



Girls Improving Resilience Through Livelihoods + Health (GIRL-H) Program

Evaluation report

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GAME CHANGERS





This document is the final report for the evaluation of the Mercy Corps' Girls Improving Resilience through Livelihoods + Health (GIRL-H) program which aimed to improve the resilience, reduce the poverty and increase the livelihoods and welfare of young people in challenging environments. The program commenced in October 2020 in Kenya and Uganda and in August 2022 in Nigeria and ended in September 2023 and worked with adolescents and young people, primarily young women, living in the pastoral areas of Kenya and Uganda, and urban and rural areas of Lagos and Kano States in Nigeria.

The evidence for this evaluation is primarily drawn from the findings of the quantitative longitudinal survey of participants and a comparison group across the three countries, using a quasi-experimental design, but it is also supplemented by qualitative data from focus group discussions (FGDs) with GIRL-H mentors in the three countries, FGDs with participants and in-depth interviews with parents/guardians and community leaders in Kenya and Uganda and outcome mapping in Nigeria.

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...and most importantly, we would like to acknowledge and thank the young people who participated in the GIRL-H program, and their parents, guardians and community leaders who took time to provide information to feed into this evaluation. We pledge to them that the findings of this evaluation will be used to improve the impact of activities aimed at improving the well-being and resilience of the young people within the GIRL-H and future programs.

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Executive Summary

Summary of background and evaluation approach

The Girls Improving Resilience through Livelihoods + Health (GIRL-H) program has been developed by Mercy Corps to improve the resilience, reduce the poverty, and increase the livelihoods and welfare of young people in challenging environments. It was a three-year program which commenced in October 2020 in the pastoral areas of Kenya and Uganda and in August 2022 in Nigeria, in Lagos and Kano, and ended in September 2023. However, it should be noted that whilst the overall program was three years in Kenya and Uganda and one year in Nigeria, the cohorts of young women and men who participated engaged for about 6 months or less, including 3 months of Safe Spaces meetings.

The program aimed to build young people's resilience by enhancing their overall well-being and personal agency through improved life skills and health, linkages to educational and economic opportunities, and broader social change away from social norms that devalue and underestimate the capabilities of women within their communities. The [GIRL-H program](#) has a distinctive implementation approach which is to develop and form active groups of young women and men through their attendance at "Safe Space" sessions which cultivate an open, supportive and learning environment through which to build participants' life skills such as self-confidence, financial literacy, communication, hygiene, health, safety, decision making, goal setting, and entrepreneurship skills. It would then link these young women and men to specific opportunities of interest.

Feedback on the program shows that the GIRL-H program provided comprehensive training and resources to mentors who engaged with participants in the Safe Spaces. The mentors used various teaching techniques to deliver the Safe Space curriculum, including storytelling, pictures, drama, songs, body gestures, and local examples. Challenges reported by the implementing partners include the program's short duration in Nigeria which caused time constraints in implementation of the activities, inadequate time for mentor training, under-staffing, lack of real-time data access and late changes in data software.

The evaluation aims to understand the impact of the program and help build learnings around the approach and is built on the following evidence:

- longitudinal baseline, mid-line and endline survey of participants and a comparison group
- focus group discussions with participants at mid-line in Uganda and Kenya
- in-depth interviews with parents/guardians and community leaders at midline in Kenya and Uganda
- outcome harvesting at mid-line in Nigeria
- process review of the paused GIRL-H program in Haiti.
- focus groups with mentors at the endline.
- additional qualitative work with participants at the endline which was conducted separately by Mercy Corps, and
- internally collected monitoring data.

The analysis of the survey data focuses on the key indicators for each outcome area and includes the following components:

- **Descriptive Analysis:** This compares the endline and baseline results of both the participant and comparison groups to assess changes within each group over time. It also examines the

differences in changes between the two groups and whether the differences are statistically significant.

- **Difference-in-Differences (DiD) Regression Analysis:** This estimates the average effect of the program on key indicators among participants, at 95% confidence level. The DiD regression considers changes from baseline to endline in both participant and comparison groups, accounting for variables like education level, age, marital status, and location which could potentially influence the changes.
- **Multiple Linear Regression:** This assesses the extent and nature of the relationships between specific independent variables (including variables related to program activities e.g. information/ training received, Safe Space sessions attended, duration of participation in GIRL-H) and the key indicators for each outcome area.

The limitation on the evaluation approach is the spill over of program activities into some of the comparison sites in Kenya and Uganda. Various mitigating efforts were made to overcome this, and reporting focuses mainly on significant differences.

Summary of key results

Life skills

GIRL-H has had a positive impact on improving the life skills of its participants in all three countries, and changed more positively than in the comparison group. This suggests that the program actively built participants' life skills.

The life skills index score includes types of training received, having a life goal and a plan, group memberships, received income, decision-making, safe and unsafe ways of earning money, safety from and reporting of violence.

The GIRL-H program has made a significant positive impact on participants' life skills. The descriptive analysis shows that the life skills index score of the GIRL-H participants has increased significantly by 6.5 points (from 22.3 to 28.8) in Kenya, 6.9 points (from 26.9 to 33.8) in Uganda, and 4.0 points (from 28.8 to 32.8) in Nigeria between baseline and endline.

Across the countries, the change amongst the participants is significantly higher than the change amongst the comparison group, with a significant difference of 2.2 points in Kenya, 5.9 in Uganda and 3.3 in Nigeria.

Further analysis using DiD regression shows that overall, the GIRL-H program has significantly improved the life skills of its participants in all the three countries, accounting for an average increase of 2.22 points in the life skills index scores of the participants in Kenya, 4.04 points in Uganda, and 3.53 in Nigeria.

Multiple linear regression shows that there is positive relationship between duration of participation in the program, level of education (university), location (Garissa and Isiolo) and the life skills index score in Kenya. Uganda shows a positive relationship between the Safe Space lesson on health/SRH, marital status (single – never married), age (10-14 years and 15- 17 years) and the life skills index score. In Nigeria, there is a positive relationship between having learnt finance, making good choices, health/SRH and life skills index score. Also, there is a positive relationship between marital status (married), location (Kano) and the life skills index score.

Financial wellbeing

There is significant positive change on the financial wellbeing of GIRL-H participants in Kenya, Uganda, and Nigeria.

The GIRL-H program aimed to improve the financial wellbeing of its participants through strengthening their ability to earn income through business, by providing entrepreneurship lessons and business mentorship, and employability through linkages to apprenticeship opportunities or TVET/VTC for vocational skills, and the provision of business grants and start-up kits. GIRL-H participants were also taught about financial management including how to budget, how to save money, how to access and pay back loans and they were encouraged to form or join existing savings groups. Having savings to fall back on can help individuals cope with and recover from shocks and can increase both consumption and investment (Karlán et al., 2014a). Taking a loan is also a way of mitigating shocks and investing for future business growth.

Financial literacy

The GIRL-H program made a significant positive impact on the financial literacy of its participants.

Descriptive data shows that the program participants in all the three countries have significant improvement in their financial literacy index scores by 0.5 points (from 2.1 to 2.6) in Kenya, 0.3 points (from 2.8 to 3.1) in Uganda, and 0.9 points (from 2.7 to 3.6) in Nigeria between baseline and endline. Scores among participants improved more than those amongst the comparison respondents. There is a significant difference between the participants and comparison, of 0.4 points in Kenya, 0.3 points in Uganda, and 0.8 points in Nigeria.

Looking into more detail within the financial literacy index,

- In Kenya and Nigeria, participants improved on all components
 - i.e., percent who currently save, received training on financial management, percent who received training on how to save money, percent who have a clear savings goal and percent who know how to apply for a loan.
- The average savings amount slightly declined in Kenya.
- The GIRL-H participants in Uganda also show improvement in all the components of the financial literacy index except the percent who currently saves which has slightly declined by 3 percentage points (from 32% to 29%).
- Across the three countries, the GIRL-H participants significantly outperform the comparison group in most components of the financial literacy index

The DiD regression analysis shows that, overall, the GIRL-H program has significantly improved the financial literacy of its participants across the three countries, accounting for an average increase of 0.77 points in the financial literacy index score in Kenya, 0.51 points in Uganda, and 0.70 points in Nigeria.

Across all the three countries, there is a positive relationship between business training and financial literacy index scores. In addition, there is a negative relationship between location (Wajir) in Kenya, age (15 - 17 years) in Uganda and the financial literacy index score.

Business training

The program helped participants access business training.

Being able to efficiently start and run their own small businesses is critical to income generation for these young people. The percent of GIRL-H participants who received business training in past 12 months significantly increased in all the three countries: by 17 percentage points (from 46% to 63%) in Kenya, 15 percentage points (from 53% to 68%) in Uganda, and 26 percentage points (from 64% to 90%) in Nigeria between baseline and endline. Furthermore, the proportion of participants who received business training increased significantly more than those in comparison groups, by 30 percentage points more than the comparison group in Kenya, 22 percentage points in Uganda, and 18 percentage points in Nigeria. GIRL-H participants strongly emphasized business training as important in qualitative discussions.

Income

On the income indicators, the GIRL-H participants in Kenya and Uganda show a substantial increase in the number of income sources by an average of 1.7 points (from 1.3 in baseline to 3.0 in endline) and 2.3 points (from 2.1 in baseline to 4.4. in endline) respectively, suggesting diversification in income generating activities between baseline and endline. Nigeria shows no change. Compared to the comparison, there is a significant positive difference of 1.0 point in Kenya and Uganda, and no change in Nigeria. The percent of participants who received any income at all in past 12 months has increased by 5 percentage points (from 28% to 33%) in Kenya, 1percentage points (from 44% to 45%) in Uganda, and 6 percentage points (from 31% to 37%) in Nigeria. The difference between the participants and comparison shows no change in Kenya, a significant positive difference of 11 percentage points in Uganda and 10 percentage points in Nigeria. The average income in past four weeks amongst the participants has increased by KES 1,300 in Kenya, UGX 38,000 in Uganda, and NGN 1,600 in Nigeria.

The DiD regression shows that overall, there is no significant impact of the GIRL-H program on diversification of income sources amongst its participants in Kenya, Uganda, and Nigeria.

Kenya shows a positive relationship between linkage to a business mentor and the average number of income sources. There is no relationship between the variables used in the regression and the average number of income sources in Uganda and Nigeria.

Membership in a savings group

Amongst GIRL-H participants with access to a savings group, membership in a savings group increased by 19 percentage points (from 15% to 34%) in Kenya, 8 percentage points (40% to 48%) in Uganda, and 30 percentage points (33% to 63%) in Nigeria. Many of the Safe Spaces groups set up savings groups for their members, and this will have explained some of this impact.

Overall, there is no measurable effect of the program on increasing membership in savings group across the three countries.

The multiple linear regression shows a positive relationship between number of months in the program, location (Kabong) and membership in a savings group amongst participants in Uganda. However, there is no relationship between the variables used in the regression and membership in a savings group in Kenya and Nigeria.

Sexual and reproductive wellbeing

GIRL-H stimulated improvements in sexual and reproductive wellbeing.

SRH and hygiene index

In addition, the GIRL-H program aimed to improve the sexual and reproductive wellbeing of its participants through increased knowledge and access to quality sexual and reproductive health (SRH) services. This was to be achieved through the sexual and reproductive health lessons taught in Safe Spaces. Participants were also taught how to maintain good health through proper nutrition and hygiene, including menstrual hygiene, and about gender-based and sexual violence, how to stay safe from violence and what to do if they experience violence, including when and where to report violence, and also where to access health services.

The GIRL-H program has made significant impact on improving the sexual and reproductive wellbeing of the participants in Kenya, Uganda, and Nigeria. The data shows a significant increase in the SRH and hygiene index amongst the program participants, with a positive change of 2.8 points (from 13.6 to 16.4) in Kenya, 15.4 points (from 2.1 to 17.5) in Uganda, and 3.7 points (from 12.6 to 16.3) in Nigeria between baseline and endline. The difference between the participant and comparison is statistically significant, by 2.0 points in Kenya, 3.1 points in Uganda and 2.6 points in Nigeria, indicating that the sexual and reproductive wellbeing of the participants is better than that of the comparison.

The DiD regression shows that overall, the GIRL-H program has significantly improved SRH and hygiene amongst participants in Nigeria, leading to an average increase of 2.47 points in their SRH and hygiene index score. Kenya and Uganda show no impact by the program.

In Kenya, there is a positive relationship between having learned about health/SRH in the Safe Spaces, being in the age group of 18-24 years and the SRH and hygiene index score. In Uganda, there is a positive relationship between having learnt how to keep safe and the SRH and hygiene index score. There is also a negative relationship between marital status (single - never married), age (10-14 years and 15-17 years), location (Kotido) and the SRH and hygiene index score. Nigeria shows a positive relationship between the Safe Space lessons on how to keep safe, Safe Space lessons on health/SRH, marital status (married and single-never married), and the SRH and hygiene index score. However, there is also a negative relationship between age (10-14 years), location (Kano) and the SRH and hygiene index score.

Dealing with violence

There was some change on knowledge on violence and what to do about it among participants, but similar change in comparison. To combat issues of sexual violence, efforts must be done with society as a whole.

Whilst, positively, all the three countries show a small improvement in the scores on the violence avoidance index, which covers information on violence and what to do about it, and ability to withstand advances, with a positive change of 1.5 points in Kenya, 0.2 points in Uganda, and 0.6 points in Nigeria, the comparison group also improved to the same extent indicating overall community trends. In future, more focus in this area will bring stronger results. However, violence issues have to obviously be tackled on a broader level than with the participants alone, thus in future a more societal level approach and work with perpetrators would be more effective either as part of GIRL-H or through partnerships.

Food security

GIRL-H has impacted food security and dietary diversity

The GIRL-H program also aimed to improve the food security situation of the participants. With increased engagement in economic activities and increased income, it could have been expected that the participants will be able to buy food and therefore avoid or reduce the incidences of hunger. However, one could also have expected this change to take some time, given that it took time for participants to increase their income to get better access to food, but in all the three countries, the data shows an improvement in reduction of hunger amongst the program participants between baseline and endline.

The percent of participants who experienced hunger reduced by -9 percentage points (from 56% to 47%) in Kenya, -14 percentage points (from 92% to 78%) in Uganda, and -6 percentage points (from 63% to 57%) in Nigeria. There is no difference between the participants and comparison in Kenya and Nigeria, Uganda shows a significant positive difference of 9 percentage points between the two groups, an indication of a positive impact on the participants.

The DiD regression shows that overall, there is no significant impact on reducing the experience of hunger in Kenya, Uganda and Nigeria.

In Kenya, there is a positive relationship between being a member on a savings group and a reduction in the experience of hunger. In Uganda, there is a positive relationship between marital status (single - never married), location (Kabong) and a reduction in the experience of hunger. In Nigeria, there is a positive relationship between number of months in the program and a reduction in the experience of hunger. Nigeria also shows a negative relationship between marital status (married) and a reduction in the experience of hunger.

The IDDS score increased by 1.5 points in Kenya and 1.0 points in Uganda. In Nigeria, the individual dietary diversity question was only asked at endline and the score is 3.2 for the participants and 3.8 for comparison.

Compared to the comparison, there is a significant positive difference of 0.5 points in Kenya indicating positive impact on the participants. Uganda shows an insignificant but positive difference of 0.2 points indicating no impact.

Overall, the data shows an impact on enhancing the quality of diet amongst participants in Kenya, with an average increase of 1.07 points in the IDDS

Psychosocial well-being

The GIRL-H program aimed to improve the psychosocial wellbeing of its participants by improving their social capital, personal agency, and perceptions about gender and social norms. In the Safe Spaces, participants were mentored on self-confidence, social interaction/interpersonal, communication, goal setting, and decision-making skills.

The difference between the program participants and the comparison shows small improvements, with no significant difference in some cases as shown in the results of the following psychosocial wellbeing indicators:

Bonding and bridging social capital

There is no measurable impact on bonding and bridging social capital index in Kenya, Uganda, and Nigeria

Growing support networks inside the community (“bonding”) and outside the community (“bridging”) helps people withstand shocks since it gives people the ability to lean on each other during times of need and makes it possible for people to get together to work on problems as a group. These indices, developed for USAID as part of the TANGO project on resilience measurement (USAID, 2018), ask if the household would be able to get or give help to or from relatives, or neighbors in the same ethnic group, or from another ethnic group either within the community (bonding) or from another community (bridging)¹.

- Both bonding and bridging social capital were already very strong in the communities at the baseline, especially in Uganda and Kenya, with respondents already giving or receiving help from two or more groups.
- We perhaps would not expect to see much change in these indices, given they relate to the household as a whole, not just the activities of the individual participant, and given they were already very high at baseline. However, there is a small increase in bonding and bridging social capital indices among participants in all three countries
 - A change in Bonding Social Capital of 0.7 points in Kenya, 0.5 points in Uganda and 0.1 points in Nigeria, and a very small improvement over the change that happened in the comparison group (0.3 points) in all the three countries.
 - For Bridging Social Capital, the program participants across the three countries show small improvements, with 0.7 points in Kenya, 0.5 points in Uganda and 0.1 points in Nigeria, with very small difference in change vs the comparison group.

The qualitative research and outcome harvesting exercise identified an ability of participants to interact more on a level with elders within their own community (Ipsos CDRE Outcome Harvesting Report, 2023).

We also saw from the qualitative research and outcome harvesting, that participants spoke extensively about how the Safe Spaces had improved their confidence to interact, and improved how to interact and communicate with each other, and supported each other even through financial contributions. Thus, whilst it may take some time for this to reflect in actual behaviours in broader society as captured in this index, the first steps are definitely taking place (Ipsos CDRE Outcome Harvesting Report, 2023).

Results of the multiple linear regression shows that the independent variables with significant effect on bonding social capital index scores are number of months of participation in the program, highest level of school completed, and Safe Space class on how to make good choices for Kenya, number of months of participation in the program and age for Uganda, marital status and Safe Space class on how to make good choices for Nigeria.

Similarly, the independent variables with significant effect on bridging social capital index scores are age, number of months of participation in the program, and Safe Space class on how to make good choices for Kenya, marital status and Safe Space class on how to make good choices for Nigeria. In

¹ To develop the index, a score of 1 is given for each group mentioned, giving a maximum score of 3 if someone engages with all three groups.

Uganda, none of the independent variables shows significant influence on the bridging social capital index

Absence of fatalism

There is no extensive change on this attitudinal based index

The GIRL-H project aimed to build participants' confidence to adapt and feeling of empowerment and control. This index was developed by the USAID TANGO project and covers people not being fatalistic and having belief in the future and their ability to make a difference in one's life, which is a precursor to people making changes.

This is measured in terms of whether they believe that "each person is responsible for his or her own success or failure in life or if it is just a matter of destiny", and whether they believe "success depends on hard work or just luck". It also looks at whether they agree or disagree that "what is going to happen will happen" and "It is not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune".

- There is no extensive change on this index.
- The score of participants in Kenya shows no change, at 2.9 points in both baseline and endline. Uganda shows a positive change of 0.5 points while Nigeria shows a negative change of -0.2 points in the participant score. Compared to the comparison, there is no significant difference in Kenya (-0.1 points), no difference in Uganda and a significant difference in Nigeria (-0.2 points).

The independent variables with significant effect on the absence of fatalism index score are information on equal rights for men and women for Kenya, highest level of school completed for Uganda, age, location and Safe Space class on how to make good choices for Nigeria.

Exposure to alternatives

There has been little change on the exposure to alternatives index

As a person interacts with others and is exposed to other lifestyles and views, then that person may build knowledge and the confidence to change. This index is again based on the USAID TANGO methodology based on whether the respondent:

- Is willing to move somewhere else to improve his/her life
- Communicates regularly with at least one person outside of the village
- Engaged in any economic activities with members of other villages or clans during the week prior to the survey

The number of times in the past month the respondent has

- gotten together with people to have food or drinks, either in their home or in a public place
- attended a church/mosque or other religious service
- stayed more than two days outside of this kebele

As you can see from the components, this may take some time to change as participants in GIRL-H make more money and get more opportunity to travel around.

While the program participants in Kenya and Nigeria show a decrease of -0.2 points and -0.1 points respectively in their confidence to adapt index score, those in Uganda have experienced an increase of 0.5 points.

The independent variables with significant effect on the confidence to adapt index score of participants are location and number of months of participation in the program for Kenya, location for Uganda, and information on equal rights for men and women for Nigeria.

Locus of control index

There is no significant change on this index, since part of this is outside the individual respondent's control.

For a person to be confident in their ability to change to avoid or cope with stresses and challenges, they need to feel in control of their own actions. Based again on the USAID TANGO method, this is measured by asking respondents if they agree or disagree with:

- My life is chiefly controlled by other powerful people.
- I can mostly determine what will happen in my life.
- When I get what I want, it is usually because I worked hard for it.
- My life is determined by my own actions.

This is an important step for participants, but would change over a long time, and depends on change outside the realm of the individual participant, not just the individual GIRL-H participants.

The locus of control index score of the program participants in Kenya and Uganda increased by 0.4 points and 0.1 points respectively while that of Nigeria decreased by -0.2 points. While the change in Kenya and Nigeria is statistically significant, the change in Uganda is not. There is no significant difference between the change in the participant versus the change in the comparison group..

The program must have a much longer time to make change happen at this broader societal level, however, there are already important indications from the qualitative research showing that participants are understanding the importance of determining what happens in their lives, important steps to them making changes themselves and advocating for broader societal change.

The independent variables with significant influence on the locus of control index scores are information on equal rights for men and women and how to be listened to in the community for Kenya, location, number of months of participation in the program, highest level of school completed, and Safe Space class on how to make good choices for Nigeria. In Uganda, none of the independent variables shows significant effect on the locus of control index scores

Gender norms

Overall, there is no impact on improving participants' attitudes towards gender norms in all the three countries. Gender norms can take many years to change and require engagement at the whole society level, and this program did not attempt to change gender norms at the society level, but to start to change individual participant's attitudes, thus there has been only a little change on this gender norms index within this program's lifespan.

Gender norms in a community can take many years or even generations to change and require extensive engagement at the whole community level. The program started to change participants' beliefs in this area but would not have been long enough to make broad societal impact.

The gender norms index has been created from a question asking, "Thinking about families with children, in your opinion, who do you think should be mainly responsible for ...

- cooking meals;

- getting a job / work outside the home;
- speaking out at public meetings;
- caring for children.

the men and boys in the home, the women and girls or both men and boys and women and girls equally”.

This was combined with the extent of agreement or disagreement with the following statements:

- “women should have equal rights to a job as men”,
- “women make as good business leaders as men”
- “men and women are equally able to make good political leaders”
- and “a man should always have the final word about decisions in his home”

Thus, it is perhaps not surprising that the descriptive data shows that only Kenya has a statistically significant improvement of 1.2 points in the participants’ gender norms index score, while Uganda and Nigeria, on the other hand show no significant change, and there is no significant difference between the change in the participant and the comparison group in all the three countries.

Gender norms can take many years to shift as societal attitudes, behaviors, and expectations related to gender roles and identities have to change across the society as a whole, not just those young people attending the Safe Spaces groups.

More investment and focus can be put into changing gender norms across the community as a whole, not just with young men and women, and over a longer period of time.

Involvement in decision making

There has been little change on involvement in decision making at the household level.

There is a positive change in the percent of participants who were involved in decision making within their households between baseline and endline in all the three countries. However only Uganda shows a significant positive change of 15 percentage points. Kenya and Uganda have a significant positive difference of 4 percentage points and 6 percentage points respectively between the participants and comparison

Overall, there is a significant negative effect on decision making amongst participants at the household level in Nigeria, by an average -0.85 points. However, there is no impact in Kenya and Uganda

Kenya shows a negative relationship between location (Garissa, Turkana and Wajir) and involvement in decision making at the household level. There is a positive relationship between location (Kotido and Moroto) in Uganda, location (Lagos) in Nigeria and involvement in decision making at the household

Impact on mentors

The evaluation looked at impact on mentors through conducting focus group discussions with them. The findings indicate that the program has not only impacted the lives of the participants, but also impacted the mentors and the community positively both in terms of their position in the community, and on their own ability to apply the skills they trained and mentored on. For example, some of them

have started a business and saving because of their association with the program. They have been able to take up loans and improve their living conditions, e.g. building a permanent house.

Impact on community

The GIRL-H program has led to a shift in the community's perception and value of adolescent girls. Cases of gender-based violence have reduced, and there has been an increased respect for women's independence and rights. The girls have gained the confidence to voice their opinions and challenge oppressive cultural practices. They have also played a crucial role in reducing early marriages in their communities and influenced the formation of savings groups by the community members. The GIRL-H participants have inspired their peers in the community by sharing the knowledge and skills that they have learnt and through their behavior e.g. respect to parents and others, saving money, or going back to school (EndlineMentorFGDs2023).

Conclusions

The overall conclusion is that the GIRL-H program has made a substantial impact on participants in a range of areas. It has significantly improved the general life skills, financial wellbeing, and the sexual and reproductive wellbeing of its participants in Kenya, Uganda, and Nigeria. However, improvement on some of the individual traits of GIRL-H participants around locus of control, gender norms, social connectedness, exposure to alternatives and absence of fatalism is minimal and varied across the countries.

The effectiveness of the program in improving the general life skills, financial wellbeing, and the sexual and reproductive wellbeing of its participants across different countries demonstrates its adaptability to different contexts. There are specific aspects of the program approach that led to these improvements, such as mentor training, adaptability of the curriculum, teaching methods and specific activities/components that resonated well with participants such as entrepreneurship, financial literacy, hygiene, self-esteem, etc.

