils will access the FPE capitation grants.

The BoM provides oversight on school management, support schools to acquire infrastructure and qualified personnel, and are entrusted with overseeing prudent management of school resources (Kindiki, 2009). The BoMs ensure best management practices are in place in their schools. Results show that the intervention, especially the school based management training, promoted the presence of BoMs in treatment schools – all treatment schools had BoMs compared to 77% of schools in the control group. The advantage of having BoMs in CS schools is public confidence increases as the BoMs can hold school management to account for public resources. It is this presence of BoM that helps explain the improvement of best financial record keeping in treatment schools. Qualitative narratives support this view when they report that institutionalizing BoMs developed community ownership of the decisions that were made regarding the school.

4.2 Conclusions

This end-term evaluation of SUCSEED intervention examined the impact of CS intervention (fee funding and school-based management training) on school attendance, enrolment, and retention among children from the poorest 50% of households, as well as school financial management, and

registration. It also sought to understand the pathways through which the interventions led to the observed changes.

The intervention did not have positive effects on attendance of the selected pupils largely due to project fidelity issues. However, there were indications that the intervention had the potential to generate positive impact on attendance in the treatment schools, and especially for boys whose effect was more than double that of girls. This conclusion is reinforced by the fact that the intervention improved pupil retention by a statistically significant margin. Furthermore, more schools now keep academic records necessary for tracking pupil progress as well as curriculum implementation at school level. Best practices in record keeping were also evident in financial management implying that CS can comply with financial regulations that can easily see them benefit from public resources. The intervention also supported schools to put in place systems supportive to effective management including school development plans and constituting BoMs. Overall, the SUCSEED intervention was a success.

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Appendices

A: School background

	Baseline		End term	
	Korogocho	Mukuru	Korogocho	Mukuru
What is the highest grade/class taught at this school?				

	Baseline		End term	
	Korogocho	Mukuru	Korogocho	Mukuru
Number of schools	45	45	44	44
Grade 2	0%	2%	0%	0%
Grade 3	7%	0%	5%	5%
Grade 4	7%	9%	7%	5%
Grade 5	11%	7%	7%	7%
Grade 6	18%	24%	16%	18%
Grade 7	4%	4%	14%	9%
Grade 8	53%	53%	52%	57%
Who constitutes the committee/ BOM? (Answer=Yes)				
School director/owner	53%	79%	76%	100%
Sponsor	3%	11%	12%	20%
Parents	84%	92%	91%	100%
Manager/ administrator	29%	13%	53%	52%
Head teacher	89%	79%	94%	95%
Others	21%	24%	32%	32%
How often does the committee/BOM meet?				
Termly	61%	31%	54%	43%
Twice a term	11%	31%	29%	23%
More than twice a term	29%	38%	17%	34%
Does this school have a policy on when committee/BOM should meet?				
Number of schools	35	44		
Yes	86%	93%		
Are minutes taken during committee/ BOM meeting?				
Number of schools	38	39	35	44
Yes and seen	24%	33%	34%	75%
Yes not seen	71%	62%	66%	25%
Does (NAME OF SCHOOL) receive regular financial assistance such as salaries of the teachers or purchases of books, School fees from the central government, city council, or any other body? (Answer=No)				
Central Government	62%	91%	32%	11%
City Council	100%	100%	2%	2%
Others	89%	78%	9%	7%
Is the problem significant in upper, lower or both grades?				
Total			15	5

