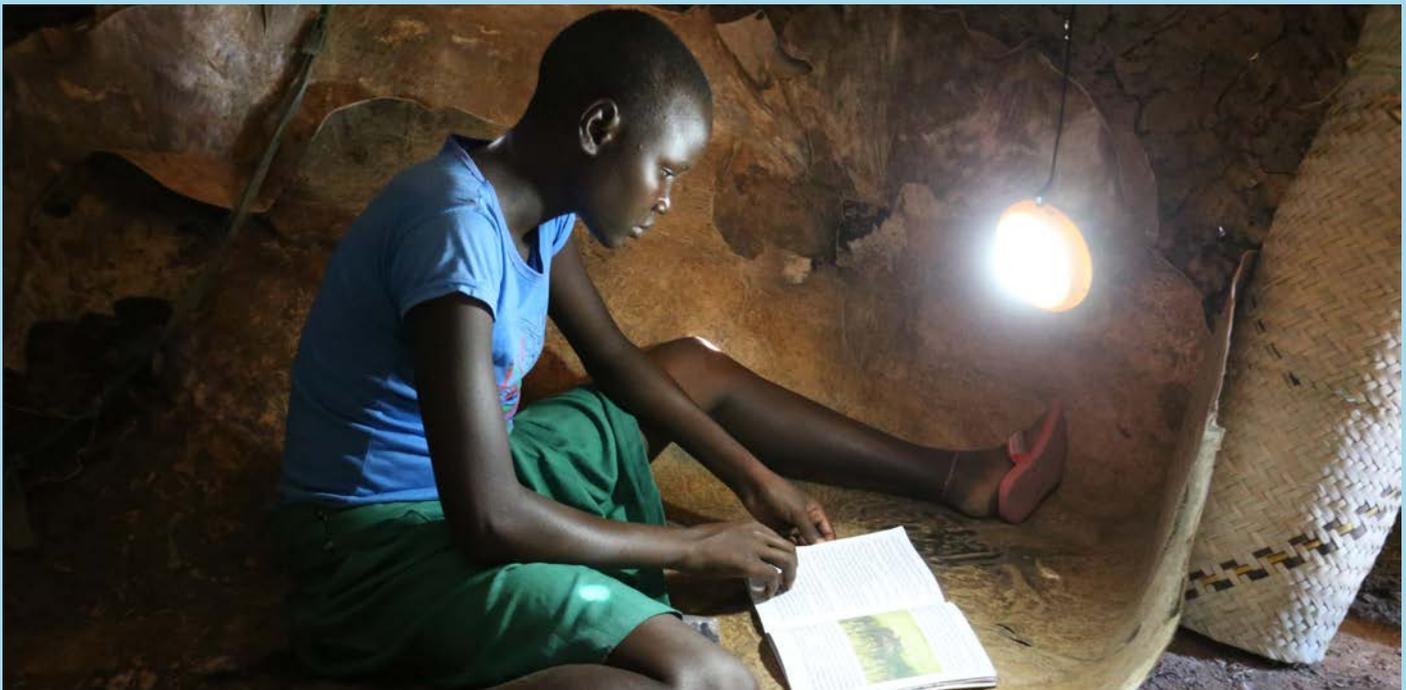


Counting gains as project hits two-year mark

Two years since inception, the WWW project has covered significant ground in improving learning and transition of marginalised and vulnerable girls in Kenya. We take stock of what we have achieved so far



A girl in Turkana County using a solar lamp to study at home. Provision of solar lamps is meant to help girls study and do their homework at home.

In the first two years of the WWW project, much effort has gone into setting a strong foundation - training, provision of infrastructure, creating and consolidating partnerships - which are critical in the success of such a complex and large-scale undertaking. In this edition, we review what we done and achieved so far?



70,000

Targeted girls in arid and semi arid lands and urban slums

The girl at home

Interventions addressing the girl at home aim at improving the home environment to facilitate learning and eventually transition to higher academic levels.