However, the specific components of the general life skills, financial wellbeing, and the sexual and reproductive wellbeing that have declined or show minimal improvement need attention. For example, there was a decline in the percent of participants who felt confident to say no to unwanted sexual advances, the percent of participants who knew what to do to stay safe from violence, and who felt comfortable participating in community forums, and little change in gender norms. The financial component of the program had some weaknesses too, such as a slight decline in the average savings in Kenya and Nigeria, and in the percentage of participants who currently save in Uganda.

It is worth noting that the comparison also experienced improvements in some of the indicators and this could be due to various reasons i.e., the spillover from the program, through interaction with the program participants, or other external factors such as the existence of other interventions or activities that this group was exposed to, that have similar activities e.g. Safe Spaces.

The following are the answers to the learning questions which were developed towards the end of the program.

Table 1: Response to learning questions

Learning question	Answer
Learning Question 1: What is the impact of the GIRL-H interventions (i.e. Safe Space Session and	The GIRL-H program has significantly improved the general life skills, financial wellbeing, and the sexual

<p>Transitional Pathways) and on participants' financial, sexual reproductive, and psychosocial well-being?</p>	<p>and reproductive wellbeing of its participants in Kenya, Uganda, and Nigeria. However, quantitative measurement of improvements in the psychosocial well-being of GIRL-H participants shows minimal change and varies across the countries. The effectiveness of the program in improving the general life skills, financial wellbeing, and the sexual and reproductive wellbeing of its participants across different countries demonstrates its adaptability to different contexts.</p>
<p>Learning Question 2: How do GIRL-H interventions (i.e. Safe Space Session and Transitional Pathways) facilitate participants' financial, sexual reproductive, and psychosocial well-being? And how do these outcomes reinforce one another?</p>	<p>The Safe Space sessions have enhanced participants' general life skills for improved well-being. From the qualitative results, the financial wellbeing of participants has been enhanced through the financial literacy topic which covered lessons on financial management, how to budget, how to save money, how to access and pay back loans. In addition, the entrepreneurship training within the Safe Spaces, business mentorship and transitioning of participants to apprenticeship opportunities or TVET/VTC for vocational skills and providing them with business grants enhanced their ability to engage in economic activities. This has improved diversification of income sources and increased access to income amongst participants.</p> <p>From the qualitative results, it is clear that the sexual and reproductive health lessons taught in Safe Spaces has improved the sexual and reproductive well-being of the GIRL-H participants. In addition, participants were taught how to maintain good health through proper nutrition and hygiene, including menstrual hygiene, and about gender-based and sexual violence, how to stay safe from violence and what to do if they experience violence, including when and where to report violence, and also where to access health services.</p> <p>In the Safe Spaces, participants were mentored on self-confidence, social interaction/interpersonal, communication, goal setting, decision-making skills, and gender norms. This has made some improvement, albeit small on their psychosocial wellbeing.</p>
<p>Learning Question 3: What are the cultural and programmatic contextual factors that influence the viability of Safe Space Session participation and transition pathways?</p>	<p>From the evaluation in Kenya, Uganda, and Nigeria we can see consistency in feedback across the very diverse contexts in these countries, and as such it is viable to implement Safe Spaces in almost any context in sub-Saharan Africa or similarly profiled countries. Even in Haiti, an extremely diverse environment, where GIRL-H was implemented for some time, it was very well adapted to the needs of the local environment from the programmatic perspective. Implementation was constrained more by internal structural and budgetary factors than lack of applicability to contextual factors.</p>

	<p>The qualitative discussion with mentors at endline showed that the curriculum was well adapted to the social and cultural norms of each community. Based on the feedback, observations, and other factors, modifications were made. The sexual and reproductive health component of the program, for instance, was modified to correspond with the community's wishes, highlighting its ability to address local needs and preferences. The success of the initiative is largely due to its adaptability to the distinctive requirements and contexts of each community, showcasing its flexibility and ability to respond to local situations.</p>
<p>The evaluation or learning questions were developed and amended towards the end of the program period. Whilst the evaluation was not initially designed specifically around these questions, this table provides some answers to these questions.</p>	

Recommendations

The future of GIRL-H

The evaluation shows positive impacts of GIRL-H on participants in a range of areas, despite the relatively short engagement period of each participant; Safe Space attendance was for 3 months, after which they were linked to opportunities giving a total engagement of around 6 months or less. Our recommendation is to consider scaling up through expansion to new geographies or extending it in the same areas to reinforce change at the societal level, which is explained more below.

What elements of GIRL-H should we replicate or scale?

Assuming the same duration and investment per participant, we should embed programmatic approaches where strong positive change has been noted so far, in future programming:-

- SRH knowledge,
- General training
- Business training
- Specific components of general life skills,
- financial literacy including financial literacy training,
- Linkages to income-generating opportunities or steps along the way to those, such as school and vocational training.

Learnings areas for further thought and discussion

As the program is scaled, there are areas that require further thought and discussion on strategies and approaches, since some elements have not seen extensive positive change.

Focus more resource on areas that did not change as much as others?

Within **financial literacy**, the following did not increase

- average savings amount in Kenya and Nigeria.
- percentage currently saving in Uganda.

However, for these particular indicators, contextual economic factors may explain the findings. For example, the decline in the savings amounts held may have been impacted since the Ukraine-Russia conflict and resulting increase in fuel and as such transportation and consumers goods prices, including staples the increases in cost of living in Kenya and Nigeria, particularly since the comparison group also declined, meaning that participants have had to withdraw from their savings to cover increasing day to day costs.

Some **individual and societal traits and norms** also did not increase substantially:

- Confidence to say no to unwanted sexual advances.
- What to do to stay safe from violence.
- Comfort participating in community forums.
- A feeling of having control in life: Locus of control.
- Gender norms.

The topics on self-confidence in community forums, dealing with sexual advances, staying safe from violence and locus of control are all inter-related and linked with gender norms. The results raise some questions that need consideration:

Results measurement: Is what we are measuring in line with program focal areas? There has been much change since the commencement of the program, which is one of the benefits of it as a learning program, and so we need to consider if we are exactly measuring what the program was intending in all cases. Our outcome mapping identified that participants have moved on a number of these areas, but this may not have evolved into actual change because of societal barriers. There should be further discussion on the program key outcome areas, what is achievable and a relook at the results framework. We have specific recommendations on indicators going forward.

Changing entrenched attitudes: Is it realistic to achieve a change in such deeply rooted beliefs, given the short duration of the interaction and its focus which is on the young person primarily? There must be further discussion around the implementation for the specific components that have declined or show no change that extensively explores the social and cultural barriers in the wider society and how best to change these, using a social behaviour change approach.

As an example of entrenched attitudes, whilst the gender norm indicator did change positively, the change was small. As we know, many of the challenges faced by young women in the communities are related to entrenched gender norms which link to low locus of control, gender violence, discrimination in opportunities and such-like. Some points:

- Changing gender norms usually requires a long-term approach as it can take years or generations to change, and a whole of society approach.
- Focusing on the individual young woman is good, as were the community level interactions, but this can be extended in future GIRL-H programs to be a strong and focused campaign across society.
- Overall either we adjust the indicators if GIRL-H is still going to be implemented over the relatively short 3 months for the Safe Spaces project, to focus on those intermediary steps that are achievable within this period, those that set the ground for further change
- Or if we do want to seriously tackle gender norms in these the program be adjusted to a longer lifespan and to put more budget into a “whole of society” approach, thus expanding on the current community engagement components to a fuller social change approach. This could also be done through partnerships with other organizations, so that GIRL-H can focus on the large and immediate impact areas it is making.

Learnings: critical success factors

The evaluation has identified a range of prerequisites the program implementation approach that leads to positive outcomes:

- Mentor recruitment and training
- The curriculum
- Teaching methods or activities

And these should be incorporated in scaling up of the GIRL-H program or similar programs, with adjustments made based on the specific needs and context of the target population.



1. Introduction

1.1. The GIRL-H program

There are many benefits of investing in girls, which improves both their current situation and has benefits throughout their lives and those of their families. There is extensive evidence that educated and healthy girls stay in school longer, marry later, delay and space having children, have healthier children and earn higher incomes. Mercy Corps believes that the knowledge, choices, and opportunities afforded to adolescent girls around the world are instrumental in lifting themselves, their families, communities, and countries out of poverty. Because of their unequal position in households, girls get fewer opportunities than boys in education and work, and this in turn limits their ability to do well, and they end up spending more energy, labor and time compared with other family members when facing periods of crisis. Girls are also susceptible to being forced into early marriage or transactional sex when economic crises hit a household (Mercy Corps, n.d.)

For example, the baseline survey conducted in 2022 showed that in Kenya, weather related shocks were the most common (50%), followed by increasing food prices (35%), and livestock disease and death (33%) and in Uganda, human disease or illness was the most prevalent shock (60%), followed by livestock theft (52%) and then weather problems (40%)¹

The adolescents and youth across the regions covered by the GIRL-H program face diverse challenges and each have divergent capacity and ambitions. According to the qualitative findings at midline in Kenya and Uganda, challenges that affect young people in the GIRL-H program areas include illiteracy, school dropout, forced/unforced early marriages, child labour, teenage pregnancies, poverty, unemployment, lack of reliable sources of income, idleness, insecurity, gender-based violence, abduction and rape of girls, female genital mutilation (FGM), poor hygiene especially menstrual hygiene, lack of sanitary towels, lack of water, drought and famine, alcohol abuse and drunkenness, indiscipline and disrespect to elders, and diseases (GIRL-H Evaluation Midline Report, 2022).

These and other challenges facing girls prompted Mercy Corps to launch programs aimed at building the resilience of girls in poor communities in Uganda, Kenya, and Nigeria over the past 5 years. The programs include Livestock Market Systems (LMS) program in Kenya, the USAID funded Apolou program in Uganda, and the Educating Nigerian Girls in New Enterprises (ENGINE) program in Nigeria. The GIRL-H program builds on the work already done by the LMS, Apolou and ENGINE and includes participants of these programs, among other participants. In Kenya and Uganda, the program targeted the people living in the pastoral areas (in Turkana, Marsabit, Isiolo, Garissa, and Wajir Counties of Kenya and Moroto, Amudat, Kotido, and Kaabong Districts of Uganda), and in Nigeria it targeted selected urban and rural areas of Lagos and Kano States.

While most adolescent girl-focused programs work on improving learning and providing access to economic empowerment activities, the GIRL-H program is different in that it aims to build resilience, and this is the primary focus of the program (Mercy Corps, n.d.).

The GIRL-H was a three-year program which commenced in October 2020 in Kenya and Uganda and in August 2022 in Nigeria and ended in September 2023. Thus, the program duration was shorter in Nigeria compared to Kenya and Uganda. It aimed to build the resilience of adolescent girls and young women and enhance their overall well-being by providing them with critical life skills, linking them to educational and employment opportunities and encouraging change away from social norms that devalue and underestimate the capabilities of women within their communities.

The overall goal of GIRL-H is that adolescents and young people have *improved wellbeing and increased access to educational, economic, and civic engagement opportunities*, contributing to individual resilience.

- Objective 1: Adolescents and youth in the GIRL-H program use life skills and social capital for improved well-being and personal agency.
- Objective 2: Adolescent girls, boys and young women have increased access to educational opportunities, safe economic livelihoods, and/or civic engagement.
- Objective 3: Public, private, and civil sectors foster an enabling environment in which girls are valued to access their human rights and exercise their personal agency.

At the time of baseline (November 2021), a total of 11,159 participants in Kenya and 9103 in Uganda had been recruited into the GIRL-H program. Overall, 88% of participants in Kenya and 58% in Uganda were girls and young women. The rest were boys and young men. Out-of-school participants at the time of enrolment were 98% in Kenya and 97% in Uganda.

1.1.1. Program activities

Overall, GIRL-H is expected to improve girls' and young-men's well-being by:

- improving their life skills in the areas of health, numeracy, literacy, and financial literacy, and
- strengthening their pathways to formal education, economic opportunities, and civic engagement.

Key activities were:

- running of a 3 or 6 month “Safe Spaces” series of meetings (Mercy Corps, GIRL-H Safe Space Curriculum),
- complementary community led initiatives to support Safe Spaces, such as educating communities to transform gender and social norms so that girls are valued
- engagement with the public and private sector to provide employment opportunities,
- strengthening provision of health care services to adolescents and youth, and empowering participants through participation in health sessions, and
- collaborating with local community-based organizations and government to scale the model.

More information on activities is in the program implementation strategy (Mercy Corps, March 2021).

1.1.2. Theory of change

The theory behind the program is that:

IF adolescents and young women can strengthen their life skills including financial literacy, form positive interpersonal relationships that build their social capital, and access education and livelihood opportunities that enable them to build financial assets

AND

co-create solutions to strengthen their own resilience within an enabling and gender equitable environment at the household, community, and organizational levels

THEN

they will be able to:

- *apply the knowledge and skills needed to improve their well-being,*
 - *benefit from more equitable gender and social norms, and*
 - *increase their social, human, and financial assets that contribute to improved individual and household resilience.*
-

This is illustrated diagrammatically in figure 1, below.

Figure 1: Program hypothesis



The diagram below provides the program's theory of change (Mercy Corps, 2022). This was the second version of the theory of change amended after inputs from the baseline component of the evaluation.

1.1.3. Feedback on the program

Resources and curriculum

The program provided training and resources that have greatly assisted in the implementation of the program and the mentors' ability to effectively teach and engage with the adolescents. First, the mentors were trained to ensure they were equipped with the necessary knowledge and skills to teach the participants. Mentors received training on how to be confident and present in front of a large group of adolescents, which built their confidence. During mentor meetings, sometimes they were trained on modules that they were to teach participants. Second, supervisors were selected to monitor the sessions and ensure that they were aligned with the curriculum provided by Mercy Corps.

Resources provided included the curriculum, teaching aid, exercise books, attendance lists for tracking attendance of participants, blackboard, chalk, duster, pencil, pens, supervisor attendance list, scheme books and finances/stipends. All the resources and programmatic tools, such as training manuals were effective in the mentoring process. The manuals provided specific guidance for teaching different topics, such as menstruation management for girls. The separate manuals for boys and girls allowed for single-sex lessons, which made the participants more comfortable and engaged during the lessons. Mentors also found the modules easy to use and learn from, as they included pictures to aid in understanding. Mentors applauded the curriculum as well-developed and grouped according to age, which helps to ensure that the participants can move at the same pace. The curriculum is open and can be adapted to the needs of the mentees, which makes it very easy.

To cater to the unique needs and background of the participants, GIRL-H mentors used various techniques and teaching methods to deliver the content of the Safe Space curriculum. In Uganda, mentors used storytelling, pictures, drama, songs, body gestures, local examples, and selected leaders among the participants, whose role was to continue teaching the other participants in the mentor's absence. In Nigeria, mentors created an equal and open learning environment that accommodates all mentees. They incorporated real-life examples and local situations into the teaching and used practical methods, storytelling, and setting goals to achieve the objectives of the program. They also used local languages, such as Yoruba and Pidgin, to ensure understanding.

In Uganda, one of the activities/components that resonated well with the participants is the financial literacy training where they learnt about budgeting, saving money, accessing and paying back loans. This knowledge has been shared amongst the participants and peers, leading to the formation of many savings groups. Also, the topic on hygiene where girls were taught to make their own pads, a skill they have widely shared with others in the community, literacy which has helped participants to learn how to write their names, and conflict resolution and handling grievances which has led to a decrease in conflicts in their homes. In Nigeria, various activities/components resonated well with the participants. For example, role play was a popular activity that helped them understand the topics being taught. Topics such as entrepreneurship, savings, communication skills, self-esteem, values, goal setting, negotiation, empathy, sexual interaction, gender-based violence, and hygiene were well-received by the participants. The topic on savings was particularly impactful, as most participants started saving money. The community stakeholders have given positive feedback, with some parents expressing gratitude for the topics taught and the practical skills the participants have acquired.

Implementation challenges and suggestions for improvement

From the outcome harvesting done at midline in Nigeria, challenges cited by GIRL-H partners and mentors were mainly to do with resource constraints, curriculum and tools, access to data, and changes in data software too late into the program.

Resource constraints: These include time constraints in implementation of the program activities because of the short duration of the program. The program duration in Nigeria was one year unlike Kenya and Uganda where the program duration was three years. The GIRL-H partners recommend program duration of five or six years, and minimum of three years for such a program to have the desired impact. The program duration should include time for monitoring the actualization of goals at the end of the program. Another challenge is the time allocated for mentor training, about five or six days, which is not enough to effectively cover the entire curriculum. The GIRL-H partners recommend ten to twelve days for mentor training followed by continuous regular trainings that are specific to different topics in the curriculum. In addition, the duration of the Safe Spaces is not enough to effectively cover the entire curriculum. The curriculum is for six months but has been compressed to three months, and this is overwhelming to both the participants and the mentors. The duration of the Safe Spaces should be extended bearing in mind the curriculum and content to be covered. The implementing team also faced financial constraints because the program's budget was not enough to implement all the activities. The communities were requested to support some of the activities. This was possible because of the good relationship with the communities. Also, implementing partners should be given an opportunity to review and provide feedback on the program design for contextualization. Under-staffing was also a challenge in Nigeria. The implementing team was small considering the scope and timing of the program. For example, just one program officer to handle 82 Safe Spaces in three months and to monitor over 500 transitioned participants. Lack of routine monitoring has hindered achievement of key outcomes. While the program leveraged community monitoring, the community may not understand what to monitor. Infrequent supervision of mentors was a challenge. After cycle 1, lead mentors were introduced to fill the gap in mentor supervision. However, because the lead mentors also have their own Safe Space groups which they are handling, they do not have enough time to supervise other mentors.

Curriculum and tools: According to the program design, only participants aged 18-24 are being considered for transitioning to skills training. However, some of the participants aged 15-17 years prefer to learn a skill rather than go back to school. Both the partners and mentors recommend short skills training for participants of this age group who do not want to go back to school. Moreover, some of them have never been to school before and do not want to start school at this age. Also, include literacy and numeracy skills, especially for participants aged 10-14 years who are out of school and do not want to go back to school but prefer to learn a skill instead. Some of the topics are a bit heavy for participants aged 10-14 years. Both partners and mentors recommend that the four major outcomes and the topics are divided based on age group of participants for a more segmented approach to the coverage of topics. Participants who have been transitioned back to school are not supported throughout their stay in school. Thus, transitioning them back to school may not be sustainable. Both partners and mentors recommend provision of a scholarship program for participants who dropped out of school at lower levels of education. There is need for a more solid back-to-school plan for those aged 10-14 years and this should be planned for and incorporated in the design of the program. Most of the GIRL-H program tools are bulky and overwhelming to participants. These include all tools: pre-test tools, post-test tools, monitoring tools, and business mapping tools. The partners recommend that they are involved in co-designing of program tools, especially the M&E team.

Access to data and software changes: The implementing team does not have access to the program data. It takes long before they can get the data, and this causes a delay in addressing issues. The partners recommend that they are given real time access to the data. Also, the data

software was changed from ComCare to DHIS too late into the program. With only one person going around to train mentors on the new software, some of the mentors were still not able to access and use the new software 80 days to the end of the program.

From the FGDs with mentors at endline, suggestions for improvement of the GIRL-H program include frequent refresher training of mentors, ideally on a monthly or bi-weekly basis, to enhance their skills and knowledge; providing mentors with transportation/bicycles and bags to ease their movement; increasing the number of mentors to adequately cover the program area; close monitoring and supervision with frequent visits from supervisors to ensure continuous support and guidance to mentors; program officials should have physical meetings with participants to better understand their needs and concerns; mentors should have direct access to the program manager, ideally once a month, as they have only interacted with the coordinator so far; supporting participants' businesses and providing startup capital to participants who have business skills in order to support their entrepreneurial ventures; providing uniforms/t-shirts to mentors for visibility; providing materials for teaching skills like making pads and soap, training on how to make reusable pads to other groups of adolescents to ensure inclusivity and prevent feelings of exclusion; providing seeds for adolescents who are interested in growing vegetables; organizing exchange visits for participants to other districts where the Girl-H program is being implemented to allow for learning and sharing of experiences; conducting inception meetings to inform local leaders about the program in their areas; supporting and monitoring the established groups in the villages; timely delivery of items and stipends to mentors, as sometimes there are delays of 3-4 months without payment, and increase the stipend amount; providing enough manuals for each mentor; awarding best performing participants to motivate and recognize their achievements. Specifically for Uganda, mentors should be awarded with certificates from Kampala for recognition and reference; and expansion of the program to other communities such as Nachuka, Naputhilgoi, Lorengtelae, and Namuth.

1.2. The evaluation

1.2.1. Evaluation objective and scope

The objective of the evaluation was to assess the GIRL-H program in terms of the expected outcomes and impacts and generate evidence, insights and learning to inform program activities and planning, including documenting learning for Mercy Corps to feed into the roll out of future programs.

The evaluation is guided by a results framework which was initially developed by Mercy Corps and Ipsos based on the program indicators and original evaluation questions (EQs) and methods, and then amended further after the baseline. The indicators have been summarized in the appendix of this report. The quantitative survey covers only some indicators, the others are to be measured using monitoring data collected by the Mercy Corps team.

The scope of the evaluation was

- to focus on change at the level of the young people involved in programming through the Safe Spaces program.
- Not on identifying and stimulating employment opportunities
- nor effectiveness of community level activities in facilitating change in the community as these were to be addressed through internally collected Mercy Corps data.

Whilst the program aims eventually to build the resilience of girls and young women, this is not expected to be achieved during the life span of the program. Thus, the evaluation focuses on measuring indicators that are steps towards this longer-term goal by building the individual skills, capacities and abilities of the adolescents and young people in the program.

1.2.2. Evaluation design and methodology

The evaluation adopted a mixed method quasi-experimental design that included a longitudinal survey with a participant group and a similar comparison group at baseline and end-line, and at the midline a survey with the participant group in Kenya and Uganda and outcome harvesting in Nigeria at midline, focus group discussions with participants in Kenya and Uganda at baseline, and focus group discussions with mentors at endline.

Whilst initially it was hoped that extensive qualitative research with participants and comparisons would be included in the design so as to explore the psycho-social elements which are particularly difficult to fully understand quantitatively, this was not possible during the design phase due to the budgetary constraint and the imperative to conduct a quasi-experimental design. However, ultimately an extensive learning qualitative assessment was contracted separately by the GIRL-H program.

This is summarized in the table below.

Table 2: Evaluation method

Evaluation phase	Objective	Method	Evaluation dates
Baseline	The objective of the baseline was to provide data against which changes can be assessed at endline.	Quantitative interviews with GIRL-H participants and a similar comparison group 1227 (810 participant and 417 comparison) in Kenya, 1182 (701 participant and 481 comparison) in Uganda, and 1043 (594 participant and 449 comparison) in Nigeria.	November-December 2021 in Kenya and Uganda, October-November 2022 for cycle 1 and February 2023 for cycle 2 in Nigeria
Midline	The objective of the midline in Kenya and Uganda was to measure indicator prevalence change amongst participants, and in Nigeria it was decided to use the midline to better understand emerging outcomes (intended and unintended) for participants. was used to qualitatively collect changes at the participant level	Quantitative interviews with GIRL-H participants: 251 in Kenya and 273 in Uganda, four FGDs with participants and 10 IDIs with community leaders and parents/guardians of participants in Kenya and Uganda Outcome harvesting in Nigeria: Discussions with GIRL-H staff, partners, mentors and participants in Lagos and Kano. GIRL-H peer researchers were trained to conduct participant discussions. Findings were validated by community leader, parents and GIRL-H staff.	September - October 2022 in Kenya and Uganda, and May 2023 in Nigeria
Endline	The objective of the endline is to assess the intended and unintended impact of the program on the outcomes of interest (food insecurity, financial/SRH and psychosocial wellbeing) and on the participant's peers, households, and their broader community. (Learning Question 1)	Quantitative interviews with a longitudinal sample of participants and a similar comparison group (1018: 664 participant and 354 comparison in Kenya, 1032: 647 participant and 385 comparison in Uganda, and 889: 540 participant and 349 comparison in Nigeria.	November 2023 in Uganda and Nigeria, November – December 2023 in Kenya

		4 FGDs with GIRL-H mentors in each country	
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As observed from the table above, the endline quantitative longitudinal sample was smaller than baseline due to attrition, which was anticipated in the design. During analysis, the achieved sample was matched against baseline sample using respondents' ages. A difference of +/- 1 or 2 was allowed. Cases that did not match, mostly in Kenya and Uganda were discarded. Those that matched were then categorised into new participant and comparison groups depending on whether the respondent participated in the Safe Spaces.

Reconstitution of participant and comparison groups: The GIRL-H program staff confirmed the spill over of program activities into some of the comparison sites in Kenya and Uganda. As a result, some of the comparison group respondents were incorporated into the program. In addition, some of the participant group respondents recruited by Ipsos at baseline in Kenya and Uganda were to be integrated into the program as cycle 2 and 3 participants but this did not happen ([See sampling procedures](#)). It is against this backdrop that the endline questionnaire was updated to include a question on participation in the GIRL-H program. Respondents were asked whether they participated in GIRL-H and those who claimed to have participated were further asked how they participated i.e., Safe Space classes they attended, matching interest to work, and whether they received a business grant, among other questions.

Some of the participant group respondents said they did not participate in the program while some of the comparison group respondents claimed to have participated in the program, thus confirming the two scenarios above. Kenya had the highest percentage of comparison respondents who claimed to have participated in the program at 37% while Uganda had 18%.