	Baseline		End term	
	Korogocho	Mukuru	Korogocho	Mukuru
Upper			40%	20%
Lower			7%	0%
Both			53%	80%
In total, how many days were the teachers absent in the last school week?				
Number of schools	17	12	15	5
Minimum	1	1	1	1
Mean	2.71	3.08	4.53	1.4
Maximum	6	7	15	3
What do you think is the MAIN reason why teachers are absent?				
Domestic responsibilities	53%	58%	48%	16%
Living far from the school	18%	25%	0%	0%
Problem with transport	18%	0%	0%	0%
Illness	12%	8%	39%	70%
Union meetings	0%	8%	0%	0%
Pay related	0%	0%	11%	14%
Others	0%	0%	2%	0%
Has the fee-funding program started in this school?				
Number of schools	45	45	44	44
Yes	7%	96%	7%	98%
Who is providing the fee-funding program				
SUCSEED (Daraja and MSDP)	0%	95%	0%	100%
JIRANI CHILDREN CHOIR	33%	0%	33%	0%
REDEEMED GOSPEL CHURCH	67%	0%	0%	0%
St. Lawrence University	0%	5%	0%	0%
GOOD NEIGHBOURS	0%	0%	33%	0%
Ayiera initiative	0%	0%	33%	0%
What is the average financial support given to EACH pupil in				
Number of schools	3	43	2	42
Lower - Minimum	0	250	300	500
Lower - Mean	390	305.04	300	509.52
Lower - Maximum	670	566.67	300	900
Upper - Minimum	500	300	300	99
Upper - Mean	1000	403.1	1500	597.6
Upper - Maximum	1500	1133.33	3750	1000
How many pupils are benefitting from this financial support				
Lower - Minimum	3	2	1	2
Lower - Mean	4	38	15	20
Lower - Maximum	4	108	28	62
Upper - Minimum	1	2	3	2

		Baseline		End term	
		Korogocho	Mukuru	Korogocho	Mukuru
Upper - Mean		5	26	15	28
Upper - Maximum		11	100	38	106
Has the Head teacher/Manager/Director of this school attended any financial and management training in 2015?					
Number of schools		45	45	44	44
Yes		24%	31%	36%	82%
If yes, what is the name of this institution who facilitated the training?					
SUCSEED (Daraja and MSDP)		9%	71%	6%	83%
MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY		36%	7%	13%	8%
DON'T REMEMBER		9%	0%	38%	0%
CFBT- CHILD FUND BRITISH TRUST		0%	0%	13%	0%
CMC (CHILD MINISTRY)		0%	7%	6%	0%
TUSOME		0%	0%	0%	6%
BANK OF AFRICA		9%	0%	0%	0%
CIC STANBIC BANK		9%	0%	0%	0%
EDUKEY		0%	0%	6%	0%
FINANCIAL MANAGEMENT CONSULTANTS		0%	0%	0%	3%
GOAL KENYA		9%	0%	0%	0%
KENYA INSTITUTE OF MANAGEMENT		0%	0%	6%	0%
LIFE SKILLS		0%	7%	0%	0%
MICKY MOUSE KINDERGARDEN		0%	7%	0%	0%
MISSION OF HOPE HEADQUATERS		0%	0%	6%	0%
Nderito's foundation		9%	0%	0%	0%
REDEEMED GOSPEL CHURCH		0%	0%	6%	0%
YOUTH BANNER		9%	0%	0%	0%
What was the focus of the training?					
Number of schools		11	14	16	36
FINANCIAL MANAGEMENT		9%	43%	31%	75%
SCHOOL MANAGEMENT		91%	43%	25%	22%
DON'T REMEMBER		0%	0%	38%	0%
BOM MENTORSHIP AND TRAINING		0%	7%	6%	0%
REGISTRATION WITH MINISTRY OF EDEUCATIO		0%	7%	0%	0%
TUSOME		0%	0%	0%	3%

B: School facilities

	Baseline		End term	
	Korogocho	Mukuru	Korogocho	Mukuru
Number of schools	45	45	44	44
Are there textbooks provided by the school for the pupils to use?				
YES	67%	60%	64%	82%
Are pupils allowed to carry the school textbooks home?				
YES	57%	44%	36%	36%
Number of pupils per book - Pupil textbook ratio- for grade 1 to 8?				
Pupil textbook ratio-english – mean	4	5	4	3
Pupil textbook ratio-swahili - Mean	4	5	3	3
Pupil textbook ratio-math - Mean	4	5	5	4
Pupil textbook ratio-science - Mean	5	6	5	6
How many of the books you have mentioned above are on the current approved Ministry of Education list?				
All	100%	93%	93%	94%
More than half	0%	0%	4%	3%
Half	0%	4%	0%	0%
Less than half	0%	0%	4%	3%
None	0%	4%	0%	0%
How many classrooms are in use in this school				
Mean	8	7	8	9
Is there a library/READING AREAS for the pupils to use in this school?				
Yes	22%	7%	14%	18%
What type of toilet facility is mainly used by pupils in this school?				
Flush toilet	22%	29%	23%	27%
Pit latrine	69%	44%	70%	20%
Ventilated pit latrine	9%	22%	7%	18%
Portable toilet	0%	2%	0%	14%
Trench	0%	0%	0%	7%
Others	0%	2%	0%	14%
Is the toilet facility used exclusively by the school pupils?				
Yes	64%	62%	82%	82%
Are there separate toilet doors for BOYS and GIRLS?				
Yes	73%	76%	82%	84%
Are girls' toilet doors in a different block/building from those for the boys?				
Number of schools	33	34	36	37
Yes	27%	32%	53%	11%