Vulnerable families receive direct financial support to enable them cover costs of schooling. Cash transfers seek to address the economic challenges facing the household with a view to enabling them find alternative ways of survival. Solar lamps are also provided to help girls study at home.



1,906

Vulnerable households receiving cash transfers on their mobile phones



1,644

Solar lamps distributed to help girls study at home

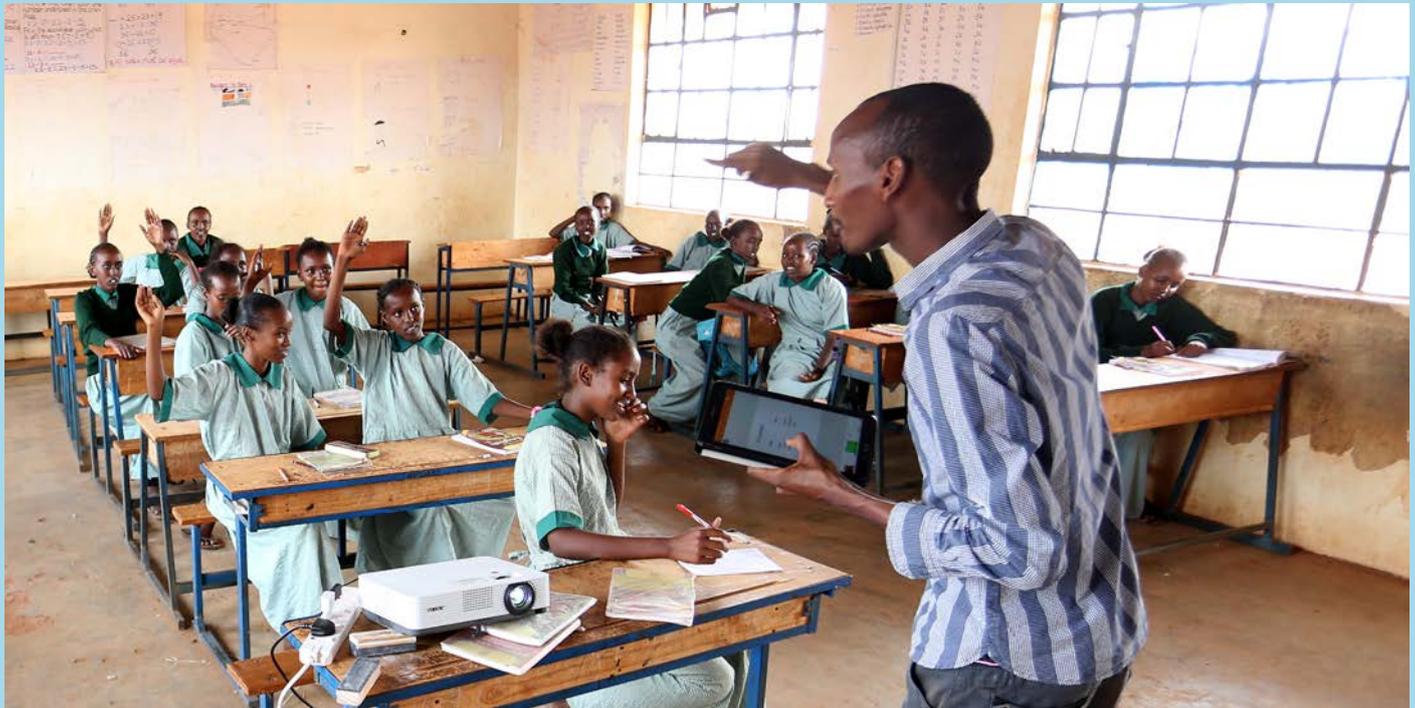


49,192

Households visited

Creating a conducive learning environment

The WWW project is strengthening the school environment to make it more conducive to girls' education, enabling them to learn better and increase their chances of transitioning to higher levels



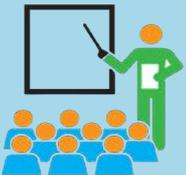
A teacher in Marsabit County delivering a lesson using a tablet and a projector provided by the project to enhance teaching and learning.