Participation claims by the participant group were validated by Mercy Corps using internal data on Safe Space attendance. Those who were confirmed to have participated in the Safe Spaces were analysed as participants while those who did not participate were analysed as comparison. Participation claims by the comparison group were validated by reviewing the participation data i.e., type of participation and data on key indicators to check for consistency in responses. Cases that showed consistency in data were analysed as participants. Thus, the data was not analysed based on the initial participant and comparison groups from baseline. The table below shows the final endline sample that was analysed for each country. The distribution of the sample across counties (in Kenya), districts (in Uganda), and states (in Nigeria) has been [annexed](#).

Table 3: Endline sample

	Participant			Comparison		
	Total	Female	Male	Total	Female	Male
Kenya	361	321	40	481	413	68
Uganda	434	371	63	419	336	83
Nigeria	501	363	138	388	361	27

Limitations and challenges encountered in this evaluation were mainly due to the geographical location of respondents.

- The migratory nature of some of the communities in Uganda and Kenya, the drought and the search for water at the time of the baseline meant that the Mercy Corps mobilization and Ipsos fieldwork team could not find participants and replacements had to be made. This also

- caused extensive fieldwork delays and budgetary increases in that the Ipsos team had to follow respondents to places where they were grazing their cattle far away from the villages.
- Poor or no mobilization of respondents in some of the participant villages/communities, was a problem. In some cases, respondents brought to the central location were fewer than the required sample or the Ipsos team remained idle for many hours as they waited for respondents to be available. This substantially increased fieldwork costs and fieldwork timing.
 - At endline, some of the mentors were new whilst some were non-cooperative, and this affected the mobilization of the participant group respondents.
 - At the baseline, samples for North Horr and Laisamis sub-counties in Marsabit county in Kenya were not achieved because of insecurity in the areas. Five villages in Wajir county were replaced because of insecurity.
 - At the endline, heavy rains and flooding in Kenya caused some danger to fieldwork staff and as such the endline was paused, the field team recalled though some were trapped by water, and fieldwork in those areas recommenced after floods subsided, substantially impacting on timing and budget.
 - Difficulty in getting younger out of school respondents for cycle 2, 3 and comparison groups particularly in Kenya at the baseline because of the mandatory enrolment.
 - At baseline cycles 2 and 3 had not commenced, so villages were randomly selected to participate in those Cycles and Ipsos used the Mercy Corps recruitment methodology to pre-recruit those participants into the program, and then interview them for the baseline. They were then supposed to join the GIRL-H program. For various reasons including change of internal Mercy Corps staff this did not necessarily happen in all cases, meaning that some of the participants interviewed at the baseline did not take part in Safe Spaces. Those who were interviewed at baseline but did not take part in the Safe Spaces have been analysed as comparison.
 - Contamination of the comparison group in Kenya and Uganda – the spill over of program activities into some of the control sites specified at the baseline. As a result, some of the comparison group respondents or their neighbours were incorporated into the program and became Safe Space participants. This contaminated the comparison group in Kenya and Uganda. The comparison in Nigeria was not contaminated.
 - The lack of budget for qualitative at the design phase of the evaluation and the need to do a quasi-experimental design meant difficulty in assessing certain elements of the program, especially the psycho-social elements which are best explored qualitatively. However, Mercy Corps was able to in the end fund an additional learning component which has been included in this report.
 - Variations in the implementation cycles of the program in Kenya, Uganda and Nigeria. While the program duration in Kenya and Uganda was three years (October 2020 - September 2023), the duration in Nigeria was shorter, only one year (August 2022 – September 2023) and this may have affected some of the indicator results in Nigeria at endline. Implementing partners in Nigeria cited time constraint as one of the challenges they encountered in implementation of program activities.
 - Unavailability of respondents during endline was a challenge mostly among the comparison group in Lagos. Some of the reasons included relocation to other areas, away during data collection period, and death.

There are a number of learnings from the above to be incorporated into future quasi-experimental or experimental studies, but for this particular evaluation, because of the contamination of the comparison group in Kenya and Uganda, we used a range of approaches to attempt to identify true comparison and participants, but ultimately, we have to use the comparison carefully, and have focused more on the change in the participant group.

Analysis: The analysis of the survey data focuses on the key indicators for each outcome area (financial wellbeing, SRH wellbeing, and psychosocial wellbeing) and includes the following components:

- **Descriptive Analysis:** This compares the endline and baseline results of both the participant and comparison groups to assess changes within each group over time. It also examines the differences in changes between the two groups and whether the differences are statistically significant.
- **Difference-in-Differences (DiD) Regression Analysis:** This estimates the average effect of the program on key indicators among participants, at 95% confidence level. The DiD regression considers changes from baseline to endline in both participant and comparison groups, accounting for variables like education level, age, marital status, and location which could potentially influence the changes.
- **Multiple Linear Regression:** This assesses the extent and nature of the relationships between specific independent variables (including variables related to program activities e.g. information/ training received, Safe Space sessions attended, duration of participation in GIRL-H) and the key indicators for each outcome area.

More details on [sampling methods](#), ethical protocols, and [quality control methods](#) are appended.

1.3. Respondent profile

This section of the report provides a description of the respondents to provide context and understanding of the evaluation results.

1.3.1. Gender of respondents

Majority of respondents in Kenya, Uganda, and Nigeria were female. This is consistent with the gender distribution amongst the program participants. Because the focus of the program is on young women and girls. At baseline, the comparison group consisted of females only. However, comparison at endline includes male because of the reconstitution of participant and comparison groups based on whether they participated in the program or not.

Table 4: Gender of respondents

	Participant	Comparison
KENYA		
Base: n = total sample	361	481
	%	%
Female	89	86
Male	11	14
UGANDA		
Base: n = total sample	434	419
	%	%
Female	85	80
Male	15	20
NIGERIA		

Base: n = total sample	501	388
	%	%
Female	72	93
Male	28	7

1.3.2. Age of respondents

Majority of respondents in Kenya and Uganda were in the older age group of 18 - 26 years. The situation was different in Nigeria where majority of respondents were aged under 18.

Table 5: Age of respondents

	Participant	Comparison
KENYA		
Base: n = total sample	361	481
	%	%
12 - 14 years	7	9
15 - 17 years	15	15
18 - 26 years	78	76
UGANDA		
Base: n = total sample	434	419
	%	%
12 - 14 years	16	12
15 - 17 years	16	12
18 - 26 years	68	76
NIGERIA		
Base: n = total sample	501	388
	%	%
10 - 14 years	27	25
15 - 17 years	33	28
18 - 24 years	40	47

1.3.3. Marital status of respondents

The proportion of respondents who were married or living together is higher in Kenya and Uganda compared to Nigeria where majority were single i.e., never married or lived together.

Table 6: Marital status of respondents

	Participant	Comparison
KENYA		
Base: n = total sample	361	481
	%	%

Married/living together	55	52
Single - divorced/separated/widowed	5	6
Single – never married/lived together	40	42
UGANDA		
Base: n = total sample	434	419
	%	%
Married/living together	50	58
Single - divorced/separated/widowed	2	0
Single – never married/lived together	48	42
NIGERIA		
Base: n = total sample	501	388
	%	%
Married/living together	5	4
Single - divorced/separated/widowed	0	0
Single – never married/lived together	95	96

1.3.4. Education of respondents

Majority of respondents in Kenya and Uganda have never been to school. However, it was different in Nigeria where majority have ever been to school. Compared to baseline, the proportion of respondents who have ever been to school increased significantly amongst the participant and comparison groups in all the three countries. The increase in the participant group was significantly higher than the increase in the comparison group indicating the program’s impact in transitioning participants to school.

Table 7: Education of respondents

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
	%	%	%	%	%	%	%
Ever been to school	21	38	17 sig	27	39	12 sig	5 sig
Never been to school	79	62	-17	73	61	-12	-5
UGANDA							
Base: n = total sample	434	434		419	419		
	%	%	%	%	%	%	%
Ever been to school	20	31	11 sig	18	24	6 sig	5 sig
Never been to school	80	69	-11	82	76	-6	-5
NIGERIA							
Base: n = total sample	501	501		388	388		
	%	%	%	%	%	%	%

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
Ever been to school	72	96	24 sig	71	87	16 sig	8 sig
Never been to school	28	4	-24	29	13	-16	-8

1.4. Participation in GIRL-H

Table 8 shows various aspects of participation in the GIRL-H program, such as duration of participation, number of Safe Space classes attended, participation in matching interest to potential work opportunities, receipt of a business grant, and activity undertaken after participation in the program.

Kenya and Uganda have a significant proportion of participants who have been in the program for 12 months or more, with 40% and 60% respectively. However, in Nigeria, the highest proportion is for participants who have been in the program for 3 months at 38%.

The life skills class was the most attended in Kenya and Uganda, with 63% and 64% respectively. In Nigeria, this was the second most attended class at 78%, after SRH class at 80%.

More than half of the participants in Kenya (56%) and Nigeria (78%), and half (50%) in Uganda were taken through matching interest to potential work opportunities.

Those who received a business grant were 55% in Kenya, 10% in Uganda and 8% in Nigeria.

Post-program activities vary across the countries. In Kenya, most participants started a business (59%) or formed/joined another safe space or informal group (53%). In Uganda, most participants started a business (48%), followed by formed/joined another safe space or informal group (38%). In Nigeria, most participants went to school (41%), worked under someone to learn a job/skill/trade (37%) or started a business (34%).

Table 8: Level and type of participation in GIRL-H

Level and type of participation		Kenya	Uganda	Nigeria
Base		361	434	501
		%	%	%
Duration of participation in the program	Less than 3 months	19	16	4
	3 months	20	9	38
	6 months	16	8	25
	9 months	5	6	10
	12 months or more	40	60	24
Safe Space classes attended	Learning about life (life skills)	63	64	78
	Learning about finance (money matters)	37	38	53
	Learning about saving	44	64	59
	Learning how to make good choices	37	40	56
	Learning how to keep safe	38	48	62
	Learning about health (Sexual and Reproductive Health)	24	46	54

Level and type of participation		Kenya	Uganda	Nigeria
Base		361	434	501
		%	%	%
Matching interest to work	Yes	56	50	78
	No	44	50	22
Received business grant	Yes	55	10	8
	No	45	90	92
Activity after participating in GIRL-H	Formed or joined another safe space or informal group	53	38	12
	Started a business	59	48	34
	Worked under someone to learn a job/skill/ trade:	32	21	37
	Went to school	20	15	41
	Went for technical/vocational training/learning place:	28	10	27

2. Life skills

One of the objectives of the GIRL-H program was to enhance the general life skills of its participants for improved well-being and personal agency. This was achieved through Safe Space sessions which were facilitated by GIRL-H group mentors and aimed to cultivate participants' entrepreneurial, financial literacy, goal setting, hygiene, health, safety, interpersonal, communication, and decision-making skills. Further, the program connected participants with business mentors for apprenticeship or technical/vocational training that allowed them to acquire vocational skills in their fields of interest.

2.1. Life skills index

To assess the general life skills of both the participant and comparison group, several variables were used to compute a single reference value (an index) which makes it easy to measure and compare percentage change over time. In this case, a life skills index was created with each respondent receiving a maximum score 74, based on whether or not respondents: -

- understand safe and unsafe ways of making money,
- know where or how to get an internship or an apprenticeship,
- have a clear life goal and plan,
- are a member of any group,
- personally received income in past 12 months,
- are involved in household decision making,
- know how to stay safe from violence,
- know the different types of violence
- where to report or seek help in case of any form of violence,
- are confident to say no to unwanted sexual advances
- received any information or training on various topics including vocational or skills training, business training, money management, how to save for the future, how to search for a job, equal rights for men and women, how to protect their health, how to be listened to in their community, importance of staying in school, any form of violence,
- and whether they got any help to stay in school, got an apprenticeship, internship or placement at a workplace.

The GIRL-H program has made a significant positive impact on participants' life skills. The descriptive analysis shows that the life skills index score of the GIRL-H participants has increased significantly by 6.5 points (from 22.3 to 28.8) in Kenya, 6.9 points (from 26.9 to 33.8) in Uganda, and 4.0 points (from 28.8 to 32.8) in Nigeria between baseline and endline.

Across the countries, the change amongst the participants is significantly higher than the change amongst the comparison group, with a significant difference of 2.2 points in Kenya, 5.9 in Uganda and 3.3 in Nigeria. See [annex 1](#) for the table with descriptive data.

Table 9 shows the results of the DiD regression analysis of the life skills index score. It compares the change in the life skills index score from baseline to endline in both participant and comparison groups, accounting for variables like education level, age, marital status, and location which could potentially influence the change in order to determine the average impact of the program.

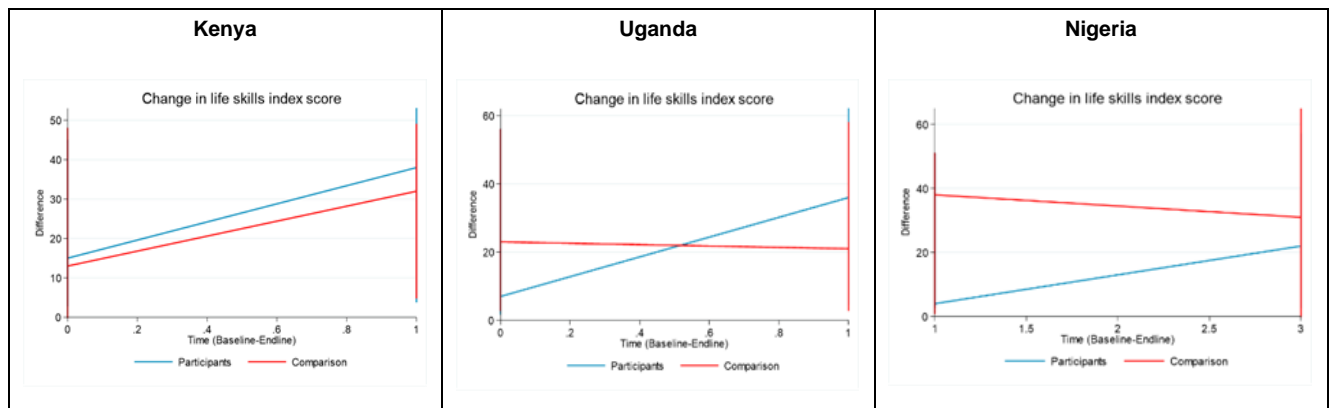
Overall, the GIRL-H program has significantly improved the life skills of its participants in all the three countries, accounting for an average increase of 2.22 points in the life skills index scores of the participants in Kenya, 4.04 points in Uganda, and 3.53 in Nigeria.

Table 9: DiD regression - life skills index score

DiD regression – life skills index score					
	Observations ²	Coefficient ³	Standard error ⁴	t-value ⁵	p-value ⁶
Kenya	1684	2.220	1.117	1.990	0.050
Uganda	1706	4.036	1.370	2.950	0.004
Nigeria	1778	3.530	1.256	2.810	0.006

Figure 2 shows the change in life skills index score from baseline to endline amongst the participant and comparison group. Kenya shows a positive change in the life skills index scores of both groups. However, the change in the participant group is greater than the change in the comparison group. In Uganda and Nigeria, there is a positive change in the participant group and a negative change in the comparison group.

Figure 2: Change in life skills index score



The multiple linear regression analysis shows the extent and nature of the relationship between specific independent variables (duration of participation in GIRL-H, Safe Space classes attended, demographics and location) and the life skills index score. In Kenya, there is positive relationship

² Observation is the total sample sizes of both the participant and comparison in the endline and baseline

³ The coefficient is the proportion of the variance in the dependent variable that is predicted from the independent variable - in this case, the estimated impact of the program on the change observed in the outcome indicators

⁴ The standard error indicates how different the population mean is likely to be from the sample's mean. It indicates how much the sample mean would vary if the survey is repeated using a new sample within the same population

⁵ The t-value measures the size of the difference relative to the variation in the sample data.

⁶ The p-value measures the probability of obtaining the observed results, assuming that the null hypothesis is true. The lower the p-value, the greater the statistical significance of the observed difference

between duration of participation in the program, level of education (university), location (Garissa and Isiolo) and the life skills index score. This suggests that the longer the participation in the GIRL-H program, the greater the improvement in the life skills index scores are likely to be. An indication that the GIRL-H program provides valuable training and experiences that contribute to the development of life skills of the participants over time. Similarly, those with university-level education tend to have higher life skills index scores compared to those with lower levels of education. This implies that higher education contributes to the development of life skills, possibly through increased knowledge, critical thinking abilities, and exposure to diverse experiences. Respondents from Garissa and Isiolo are likely to exhibit higher life skills index scores compared to those from the other counties. This suggests that there might be location-specific factors, such as community support, access to resources, or cultural influences, that positively impact the development of life skills in these counties.

Uganda shows a positive relationship between the Safe Space lesson on health/SRH, marital status (single – never married), age (10-14 years and 15- 17 years) and the life skills index score, which means that attending the Safe Space lesson on health/SRH is likely to lead to higher life skills scores. Indicating the health/SRH lessons provide valuable information that contribute to overall life skills development. Moreover, single respondents who have never been married and those in the younger age groups may be more receptive to learning and developing life skills, possibly due to fewer external pressures and responsibilities compared to the older and married counterparts. It also highlights the importance of engaging girls in life skills programs at an early age.

In Nigeria, there is a positive relationship between Safe Space classes on finance, making good choices, health/SRH and life skills index score. These classes likely provide practical knowledge and skills that contribute to overall life skills development, empowering the participants to make informed decisions in various aspects of their lives. There is also a positive relationship between marital status (married), location (Kano) and the index score. Contrary to the findings in Uganda, respondents who are married in Nigeria are likely to have higher life skills index scores compared to the unmarried. This could be due to various factors, such as increased responsibilities and experiences that come with marriage, which may contribute to the development of certain life skills. However, it is important to consider the potential challenges and limitations that early marriage may impose on girls' overall well-being and opportunities. In addition, respondents from Kano are likely to exhibit higher life skills index scores compared to those in Lagos. This suggests that there might be location-specific factors, such as community support, cultural influences, or access to resources, that positively impact the development of life skills in Kano.

2.1.1. Components of the life skills index

In addition to analyzing the index scores as a whole, we have also looked at changes in answers to the specific questions out of which the index was created. See [annex 1](#) for the tables with descriptive data on components of life skills index

The GIRL-H participants in Kenya, Uganda and Nigeria have experienced a significant positive change in most of the components of the life skills index between baseline and endline, as one would expect given the overall index increased.

In Kenya, there is a significant positive change in the percent of participants who know where to report sexual violence (+29 percentage points), who have a life goal and plan (+17 percentage points), who understand safe and unsafe ways of making money (+13%), who know where or how to get an internship or an apprenticeship (+7 percentage points), who were involved in decisions making about income use in the household (+7 percentage points), and who received information on various topics (12 out of the 13 topics).

On the negative side, Kenya shows a significant decrease in the percent of participants who are confident to say no to unwanted sexual advances (-11 percentage points) and those aged 15+ who know where or how to get an internship or an apprenticeship (-7 percentage points). This suggests that despite the overall positive impact of the GIRL-H program on life skills development, there may be a need to strengthen the curriculum and support systems specifically related to assertiveness and the ability to set boundaries in sexual situations. This decline could potentially be attributed to various factors, such as societal pressures, cultural norms, or a lack of sustained reinforcement of these skills over time. The decrease in the percent of participants aged 15 and above who know where or how to get an internship or apprenticeship indicates a potential gap in information and guidance on career development opportunities. Suggesting the need to place greater emphasis on connecting older participants with practical resources and networks to support their transition into the workforce or further education.

In Uganda, there is a significant positive change in the percent of participants who understand safe and unsafe ways of making money (+20 percentage points), who know where or how to get an internship or an apprenticeship (+18 percentage points), who were involved in decisions making about income use in the household (+15 percentage points), who know where to report sexual violence (+12 percentage points), and who received information on various topics (12 out of the 13 topics).

In Nigeria, the GIRL-H participants have a significant positive change in the percent of participants who know where or how to get an internship or an apprenticeship (+20 percentage points), who know safe and unsafe ways of making money (+13 percentage points), who have a life goal and plan (+9 percentage points), who know where to report sexual violence (+7 percentage points), and who received information on various topics (all 13 topics).

Like Kenya, participants in Nigeria have declined in terms of the percent who know what to do to stay safe from violence (-11 percentage points). This decline suggests that the GIRL-H program may need to strengthen its curriculum and emphasis on violence prevention and safety strategies.

Compared to comparison, the participants in Uganda perform better in nearly all the components, those in Nigeria perform better in most of the components, while in Kenya, the comparison performs better than the participants in most of the components. This variation suggests that the effectiveness of the GIRL-H program may be influenced by country-specific factors, such as cultural norms, existing support systems, or socioeconomic conditions. Regular assessments of participant outcomes, along with feedback from stakeholders and beneficiaries, can help identify areas of strength and weakness, inform program adaptations, and ensure that the intervention remains relevant and effective over time.

2.1.2. Life skills learnt

Focus groups with GIRL-H participants in Kenya and Uganda identified several things participants learnt from the program including business ideas and skills, how to read and write mostly the alphabet and names, personal hygiene especially during menstruation and how to make sanitary towels using locally available materials, hygiene at home for example keeping the compound clean, building dish racks and toilets, financial management and how to save money, how to relate and work with people including how to live at peace with others and avoid conflict, and respect for others.

From the outcome harvesting in Nigeria, which was conducted half way through the program, transitioned participants cited a wide range of skills they have learned including catering (how to cook different dishes), baking, how to apply make-up, how to apply henna, fashion design, sewing/tailoring, knitting, tie and dye, hair dressing, shoe making, mechanics, graphic design,

screen printing, auxiliary nursing, and how to make different products such as soap, toilet cleaner, shampoo, perfume, deodorant, hair oil, body cream, floor mat, and pillows. They also cited improved customer relationships skills, knowing how to manage their money, basic literacy and numeracy skills, knowledge on disease prevention, violence and how to avoid it, drug abuse, and how to identify good role models in the community. Besides, some of the participants have transferred these skills to family members and peers within their communities.

Focus groups with mentors in Kenya, Uganda and Nigeria also show that participants have learnt important skills such as writing, drawing, and problem-solving. They can write the alphabet, count numbers and use phones for calculations during business transactions. They noted that the participants have become more comfortable sharing ideas with each other and can talk in meetings. They are able to report cases to the local authorities and trusted individuals e.g. local council in Uganda, an elder, or a pastor. They have become more confident in speaking out about issues and seeking help. Girls can now ask for pads or materials for making reusable pads from their parents without fear or embarrassment. The participants have learnt about reproductive health and family planning, and some girls are now using family planning methods. Some adolescents who are married now go to the health facility for antenatal services and immunization unlike before. There are also changes in the mode of dressing, with participants being more conscious of their choice of clothing. Additionally, some participants have been enrolled in school for the first time and are making progress in their studies.

2.1.3. Violence avoidance and response index

In the Safe Spaces, the GIRL-H participants were taught about gender-based and sexual violence, how to reduce their exposure to such violence, and when and where to seek help should it happen.

The violence avoidance and response index is based on whether respondents they know anything they can do to stay safe from violence, whether they are able to cite the different types of violence, whether they know where to report sexual violence and how quickly it should be reported, for those who have ever experienced sexual violence – whether they told anyone about it, whether they have received information about where to seek help if they or anyone they know experience any form of violence/harassment or how to prevent it, and how confident they would be to say no to unwanted sexual advances.

Kenya and Nigeria show a significant positive change in the violence avoidance index score of the GIRL-H participants by 1.5 points and 0.6 points respectively between baseline and endline, while Uganda shows no change. There is no significant difference in the violence avoidance index score between the GIRL-H participants verses the comparison group in all the three countries suggesting no impact by the program. See [annex 1](#) for the table with descriptive data.

3. Financial wellbeing

The GIRL-H program aimed to build financial wellbeing of its participants through the Safe Space sessions. Participants were mentored on financial management, budgeting, saving money, accessing and paying back loans. They were taught how to allocate their money for different purposes and to spend wisely, they were encouraged to form or join savings groups and to save their money. In addition, the GIRL-H program helped some of the participants who were aged above 18 to open bank accounts.

The following indicators are reported together to cover financial wellbeing:-

- financial literacy index score,
- percent who are a member of a savings group amongst those who have access to a savings group,
- percent currently saving,
- current savings,
- percent who received income in the past 12 months and,
- average number of income sources in the past 12 months.

3.1. Financial literacy index score

To assess the financial literacy of both the participant and the comparison group, an overall financial literacy index was developed based on whether they or other household member regularly saves money, amount of current savings, whether or not they have a savings goal, know how to apply for a loan, and have received training or information on how to manage money or save for the future.

The descriptive analysis shows that there is a significant positive change in the financial literacy index scores of the GIRL-H participants by 0.5 points in Kenya, 0.3 points in Uganda, and 0.9 points in Nigeria between baseline and endline, and participants have increased more than those in the comparison group. There is a significant positive difference of 0.4 points in Kenya, 0.3 points in Uganda, and 0.8 points in Nigeria between the GIRL-H participants and the comparison group. See [annex 2](#) for the table with descriptive data.

Table 10 shows the results of the DiD regression analysis of the financial literacy index score. The analysis compares the change in the index score from baseline to endline in both participant and comparison groups, accounting for variables like education level, age, marital status, and location which could potentially influence the change in order to determine the average impact of the program.

The results show that, overall, the GIRL-H program has significantly improved the financial literacy of its participants across the three countries, accounting for an average increase of 0.77 points in the financial literacy index score in Kenya, 0.51 points in Uganda, and 0.70 points in Nigeria.