	Baseline		End term	
	Korogocho	Mukuru	Korogocho	Mukuru
How many for boys & Girls				
Boys - Mean	2	2	3	2
Girls -Mean	2	2	3	2
What is the main source of drinking water used in this school by the pupils?				
Buying water from taps	29%	53%	27%	36%
Buying water from tanks	4%	2%	5%	23%
Buying water from hawkers	2%	7%	2%	0%
Piped into school compound	58%	27%	66%	34%
Public tap	7%	7%	0%	0%
Carry water from home	0%	4%	0%	7%
Is the drinking water sufficient for the pupils' daily use?				
Yes	80%	73%	77%	73%
During the last 12 months, how many times has a quality assurance visited this school?				
Mean	1	1	0	1
Does (NAME OF SCHOOL) have a school feeding programme?				
Yes	69%	58%	61%	55%
Who sponsors this feeding programme?				
School, but parents contribute	45%	65%	19%	25%
Parents	29%	15%	37%	63%
Sub-contractor(s)	0%	4%	4%	0%
World Food Programme	0%	0%	4%	0%
Feed the children NGO	16%	4%	15%	4%
Others	10%	12%	22%	8%
What is the parental/guardian contribution to this feeding programme?				
Nil	6%	15%	26%	4%
Monetary	94%	85%	74%	92%
In-kind	0%	0%	0%	4%
Does this feeding programme cover every pupil?				
Yes	90%	31%	74%	38%

C: Charges on schooling

		Baseline		End term	
		Korogocho	Mukuru	Korogocho	Mukuru
In the current school year, how much in Kes is a pupil in each grade required to pay for:					
Number of schools	N	45	44	43	42
Tuition Class 1	Mean	2887.56	4435.91	2496.51	4059.52

		Baseline		End term	
		Korogocho	Mukuru	Korogocho	Mukuru
	Deviation	1369.36	1834.7	1843.95	2684.01
Construction fund Class 1	Mean	61.4	-0.33	1050	.
	Deviation	196.33	0.48	.	.
Extra classes Class 1	Mean	478.39	413.98	878.46	1036.52
	Deviation	875.43	1052.72	937.25	1204.8
Examination fees Class 1	Mean	301.64	395.39	377.27	388.1
	Deviation	198.56	274.31	230.21	303.39
School meals Class 1	Mean	901.95	1151.38	1240.72	2587.6
	Deviation	1000.44	1662.55	1395.55	2043.7
Other items Class 1	Mean	72.83	73.2	500	240
	Deviation	201.97	389.2	.	.
Tuition Class 2	Mean	2894.22	4405.23	2496.51	4059.52
	Deviation	1375.12	1897.71	1843.95	2684.01
Construction fund Class 2	Mean	61.43	-0.33	1050	.
	Deviation	196.32	0.48	.	.
Extra classes Class 2	Mean	478.42	413.98	878.46	1036.52
	Deviation	875.42	1052.72	937.25	1204.8
Examination fees Class 2	Mean	301.67	388.55	377.27	388.1
	Deviation	198.52	280.43	230.21	303.39
School meals Class 2	Mean	1044.08	1151.38	1240.72	2587.6
	Deviation	1226.75	1662.55	1395.55	2043.7
Other items Class 2	Mean	132.86	77.67	500	420
Tuition Class 3	Mean	2900.89	4266.95	2510.47	3962.2
	Deviation	1382.3	1991	1840.83	2637.96
Construction fund Class 3	Mean	61.43	-0.36	1050	.
	Deviation	196.32	0.48	.	.
Extra classes Class 3	Mean	478.42	413.96	817.14	1068.33
	Deviation	875.42	1052.73	929.25	1188.58
Examination fees Class 3	Mean	301.67	388.52	377.27	388.1
	Deviation	198.52	315.58	230.21	303.39
School meals Class 3	Mean	996.71	1151.36	1240.72	2587.6
	Deviation	1176.98	1662.56	1395.55	2043.7
Other items Class 3	Mean	132.86	77.64	500	323.33
	Deviation	397.22	389.49	.	219.24
Tuition Class 4	Mean	2923.04	4615.45	2714.63	4197.37
	Deviation	1572.43	2209.92	1939.85	2691.83
Construction fund Class 4	Mean	61.34	-0.36	1050	.
	Deviation	196.35	0.48	.	.
Extra classes Class 4	Mean	503.26	613.96	817.14	1214.78