To create an enabling learning environment, project activities in school are mainly geared to support learning through teacher coaching where teachers are trained to improve knowledge and understanding of inclusive education.

Coaching and training of teachers aims to develop teachers' pedagogical skills in literacy and numeracy; in addition to addressing gender inequality in the classroom supported by specialist lesson plans and learning materials.

The project also provides learning aides – tablets, projectors and desks.

Finally, the project has adopted the System Leadership model designed to harness the expertise of successful school principals and deploy it to increase leadership and teaching capacity of all schools in order to raise education standards across the board.



1,286
Teachers integrating ICT in teaching and learning



2,329
Girls and **239** boys awarded bursaries for secondary education



1,877
Girls' school kits with essential learning items provided to girls



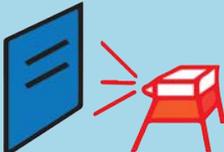
1,875
Desks distributed to 60 schools



234
Teachers paired in a mentorship programme on System Leadership



2,345
Teachers trained on how to effectively teach literacy and numeracy



2,369 and **505**
Tablets and projectors respectively distributed to schools

Enhancing self-esteem and readiness to learn

Improving girls' physical and psycho-social wellbeing, self-confidence, aspirations to succeed in education and awareness of child rights is a key component of the WWW project



Club Session: Pupils during a child to child club discussion sessions in one of the WWW project schools in Mombasa County.

Activities addressing the girl as a person are meant to improve girls' readiness to learn by improving their physical and psycho-social wellbeing, their self-confidence, their aspirations to succeed in education and awareness of their rights.

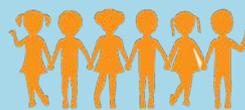
Peer support networks are fostered through the creation of clubs for girls and boys.

The project is also strengthening relationships between communities, homes, schools and girls themselves, to create an integrated support system for marginalised girls.

Communities are mobilised to provide direct support to girls at home, through financial support, mentoring and providing care to enable teenage mothers to attend school.

They are given information and training around the new devolved funds for education and supported to interact with their schools and the local education offices to advocate for better education for girls.

Community health workers help to link schools and homes, and refer girls to health care providers.



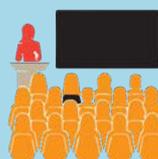
20,351
Club champions trained as peer educators



13,436
Girls attending clubs to discuss issues affecting them



12,826
Girls mentored during school holidays



655
Girls who dropped out of school have joined catch-up classes. Another **133** have completed and joined formal schools

Community awareness on girls' education

The WWW project has adopted Community Conversations (CCs), a community-centred dialogue process that engages community gatekeepers on gender discrimination, girls' rights and education



A community conversation group session in Samburu County. Members of the group meet to discuss issues affecting them; and specifically those to do with girls' education in their community.

Community interventions are geared towards increasing support for learning, with a view to helping communities understand the importance, benefits and opportunities available for productive education and contributing to positive attitudes to assist learning through improvement attitudes to education.

At the core of this pillar is Community Conversation (CC), a community-centred dialogue process that engages community gatekeepers on gender discrimination, girls' rights and education.

CCs are meant to raise gender awareness and galvanise the community to take an active role in girls' education.

The project also maintains a kitty for community income generating activities (IGAs). The purpose of the IGAs is to help families generate income to support girls, keep them in school and help them transit to higher education levels.

Activities addressing the girl in the community aim at changing the society within which the girl lives to be more cognisant of and supportive towards girls' education and to respect girls' rights more widely.

They include community dialogue and awareness, engagement with men and boys, enrolment campaigns and resource mobilisation.



2,808
Community conversations held



9,890
Community members trained on social accountability



22,958
Women attending community conversations

11,767

Men attending Community conversations



343
Community groups with action plans on girls education