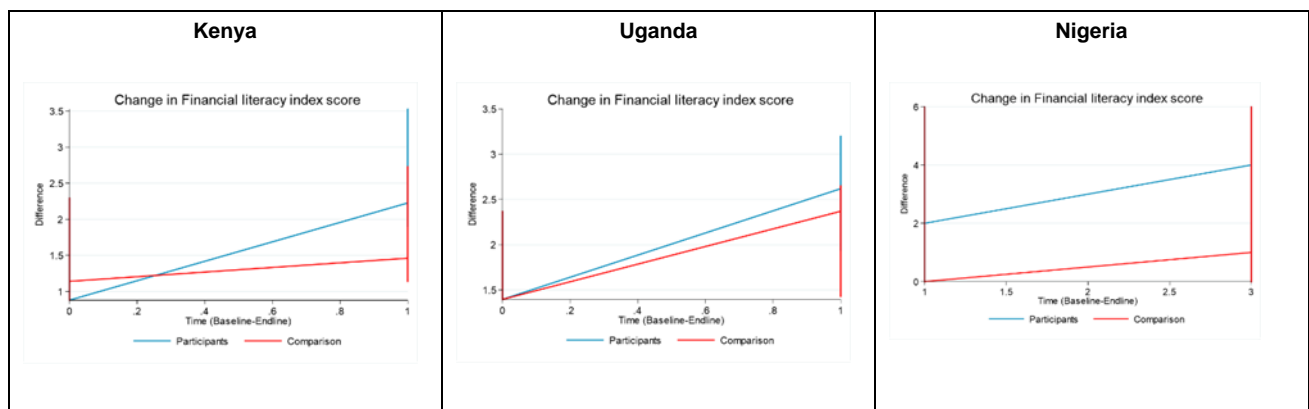
Table 10: DiD regression - financial literacy index score

DiD regression – financial literacy index score					
	Observations	Coefficient	Standard error	t-value	p-value
Kenya	1684	0.765	0.180	4.240	0.000
Uganda	1706	0.512	0.200	2.560	0.013

DiD regression – financial literacy index score					
	Observations	Coefficient	Standard error	t-value	p-value
Nigeria	1778	0.700	0.188	3.720	0.000

Figure 3 shows the change in the financial literacy index score from baseline to endline amongst the participant and comparison groups. All the three countries indicate a positive change in the financial literacy index scores of both groups, with a higher increase in participant compared to the comparison group.

Figure 3: Change in financial literacy index score



The multiple linear regression analysis shows the extent and nature of the relationship between specific independent variables (duration of participation in GIRL-H, Safe Space classes attended, demographics and location) and the financial literacy index score.

Across all the three countries, there is a positive relationship between business training and financial literacy index scores. This suggests that providing business training can significantly enhance participants' financial literacy, irrespective of the country context.

In addition, there is a negative relationship between location (Wajir) in Kenya, age (15 - 17 years) in Uganda and the financial literacy index score. This suggests that respondents in Wajir, unlike those in other counties, may have unique challenges or barriers affecting their financial literacy, and this may require a targeted intervention considering the specific socioeconomic, cultural, or environmental factors that could be hindering financial literacy development. A targeted intervention may also be required in Uganda to improve financial literacy among participants aged 15-17 years. This may require an understanding of the specific developmental needs, life stage challenges, or socioeconomic pressures faced by this age group in order to tailor the financial module to address these factors effectively.

3.1.1. Components of the financial literacy index

In Kenya and Nigeria, the GIRL-H participants experienced a significant positive change in all the components of the financial literacy index i.e., percent who received training on financial management, percent who received training on how to save money, percent who currently saves, percent who have a clear savings goal and percent who know how to apply for a loan.

However, there is no change in the average amount of savings held.

The GIRL-H participants in Uganda also show significant positive change in all the components of the financial literacy index except the percent who currently saves and the percent who have a clear savings goal, both of which show no significant change.

Across all three countries, the GIRL-H participants demonstrate significantly higher financial literacy compared to the comparison group in most components of the financial literacy index, except the percent who have a clear savings goal in Kenya, percent who currently saves in Uganda, and average value of savings made by those who do save, in Kenya and Nigeria. This suggests that the GIRL-H program is effective in improving its participants' financial knowledge and skills, regardless of the country context. While the program may be effective in improving financial knowledge, there might be barriers or challenges hindering participants from translating that knowledge into practice such as lack of access to savings channels, limited income, or competing financial priorities. The program may need to explore ways to support the participants in overcoming obstacles to saving.

Likewise, in focus group discussions mentors in all countries indicated increased savings activities amongst participants. Those who were not saving before are currently saving, either as a group or individually, having formed or joined savings groups where they contribute and save money which they then loan out to group members.

“We have mentored the girls to save. At first, they did not understand how to save but right now, they can all save their money, take out a loan and do business” **Mentor, Kenya**

“The program has taught them the value of money and how to save money. My mentee was able to save money from selling her local soya bean cake {Awara}. She used the savings to buy a goat to rear and the goat has even given birth” **Mentor, Nigeria**

3.2. Membership in a savings group

Saving money, in terms of how to save and the importance of saving, was one of the components of the financial literacy topic taught in Safe Spaces sessions. One of the ways through which they were expected to save was via a savings group. Thus, the Safe Space mentors encouraged participants to form or join existing savings groups, and indeed the Safe Space groups in some cases became savings groups themselves. It was expected that, with increased engagement in economic activities, increased income and financial management skills which includes budgeting, participants would be able to set aside part of their earnings as savings, and this was to be achieved through savings groups.

Findings from the outcome harvesting exercised conducted at midline in Nigeria showed that participants who were not saving before they joined GIRL-H started to save, and participants who saved before then were saving more than they used to or were now saving for different purposes. For example, they were saving to buy equipment or materials required for practical lessons, start-up capital, or for university or college. Some Safe Spaces formed savings groups whilst others were saving individually.

Access to savings groups amongst the participants has significantly increased by 9 percentage points (from 33% to 42%) in Kenya and significantly decreased by -15 percentage points (from 71% to 56%) in Uganda while Nigeria shows no change. Although access to savings group decreased amongst participants in Uganda, they were better than the comparison by a significant difference of 11 percentage points. In Kenya, access to a savings group amongst participants was significantly lower compared to the comparison by -7 percentage points. Nigeria shows no difference in access to a savings group between the participants and the comparison.

Descriptive analysis shows that amongst GIRL-H participants with access to a savings group, membership significantly increased by 19 percentage points (from 15% to 34%) in Kenya, 8 percentage points (from 40% to 48%) in Uganda, and 30 percentage points (from 33% to 63%) in Nigeria. Membership levels amongst participants in Uganda and Nigeria increased more than membership amongst the comparison respondents with a significant difference of 4 percentage points and 17 percentage points respectively while participants in Kenya show a significant negative difference of -5 percentage points compared to the comparison. See [annex 2](#) for the table with descriptive data.

Table 11 shows the results of the DiD regression analysis of savings group membership. The analysis compares the change in savings group membership from baseline to endline in both participant and comparison groups, accounting for variables like education level, age, marital status, and location which could potentially influence the change in order to determine the average impact of the program.

Overall, the results show no significant effect of the program on increasing membership in savings group across the three countries.

Table 11: DiD regression – membership in a savings group

DiD regression – membership in a savings group					
	Observations	Coefficient	Standard error	t-value	p-value
Kenya	1684	0.027	0.115	0.240	0.811
Uganda	1706	0.267	0.256	1.040	0.300
Nigeria	1778	0.064	0.063	1.010	0.314

Figure 4 shows the change in savings group membership from baseline to endline amongst the participant and comparison groups. All the three countries indicate a positive change in the participant group.

Figure 4: Change in membership in a savings group



The multiple linear regression analysis shows the extent and nature of the relationship between specific independent variables (duration of participation in GIRL-H, Safe Space classes attended, demographics and location) and savings group membership.

The multiple linear regression shows a positive relationship between number of months in the program, location (Kabong) and membership in a savings group amongst participants in Uganda. However, there is no relationship between the variables used in the regression and membership in a savings group in Kenya and Nigeria.

This suggests that in Uganda, the longer the participation in the program, the more likely participants are to engage in savings activities through group membership. The program's emphasis on financial literacy and savings may be contributing to this positive association over time. The results also implies that there may be specific factors in Kabong that encourage or facilitate savings group membership, such as a strong culture of community-based savings, accessible savings group options, or supportive social networks.

3.3. Income

One of the expected outcomes of the GIRL-H program is increased engagement in economic activities and increased income amongst its participants. This was achieved through entrepreneurship training within the Safe Spaces, business mentorship and transitioning of participants to apprenticeship opportunities or vocational training and providing them with business grants and start-up kits depending on the business type. This outcome is assessed by looking at the proportion of participants receiving any income in the past 12 months, average number of income sources, and average income earned in the past four weeks amongst respondents aged 18 and above.

The focus group discussion findings show that participants have identified business opportunities which they engage in. The girls have started their own businesses and become less dependent on men. This has reduced conflicts within their marriages and domestic violence. For example, participants in Uganda have started various businesses, including selling local brew, operating small shops, selling soap and salt, selling sunflower seeds, buying and reselling eggs, selling meat, selling sweet potatoes, selling donkey meat, making necklaces from beads, and buying and selling goats and chicken. They are making their own money and have become more confident and independent.

The outcome harvesting in Nigeria showed a heightening of understanding and interest in business. An example is a female participant in Lagos, who despite having skills in fashion design, never thought of using her skill for business, but was inspired to do so by GIRL-H. Also, participants were able identify a business opportunity within their communities and use it to earn income; had actually set up a business or were now earning money from a business (Ipsos CDRE Outcome Harvesting Report, 2023).

The quantitative data shows a substantial increase in the number of income sources by an average of 1.7 and 2.3 points respectively amongst GIRL-H participants in Kenya and Uganda, suggesting diversification in income generating activities between baseline and endline. Nigeria shows no change in the average number of income sources amongst participants. Compared to the comparison, there is a significant positive difference of 1.0 in Kenya and Uganda, and no difference in Nigeria. See [annex 2](#) for the table with descriptive data.

Table 12 shows the results of the DiD regression analysis of average number of income sources. The analysis compares the change in average number of income sources from baseline to endline in both participant and comparison groups, accounting for variables like education level, age, marital status, and location which could potentially influence the change in order to determine the average impact of the program.

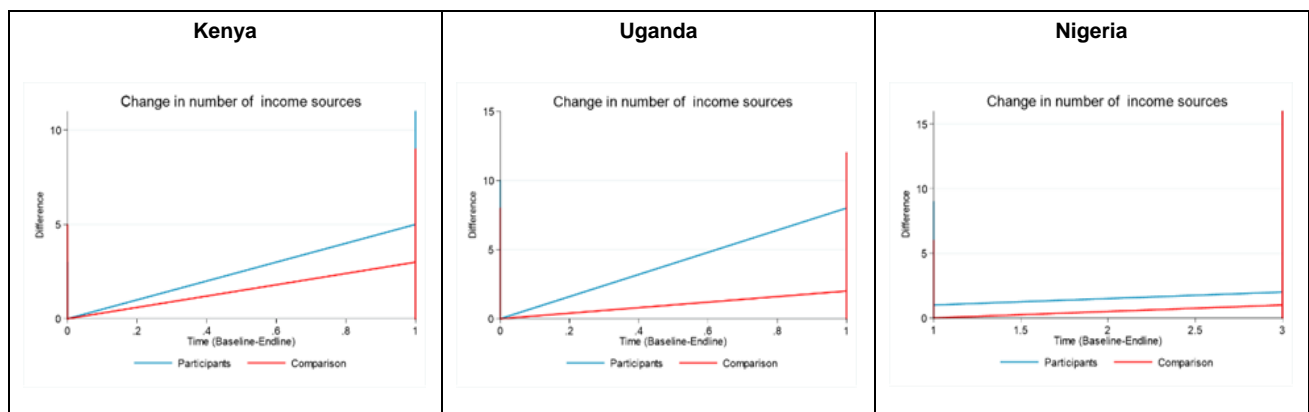
Overall, there is no significant impact of the GIRL-H program on diversification of income sources amongst its participants in Kenya, Uganda and Nigeria.

Table 12: DiD regression – average number of income sources

DiD regression – average number of income sources					
	Observations	Coefficient	Standard error	t-value	p-value
Kenya	1684	0.285	0.164	1.740	0.085
Uganda	1706	0.150	0.237	0.630	0.528
Nigeria	1778	0.150	0.170	-0.880	0.382

Figure 5 shows the change in average number of income sources from baseline to endline amongst the participant and comparison groups. All the three countries indicate a positive change in both groups, with the participant group showing a greater change than the comparison.

Figure 5: Change in average number of income sources



The multiple linear regression analysis shows the extent and nature of the relationship between specific independent variables (duration of participation in GIRL-H, Safe Space classes attended, demographics and location) and average number of income sources.

Kenya shows a positive relationship between linkage to a business mentor and the average number of income sources. There is no relationship between the variables used in the regression and the average number of income sources in Uganda and Nigeria.

The percent of participants who received income in past 12 months slightly increased by 5 percentage points (from 28% to 33%) in Kenya, 1 percentage point (from 44% to 45%) in Uganda, and 6 percentage points (from 31% to 37%) in Nigeria. In Uganda and Nigeria, the participant group outperforms the comparison group by 11 percentage points and 10 percentage points respectively.

The average past 4-week income amongst the participants has significantly increased by KES 1,300 in Kenya, UGX 38,000 in Uganda, and NGN 1,600 in Nigeria. However, there is no significant difference between the participants and comparison across the three countries. See [annex 2](#) for the table with descriptive data.

4. Sexual and reproductive wellbeing

The GIRL-H program, through the Safe Space sessions, aimed to improve participants' knowledge and access to quality sexual and reproductive health (SRH), including family planning/child spacing methods and sexually transmitted infections (STIs). Participants were also taught how to maintain good health through proper nutrition, personal hygiene, and cleanliness in the home. In addition, they were taught about gender-based and sexual violence, how to stay safe from violence and what to do if they experience violence, including when and where to report violence.

Sexual and reproductive wellbeing was measured by the following indicators: sexual reproductive health (SRH) and hygiene index score of participants, the percent of participants who received information on how to protect their health, the percent of participants who know where to get family planning services, the percent of participants who know where to get HIV counselling/testing services, and the percent of participants who know what to do to know their HIV status.

4.1. SRH and hygiene index score

The SRH and hygiene index has been calculated based on respondents' knowledge of HIV including ways of contracting and preventing HIV, knowledge of how they can know their HIV status, whether they have ever received information or education on SRH and hygiene related topics, stress management, alcohol abuse and drug abuse, whether they know where to get SRH services in their area, whether they have ever sought any SRH services, whether they know where to report sexual violence, whether they received information on how to protect health and/or gender-based sexual or other violence in the past 12 months.

Across all the three countries, the data shows significant increase in the SRH and hygiene index score amongst the program participants, with a positive change of 2.8 points in Kenya, 15.4 points in Uganda, and 3.7 points in Nigeria between baseline and endline.

The difference between the change in participants and the change in comparison shows that the sexual and reproductive wellbeing of the participants had a significantly greater change by a difference of 2.0 points in Kenya, 3.1 points in Uganda and 2.6 points in Nigeria. See [annex 3](#) for the table with descriptive data.

Table 13 shows the results of the DiD regression analysis of the SRH and hygiene index score. The analysis compares the change in the SRH and hygiene index score from baseline to endline in both participant and comparison groups, accounting for variables like education level, age, marital status, and location which could potentially influence the change in order to determine the average impact of the program.

Overall, the GIRL-H program has significantly improved SRH and hygiene amongst participants in Nigeria, leading to an average increase of 2.47 points in their SRH and hygiene index score. Kenya and Uganda show no impact by the program.

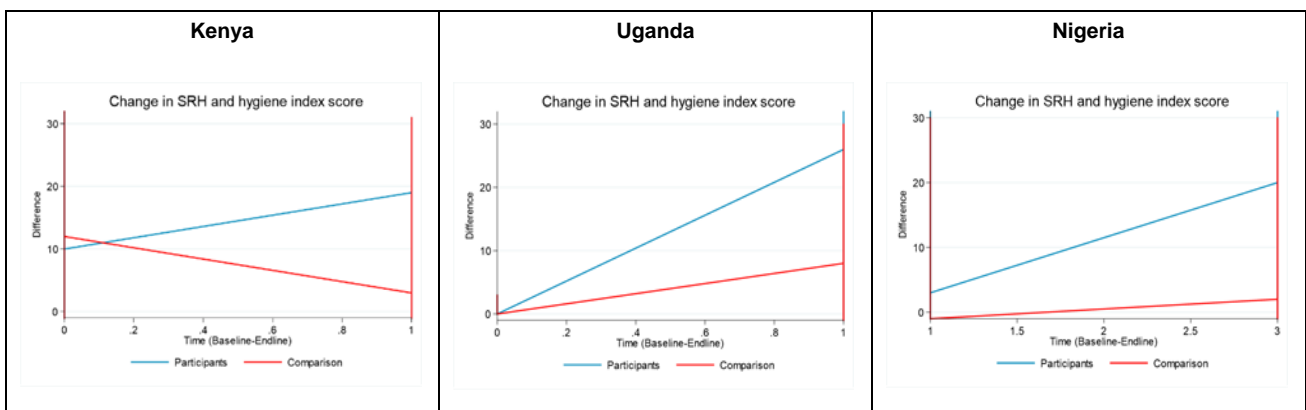
However, qualitative data shows that the mentors in Uganda have observed improved cleanliness and hygiene practices amongst participants. The participants are cleaner than before. They clean themselves, wash their clothes, comb their hair, cut their nails, and brush their teeth, and the girls now know how to use pads and can even make their own. The participants have also improved hygiene in their homes by constructing latrines and regularly sweeping their compounds.

Table 13: DiD regression – SRH and hygiene index score

DiD regression – SRH and hygiene index score					
	Observations	Coefficient	Standard error	t-value	p-value
Kenya	1684	2.150	1.322	1.630	0.108
Uganda	1706	2.332	1.351	1.730	0.089
Nigeria	1778	2.470	0.925	2.670	0.009

Figure 6 shows the change in the SRH and hygiene index score from baseline to endline amongst the participant and comparison groups. All the three countries show a positive change in the SRH and hygiene index score of the participants. Although the score of the comparison in Uganda and Nigeria also increased, the participants' score increased more. The score for the comparison in Kenya declined.

Figure 6: Change in SRH and hygiene index score



The multiple linear regression analysis shows the extent and nature of the relationship between specific independent variables (duration of participation in GIRL-H, Safe Space classes attended, demographics and location) and the SRH and hygiene index score.

In Kenya, there is a positive relationship between having learned about health/SRH in the Safe Spaces and the SRH and hygiene index score. The Safe Space training on SRH seems to be effective in improving participants' knowledge related to SRH and hygiene. There is also a positive relationship between being in the age group of 18-24 years and the SRH and hygiene index score. This implies that older respondents may be more receptive to SRH and hygiene education. This highlights the importance of considering age-specific needs and tailoring the program's content and delivery methods accordingly.

In Uganda, there is a positive relationship between having learnt how to keep safe and the SRH and hygiene index score. This suggests that participants who attended Safe Space lessons that focused on safety and protection are likely to have higher scores on the SRH and hygiene index, indicating effectiveness of these lessons in promoting better SRH and hygiene outcomes among participants in Uganda. There is also a negative relationship between marital status (single - never married), age (10-14 years and 15-17 years), location (Kotido) and the SRH and hygiene index score. This implies barriers or challenges such as access to SRH information or cultural norms which may affect the adoption of SRH and hygienic practices among the single and younger people in Uganda. Tailoring the program's content and delivery methods to address the unique needs of single and younger

participants could help improve their SRH and hygiene outcomes. Participants in Kotido are likely to face particular challenges that affect their adoption of SRH and hygiene practices. Understanding these challenges can help inform targeted interventions and support for participants in this location

Nigeria shows a positive relationship between the Safe Space lessons on how to keep safe, Safe Space lessons on health/SRH, marital status (married and single-never married), and the SRH and hygiene index score. However, there is also a negative relationship between age (10-14 years), location (Kano) and the SRH and hygiene index score. The program's focus on providing knowledge related to safety and SRH seems to be effective in promoting better SRH and hygiene outcomes among participants in Nigeria. On the other hand, younger adolescent in Nigeria and participants in Kano may face specific barriers or challenges in accessing SRH information or adopting SRH and hygiene practices. This suggests the need to tailor the program's content and delivery methods to address the unique needs of these participants to help improve their SRH and hygiene outcomes.

4.2. Other SRH indicators

The proportion of participants who received information on how to protect their health increased by 12 percentage points (from 48% to 60%) in Kenya, 4 percentage points (from 72% to 76%) in Uganda and 22 percentage points (from 54% to 76%) in Nigeria, with the increase in Kenya and Nigeria being statistically significant.

The increase amongst participants was significantly higher than the increase amongst the comparison, by 22 percentage points in Kenya, 20 percentage points in Uganda, and 23 percentage points in Nigeria. This suggests that the program had a meaningful impact on participants' access to health knowledge in all the three countries.

In Kenya, there is a significant improvement in participants' knowledge of where to access family planning (FP) services, HIV counselling/testing services, and understanding what to do to know their HIV status. The percentage of participants who know how to access FP services increased by 20 percentage points, from 38% to 58%. Similarly, the percentage of participants who know how to access HIV counselling/testing services increased by 28 percentage points, from 46% to 74%. Additionally, the percentage of participants who know what to do to know their HIV status increased by 12 percentage points, from 71% to 83%. These demonstrate the program's effectiveness in promoting health awareness and empowering adolescent girls to take charge of their health.

In Nigeria, the percentage of participants who know how to access HIV counselling/testing services increased by 6 percentage points, from 27% to 33%. Furthermore, the percentage of participants who know what to do to know their HIV status increased by 5 percentage points, from 91% to 96%.

These indicators were not measured in Uganda at baseline, since the health component of GIRL-H was not funded in Uganda. However, qualitative feedback by mentors shows that some of the married female participants now understand and use family planning methods.

When comparing the GIRL-H participants to the comparison group, the participants showed a higher level of knowledge across all the indicators related to accessing health services. However, in Kenya, there was an exception. The percentage of participants who know what to do to know their HIV status was 5 percentage points lower than the comparison group. There is need for further investigation to understand the reasons behind this. It could be due to factors such as gaps in the program's HIV education component or cultural barriers. See [annex 3](#) for the table with descriptive data.

4.3. Food Security

The GIRL-H program also aimed to improve the food security situation of the participants. With increased engagement in economic activities and increased income, it is expected that the participants are able to buy food and therefore avoid or reduce the incidences of hunger.

In all the three countries, the data shows an improvement in reduction of hunger amongst the program participants between baseline and endline. The percent of participants who experienced hunger reduced by -9 percentage points in Kenya, -14 percentage points in Uganda, and -6 percentage points in Nigeria.

There is no difference between the participants and comparison in Kenya and Nigeria, while Uganda shows a greater change in participants compared to the comparison, an indication of a positive impact on the participants. See [annex 5](#) for the table with descriptive data.

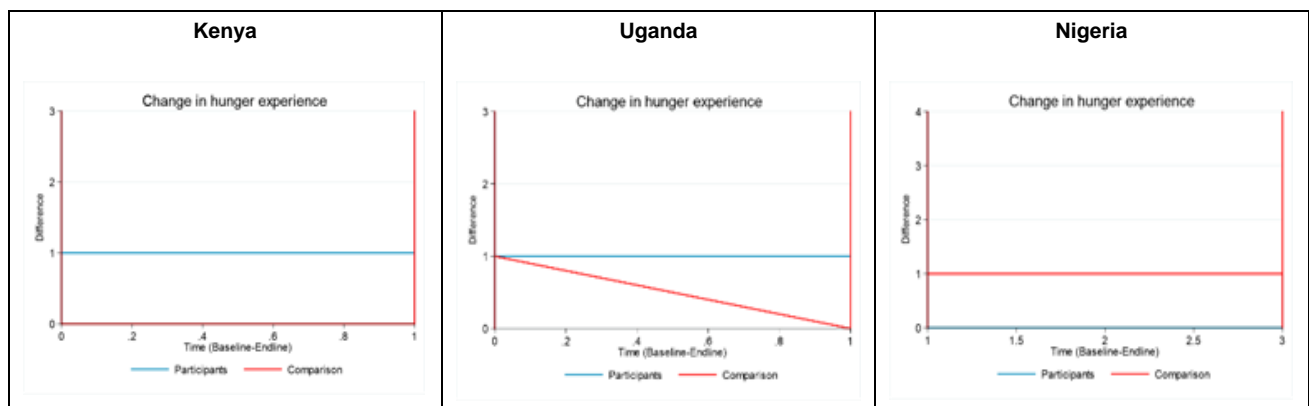
Table 14 shows the results of the DiD regression analysis of experience of hunger. The analysis compares the change in experience of hunger from baseline to endline in both participant and comparison groups, accounting for variables like education level, age, marital status, and location which could potentially influence the change in order to determine the average impact of the program. Overall, there is no effect on reducing the experience of hunger in Kenya, Uganda and Nigeria.

Table 14: DiD regression – experience of hunger

DiD regression – experience of hunger					
	Observations	Coefficient	Standard error	t-value	p-value
Kenya	1684	-0.046	0.108	-0.430	0.671
Uganda	1706	-0.094	0.091	-1.030	0.305
Nigeria	1778	0.012	0.058	0.210	0.834

Figure 7 shows the change in the change in experience of hunger from baseline to endline amongst the participant and comparison groups. There is no change in experience of hunger amongst participants in all the three countries. While Uganda shows a reduction, Kenya and Nigeria show no change in experience of hunger amongst the comparison group.