		Baseline		End term	
		Korogocho	Mukuru	Korogocho	Mukuru
	Deviation	882.48	1654.96	929.25	1471.76
Examination fees Class 4	Mean	312.79	439	404.41	444.25
	Deviation	218.87	333.88	249.24	342.26
School meals Class 4	Mean	949.24	1161.36	1240.72	2693.91
	Deviation	1180.08	1670.66	1395.55	2060.75
Other Items Class 4	Mean	149.89	77.64	500	690
	Deviation	406.93	389.49	.	811.3
Tuition Class 5	Mean	2719.62	4068.47	2746.15	4134.72
	Deviation	1769.03	2635.16	1983.8	2738.58
Construction fund Class 5	Mean	55.33	-0.42	1050	.
	Deviation	193.45	0.5	.	.
Extra classes Class 5	Mean	323.13	573.89	817.14	1214.78
	Deviation	620.48	1647.4	929.25	1471.76
Examination fees Class 5	Mean	287.69	386.39	412.15	448.68
	Deviation	237.82	354.97	256.9	350.19
School meals Class 5	Mean	886.7	1086.6	1271.22	2693.91
	Deviation	1176.22	1659.96	1453.17	2060.75
Tuition Class 6	Mean	2359.51	3880.02	2888.57	4079.69
	Deviation	1890.07	2849.7	2188.11	2725.24
Construction fund Class 6	Mean	55.22	-0.44	1050	.
	Deviation	193.48	0.5	.	.
Extra classes Class 6	Mean	286.1	533.84	855.83	1027
	Deviation	615.76	1638.8	1002.87	1215.26
Examination fees Class 6	Mean	259	374.42	410.78	464.29
	Deviation	252.68	358.53	277.64	360.67
School meals Class 6	Mean	781.6	954.41	1356.57	2688.57
	Deviation	1154.36	1657.84	1494.77	1992.17
Other items Class 6	Mean	122.74	3.96	500	368
	Deviation	393.78	29.89	.	212.41
Tuition Class 7	Mean	1992.69	2672.73	3092.59	4324.17
	Deviation	2067.97	3063.88	2286.99	3000.73
Construction fund Class 7	Mean	53.54	-0.62	1050	.
	Deviation	191.05	0.49	.	.
Extra classes Class 7	Mean	233.78	285.64	487	1065.71
	Deviation	558.72	973	377.27	1404.55
Examination fees Class 7	Mean	233.83	287.51	551.76	498.15
	Deviation	300.45	442.23	429.89	402.99
School meals Class 7	Mean	608.68	680.78	1306.43	2785.88
	Deviation	1125.67	1471.58	1593.71	2023.34

		Baseline		End term	
		Korogocho	Mukuru	Korogocho	Mukuru
Other items Class 7	Mean	91.79	3.84	.	368
	Deviation	371.75	29.91	.	212.41
Tuition Class 8	Mean	1902.87	2627.29	2916.67	4480.56
	Deviation	2108.47	3243.64	2242.56	2984.77
Construction fund Class 8	Mean	53.76	-0.67	1050	.
	Deviation	190.99	0.48	.	.
Extra classes Class 8	Mean	227.98	216.73	515	1156.36
	Deviation	559.86	683.98	405.04	1531.87
Examination fees Class 8	Mean	248.31	314.13	479.23	513.64
	Deviation	356.41	543.64	405.62	423.47
School meals Class 8	Mean	564.98	680.73	1487	2954.29
	Deviation	1112.98	1471.6	1840.18	2108.45
Other items Class 8	Mean	127.2	3.8	.	368
	Deviation	429.16	29.92	.	212.41
Is tuition paid?	Yes	98%	98%	93%	98%
Is payment fees required to be annually, monthly or weekly?					
	Annually	2%	0%	0%	7%
	Termly	34%	18%	20%	23%
	Monthly	64%	80%	78%	67%
	Weekly	0%	2%	2%	2%
Do most parents/ guardians pay the tuition fee in lump sum or instalments?					
Lump sum		7%	5%	2%	9%
Instalments		93%	95%	98%	91%
What proportion of pupils were unable to completely clear their tuition fees by - End of last school term					
Mean		57.62	41.56	53.22	40.57
Deviation		16.61	15.68	20.42	19.77
What proportion of pupils were unable to completely clear their tuition fees by - End of 2014					
Mean		56.54	46.06	54.61	39.32
Deviation		18.13	17.7	19.52	20.22
What proportion of pupils were unable to completely clear their tuition fees by - End of 2014					
Mean		56.8	42.21	54.83	38.75
Deviation		16.86	18.62	19.62	20.03
Does the school have a Parents and Teachers Association?					
Yes		71%	51%	55%	27%
Are parents required to pay or contribute any money to the PTA?					
Yes		16%	17%	4%	0%
Are pupils required to pay or contribute for the following school supplies to be used by teachers					
Chalk	Yes	7%	2%	50%	30%

		Baseline		End term	
		Korogocho	Mukuru	Korogocho	Mukuru
Exercise Books	Yes	7%	2%	50%	30%
Text books	Yes	7%	2%	50%	30%
Pens	Yes	7%	2%	50%	30%
Pencils	Yes	7%	2%	50%	30%
Erasers	Yes	7%	2%	50%	30%

D: School development and financial management

		Baseline		End term	
		Korogocho	Mukuru	Korogocho	Mukuru
Who contributed in developing the development plan/business plan/strategic plan					
Head teacher	Actively contributed	80%	95%	96%	100%
	None	20%	5%	4%	0%
Teachers	Actively contributed	50%	65%	74%	73%
	Somehow contributed	20%	8%	13%	23%
	None	30%	27%	13%	5%
Parents	Actively contributed	50%	73%	65%	75%
	Somehow contributed	15%	16%	17%	23%
	None	35%	11%	17%	2%
School Management committee/ BOM	Actively contributed	60%	81%	61%	91%
	Somehow contributed	5%	3%	26%	9%
	None	35%	16%	13%	0%
PTA committee	Actively contributed	65%	41%	48%	20%
	Somehow contributed	0%	11%	26%	9%
	None	35%	49%	26%	70%
School Manager/Administrator	Actively contributed	80%	73%	83%	57%
	Somehow contributed	5%	8%	0%	9%
	None	15%	19%	17%	34%
Students	Actively contributed	10%	5%	9%	11%
	Somehow contributed	5%	16%	9%	18%
	None	85%	78%	83%	70%
School sponsor	Actively contributed	5%	24%	17%	23%
	Somehow contributed	0%	3%	9%	0%
	None	95%	73%	74%	77%
Others	No response	20%	46%	0%	0%
	Actively contributed	15%	24%	0%	2%
	Somehow contributed	0%	3%	61%	52%
	None	65%	27%	39%	45%