Figure 7: Change in experience of hunger



The multiple linear regression analysis shows the extent and nature of the relationship between specific independent variables (duration of participation in GIRL-H, Safe Space classes attended, demographics and location) and the experience of hunger.

In Kenya, there is a positive relationship between being a member on a savings group and a reduction in the experience of hunger. This suggests that joining a savings group may reduce hunger, possibly by providing participants with financial resources or social support, or access to food security interventions.

In Uganda, there is a positive relationship between marital status (single - never married), location (Kabong) and a reduction in the experience of hunger. This finding could be influenced by various factors, such as increased autonomy, reduced family responsibilities, or different household dynamics among single participants. Kabong may have a lower likelihood of experiencing hunger compared to the other districts within Uganda. This could be attributed to specific characteristics, such as more favorable agricultural conditions, or availability of food security interventions.

In Nigeria, there is a positive relationship between number of months in the program and a reduction in the experience of hunger. This suggests that the longer a participant stays in the program, the less likely they are to experience hunger. Nigeria also shows a negative relationship between marital status (married) and a reduction in the experience of hunger. Married respondents are likely to experience hunger compared to the unmarried. This finding could be influenced by various factors, such as increased family responsibilities, limited autonomy, or different household dynamics among the married.

4.4. Individual dietary diversity

The proxy indicator to measure nutritional adequacy and quality of an individual's diet is the individual dietary diversity score (IDDS). This is calculated by asking questions about the types of foods the respondent ate the day before the interview. These are then coded by the enumerator into 9 food groups and an index is created.

The IDDS score increased by 1.5 points in Kenya and 1.0 points in Uganda. In Nigeria, the individual dietary diversity question was only asked at endline and the score is 3.2 for the participants and 3.8 for comparison.

Compared to the comparison, there is a significant positive difference of 0.5 points in Kenya indicating positive impact on the participants. Uganda shows an insignificant but positive difference of 0.2 points indicating no impact. See [annex 5](#) for the table with descriptive data.

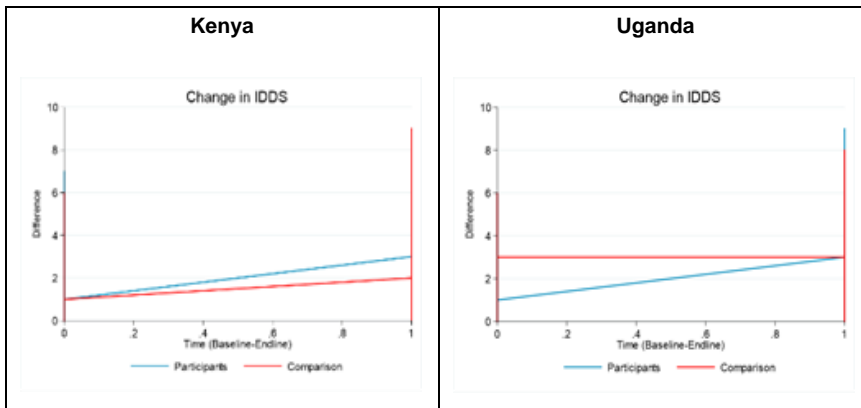
Overall, the data shows an impact on enhancing the quality of diet amongst participants in Kenya, with an average increase of 1.07 points in the IDDS.

Table 15: DiD regression – IDDS

DiD regression – IDDS					
	Observations	Coefficient	Standard error	t-value	p-value
Kenya	1684	1.073	0.464	2.310	0.024
Uganda	1706	0.563	0.394	1.430	0.157

Figure 8 shows the change in the IDDS from baseline to endline amongst the participant and comparison groups. In Kenya, there was a positive change in both groups with the increase in participants being higher than that of the comparison. Uganda shows a positive change for the participant and a negative change for the comparison.

Figure 8: Change in IDDS



There is a positive relationship between those who are saving and the IDDS in Kenya. In Uganda, there is a positive relationship between being a member of a savings group, location (Amudat) and the IDDS. There is also a negative relationship between marital status (married and single-never married), education level (pre-primary and primary) and the IDDS in Uganda. Nigeria shows no relationship between the variables used in the regression and the IDDS.

5. Psycho-social wellbeing

The GIRL-H program aimed to improve the psychosocial wellbeing of its participants by improving their social capital, personal agency, and perceptions about gender and social norms. In the Safe Spaces, participants were mentored on self-confidence, social interaction/interpersonal, communication, goal setting, and decision-making skills. The difference between the program participants and the comparison shows small improvement in the psychosocial wellbeing of the participants, with insignificant differences in some cases as shown in the descriptive results of the following psychosocial wellbeing indicators: bonding social capital index, bridging social capital index, absence of fatalism (aspirations) index, exposure to alternatives (confidence to adapt) index, locus of control index, confidence index, gender norms index, and inclusion in decision making within the household.

5.1. Bonding social capital index

The “bonding” social capital looks at connections within the community⁷ at the household level. Bonding social capital is measured by asking if the household would be able to get help from or give help to people within their community, that is either from relatives, or neighbors in the same ethnic group, or neighbors in another ethnic group. To develop the index, a score of 1 is given for each group mentioned, giving a maximum score of 3 if someone engages with all three groups. Growing support networks helps people withstand the impact of shocks since it gives people the ability to lean on each other during times of need and makes it possible for people to get together to work on problems as a group. This index was developed based on the measurement developed by Tango International as part of the Resilience Analysis, Research and Learning (REAL) associate award from USAID (USAID, 2018).

Bonding social capital is strong in the program areas all three countries and the scores are similar across participant and comparison group. Most commonly, respondents could give or receive help from two or more groups. Responses show that people do not only rely on their own relatives, since two thirds mention engaging with two groups. Engagement with people from another ethnic group is also significant in that just under a third say they get or give help to all three groups.

The program participants in Kenya and Uganda have experienced a significant change in their bonding social capital index scores between baseline and endline, with a change of 0.7 points and 0.5 points respectively. Nigeria shows no change in the index score of the participants. There is a small insignificant difference between the participants and comparison, that is consistent (0.3 points) in all the three countries. See [annex 4](#) for the table with descriptive data.

The DiD regression analysis shows no impact on the bonding social capital of GIRL-H participants across all the three countries.

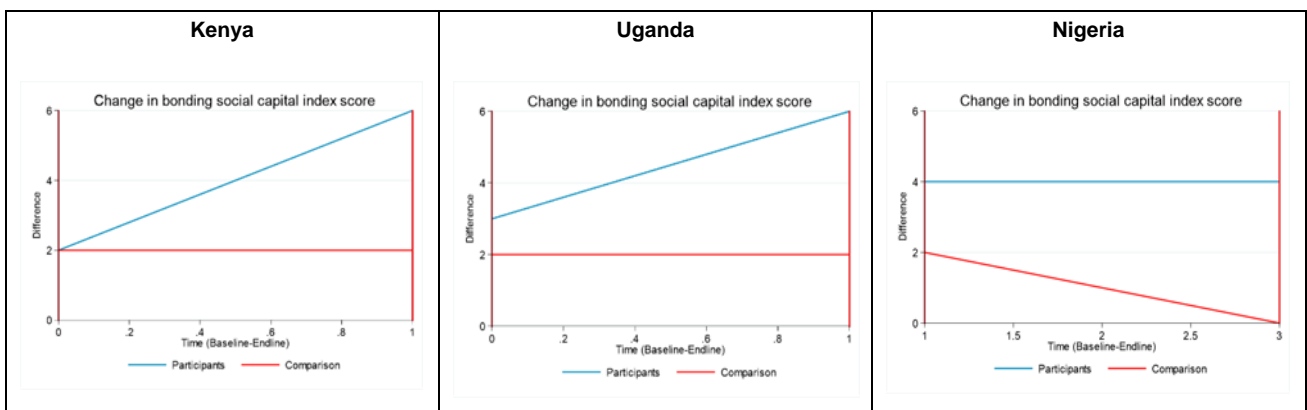
⁷ “Linking” social capital to people or groups in positions of power and influence is not covered due to limited questionnaire space and the fact that it is less likely to be an outcome of the GIRL-H program.

Table 16: DiD regression - bonding social capital index score

DiD regression – bonding social capital index score					
	Observations	Coefficient	Standard error	t-value	p-value
Kenya	1684	0.700	0.471	1.490	0.142
Uganda	1706	-0.268	0.530	-0.510	0.614
Nigeria	1778	0.134	0.184	0.730	0.470

Figure 9 shows the change in the bonding social capital index from baseline to endline amongst the participant and comparison groups. Kenya and Uganda show a positive change in both groups with the increase in participants being higher than that of the comparison. Nigeria shows a decline in both. However, the decline in the comparison group is greater than the decline in the participant group.

Figure 9: Change in bonding social capital index score



In Kenya, there is a positive relationship between marital status (single - never married), location (Isiolo and Turkana) and the bonding social capital index score.

In Uganda, there is a positive relationship between number of months in the program, location (Kotido) and the bonding social capital index score. There is also a negative relationship between age (10-14 years) and the index score.

Nigeria shows no relationship between the variables used in the regression and the bonding social capital index score.

5.2. Bridging social capital index

The “**bridging social capital**” in contrast to “bonding social capital” as covered above, is the extent to which the household is able to rely on or help people **outside** of their own community.

The bridging social capital index results are similar to those of the bonding social capital index. The program participants in Kenya and Uganda show a significant increase, of 0.7 points and 0.5 points respectively while Nigeria shows no change.

The difference between the participants and comparison is insignificant, with a difference of 0.3 points in Kenya, 0.4 points in Uganda and 0.2 points in Nigeria. See [annex 4](#) for the table with descriptive data.

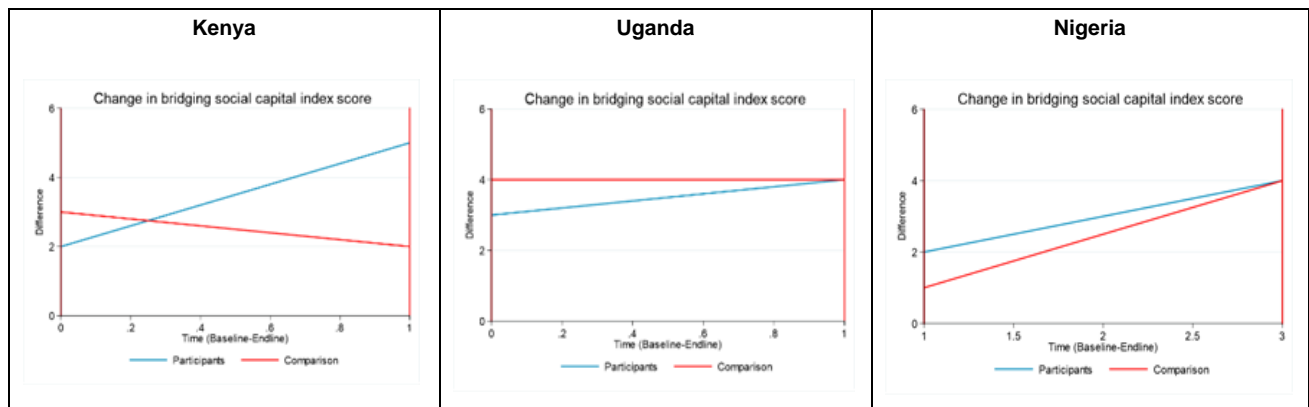
The DiD regression analysis shows that overall, there is no impact on the bridging social capital of GIRL-H participants across all the three countries.

Table 17: DiD regression – bridging social capital index score

DiD regression – bridging social capital index score					
	Observations	Coefficient	Standard error	t-value	p-value
Kenya	1684	0.712	0.453	1.570	0.121
Uganda	1706	-0.103	0.539	-0.190	0.850
Nigeria	1778	0.335	0.199	1.690	0.096

Figure 10 shows the change in the bridging social capital index from baseline to endline amongst the participant and comparison groups. There is an improvement in the participant group across all the countries. The comparison declined in Kenya and Uganda and improved in Nigeria.

Figure 10: Change in bridging social capital index score



Kenya shows a positive relationship between marital status (single- never married), age (18 - 24 years), location (Garissa, Isiolo and Turkana) and the bridging social capital index score.

In Uganda, there is a positive relationship between number of months in the program and the bridging social capital index score.

In Nigeria, a positive relationship is seen between the Safe Space lesson on making good choices and the bridging social capital index score.

5.3. Absence of fatalism index

The GIRL-H project aimed to build participants' confidence to adapt and feeling of empowerment and control. Aspirations are measured in terms of people not being fatalistic and having belief in the future. The belief in being able to make a difference in one's life is an important precursor to people making changes to prepare for or adapt to stresses. This is measured in terms of whether they

believe that “each person is responsible for his or her own success or failure in life or if it is just a matter of destiny”, and whether they believe “success depends on hard work or just luck”. It also looks at whether they agree or disagree that “what is going to happen will happen” and “It is not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune”.

The absence of fatalism (aspirations) index score of participants in Kenya shows no change, at 2.9 points in both baseline and endline. Uganda shows a significant positive change of 0.5 points while Nigeria shows a significant negative change of -0.2 points in the participant score.

Compared to the comparison, there is no difference in Kenya and Uganda, and a significant negative difference in Nigeria (-0.2 points). See [annex 4](#) for the table with descriptive data.

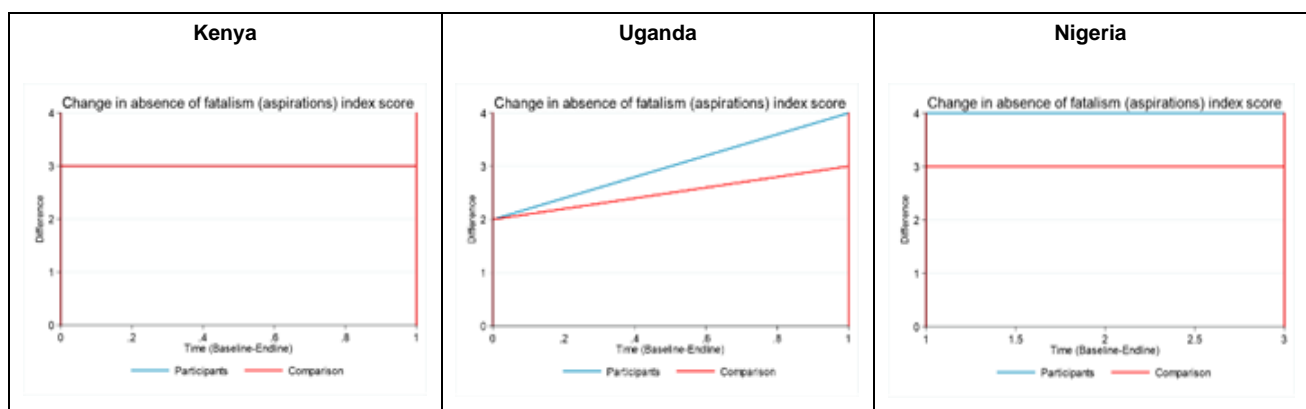
The DiD regression analysis shows that overall, the GIRL-H program has not had an impact on enhancing the aspirations of participants across the three countries.

Table 18: DiD regression – absence of fatalism index score

DiD regression – absence of fatalism index score					
	Observations	Coefficient	Standard error	t-value	p-value
Kenya	1684	-0.124	0.243	-0.510	0.613
Uganda	1706	0.118	0.399	0.300	0.768
Nigeria	1778	0.000	0.132	0.00	0.999

Figure 11 shows the change in the absence of fatalism index from baseline to endline amongst the participant and comparison groups. While Kenya and Nigeria show no change in both groups, Uganda shows an increase in both groups, with the increase being higher in the participant than the comparison.

Figure 11: Change in absence of fatalism index score



Kenya shows no relationship between the variables used in the regression and the absence of fatalism index score.

In Uganda, there is a positive relationship between the older age group (18-24 years) and the absence of fatalism index score while in Nigeria, there is a positive relationship between the Safe Space lesson on making good choices, location (Lagos) and the absence of fatalism index score.

5.3.1. Components of absence of fatalism index

In Kenya, there is a significant increase of 5 percentage points (from 81% to 86%) in the belief that 'each person is primarily responsible for his/her success or failure in life' and of 8 percentage points (from 77% to 85%) in the belief that 'to be successful, above all one needs to work very hard' amongst the participants. However, there is a significant decrease of -15 percentage points (from 37% to 22%) in the percent who disagree with the fatalistic belief that what is going to happen will happen and no change in the percent who believe that it is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune.

In Uganda, there is no change in the belief that 'each person is primarily responsible for his/her success or failure in life' and that 'to be successful, above all one needs to work very hard'. However, there is a significant decrease of -21 percentage points (from 45% to 24%) in the percent who disagree with the fatalistic beliefs that what is going to happen will happen and -11 percentage points (from 40% to 29%) in the belief that it is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune.

Nigeria also shows no change in the belief that 'each person is primarily responsible for his/her success or failure in life' and that 'to be successful, above all one needs to work very hard'. However, there is a significant increase in the percent who disagree with the fatalistic belief that what is going to happen will happen, with a change of 37 percentage points (from 20% to 37%). There is no change in the percent who disagree that it is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune.

5.4. Exposure to alternatives index

As a person meets others and is exposed to other lifestyles and views, then that person may build knowledge and confidence to change. Exposure to alternatives (confidence to adapt) index has been calculated by combining results from willingness to move to improve life, communication, or engagement in economic activities with people outside of the village, getting together with other people to have food or drinks, attending a religious service, and having stayed outside the village or community.

While the program participants in Kenya show a decrease of -0.2 points in their confidence to adapt index score, those in Uganda have experienced an increase of 0.5 points and Nigeria has no change.

The difference between the participants and the comparison is positive in all the three countries, with a small difference of 0.2 points in Kenya, and significant differences of 0.5 points in Uganda and 0.3 points in Nigeria. See [annex 4](#) for the table with descriptive data.

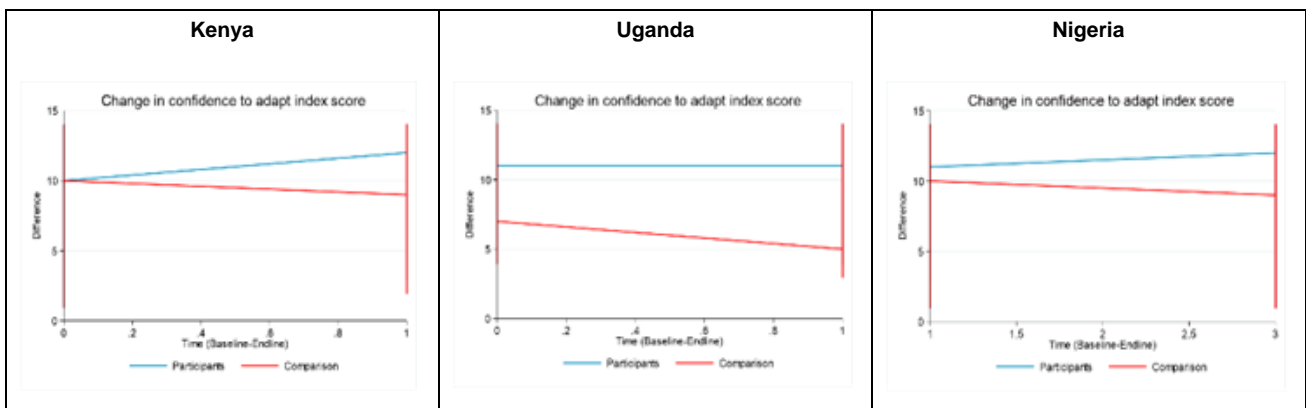
The DiD regression analysis shows that overall, the GIRL-H program has not had an impact on improving the confidence to adapt amongst participants across the three countries.

Table 19: DiD regression – confidence to adapt index score

DiD regression – confidence to adapt index score					
	Observations	Coefficient	Standard error	t-value	p-value
Kenya	1684	0.013	0.310	0.040	0.968
Uganda	1706	0.248	0.704	0.350	0.726
Nigeria	1778	0.294	0.322	0.910	0.364

Figure 12 shows the change in the confidence to adapt index from baseline to endline amongst the participant and comparison groups. While Kenya and Nigeria show an increase in the participant group, Uganda shows no change in the same group. Comparison declined across the three countries.

Figure 12: Change in confidence to adapt index score



There is a positive relationship between location (Garissa, Isiolo and Turkana) and the confidence to adapt index score in Kenya

In Uganda, there is a positive relationship between education level (pre-primary and secondary education), location (Kotido) and the confidence to adapt index score.

In Nigeria, a positive relationship is seen between information on equal rights for men and women and the confidence to adapt index score.

5.5. Locus of control index

For a person to be confident in their ability to change to avoid or cope with stresses and challenges, they need to feel in control of their own actions. Through the Safe Spaces sessions, it is expected that participants will improve the belief that they can control their lives. This is measured by asking respondents if they agree or disagree with:

- My life is chiefly controlled by other powerful people.
- I can mostly determine what will happen in my life.
- When I get what I want, it is usually because I worked hard for it.
- My life is determined by my own actions.

There is no significant change in the locus of control index score of the program participants in Kenya, Uganda, and Nigeria. Kenya and Uganda have an insignificant increase 0.4 points and 0.1 points respectively while Nigeria has a decrease of -0.2 points.

Kenya shows no difference between the participant and comparison. Uganda and Nigeria both show an insignificant difference of -0.1 points between the participants and comparison. See [annex 4](#) for the table with descriptive data.

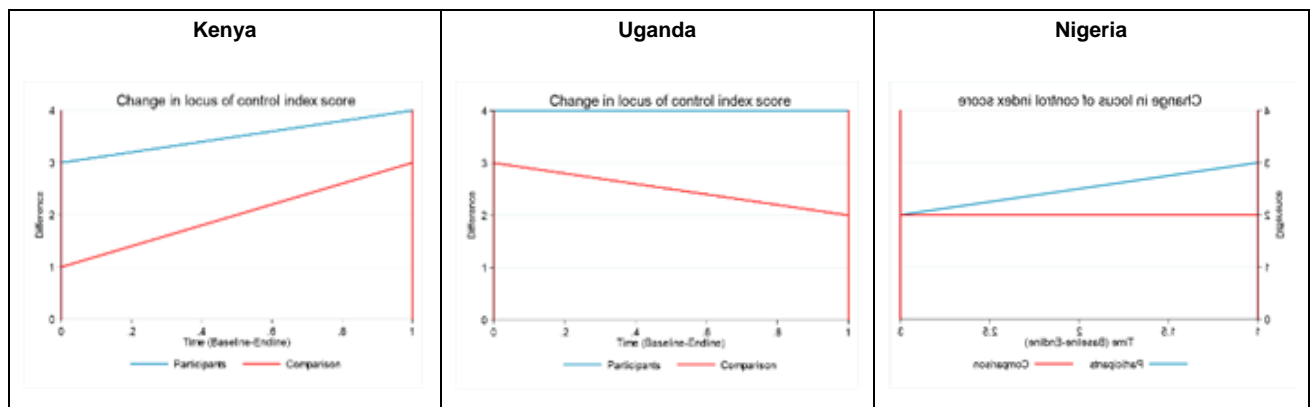
The DiD regression analysis shows that overall, there is no impact on enhancing participants' belief that they can control their lives, in all the three countries.

Table 20: DiD regression – locus of control index score

DiD regression – locus of control index score					
	Observations	Coefficient	Standard error	t-value	p-value
Kenya	1684	0.189	0.142	1.320	0.189
Uganda	1706	0.231	0.297	0.780	0.439
Nigeria	1778	-0.176	0.146	-1.210	0.232

Figure 13 shows the change in the locus of control index from baseline to endline amongst the participant and comparison groups. Kenya and Nigeria show an increase in both groups while Uganda shows no change in the participant group and a decline in the comparison group.

Figure 13: Change in locus of control index score



In Kenya, there is a positive relationship between information on how to be listened to in the community, location (Turkana) and the locus of control index score. However, there is also a negative relationship between information on equal rights for men and women, education level (post-secondary vocational) and the index score in Kenya.

Uganda shows no relationship between the variables used in the regression and the locus of control index score.

In Nigeria, there is a positive relationship between number of months in the program, the Safe Space lesson on making good choices, location (Lagos) and the locus of control index score.

5.6. Confidence index

One of the expected outcomes of the GIRL-H program is improvement in youth self-confidence in decision making. This is assessed by looking at the individual traits include feelings of agency to make things happen, confidence to adapt, whether or not they feel in control of their situation and whether or not they have aspirations to change. A confidence index, with a score that ranges from 0 to 14 is created from the absence of fatalism index, exposure to alternative index, and locus of control index discussed above.

Kenya and Uganda show an increase of 0.3 points and 1.2 points respectively in the confidence index of the program participants between baseline and endline. Nigeria, on the other hand, shows a decrease of -0.5 points. Compared to the comparison, the participants in Kenya and Nigeria show no significant difference of -0.1 points and 0.2 points respectively while Uganda shows a significant difference of 0.5 points. See [annex 4](#) for the table with descriptive data.