		Baseline		End term	
		Korogocho	Mukuru	Korogocho	Mukuru
Does the school implement the development plan/business plan/strategic plan?					
Always		70%	57%	74%	57%
Sometimes		15%	35%	22%	43%
Rarely		5%	5%	4%	0%
Never		10%	3%	0%	0%
How often are pupils sent home to collect fees arrears?					
Weekly		0%	0%	0%	5%
Every two weeks		11%	13%	9%	41%
Monthly		62%	62%	75%	30%
Twice a term		9%	11%	0%	2%
Once a term		18%	13%	0%	2%
Before sitting for exams		0%	0%	16%	20%
What is the condition of the following school owned facility?					
Classrooms	Good condition	16%	4%	27%	9%
	Needs minor repair	18%	22%	25%	48%
	Needs major repair	67%	73%	48%	41%
	NA	0%	0%	0%	2%
Headteacher/ manager/ administrator office	Good condition	20%	7%	30%	7%
	Needs minor repair	18%	13%	25%	45%
	Needs major repair	49%	53%	34%	30%
	NA	13%	27%	11%	18%
Staff room	Good condition	20%	4%	23%	9%
	Needs minor repair	13%	13%	27%	32%
	Needs major repair	40%	49%	34%	27%
	NA	27%	33%	16%	32%
Teacher toilet	Good condition	18%	7%	27%	16%
	Needs minor repair	20%	20%	27%	34%
	Needs major repair	49%	44%	39%	27%
	NA	13%	29%	7%	23%
Pupil toilet	Good condition	20%	11%	27%	25%
	Needs minor repair	20%	20%	34%	34%
	Needs major repair	60%	58%	39%	41%
	NA	0%	11%	0%	0%
Desks/ forms/ benches	Good condition	11%	4%	18%	18%
	Needs minor repair	27%	24%	30%	52%
	Needs major repair	62%	71%	52%	30%
Are all the payment received by school receipted?					
		98%	98%	98%	100%

		Baseline		End term	
		Korogocho	Mukuru	Korogocho	Mukuru
Yes					
Are all the payment received by the school entered in a record book e.g. fee register					
Yes		100%	100%	100%	98%
Does the school have a bank account under its own name?					
Yes		73%	100%	73%	100%
What is the minimum number of people required to sign for any bank withdrawal?					
3		56%	69%	63%	48%
2		13%	29%	31%	50%
1		20%	2%	0%	0%
4		0%	0%	6%	2%
Who determines the signatories to the school bank account??					
School Management committee/ BOM		50%	20%	68%	64%
School Manager/Administrator/Director		35%	67%	20%	25%
	Head teacher	3%	7%	5%	9%
Others		8%	2%	5%	2%
PTA committee		5%	4%	2%	0%
How many are they in terms of gender?					
	Mean	8.51	8.76	8.59	9.57
	Deviation	4.43	3.92	4.11	4.11
How many are they in terms of gender? - male					
	Mean	3.4	3.16	3.48	3.48
	Deviation	2.33	2.14	2.09	2.06
How many are they in terms of gender? - female					
	Mean	5.11	5.51	5.11	6.09
Highest level of education attended		Korogocho	Mukuru	Korogocho	Mukuru
Pre-primary	Mean	0	0	0.08	0
	Deviation	0	0	0.37	0
Primary	Mean	0.06	1.05	0.17	0
	Deviation	0.36	3.25	0.74	0
Secondary	Mean	4.13	5.4	4.19	3.14
	Deviation	2.78	4.55	2.82	2.38
Tertiary	Mean	3.46	3.17	4.3	6.11
	Deviation	4.81	3.56	3.95	3.85
Degree	Mean	0.17	0.83	0.12	0.34
	Deviation	0.47	2.39	0.41	1.13