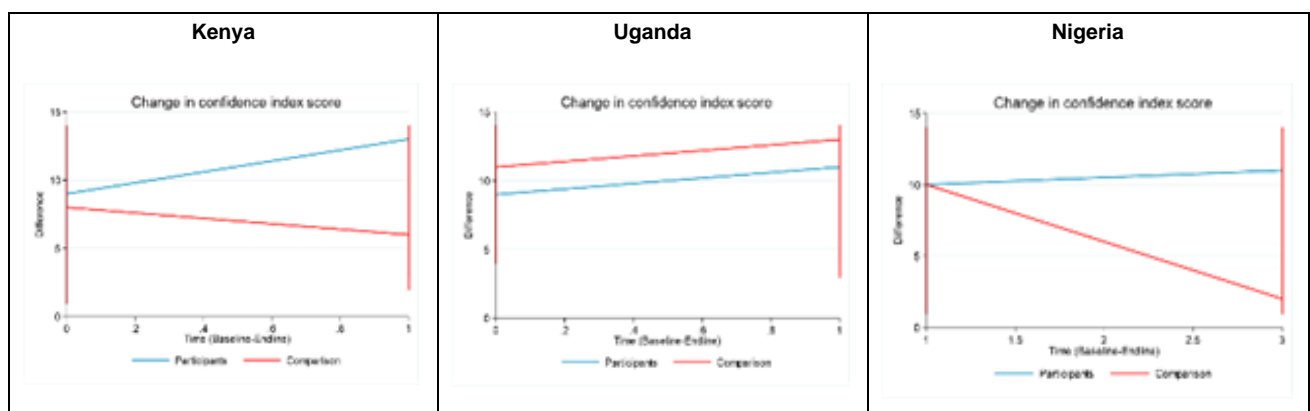
The DiD regression analysis shows that overall, the program has not had an impact on improving the confidence of participants across the three countries.

Table 21: DiD regression – confidence index score

DiD regression – confidence index score					
	Observations	Coefficient	Standard error	t-value	p-value
Kenya	1684	0.013	0.310	0.040	0.968
Uganda	1706	0.248	0.704	0.350	0.726
Nigeria	1778	0.294	0.322	0.910	0.364

Figure 14 shows the change in the confidence index score from baseline to endline amongst the participant and comparison groups. There is an increase in the participant group across all the countries. While Uganda shows an increase in the comparison group, there is a decline in Kenya and Nigeria.

Figure 14: Change in confidence index score



In Kenya, there is a positive relationship between information on how to be listened to in the community, location (Garissa and Turkana) and the confidence index score. There is also a negative relationship between location (Wajir) and the index score in Kenya.

Uganda shows a positive relationship between education level (pre-primary and secondary education) and the confidence index score. However, there is also a negative relationship between marital status (separated) and the index score.

In Nigeria, there is a positive relationship between information on equal rights for men and women, location (Lagos) and the confidence index score.

5.7. Gender norms index

Changing gender norms is important to the wellbeing of young women in Africa because it helps to break down harmful stereotypes and societal expectations that can limit their potential. These norms often restrict women's access to education, economic opportunities, and healthcare, including reproductive health services, and increase likelihood of gender-based violence. By challenging and changing these norms, we can encourage more equitable societies where women have the same opportunities as men. This can lead to improved physical, emotional, and financial wellbeing for young women, and contribute to the overall development and prosperity of their communities and the continent as a whole.

The GIRL-H program aimed to change participants' attitudes on gender stereotypes and engaged with community leaders to try to move the needle on their involvement of young women at the community level.

The gender norms index has been created from a question asking, "Thinking about families with children, in your opinion, who do you think should be mainly responsible for the below factors, the men and boys in the home, the women and girls or both men and boys and women and girls equally".

- cooking meals;
- getting a job / work outside the home;
- speaking out at public meetings;
- caring for children.

This was combined with the extent of agreement or disagreement with the following statements:

- "women should have equal rights to a job as men",
- "women make as good business leaders as men"
- "men and women are equally able to make good political leaders"
- and "a man should always have the final word about decisions in his home"

Scores range from minus 8 to plus 16

Kenya and Nigeria show an improvement in the participants' gender norms index score, with a change of 1.2 points and 0.2 points respectively. Uganda, on the other hand shows a reduction with a change of -0.1 points.

Compared to the comparison, the participants in all the three countries show an insignificant difference of -0.2 points in Kenya, -0.3 points in Uganda and 0.3 points in Nigeria. See [annex 4](#) for the table with descriptive data.

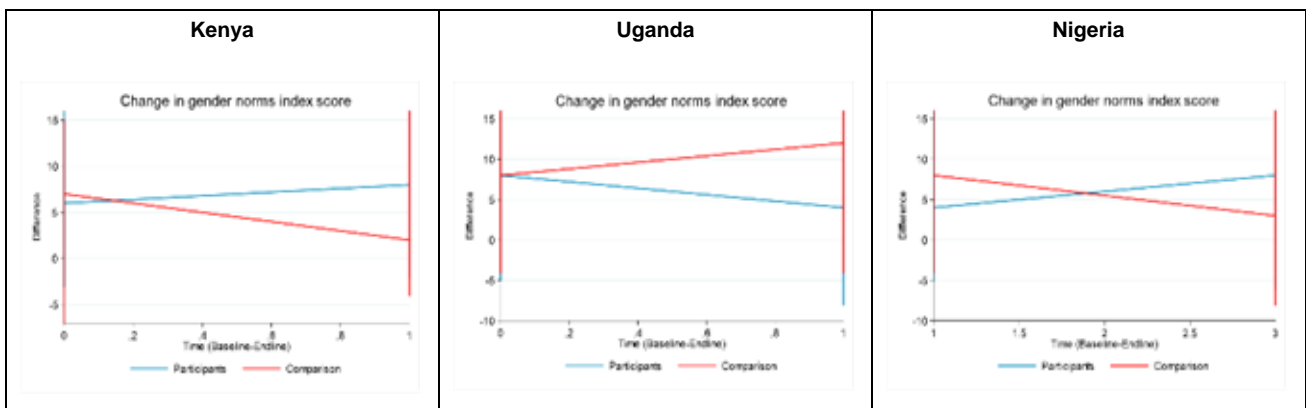
The DiD regression analysis shows an overall negative effect on participants' attitudes towards gender norms in Uganda, by an average -1.71 points. There is no impact in Kenya and Nigeria.

Table 22: DiD regression - gender norms index score

DiD regression – gender norms index score					
	Observations	Coefficient	Standard error	t-value	p-value
Kenya	1684	0.494	1.012	0.490	0.627
Uganda	1706	-1.707	0.842	-2.030	0.047
Nigeria	1778	0.078	0.481	0.160	0.872

Figure 15 shows the change in the gender norms index score from baseline to endline amongst the participant and comparison groups. The participants' score improved in Kenya and Nigeria but declined in Uganda. On the contrary, the comparison declined in Kenya and Nigeria but improved in Uganda.

Figure 15: Change in gender norms index score



Kenya shows a positive relationship between the Safe Space lesson on making good choices, marital status (married and single - never married), location (Isiolo) and the gender norms index score.

In Uganda, there is a positive relationship between location (Kotido) and the gender norms index score.

In Nigeria, there is a positive relationship between marital status (married), location (Lagos) and the gender norms index score.

5.8. Involvement in decision making

There is a positive change in the percent of participants who were involved in decision making within their households between baseline and endline in all the three countries. However only Uganda shows a significant positive change of 15 percentage points. Kenya and Uganda have a significant positive difference of 4 percentage points and 6 percentage points respectively between the participants and comparison. See [annex 4](#) for the table with descriptive data.

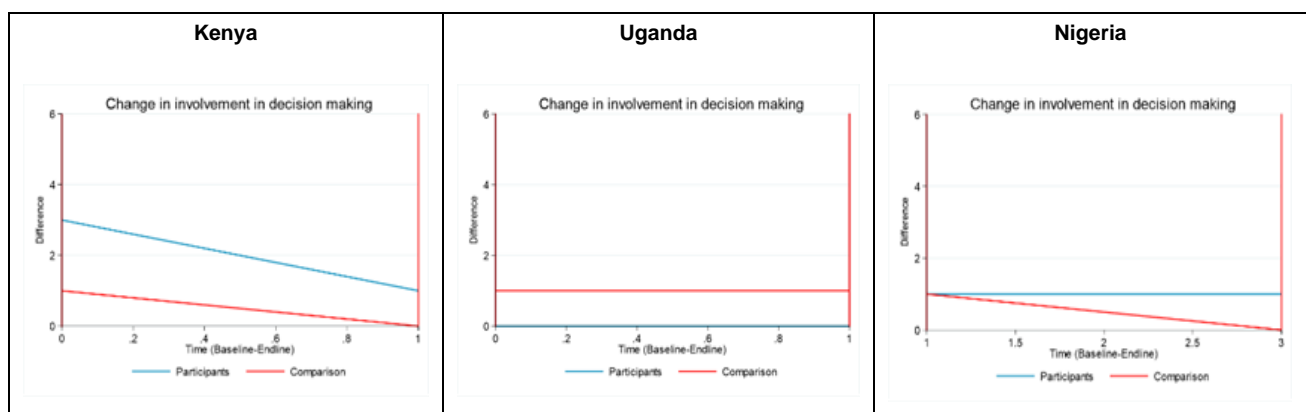
Overall, there is a significant negative effect on decision making amongst participants at the household level in Nigeria, by an average -0.80 points. However, there is no impact in Kenya and Uganda.

Table 23: DiD regression - involvement in decision making

DiD regression – involvement in decision making					
	Observations	Coefficient	Standard error	t-value	p-value
Kenya	1684	-0.671	0.430	-1.560	0.123
Uganda	1706	-0.684	0.746	-0.920	0.363
Nigeria	1778	-0.795	0.301	-2.640	0.010

Figure 16 shows the change in involvement in decision making from baseline to endline amongst the participant and comparison groups. Both groups declined in Kenya but did not change in Uganda. In Nigeria, there was no change in the participant group while the comparison group declined.

Figure 16: Change in involvement in decision making



Kenya shows a negative relationship between location (Garissa, Turkana and Wajir) and involvement in decision making at the household level.

There is a positive relationship between location (Kotido and Moroto) in Uganda, location (Lagos) in Nigeria and involvement in decision making at the household.

6. Effects on mentors and community

6.1. Effects on mentors

Based on the FGDs with the GIRL-H mentors, the GIRL-H program has had a wide-ranging positive impact on mentors, the participants, and the wider community.

In Kenya, mentors reported a rise in their community standing and views. They have gained respect, recognition, and have also taken up leadership roles. They act as role models and offer guidance to the girls and community members on diverse issues, such as health, finance, and conflict resolution. The mentors also reported an increase in self-esteem, confidence, and public speaking abilities.

Their association with the GIRL-H program has also influenced their daily activities, responsibilities, and future aspirations. The program's training has helped them handle conflicts better, increase their knowledge, and start businesses. They have become financially independent, learned the value of savings, and embraced teamwork. Some have pursued further education, and others envision themselves in significant leadership roles in the future.

They have been able to save and take out loans which they have used to improve their lives and those of family members. For example, build a permanent house, build a toilet, buy livestock such

In Uganda, mentors have received respect and recognition in the community because of their role as GIRL-H mentors. They have become role models to the participants and are referred to as "madam" by both children and parents because of their mentoring role, and this makes them feel respected. When they call for meetings, the attendance is very good because of the recognition they have received in the community. They have been recommended to work in other interventions by different NGOs e.g. Creation Steppers, FIDA, and ZOA.

From the training they received and through teaching the participants, mentors have acquired confidence, communication skills, and the ability to speak in front of others/crowds. They have also gained teaching skills and the ability to approach and communicate with adolescents and other community members effectively. They have learned how to build good relationships both within the program and in the community. They have learned about the laws prohibiting forced marriage, which they have used to educate the community about its illegality. Their involvement in the GIRL-H program has influenced their perceptions and activities around sexual and reproductive health. Before, they were hesitant to talk openly about sex and sexual issues, but the program has enhanced their perception and comfort in discussing these topics with adolescents. They now educate adolescents and the community about the importance of cleanliness to prevent infections. They have also become more cautious about sexually transmitted diseases and spread awareness about them in the community. They have also learned about hygiene and good morals and have been able to pass on this knowledge to their families and communities. Some of the male mentors now assist their wives in doing the traditionally female tasks such as cooking, fetching water, and washing plates and have gained a newfound respect from their wives as a result.

In addition, the mentors have gained skills and knowledge which they have used for their own personal and financial growth. They have been able to help themselves by engaging in income-generating activities, such as opening a small shop, textile business and selling products like chicken and liquid soap and have seen improvements in their living conditions. They are now able to provide for their families, buy food, and take their children to school. The mentors have learned about financial literacy, importance of savings and how to plan for unexpected expenses. This has helped them save money and make better financial decisions. Some mentors have been able to build houses and send their children to boarding school with the money they saved. They have learnt about time management and have become more organized and focused, waking up early and prioritizing their responsibilities.

In Nigeria, mentors have received respect and recognition from the community. They are perceived to have brought development to the community and feel valued/appreciated. They are seen as role models in the community, and this has improved their interaction/relationship with adolescents and parents in the community. They have become a trusted figure in the community, and people seek their advice before making any decisions. As a result, they have received cooperation from parents and increased interest in the program.

They have experienced personal growth and improvement in their income and sources of income. Mentors reported improved self-esteem and confidence, increased knowledge in various aspects of life e.g. sexual and reproductive health, goal setting which they apply in personal life, and increased

knowledge and skills in teaching adolescents including new teaching methods, and changes in their approach to anger management.

The mentors mentioned that their association with the GIRL-H program has influenced their daily activities and future aspirations. They feel a sense of responsibility to support the adolescents in their community, both boys and girls. The program has also changed their perspective on life and their career aspirations. They now see themselves working as a counselor, listening to and empathizing with girls, and providing solutions to their problems.

“Before, I did not have good communication with the community leader but because of this program, the community leader now calls me every time something is happening in the community so that I can give my input”. **Mentor, Nigeria- Kano**

6.2. Effects on community

The GIRL-H program in Kenya has led to a shift in the community's perception and value of adolescent girls. Cases of gender-based violence have reduced, and there has been an increased respect for women's independence and rights. The girls have gained the confidence to voice their opinions and challenge oppressive cultural practices. They have also played a crucial role in reducing early marriages in their communities. Formation of savings groups by the community members.

Overall, the GIRL-H program in Uganda has brought about positive changes and has been appreciated by the community. The participants have become respectful, responsible, and involved in community activities. The participants have learned to respect their parents and elders, which has been appreciated by the community. They have adopted better hygiene practices, such as personal cleanliness, bathing during menstruation and using homemade pads, and cleanliness in their homes. The program has also influenced girls to dress modestly. Forced marriages have decreased as participants have been taught skills to protect themselves and report cases to the authorities. The participants have embraced group savings and are encouraging others in the community to do the same. Additionally, they have adopted family planning and child spacing methods.

Parents appreciate the ability of the GIRL-H participants to take on responsibilities at home, when they buy food for their families with the profits they make from their businesses. Religious leaders are happy with their involvement in music and choir activities in church, and teachers have noticed improvements in their hygiene when they go to school unlike before. The religious and political leaders have recognized the value of the program and have involved the participants in meetings and discussions.

The mentors in the GIRL-H program have had positive interactions with opinion leaders and local leaders in their communities. They have met with elders, local councils, and religious leaders to inform them about the program and gain their support. The religious leaders have played a role in spreading awareness about the program and encouraging young children to participate. Additionally, Mercy Corps organized a training session where representatives from the sub-county offices, village health teams, and other community members were present. This training helped foster unity and collaboration between the mentors, opinion leaders, and the community as a whole.

In Nigeria, the success stories of the program have broken barriers, phobias, and anxiety, leading to a positive perception of the program within the community. Interactions with community, religious, and local leaders have evolved positively, with increased respect and cooperation. The program has also established relationships with these leaders, who help monitor the girls learning vocational skills and ensure that they utilize the equipment provided to them properly. The relationship

between the program and the leaders is supportive; the leaders offer assistance and resources whenever needed.

7. Annex

7.1. Annex 1: life skills tables

Table 24: Life skills index

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
Life skills index score	22.3	28.8	6.5 *	21.0	25.3	4.3 *	2.2 *
UGANDA							
Base: n = total sample	434	434		419	419		
Life skills index score	26.9	33.8	6.9 *	26.1	27.1	1.0	5.9 *
NIGERIA							
Base: n = total sample	501	501		388	388		
Life skills index score	28.8	32.8	4.0 *	23.7	24.4	0.7	3.3 *

Table 25: Regression - life skills index score

Regression - life skills index score							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Participation in GIRL-H	Number of months in the program	1.11*	(0.55)	0.89	(0.58)	0.17	(0.29)
Participation in GIRL-H	Learnt about finance (money matters)	1.90	(1.84)	2.21	(1.97)	2.08*	(0.81)
Participation in GIRL-H	Learnt about saving	1.01	(2.10)	0.49	(1.73)	0.93	(0.85)
Participation in GIRL-H	Learnt about making good choices	-1.11	(1.93)	0.28	(1.87)	1.70*	(0.83)
Participation in GIRL-H	Learnt how to keep safe	2.68	(1.92)	2.01	(1.85)	0.96	(0.81)
Participation in GIRL-H	Learnt about health/SRH	4.32	(2.42)	5.62***	(1.63)	2.78***	(0.76)
Marital status	Married	0.15	(3.65)	0.00	-1.01	12.32*	(5.50)
Marital status	Single - separated			-1.01	(4.45)		
Marital status	Single - widowed	4.11	(9.27)	0.00	-4.37*		
Marital status	Single - never married	-0.14	(3.74)	-4.37*	(1.93)	8.35	(5.29)

Regression - life skills index score							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Age group	10 - 14 years			-15.91***	(3.06)	-3.09	(5.40)
Age group	15 - 17 years	4.76	(3.05)	-9.78**	(3.05)	4.20	(5.37)
Age group	18 - 24 years	5.67	(3.26)	-0.55	(2.27)	5.59	(5.34)
Education level	Pre-primary	7.96	(8.68)	-3.88	(5.32)	-9.54	(9.35)
Education level	Primary	9.59	(8.88)	4.59	(4.40)	-8.11	(9.21)
Education level	Secondary	9.29	(8.94)	7.17	(5.10)	-6.24	(9.18)
Education level	Post-secondary (college)	16.24	(9.67)	0.00	-6.44	-6.18	(9.51)
Education level	Post-secondary (vocational)	4.05	(10.55)	-6.44	(9.81)		
Education level	University	27.73*	(12.23)				
Education level	No education					-15.82	(10.20)
Location-Kenya	Garissa	8.21*	(3.21)				
Location-Kenya	Isiolo	8.19**	(3.11)				
Location-Kenya	Turkana	0.70	(3.03)				
Location-Kenya	Wajir	-1.62	(2.62)				
Location-Uganda	Amudat			0.00	2.17		
Location-Uganda	Kabong			2.17	(2.68)		
Location-Uganda	Kotido			1.51	(3.18)		
Location-Uganda	Moroto			1.50	(2.73)		
Location-Nigeria	Kano					3.24***	(0.77)
	Constant	5.97	(9.93)	29.26	(5.50)	22.21**	(9.18)
	Observations	1664		1706		1778	
	R-squared	0.48		0.61		0.37	
	Adjusted R-squared	0.39		0.56		0.34	

Standard errors in parentheses: * p<0.05 ** p<0.01 *** p<0.001

Table 26: Components of life skills index

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
	%	%	%	%	%	%	%
Understand safe and unsafe ways of making money	50	63	13 *	44	61	17 *	-4
Know where or how to get an internship or an apprenticeship (amongst 15+)	9	16	7 *	11	7	-4	11
Knows what to do to stay safe from violence	96	97	1	95	96	1	0
Knows where to report sexual violence	45	74	29 *	42	73	31 *	-2
Feels comfortable participating in community forums where decisions are made	54	59	5	44	52	8 *	-3
Feels confident to say no to unwanted sexual advances (Very confident + a little confident)	93	82	-11 *	91	88	-3	-8
Has a clear life goal and a plan of how to reach it	56	73	17 *	52	72	20 *	-3
Received income from any source in the past 12 months (aged 15+)	28	33	5	22	26	4	1
Was involved in making decisions on how income is used in household	44	51	7 *	44	47	3	4
UGANDA							
Base: n = total sample	434	434		419	419		
	%	%	%	%	%	%	%
Understand safe and unsafe ways of making money	60	80	20 *	62	80	18 *	2
Know where or how to get an internship or an apprenticeship (amongst 15+)	9	27	18 *	12	9	-2	20
Knows what to do to stay safe from violence	100	94	-6	100	95	-5	-1
Knows where to report sexual violence	71	83	12 *	71	81	10 *	2
Feels comfortable participating in community forums where decisions are made	64	60	-5	61	50	-11 *	6
Feels confident to say no to unwanted sexual advances (Very confident + a little confident)	89	87	-2	88	84	-4	2
Has a clear life goal and a plan of how to reach it	50	55	6	53	41	-12 *	17
Received income from any source in the past 12 months	44	45	1	43	32	-10 *	11
Was involved in making decisions on how income is used in household	45	59	15 *	46	55	9 *	6
NIGERIA							

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
Base: n = total sample	501	501		388	388		
	%	%	%	%	%	%	%
Understand safe and unsafe ways of making money	77	90	13 *	62	66	4	9
Know where or how to get an internship or an apprenticeship	61	81	20 *	55	55	0	20
Knows what to do to stay safe from violence	100	89	-11 *	100	85	-15 *	4
Knows where to report sexual violence	78	85	7 *	74	73	-1	8
Feels comfortable participating in community forums where decisions are made	67	63	-4	51	50	-1	-3
Feels confident to say no to unwanted sexual advances (Very confident + a little confident)	94	95	1	88	89	1	0
Has a clear life goal and a plan of how to reach it	87	96	9 *	91	90	-1	10
Received income from any source in the past 12 months	31	37	6	30	26	-4	10
Was involved in making decisions on how income is used in household	37	38	1	29	31	2	-1

Table 27: Information/help received in past 12 months

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
	%	%	%	%	%	%	%
Received any vocational/job or skills training (Amongst those aged 15+)	26	34	8 *	24	14	-10 *	18
Received any business training (Amongst those aged 15+)	33	48	16 *	24	20	-4	19
Received training on how best to manage your money	27	46	19 *	24	17	-6 *	25
Did an apprenticeship (Amongst those aged 15+)	15	26	11 *	16	9	-7 *	18
Did an internship or placement at a workplace (Amongst those aged 15+)	15	19	5	11	7	-4	8
Received information or help on how to search for a job	16	23	7 *	13	9	-4	11
Received any information on how to save for the future	24	38	14 *	24	19	-6 *	20
Received any information on equal rights for men and women	30	45	16 *	25	20	-5	21

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
Received any information on how to protect your health	35	49	14 *	30	30	0	14
Received any information on how to be listened to in your community	26	36	10 *	21	19	-2	12
Received information on the importance of staying in school	29	36	7 *	27	19	-7 *	14
Received any help to stay in school	19	25	7 *	16	9	-7 *	14
Received information about gender based, sexual or other violence	22	34	12 *	21	15	-6 *	18
UGANDA							
Base: n = total sample	434	434		419	419		
	%	%	%	%	%	%	%
Received any vocational/job or skills training (Amongst those aged 15+)	24	41	17 *	21	21	0	17
Received any business training (Amongst those aged 15+)	32	49	17 *	25	26	1	16
Received training on how best to manage your money	37	58	21 *	30	30	0	21
Did an apprenticeship (Amongst those aged 15+)	7	19	12 *	7	8	1	11
Did an internship or placement at a workplace (Amongst those aged 15+)	5	22	17 *	6	11	5 *	12
Received information or help on how to search for a job	19	43	24 *	20	19	-1	25
Received any information on how to save for the future	42	62	20 *	37	34	-3	23
Received any information on equal rights for men and women	34	64	30 *	34	39	5	25
Received any information on how to protect your health	62	73	11 *	60	48	-12 *	23
Received any information on how to be listened to in your community	29	53	24 *	27	23	-4	28
Received information on the importance of staying in school	48	67	19 *	41	40	-1	20
Received any help to stay in school	33	43	10 *	23	23	0	10
Received information about gender based, sexual or other violence	51	53	2	38	24	-14 *	16
NIGERIA							
Base: n = total sample	501	501		388	388		
	%	%	%	%	%	%	%
Received any vocational/job or skills training (Amongst those aged 15+)	32	71	39 *	26	33	7 *	32
Received any business training (Amongst those aged 15+)	32	56	24 *	19	25	6	18

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
Received training on how best to manage your money	44	66	22 *	26	28	2	20
Did an apprenticeship (Amongst those aged 15+)	33	69	36 *	33	30	-3	39
Did an internship or placement at a workplace (Amongst those aged 15+)	15	40	25 *	8	15	7 *	18
Received information or help on how to search for a job	18	45	27 *	13	18	5	22
Received any information on how to save for the future	47	70	23 *	29	37	8 *	15
Received any information on equal rights for men and women	35	61	26 *	20	25	5	21
Received any information on how to protect your health	54	76	22 *	44	43	-1	23
Received any information on how to be listened to in your community	43	62	19 *	22	20	-2	21
Received information on the importance of staying in school	60	80	20 *	49	44	-5	25
Received any help to stay in school	39	64	25 *	24	26	2	23
Received information about gender based, sexual or other violence	40	66	26 *	32	33	1	25

Table 28: Violence avoidance index

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
Violence avoidance index score	6.3	7.8	1.5 *	6.2	7.9	1.7 *	-0.2
UGANDA							
Base: n = total sample	434	434		419	419		
Violence avoidance index score	7.5	7.7	0.2	7.2	7.2	0.0	0.2
NIGERIA							
Base: n = total sample	501	501		388	388		
Violence avoidance index score	7.8	8.4	0.6 *	7.3	7.6	0.3 *	0.3

7.2. Annex 2: financial wellbeing tables

Table 29: Financial literacy index

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
Financial literacy index score (out of maximum of 5)	2.1	2.6	0.5 *	2.0	2.1	0.1	0.4 *
UGANDA							
Base: n = total sample	434	434		419	419		
Financial literacy index score (out of maximum of 5)	2.8	3.1	0.3 *	2.6	2.6	0.0	0.3 *
NIGERIA							
Base: n = total sample	501	501		388	388		
Financial literacy index score (out of maximum of 5)	2.7	3.6	0.9 *	2.8	2.9	0.1	0.8 *

Table 30: Regression - financial literacy index score

Regression - financial literacy index score							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Information/training received	Business training	0.74*	(0.28)	1.17**	(0.36)	1.92***	(0.13)
Participation in GIRL-H	Number of months in the program	-0.03	(0.10)	0.24	(0.13)	-0.04	(0.05)
Participation in GIRL-H	Learnt about finance (money matters)	0.18	(0.32)	0.48	(0.39)	0.05	(0.13)
Participation in GIRL-H	Learnt about saving	-0.04	(0.40)	0.24	(0.33)	0.27	(0.14)
Marital status	Married	0.24	(0.63)	0.43	(0.78)	1.02	(0.96)
Marital status	Single - widowed	2.81	(1.61)				
Marital status	Single - never married	0.08	(0.65)	0.77	(0.80)	0.14	(0.93)
Age group	10 - 14 years					-0.58	(0.95)
Age group	15 - 17 years	0.12	(1.07)	-1.44*	(0.59)	-0.11	(0.94)
Age group	18 - 24 years	0.90	(1.08)	-0.47	(0.40)	0.05	(0.94)
Education level	Pre-primary	-2.53	(1.52)	-0.98	(1.66)	-2.25	(1.63)
Education level	Primary	-2.81	(1.50)	-0.37	(1.56)	-2.19	(1.61)

Regression - financial literacy index score							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Education level	Secondary	-2.33	(1.51)	0.82	(1.62)	-1.82	(1.60)
Education level	Post-secondary (college)	-1.69	(1.61)	-1.88	(1.90)	-1.28	(1.66)
Education level	Post-secondary (vocational)	-3.30	(1.81)				
Education level	No education					-2.89	(1.78)
Location-Kenya	Isiolo	0.20	(0.56)				
Location-Kenya	Marsabit	-0.27	(0.58)				
Location-Kenya	Turkana	-0.95	(0.52)				
Location-Kenya	Wajir	-1.40**	(0.52)				
Location-Uganda	Amudat			-0.51	(0.68)		
Location-Uganda	Kabong			-0.09	(0.48)		
Location-Uganda	Moroto			-0.77	(0.42)		
Location-Nigeria	Kano					-0.14	(0.13)
	Constant	1.93	(1.53)	1.6	(1.90)	4.19**	(1.60)
	Observations	1684		1706		1778	
	R-squared	0.36		0.34		0.41	
	Adjusted R-squared	0.25		0.24		0.39	

Standard errors in parentheses: * p<0.05 ** p<0.01 *** p<0.001

Table 31: Components of financial literacy index

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
	%	%	%	%	%	%	%
Received training on how best to manage your money	32	50	18 *	29	19	-10 *	28
Received information on how to save for the future	28	41	13 *	30	20	-10 *	23
Regularly saves money	31	42	11 *	26	32	6 *	5
Knows how to apply for a loan (aged 18+)	9	23	14 *	9	19	10 *	4
Base: n = those who regularly save							

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
Have a clear savings goal	58	71	13 *	54	79	25 *	-12
Average savings (KES)	4,000	3,800	-200	2,400	5,200	2,800 *	-3,000
UGANDA							
Base: n = total sample	434	434		419	419		
	%	%	%	%	%	%	%
Received training on how best to manage your money	37	58	21 *	30	30	0	20
Received information on how to save for the future	42	62	20 *	37	34	-2	22
Regularly saves money	32	29	-3	29	29	-1	-3
Knows how to apply for a loan (aged 18+)	6	25	19 *	4	8	4	15
Base: n = those who regularly save							
Have a clear savings goal	83	86	3	84	84	0	3
Average savings (UGX)	49,000	100,000	51,000 *	104,000	101,000	-3,000	54,000
NIGERIA							
Base: n = total sample	501	501		388	388		
	%	%	%	%	%	%	%
Received training on how best to manage your money	44	66	22 *	26	28	2	20
Received information on how to save for the future	47	70	23 *	29	37	8 *	15
Regularly saves money	51	59	8 *	47	41	-6	14
Knows how to apply for a loan (aged 18+)	6	46	40 *	8	37	29 *	11
Base: n = those who regularly save	239	293		171	157		
Have a clear savings goal	87	96	9 *	91	90	-1	10
Average savings (NGN)	5,700	5,800	100	5,300	7,000	1,700	-1,600

Table 32: Membership of a savings group

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
	%	%	%	%	%	%	%
Savings group exists in respondents' village/community	33	42	9 *	34	50	16 *	-7
Member of a savings group (amongst those who have access)	15	34	19 *	8	32	24 *	-5
UGANDA							
Base: n = total sample	434	434		419	419		
	%	%	%	%	%	%	%

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
Savings group exists in respondents' village/community	71	56	-15 *	69	43	-26 *	11
Member of a savings group (amongst those who have access)	40	48	8 *	32	36	4	4
NIGERIA							
Base: n = total sample	501	501		388	388		
	%	%	%	%	%	%	%
Savings group exists in respondents' village/community	16	14	-2	13	12	-1	-1
Member of a savings group (amongst those who have access)	33	63	30 *	22	35	13	17

Table 33: Regression - Member of a savings group

Regression - Member of a savings group							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Information/training received	Business training	0.12	(1.02)	0.40	(1.27)	-1.13	(0.85)
Information/training received	How to manage money	-0.17	(1.25)	0.17	(1.18)	0.92	(1.16)
Information/training received	How to save money	0.85	(1.38)	-0.39	(1.07)	-1.66	(1.23)
Participation in GIRL-H	Number of months in the program	-0.25	(0.33)	0.93*	(0.44)	-0.56	(0.47)
Participation in GIRL-H	Learnt about finance (money matters)	0.76	(1.12)	1.14	(0.87)	0.22	(0.94)
Participation in GIRL-H	Learnt about saving	2.42	(1.65)	0.79	(0.76)	-1.42	(1.00)
Marital status	Married	-0.49	(1.03)	0.95	(0.74)		
Marital status	Single - separated	0.08	(2.06)				
Age group	15 - 17 years	-0.89	(1.53)	-0.70	(1.24)	-0.35	(0.85)
Age group	18 - 24 years			-0.80	(0.92)		
Education level	Pre-primary	0.93	(1.30)	-2.93	(1.81)		
Education level	Primary	0.23	(1.28)	-2.19	(1.12)	0.37	(0.79)
Location-Kenya	Isiolo	-2.07	(1.60)				
Location-Uganda	Kabong			3.07**	(0.99)		
Location-Uganda	Kotido			0.46	(0.77)		
Location-Nigeria	Kano					0.97	(1.18)

Regression - Member of a savings group							
		Kenya		Uganda		Nigeria	
Variables		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
	Constant	2.00	(1.77)	-4.10*	(2.39)	-16.11**	(979.68)
	Observations	1664		1706		1778	
	McFadden's R-squared	0.19		0.24		0.15	

Standard errors in parentheses: * p<0.05 ** p<0.01 *** p<0.001

Table 34: Income and number of sources

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = Respondents aged 15+	305	335		393	437		
	%	%	%	%	%	%	%
Received income in past 12 months	28	33	5	22	26	4	1
Average number of income sources in past 12 months	1.3	3.0	1.7 *	1.4	2.1	0.7 *	1.0
Income in past 4 weeks (KES)	1,900	3,200	1,300 *	1,700	3,100	1,400 *	-100
UGANDA							
Base: n = Respondents aged 15+	434	365		419	370		
	%	%	%	%	%	%	%
Received income in past 12 months	44	45	1	43	32	-10 *	11
Average number of income sources in past 12 months	2.1	4.4	2.3 *	1.9	3.2	1.3 *	1.0
Average income in past 4 weeks (KES)	25,000	63,000	38,000 *	41,000	92,000	51,000 *	-13,000
NIGERIA							
Base: n = Respondents aged 15+	332	366		256	291		
	%	%	%	%	%	%	%
Received income in past 12 months	31	37	6	30	26	-4	10
Average number of income sources in past 12 months	1.9	1.7	-0.2	1.7	1.8	0.1	-0.3
Average income in past 4 weeks (KES)	3,600	5,200	1,600 *	5,200	7,200	2,000 *	-400

Table 35: Regression - average number of income sources

Regression - average number of income sources							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Information/training received	Business training	0.56	(0.36)	0.16	(0.58)	0.02	(0.26)
Information/training received	How to manage money	0.41	(0.37)	-0.14	(0.59)	-0.16	(0.24)
Information/training received	Vocational (job) or skills training	-0.09	(0.40)	0.72	(0.43)	0.10	(0.25)
Information/training received	Apprenticeship	0.15	(0.38)	-0.18	(0.63)	0.01	(0.23)
Information/training received	Internship or placement at a workplace	-0.16	(0.46)	0.28	(0.64)	0.25	(0.23)
Participation in GIRL-H	Number of months in the program	0.11	(0.09)	0.03	(0.16)	-0.00	(0.07)
Participation in GIRL-H	Matching interest to work	0.20	(0.30)	-0.32	(0.38)	-0.14	(0.24)
Participation in GIRL-H	Received business grant	-0.10	(0.39)	0.99	(0.54)	0.38	(0.37)
Participation in GIRL-H	Started a business after joining GIRL-H	-0.01	(0.34)	0.39	(0.36)	-0.13	(0.21)
Participation in GIRL-H	Linked to a business to learn a skill / trade	0.67*	(0.32)	0.33	(0.40)	0.05	(0.19)
Marital status	Married	0.75	(0.75)	1.92	(1.00)	1.21	(1.83)
Marital status	Single - widowed	-0.98	(1.91)				
Marital status	Single - never married	0.82	(0.76)	1.69	(1.02)	1.51	(1.78)
Age group	10 - 14 years	-0.91	(1.31)				
Age group	15 - 17 years			-0.79	(0.70)	-1.13	(0.91)
Age group	18 - 24 years	0.43	(0.45)	0.09	(0.46)	-1.02	(0.91)
Education level	Pre-primary	0.38	(1.12)	0.30	(1.37)	2.74	(1.87)
Education level	Primary	0.46	(1.09)	0.51	(1.19)	1.37	(1.55)
Education level	Secondary	0.92	(1.10)	0.26	(1.32)	1.63	(1.55)
Education level	Post-secondary (college)	0.39	(1.29)			1.92	(1.59)
Education level	Post-secondary (vocational)			-0.70	(2.46)	0.89	(2.34)
Education level	University	0.43	(1.43)				
Education level	No education					1.65	(2.01)
Location-Kenya	Garissa	-0.26	(0.59)				

Regression - average number of income sources							
		Kenya		Uganda		Nigeria	
Variables		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Location-Kenya	Isiolo	-0.27	(0.49)				
Location-Kenya	Turkana	-0.09	(0.48)				
Location-Kenya	Wajir	-0.76	(0.44)				
Location-Uganda	Kabong			-0.27	(0.67)		
Location-Uganda	Kotido			0.57	(0.73)		
Location-Uganda	Moroto			-0.34	(0.71)		
Location-Nigeria	Lagos					0.17	(0.23)
	Constant	-0.11	(1.51)	0.09*	(1.78)	-0.40**	(2.18)
	Observations	1664		1706		1778	
	R-squared	0.16		0.17		0.19	
	Adjusted R-squared	0.03		0.03		0.02	

Standard errors in parentheses: * p<0.05 ** p<0.01 *** p<0.001

7.3. Annex 3: sexual and reproductive wellbeing tables

Table 36: SRH and hygiene index

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
SRH and hygiene index score	13.6	16.4	2.8 *	13.3	14.1	0.8	2.0 *
UGANDA							
Base: n = total sample	434	434		419	419		
SRH and hygiene index score	2.1	17.5	15.4 *	1.9	14.2	12.3 *	3.1 *
NIGERIA							
Base: n = total sample	501	501		388	388		
SRH and hygiene index score	12.6	16.3	3.7 *	12.4	13.5	1.1 *	2.6 *

Table 37: Regression - SRH and hygiene index score

Regression - SRH and hygiene index score							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Participation in GIRL-H	Number of months in the program	-0.69	(0.38)	0.73	(0.41)	-0.05	(0.22)
Participation in GIRL-H	Learnt how to keep safe	0.34	(1.24)	2.15*	(1.08)	1.39*	(0.56)
Participation in GIRL-H	Learnt about health/SRH	4.40**	(1.59)	1.93	(1.13)	3.01***	(0.56)
Marital status	Married	-1.10	(2.46)	0.00	-3.12	15.24***	(4.17)
Marital status	Single - separated			-3.12	(3.03)		
Marital status	Single - widowed	-0.37	(6.16)	0.00	-3.13*		
Marital status	Single - never married	-2.49	(2.54)	-3.13*	(1.32)	10.70**	(4.01)
Age group	10 - 14 years			-8.85***	(2.10)	-8.93*	(4.09)
Age group	15 - 17 years	0.41	(2.07)	-6.76**	(2.08)	-6.88	(4.07)
Age group	18 - 24 years	6.38**	(2.22)	-0.59	(1.54)	-4.07	(4.04)
Education level	Pre-primary	0.25	(5.90)	-0.67	(3.62)	2.37	(7.06)
Education level	Primary	3.63	(6.03)	3.26	(3.01)	5.18	(6.95)
Education level	Secondary	2.86	(6.05)	6.63	(3.51)	6.83	(6.93)
Education level	Post-secondary (college)	6.40	(6.50)	0.00	-10.87	9.51	(7.17)
Education level	Post-secondary (vocational)	0.47	(7.17)	-10.87	(6.79)		
Education level	University	6.29	(8.34)				
Education level	No education					-3.85	(7.70)
Location-Kenya	Garissa	-3.30	(2.12)				
Location-Kenya	Isiolo	3.59	(1.85)				
Location-Kenya	Turkana	-2.49	(2.00)				
Location-Kenya	Wajir	-1.87	(1.76)				
Location-Uganda	Amudat			0.00	-2.47		
Location-Uganda	Kabong			-2.47	(1.83)		
Location-Uganda	Kotido			-4.92*	(2.18)		
Location-Uganda	Moroto			-1.20	(1.88)		

Regression - SRH and hygiene index score							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Location-Nigeria	Kano					-4.01***	(0.56)
	Constant	13.70*	(6.71)	17.20***	(3.78)	5.44	(6.93)
	Observations	1664		1706		1778	
	R-squared	0.59		0.52		0.41	
	Adjusted R-squared	0.52		0.46		0.40	

Standard errors in parentheses: * p<0.05 ** p<0.01 *** p<0.001

Table 38: Other SRH indicators

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
Received information on how to protect health	48	60	12 *	44	34	-10 *	22
Knows where to access FP services (amongst 18+)	38	58	20 *	35	46	11 *	9
Knows where to access HIV counselling / testing services (amongst 18+)	46	74	28 *	43	62	19 *	9
Knows what to do to know HIV status	71	83	12 *	71	88	17 *	-5
UGANDA							
Base: n = total sample	434	434		419	419		
Received information on how to protect health	72	76	4	67	51	-16 *	20
Knows where to access FP services (amongst 18+)	-	54	-	-	52	-	-
Knows where to access HIV counselling / testing services (amongst 18+)	-	77	-	-	53	-	-
Knows what to do to know HIV status	-	87	-	-	81	-	-
NIGERIA							
Base: n = total sample	501	501		388	388		
Received information on how to protect health	54	76	22 *	44	43	-1	23
Knows where to access FP services (amongst 18+)	32	33	1	36	36	0	1
Knows where to access HIV counselling / testing services (amongst 18+)	27	33	6 *	30	26	-4	10
Knows what to do to know HIV status	91	96	5 *	92	95	3	2

7.4. Annex 5: food security tables

Table 39: Hunger in past 12 months

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
	%	%	%	%	%	%	%
Respondent or others in the household were hungry in past 12 months	56	47	-9	53	45	-8	-1
Number of months respondent or HH member was hungry (amongst those reporting hunger)	-	5.6	-	-	5.7	-	-
UGANDA							
Base: n = total sample	434	434		419	419		
	%	%	%	%	%	%	%
Respondent or others in the household were hungry in past 12 months	92	78	-14	90	67	-23	9
Number of months respondent or HH member was hungry (amongst those reporting hunger)	-	4.6	-	-	4.7	-	-
NIGERIA							
Base: n = total sample	501	501		388	388		
	%	%	%	%	%	%	%
Respondent or others in the household were hungry in past 12 months	63	57	-6	64	58	-6	0
Number of months respondent or HH member was hungry (amongst those reporting hunger)	-	3.6	-	-	3.1	-	-

Table 40: Regression - experience of hunger

Regression - experience of hunger							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Income	Received income in past 12 months	-0.06	(0.19)	0.12	(0.06)	-0.63	(0.51)
Membership in savings group	Member of a savings group	0.48*	(0.19)	-0.05	(0.07)	0.10	(0.14)
Savings	Currently saving	-0.35	(0.19)	-0.12	(0.07)	0.30	(0.50)
Participation in GIRL-H	Number of months in the program	-0.02	(0.05)	-0.03	(0.02)	0.41*	(0.19)
Participation in GIRL-H	Started a business after joining GIRL-H	0.08	(0.18)	0.07	(0.07)	0.07	(0.63)

Regression - experience of hunger							
		Kenya		Uganda		Nigeria	
Variables		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Marital status	Married	-0.31	(0.38)	0.26	(0.14)	-1.62*	(0.63)
Marital status	Single - widowed	-1.16	(0.73)				
Marital status	Single - never married	-0.32	(0.38)	0.32*	(0.15)		
Age group	10 - 14 years	0.34	(0.79)				
Age group	15 - 17 years			0.09	(0.12)	-0.10	(0.42)
Age group	18 - 24 years	-0.28	(0.28)	0.02	(0.08)		
Education level	Pre-primary	0.08	(0.68)	-0.32	(0.30)		
Education level	Primary	0.01	(0.66)	-0.18	(0.27)		
Education level	Secondary	-0.18	(0.67)	-0.25	(0.29)	0.73	(0.40)
Education level	Post-secondary (college)	-0.37	(0.72)				
Education level	University	0.26	(0.92)				
Education level	No education					1.19	(1.45)
Location-Kenya	Isiolo	0.68	(0.39)				
Location-Kenya	Marsabit	-0.05	(0.47)				
Location-Kenya	Turkana	0.54	(0.43)				
Location-Kenya	Wajir	0.23	(0.42)				
Location-Uganda	Amudat			0.10	(0.15)		
Location-Uganda	Kabong			0.18*	(0.09)		
Location-Uganda	Moroto			0.12	(0.09)		
Location-Nigeria	Kano					1.06	(0.69)
	Constant	0.7	(0.45)	1.056**	(0.31)	1.07*	(0.36)
	Observations	1664		1706		1778	
	R-squared	0.27		0.20		0.41	
	Adjusted R-squared	0.01		0.05		0.27	

Standard errors in parentheses: * p<0.05 ** p<0.01 *** p<0.001

Table 41: Regression - IDDS

Regression - IDDS							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Income	Received income in past 12 months	1.07	(0.55)	-0.19	(0.29)	0.61	(0.83)
Membership in savings group	Member of a savings group	-0.84	(0.53)	0.85*	(0.33)	0.23	(0.24)
Savings	Currently saving	1.62**	(0.54)	-0.30	(0.34)	1.35	(0.82)
Participation in GIRL-H	Number of months in the program	0.01	(0.15)	0.10	(0.12)	-0.00	(0.31)
Participation in GIRL-H	Started a business after joining GIRL-H	0.50	(0.52)	0.33	(0.33)	1.43	(1.03)
Marital status	Married	1.84	(1.09)	-1.61*	(0.69)	-0.89	(1.04)
Marital status	Single - widowed	-3.54	(2.08)				
Marital status	Single - never married	1.37	(1.09)	-1.70*	(0.72)		
Age group	10 - 14 years	-0.41	(2.25)				
Age group	15 - 17 years			0.51	(0.59)	-0.95	(0.68)
Age group	18 - 24 years	0.79	(0.80)	0.15	(0.36)		
Education level	Pre-primary	-1.22	(1.93)	-3.86**	(1.44)		
Education level	Primary	-0.38	(1.87)	-3.36*	(1.31)		
Education level	Secondary	-0.86	(1.91)	-2.73	(1.38)	0.99	(0.66)
Education level	Post-secondary (college)	-0.31	(2.04)				
Education level	University	1.25	(2.62)				
Education level	No education					0.88	(2.37)
Location-Kenya	Isiolo	-0.38	(1.12)				
Location-Kenya	Marsabit	-0.12	(1.35)				
Location-Kenya	Turkana	1.64	(1.22)				
Location-Kenya	Wajir	1.19	(1.20)				
Location-Uganda	Amudat			2.96***	(0.72)		
Location-Uganda	Kabong			0.10	(0.41)		
Location-Uganda	Moroto			0.50	(0.43)		

Regression - IDDS							
		Kenya		Uganda		Nigeria	
Variables		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Location-Nigeria	Kano					-2.02	(1.14)
	Constant	1.17	(1.60)	4.42**	(1.47)	5.05	(2.00)
	Observations	1664		1706		1778	
	R-squared	0.37		0.38		0.30	
	Adjusted R-squared	0.15		0.26		0.14	

Standard errors in parentheses: * p<0.05 ** p<0.01 *** p<0.001

7.5. Annex 4: psychosocial wellbeing tables

Table 42: Bonding social capital index

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
Bonding social capital index	2.6	3.3	0.7 *	2.7	3.1	0.4 *	0.3
	%	%	%	%	%	%	%
No one they could turn to or would help	1	4	3 *	1	8	7 *	-4
One group that they could seek help from or give help to	2	2	0	2	4	2	-2
Two groups that they could seek help from or give help to	64	40	-24 *	63	42	-21 *	-3
Three or more groups that they could seek help from or give help to	32	53	21 *	33	47	14 *	7
UGANDA							
Base: n = total sample	434	434		419	419		
Bonding social capital index	2.6	3.1	0.5 *	2.7	2.9	0.2 *	0.3
	%	%	%	%	%	%	%
No one they could turn to or would help	2	1	0 *	2	0	-2 *	2
One group that they could seek help from or give help to	5	7	2	9	5	-5 *	7
Two groups that they could seek help from or give help to	61	48	-12 *	49	59	10 *	-22
Three or more groups that they could seek help from or give help to	33	43	10 *	39	37	-3 *	13
NIGERIA							
Base: n = total sample	501	501		388	388		

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
Bonding social capital index	2.8	2.9	0.1	2.8	2.6	-0.2 *	0.3
	%	%	%	%	%	%	%
No one they could turn to or would help	5	3	-2	10	9	-1	-1
One group that they could seek help from or give help to	5	5	0	7	8	1	-1
Two groups that they could seek help from or give help to	43	49	6	41	48	7 *	-1
Three or more groups that they could seek help from or give help to	47	43	-4	43	35	-8 *	4

Table 43: Regression - bonding social capital index

Regression - bonding social capital index							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Information/training received	Equal rights for men and women	0.51	(0.37)	0.08	(0.37)	-0.21	(0.14)
Information/training received	How to be listened to in the community	0.48	(0.36)	-0.22	(0.31)	-0.01	(0.14)
Participation in GIRL-H	Number of months in the program	0.15	(0.10)	0.31**	(0.12)	0.08	(0.05)
Participation in GIRL-H	Learnt about making good choices	0.37	(0.31)	-0.27	(0.30)	0.24	(0.13)
Marital status	Married	1.20	(0.66)			1.69	(0.98)
Marital status	Single - widowed	1.36	(1.64)				
Marital status	Single - separated			-0.15	(0.86)		
Marital status	Single - never married	1.61*	(0.68)	-0.01	(0.37)	0.64	(0.94)
Age group	10 - 14 years			-1.49*	(0.60)	1.41	(0.96)
Age group	15 - 17 years	0.27	(0.55)	-0.38	(0.60)	1.33	(0.96)
Age group	18 - 24 years	0.85	(0.59)	-0.07	(0.43)	1.49	(0.95)
Education level	Pre-primary	-0.23	(1.55)	-1.14	(1.02)	0.42	(1.66)
Education level	Primary	-0.28	(1.58)	-1.56	(0.86)	0.26	(1.63)
Education level	Secondary	-0.47	(1.58)	-1.27	(0.99)	0.20	(1.62)
Education level	Post-secondary (college)	-1.99	(1.71)			0.72	(1.69)
Education level	Post-secondary (vocational)	-2.04	(1.91)	0.57	(1.93)		
Education level	University	-3.58	(2.20)				

Regression - bonding social capital index							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Education level	No education					0.52	(1.81)
Location-Kenya	Garissa	0.37	(0.55)				
Location-Kenya	Isiolo	1.19*	(0.51)				
Location-Kenya	Turkana	1.08*	(0.52)				
Location-Kenya	Wajir	-0.44	(0.46)				
Location-Uganda	Kabong			0.35	(0.51)		
Location-Uganda	Kotido			1.22*	(0.59)		
Location-Uganda	Moroto			0.93	(0.53)		
Location-Nigeria	Lagos					0.18	(0.13)
	Constant	0.16*	(1.75)	3.30**	(1.08)	0.26	(1.62)
	Observations	1664		1706		1778	
	R-squared	0.31		0.27		0.06	
	Adjusted R-squared	0.20		0.18		0.03	