		Baseline		End term	
		Korogocho	Mukuru	Korogocho	Mukuru
Highest level of teacher training		Korogocho	Mukuru	Korogocho	Mukuru
S1	Mean	0.4	0.19	0	0.05
	Deviation	1.45	0.68	0	0.31
P1	Mean	3.17	3.15	2.98	3.43
	Deviation	4.32	2.78	3.15	2.93
P2	Mean	0.73	0.19	0.31	0.02
	Deviation	2.07	0.6	1.02	0.16
P3	Mean	0.28	0	0	0
	Deviation	1.07	0	0	0
ATS	Mean	0.03	0	0	0
	Deviation	0.19	0	0	0
GRA	Mean	0.28	0.19	0.06	0.22
	Deviation	0.84	0.4	0.34	0.72
Untrained	Mean	3.02	3.12	4.56	2.95
	Deviation	2.78	2.03	2.58	2.34
NACECE	Mean	1.44	4.09	0.97	2.95
	Deviation	2.4	8.52	2.65	1.91
Teaching experience(in years)					
Below 5 years	Mean	4.21	4.36	4.41	5.45
	Deviation	3.08	2.96	2.8	3.17
Between 5 and 10 years	Mean	4.05	3.88	3.51	3.34
	Deviation	3.97	3.38	3.36	3.44
Above 10 years	Mean	0.63	0.71	0.98	0.55
	Deviation	1.35	1.33	1.37	0.99
What is the main source of teachers' salaries?		Korogocho	Mukuru	Korogocho	Mukuru
		45	45	44	44
	Parents' contributions	0%	0%	23%	7%
Total	School fees	93%	93%	68%	91%
	Others	7%	7%	9%	2%
In this school, how often do teacher salary come late?		Korogocho	Mukuru	Korogocho	Mukuru
	Very often	47%	9%	20%	2%
Total	Often late	9%	13%	20%	16%
	Sometimes late	11%	49%	18%	34%
	Rarely late	18%	7%	30%	18%
	Never late	16%	22%	11%	30%
Are teachers' salaries always paid in full?					



		Baseline		End term	
		Korogocho	Mukuru	Korogocho	Mukuru
	Yes	56%	76%	73%	75%

E: Open ended responses by head teachers participating in the SUCSEED project -
Summary of responses

Item	Reasons
Main reasons why pupils who are beneficiaries of the fee-funding support by CWW and AKF (SUCSEED project) to be absent in school today?	Sickness was cited as the main reason for absenteeism; other cited reasons were relocation of the family/household; transfers (am not sure should form part of the reasons); and ignorance/lack of interest in schooling.
Main reasons that made these pupils who are beneficiaries of the fee-funding support to transfer from this school?	Relocation of families or households (out migration's); Domestic issues (not entirely specified) with the most cited one being dissolutions (separation); Transfers to public schools (about 11 head teachers noted this) – with one being very specific that the transfers are happening because of the form one placement which favour public schools.
Main reasons that made these pupils who are beneficiaries of the fee-funding support to withdrawal or drop-out of this school?	For this item the responses were few and had varied reasons that included lack of interest in schooling; some head teachers noted that some of the pupils dropped to continue with their street life; others noted the fee funding support for some of the pupils was stopped/withdrawn as well as domestic issues, early marriages, and other school charges (e.g. exam fee) which were not catered by the project support.
Main reasons that made these pupils who are beneficiaries of the fee-funding support not to be retained in this school?	Like the reason on why some pupils dropped out of school, the reasons for some of the pupils being not retained by the schools were quite few. Some pupils though identified by the project as beneficiaries project never received (benefited) any fee funding support, others went back to continue with their street life and in some instance the fee funding money was noted to have been received late.
Reason why school does not have a balance sheet	The only three cited reasons on this item: one head teachers reported that s/he still does not know how to prepare a balance sheet; the second reported that the school director passed on and they have not yet conducted any elections, this may imply he is not able to prepared one; while

	the third response noted that s/he can easily manage the school without the balance sheet.
Reason why school does not have budget for current year	The reasons cited by four head teachers who responded to this item were three: 1) The money to be budgeted is very little and therefore no need for a budget – this was noted by two head teachers, with one head teacher noting to use cash books other than the budget; 2) the budget was noted not to have an effect on management by one school head; 3) the other head noted that s/he is planning to prepare one the following year.
What are the three main reasons that explain why your school is not registered by the Ministry of Education Science and Technology?	The main reason for non-registration is not meeting the minimum requirements for registration by MoEST, land ownership and leasehold issues. Some of the head teachers noted the process to be too long.

Other responses for the last item

1	Planning to register	1
2	Don't have all requirements for registration	18
3	Doesn't own the place where school is located or has not yet acquired lease	9
4	It is a long process of registration	3
5	Not yet assessed by MoEST	2
6	Process started (this ranges from name search)	8
7	Others (MSDP doing assessment first)	1