Standard errors in parentheses: * p<0.05 ** p<0.01 *** p<0.001

Table 44: Bridging social capital index

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
Bridging social capital index	2.5	3.2	0.7 *	2.6	3.0	0.4 *	0.3
	%	%	%	%	%	%	%
No one they could turn to or would help	2	4	2	2	11	9 *	-7
One group that they could seek help from or give help to	4	3	-1	5	4	-1	0
Two groups that they could seek help from or give help to	64	43	-21 *	63	43	-20 *	-1
Three or more groups that they could seek help from or give help to	29	49	20 *	30	42	12 *	8
UGANDA							
Base: n = total sample	434	434		419	419		
Bridging social capital index	2.6	3.1	0.5 *	2.8	2.9	0.1	0.4

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
	%	%	%	%	%	%	%
No one they could turn to or would help	2	8	6 *	4	1	-3	9
One group that they could seek help from or give help to	3	6	3	7	5	-2	5
Two groups that they could seek help from or give help to	62	44	-18 *	52	56	4	-22
Three or more groups that they could seek help from or give help to	33	44	11 *	37	38	1	10
NIGERIA							
Base: n = total sample	501	501		388	388		
Bridging social capital index	2.8	2.9	0.1	2.7	2.6	-0.1	0.2
	%	%	%	%	%	%	%
No one they could turn to or would help	7	5	-2	8	11	3	-5
One group that they could seek help from or give help to	8	4	-4	12	10	-2	-2
Two groups that they could seek help from or give help to	41	46	5	40	46	6	-1
Three or more groups that they could seek help from or give help to	45	45	0	39	34	-5	5

Table 45: Regression - bridging social capital index

Regression - bridging social capital index							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Information/training received	Equal rights for men and women	-0.00	(0.36)	0.03	(0.39)	-0.26	(0.15)
Information/training received	How to be listened to in the community	0.42	(0.35)	-0.05	(0.33)	0.05	(0.15)
Participation in GIRL-H	Number of months in the program	0.12	(0.09)	0.33**	(0.12)	0.08	(0.05)
Participation in GIRL-H	Learnt about making good choices	0.59	(0.30)	-0.29	(0.31)	0.26*	(0.13)
Marital status	Married	1.23	(0.64)			1.55	(1.00)
Marital status	Single - widowed	1.60	(1.59)				
Marital status	Single - separated			0.30	(0.91)		
Marital status	Single - never married	1.55*	(0.66)	-0.17	(0.39)	0.71	(0.96)
Age group	10 - 14 years			-1.19	(0.63)	0.74	(0.98)
Age group	15 - 17 years	0.99	(0.53)	-0.32	(0.64)	0.64	(0.98)
Age group	18 - 24 years	1.28*	(0.57)	-0.03	(0.46)	0.85	(0.97)

Regression - bridging social capital index							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Education level	Pre-primary	0.27	(1.50)	-0.89	(1.08)	2.03	(1.70)
Education level	Primary	0.67	(1.53)	-1.38	(0.91)	1.96	(1.67)
Education level	Secondary	0.40	(1.53)	-1.10	(1.05)	1.88	(1.66)
Education level	Post-secondary (college)	-0.58	(1.66)			1.90	(1.73)
Education level	Post-secondary (vocational)	-0.94	(1.85)	0.66	(2.04)		
Education level	University	-2.00	(2.13)				
Education level	No education					1.58	(1.85)
Location-Kenya	Garissa	1.19*	(0.53)				
Location-Kenya	Isiolo	1.42**	(0.49)				
Location-Kenya	Turkana	1.52**	(0.50)				
Location-Kenya	Wajir	0.11	(0.45)				
Location-Uganda	Kabong			-0.13	(0.54)		
Location-Uganda	Kotido			0.78	(0.62)		
Location-Uganda	Moroto			0.78	(0.56)		
Location-Nigeria	Lagos					0.07	(0.14)
	Constant	-1.28	(1.28)	3.20**	(1.14)	-0.89	(1.66)
	Observations	1664		1706		1778	
	R-squared	0.32		0.24		0.05	
	Adjusted R-squared	0.20		0.15		0.02	

Standard errors in parentheses: * p<0.05 ** p<0.01 *** p<0.001

Table 46: Absence of fatalism (Aspirations) index

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
Absence of fatalism index score	2.9	2.9	0.0	2.7	2.8	0.1	-0.1
UGANDA							
Base: n = total sample	434	434		419	419		

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
Absence of fatalism index score	2.4	2.9	0.5 *	2.4	2.9	0.5 *	0.0
NIGERIA							
Base: n = total sample	501	501		388	388		
Absence of fatalism index score	2.9	2.7	-0.2 *	2.9	2.9	0.0	-0.2 *

Table 47: Regression - absence of fatalism index score

Regression - absence of fatalism index score							
		Kenya		Uganda		Nigeria	
Variables		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Information/training received	Equal rights for men and women	-0.37	(0.22)	0.25	(0.21)	0.16	(0.11)
Information/training received	How to be listened to in the community	0.03	(0.22)	0.08	(0.18)	-0.00	(0.11)
Participation in GIRL-H	Number of months in the program	-0.09	(0.06)	-0.08	(0.07)	0.01	(0.04)
Participation in GIRL-H	Learnt about making good choices	0.21	(0.18)	0.17	(0.17)	0.26**	(0.10)
Marital status	Married	0.64	(0.39)			-0.88	(0.73)
Marital status	Single - widowed	1.78	(0.98)				
Marital status	Single - separated			-0.66	(0.49)		
Marital status	Single - never married	0.43	(0.41)	0.00	(0.21)	-0.83	(0.70)
Age group	10 - 14 years			0.14	(0.34)	-0.75	(0.72)
Age group	15 - 17 years	-0.41	(0.33)	0.14	(0.34)	-0.78	(0.71)
Age group	18 - 24 years	-0.30	(0.35)	0.53*	(0.25)	-0.50	(0.71)
Education level	Pre-primary	-0.83	(0.92)	0.56	(0.58)	1.10	(1.23)
Education level	Primary	-0.03	(0.94)	0.31	(0.49)	1.22	(1.21)
Education level	Secondary	-0.18	(0.94)	-0.04	(0.56)	1.11	(1.21)
Education level	Post-secondary (college)	-0.59	(1.02)			0.95	(1.26)
Education level	Post-secondary (vocational)	-0.43	(1.14)	-0.04	(1.10)		
Education level	University	-0.45	(1.31)				
Education level	No education					0.13	(1.35)
Location-Kenya	Garissa	0.25	(0.33)				
Location-Kenya	Isiolo	-0.12	(0.30)				

Regression - absence of fatalism index score							
		Kenya		Uganda		Nigeria	
Variables		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Location-Kenya	Turkana	0.58	(0.31)				
Location-Kenya	Wajir	-0.50	(0.28)				
Location-Uganda	Kabong			0.27	(0.29)		
Location-Uganda	Kotido			-0.29	(0.33)		
Location-Uganda	Moroto			0.17	(0.30)		
Location-Nigeria	Lagos					0.71***	(0.10)
	Constant	3.25**	(1.05)	2.11***	(0.614)	3.09	(1.20)
	Observations	1664		1706		1778	
	R-squared	0.20		0.15		0.18	
	Adjusted R-squared	0.20		0.05		0.16	

Standard errors in parentheses: * p<0.05 ** p<0.01 *** p<0.001

Table 48: Components of absence of fatalism (Aspirations) index

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
	%	%	%	%	%	%	%
	Select one you agree most with:						
Each person is primarily responsible for his/her success or failure in life	81	86	5 *	75	78	3	2
One's success or failure in life is a matter of his/her destiny	19	14	-5 *	25	22	-3	-2
	Select one you agree most with:						
To be successful, above all one needs to work very hard.	77	85	8 *	69	84	15 *	-7
To be successful above all one needs to be lucky.	23	15	-8 *	31	16	-15 *	7
	Strongly disagree, slightly disagree, or disagree with:						
My experience in life has been that what is going to happen will happen.	37	22	-15 *	35	17	-18 *	3
It is not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune.	28	26	-2	27	22	-5 *	3
UGANDA							
Base: n = total sample	434	434		419	419		

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
	%	%	%	%	%	%	%
Select one you agree most with:							
Each person is primarily responsible for his/her success or failure in life	89	87	-3	85	89	4	-7
One's success or failure in life is a matter of his/her destiny	11	13	3	15	11	-4	7
Select one you agree most with:							
To be successful, above all one needs to work very hard.	83	88	4	85	82	-3	7
To be successful above all one needs to be lucky.	17	12	-4	15	18	3	-7
Strongly disagree, slightly disagree, or disagree with:							
My experience in life has been that what is going to happen will happen.	45	24	-21 *	45	23	-22 *	1
It is not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune.	40	29	-11 *	38	33	-5 *	-6
NIGERIA							
Base: n = total sample	501	501		388	388		
	%	%	%	%	%	%	%
Select one you agree most with:							
Each person is primarily responsible for his/her success or failure in life	54	53	-1	51	54	3	-4
One's success or failure in life is a matter of his/her destiny	46	47	1	49	46	-3	4
Select one you agree most with:							
To be successful, above all one needs to work very hard.	80	81	1	78	76	-2	3
To be successful above all one needs to be lucky.	20	19	-1	22	24	2	-3
Strongly disagree, slightly disagree, or disagree with:							
My experience in life has been that what is going to happen will happen.	20	37	17 *	23	27	4	13
It is not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune.	31	36	5	20	34	14 *	-9

Table 49: Confidence to adapt (exposure to alternative) index

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
Confidence to adapt index	3.8	3.6	-0.2 *	3.7	3.3	-0.4 *	0.2
	%	%	%	%	%	%	%

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
No confidence to adapt (score of 0)	11	8	-3	15	8	-7 *	4
Low confidence to adapt (score of 1 or 2)	19	26	7 *	20	32	12 *	-5
Confident to adapt (score of 3 or 4)	40	37	-3	38	36	-2	-1
Strong confidence to adapt (score of 5 or 6)	31	29	-2	26	24	-2	0
UGANDA							
Base: n = total sample	434	434		419	419		
Confidence to adapt index	3.9	4.4	0.5 *	4.0	4.0	0.0	0.5 *
	%	%	%	%	%	%	%
No confidence to adapt (score of 0)	1	1	0	1	4	3	-3
Low confidence to adapt (score of 1 or 2)	20	12	-8 *	16	17	1	-9
Confident to adapt (score of 3 or 4)	42	33	-9 *	45	37	-8 *	-1
Strong confidence to adapt (score of 5 or 6)	38	55	17 *	38	42	4	13
NIGERIA							
Base: n = total sample	501	501		388	387		
Confidence to adapt index	3.8	3.7	-0.1	3.7	3.3	-0.4 *	0.3 *
	%	%	%	%	%	%	%
No confidence to adapt (score of 0)	0	0	0	0	0	0	0
Low confidence to adapt (score of 1 or 2)	17	18	1	19	33	14 *	-13
Confident to adapt (score of 3 or 4)	52	52	0	55	43	-12 *	12
Strong confidence to adapt (score of 5 or 6)	31	29	-2	26	24	-2	0

Table 50: Regression - confidence to adapt index score

Regression - confidence to adapt index score							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Information/training received	Equal rights for men and women	0.59	(0.37)	0.22	(0.23)	0.39**	(0.14)
Information/training received	How to be listened to in the community	0.69	(0.37)	0.28	(0.19)	0.18	(0.14)
Participation in GIRL-H	Number of months in the program	0.18	(0.10)	-0.01	(0.07)	-0.11	(0.05)
Participation in GIRL-H	Learnt about making good choices	-0.39	(0.31)	0.16	(0.18)	-0.20	(0.12)
Marital status	Married	0.49	(0.66)				
Marital status	Single - widowed	-0.63	(1.65)			-0.28	(0.92)
Marital status	Single - separated			-0.82	(0.54)		

Regression - confidence to adapt index score							
		Kenya		Uganda		Nigeria	
Variables		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Marital status	Single - never married	0.27	(0.68)	-0.30	(0.23)	0.15	(0.27)
Age group	10 - 14 years			0.59	(0.37)	-0.94	(0.90)
Age group	15 - 17 years	0.47	(0.55)	0.36	(0.37)	-0.62	(0.89)
Age group	18 - 24 years	0.63	(0.59)	0.42	(0.27)	-0.62	(0.89)
Education level	Pre-primary	0.88	(1.56)	1.60*	(0.63)	-0.54	(1.55)
Education level	Primary	1.13	(1.59)	1.05	(0.54)	-0.65	(1.53)
Education level	Secondary	0.97	(1.59)	1.89**	(0.62)	-0.59	(1.52)
Education level	Post-secondary (college)	1.46	(1.73)			0.47	(1.58)
Education level	Post-secondary (vocational)	2.08	(1.92)	-1.76	(1.20)		
Education level	University	2.06	(2.22)				
Education level	No education					0.25	(1.70)
Location-Kenya	Garissa	1.15*	(0.55)				
Location-Kenya	Isiolo	1.09*	(0.51)				
Location-Kenya	Turkana	1.44**	(0.52)				
Location-Kenya	Wajir	-0.78	(0.47)				
Location-Uganda	Kabong			0.32	(0.32)		
Location-Uganda	Kotido			0.96**	(0.37)		
Location-Uganda	Moroto			-0.48	(0.33)		
Location-Nigeria	Kano					0.04	(0.13)
	Constant	-0.21	(1.77)	2.94***	(0.67)	4.93***	(1.27)
	Observations	1664		1706		1778	
	R-squared	0.35		0.34		0.08	
	Adjusted R-squared	0.25		0.26		0.05	

Standard errors in parentheses: * p<0.05 ** p<0.01 *** p<0.001

Table 51: Locus of control index

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
Locus of control index average	2.8	3.2	0.4	2.7	3.1	0.4	0.0
	%	%	%	%	%	%	%
No control (score of 0 or 1)	14	6	-8 *	15	10	-5 *	-3
Low control (score of 2)	23	12	-11 *	28	15	-13 *	2
Medium control (score of 3)	41	38	-3	36	38	2	-5
High control (score of 4)	22	43	21 *	21	38	17 *	4
UGANDA							
Base: n = total sample	434	434		419	419		
Locus of control index average	2.9	3.0	0.1	2.8	3.0	0.2	-0.1
	%	%	%	%	%	%	%
No control (score of 0 or 1)	10	5	-5 *	14	5	-8 *	3
Low control (score of 2)	27	26	-2	25	21	-4	2
Medium control (score of 3)	33	39	7 *	36	43	7 *	0
High control (score of 4)	30	30	0	26	31	5	-5
NIGERIA							
Base: n = total sample	501	501		388	387		
Locus of control index average	2.8	2.6	-0.2	2.8	2.7	-0.1	-0.1
	%	%	%	%	%	%	%
No control (score of 0 or 1)	12	27	15 *	17	27	10 *	5
Low control (score of 2)	24	24	0	24	21	-3	3
Medium control (score of 3)	41	32	-9 *	36	33	-3	-6
High control (score of 4)	23	16	-7 *	23	19	-4	-3

Table 52: Regression - locus of control index score

Regression - locus of control index score							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Information/training received	Equal rights for men and women	-0.48*	(0.18)	0.03	(0.19)	-0.10	(0.12)
Information/training received	How to be listened to in the community	0.43*	(0.18)	0.24	(0.16)	-0.03	(0.12)
Participation in GIRL-H	Number of months in the program	-0.01	(0.05)	0.04	(0.06)	0.16***	(0.04)
Participation in GIRL-H	Learnt about making good choices	0.09	(0.15)	-0.02	(0.15)	0.37***	(0.11)
Marital status	Married	-0.16	(0.33)			-1.28	(0.83)

Regression - locus of control index score							
		Kenya		Uganda		Nigeria	
Variables		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Marital status	Single - widowed	0.43	(0.82)				
Marital status	Single - separated			-0.35	(0.44)		
Marital status	Single - never married	-0.13	(0.34)	-0.29	(0.19)	-0.78	(0.79)
Age group	10 - 14 years			0.11	(0.30)	-0.09	(0.81)
Age group	15 - 17 years	-0.39	(0.27)	0.29	(0.31)	-0.11	(0.81)
Age group	18 - 24 years	-0.31	(0.29)	-0.15	(0.22)	0.14	(0.80)
Education level	Pre-primary	-0.16	(0.77)	0.01	(0.52)	1.59	(1.40)
Education level	Primary	0.13	(0.79)	0.10	(0.44)	1.04	(1.37)
Education level	Secondary	0.16	(0.79)	0.35	(0.51)	0.60	(1.37)
Education level	Post-secondary (college)	-0.03	(0.86)			0.14	(1.42)
Education level	Post-secondary (vocational)	-2.15*	(0.95)	0.95	(0.98)		
Education level	University	0.11	(1.10)				
Education level	No education					0.04	(1.53)
Location-Kenya	Garissa	0.29	(0.27)				
Location-Kenya	Isiolo	-0.11	(0.25)				
Location-Kenya	Turkana	0.55*	(0.26)				
Location-Kenya	Wajir	-0.31	(0.23)				
Location-Uganda	Kabong			-0.03	(0.26)		
Location-Uganda	Kotido			-0.43	(0.30)		
Location-Uganda	Moroto			-0.37	(0.27)		
Location-Nigeria	Lagos					1.23***	(0.11)
	Constant	3.53	(0.88)	2.95***	(0.55)	2.25	(1.36)
	Observations	1664		1706		1778	
	R-squared	0.36		0.12		0.30	
	Adjusted R-squared	0.26		0.01		0.28	

Standard errors in parentheses: * p<0.05 ** p<0.01 *** p<0.001

Table 53: Confidence index

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
Confidence index score	9.0	9.3	0.3	8.4	8.8	0.4 *	-0.1
UGANDA							
Base: n = total sample	434	434		419	419		
Confidence index score	9.0	10.2	1.2 *	9.1	9.8	0.7 *	0.5 *
NIGERIA							
Base: n = total sample	501	501		388	388		
Confidence index score	9.4	8.9	-0.5 *	9.4	8.7	-0.7 *	0.2

Table 54: Regression - confidence index score

Regression - confidence index score							
Variables		Kenya		Uganda		Nigeria	
		Point Estimates	Standard errors	Point Estimates	Standard errors	Point Estimates	Standard errors
Information/training received	Equal rights for men and women	-0.26	(0.46)	0.49	(0.37)	0.72**	(0.26)
Information/training received	How to be listened to in the community	1.16*	(0.45)	0.60	(0.32)	0.24	(0.26)
Participation in GIRL-H	Number of months in the program	0.08	(0.12)	-0.06	(0.12)	-0.06	(0.09)
Participation in GIRL-H	Learnt about making good choices	-0.09	(0.39)	0.30	(0.30)	0.36	(0.23)
Marital status	Married	0.97	(0.82)			-1.60	(1.74)
Marital status	Single - widowed	1.58	(2.06)				
Marital status	Single - separated			-1.84*	(0.88)		
Marital status	Single - never married	0.57	(0.85)	-0.59	(0.38)	-1.37	(1.67)
Age group	10 - 14 years			0.84	(0.61)	-2.55	(1.71)
Age group	15 - 17 years	-0.33	(0.68)	0.79	(0.61)	-2.22	(1.70)
Age group	18 - 24 years	0.02	(0.73)	0.81	(0.44)	-1.68	(1.70)
Education level	Pre-primary	-0.11	(1.94)	2.17*	(1.04)	1.75	(2.95)
Education level	Primary	1.24	(1.97)	1.46	(0.88)	1.80	(2.90)
Education level	Secondary	0.95	(1.98)	2.20*	(1.01)	1.59	(2.89)
Education level	Post-secondary (college)	0.84	(2.15)			2.40	(3.01)

Regression - confidence index score							
Variables		Kenya		Uganda		Nigeria	
		Point Estimates	Standard errors	Point Estimates	Standard errors	Point Estimates	Standard errors
Education level	Post-secondary (vocational)	-0.51	(2.39)	-0.85	(1.97)		
Education level	University	1.72	(2.76)				
Education level	No education					0.59	(3.23)
Location-Kenya	Garissa	1.69*	(0.68)				
Location-Kenya	Isiolo	0.85	(0.64)				
Location-Kenya	Turkana	2.57***	(0.65)				
Location-Kenya	Wajir	-1.60**	(0.58)				
Location-Uganda	Kabong			0.56	(0.52)		
Location-Uganda	Kotido			0.23	(0.60)		
Location-Uganda	Moroto			-0.68	(0.54)		
Location-Nigeria	Lagos					1.43***	(0.24)
	Constant	6.57**	(2.20)	8.01***	(1.10)	10.89***	(2.88)
	Observations	1664		1706		1778	
	R-squared	0.42		0.24		0.14	
	Adjusted R-squared	0.32		0.15		0.39	

Standard errors in parentheses: * p<0.05 ** p<0.01 *** p<0.001

Table 55: Gender norms index

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
Gender norms index score	7.4	8.6	1.2 *	7.2	8.6	1.4 *	-0.2
UGANDA							
Base: n = total sample	434	434		419	419		
Gender norms index score	8.3	8.2	-0.1	7.9	8.1	0.2	-0.3
NIGERIA							
Base: n = total sample	501	501		388	388		
Gender norms index score	8.2	8.4	0.2	8.4	8.3	-0.1	0.3

Table 56: Regression - gender norms index score

Regression - gender norms index score							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Information/training received	Equal rights for men and women	0.25	(0.72)	0.58	(0.72)	0.65	(0.44)
Information/training received	How to be listened to in the community	0.77	(0.71)	0.75	(0.61)	0.10	(0.44)
Participation in GIRL-H	Number of months in the program	-0.26	(0.19)	-0.30	(0.23)	0.08	(0.15)
Participation in GIRL-H	Learnt about making good choices	1.25*	(0.60)	0.87	(0.58)	-0.03	(0.39)
Marital status	Married	3.21*	(1.28)			7.22*	(2.96)
Marital status	Single - widowed	0.22	(3.19)				
Marital status	Single - separated			-1.80	(1.69)		
Marital status	Single - never married	2.83*	(1.32)	0.11	(0.73)	5.19	(2.84)
Age group	10 - 14 years			-0.59	(1.17)	-1.47	(2.91)
Age group	15 - 17 years	-0.86	(1.06)	-0.34	(1.18)	-2.04	(2.89)
Age group	18 - 24 years	-1.73	(1.14)	-0.56	(0.85)	-2.27	(2.88)
Education level	Pre-primary	-1.40	(3.01)	-1.10	(1.99)	3.22	(5.01)
Education level	Primary	-1.39	(3.06)	-0.25	(1.68)	3.73	(4.93)
Education level	Secondary	1.01	(3.07)	0.13	(1.95)	4.21	(4.91)
Education level	Post-secondary (college)	-1.73	(3.33)			3.71	(5.11)
Education level	Post-secondary (vocational)	-3.15	(3.70)	3.68	(3.78)		
Education level	University	3.01	(4.28)				
Education level	No education					1.76	(5.48)
Location-Kenya	Garissa	-0.92	(1.06)				
Location-Kenya	Isiolo	2.03*	(0.99)				
Location-Kenya	Turkana	1.08	(1.01)				
Location-Kenya	Wajir	-0.03	(0.90)				
Location-Uganda	Kabong			1.78	(1.00)		
Location-Uganda	Kotido			2.49*	(1.15)		
Location-Uganda	Moroto			1.60	(1.04)		

Regression - gender norms index score							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Location-Nigeria	Lagos					4.42***	(0.41)
	Constant	7.11	(3.41)	7.55***	(2.11)	2.37	(4.90)
	Observations	1664		1706		1778	
	R-squared	0.30		0.11		0.27	
	Adjusted R-squared	0.19		0.01		0.24	

Standard errors in parentheses: * p<0.05 ** p<0.01 *** p<0.001

Table 57: Components of gender norms index - Kenya

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Cooking meals							
Base: n = total sample	361	361		481	481		
	%	%	%	%	%	%	%
men and boys	4	3	-1	4	2	-2	1
women and girls	91	86	-5	90	92	2	-7
both men and boys and women and girls equally	6	10	4	5	6	1	3
don't know	0	1	1	0	0	0	1
Getting a job / work outside the home							
Base: n = total sample	361	361		481	481		
	%	%	%	%	%	%	%
men and boys	47	32	-15	41	32	-9	-6
women and girls	5	10	5	9	6	-3	8
both men and boys and women and girls equally	47	57	10	50	61	11	-1
don't know	1	1	0	0	0	0	0
Speaking out at public meetings							
Base: n = total sample	361	361		481	481		
	%	%	%	%	%	%	%
men and boys	44	27	-17	40	33	-7	-10
women and girls	6	8	2	6	7	1	1
both men and boys and women and girls equally	49	64	15	53	60	7	8
don't know	1	1	0	0	0	0	0

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
Caring for children							
Base: n = total sample	361	361		481	481		
	%	%	%	%	%	%	%
men and boys	3	1	-2	4	3	-1	-1
women and girls	70	61	-9	66	66	0	-9
both men and boys and women and girls equally	27	36	9	30	30	0	9
don't know	0	1	1	0	1	1	0
Base: n = total sample	361	361		481	481		
	%	%	%	%	%	%	%
women should have equal rights to a job as men (strongly agree + agree a bit)	92	95	3	92	92	0	3
women make as good business leaders as men (strongly agree + agree a bit)	88	94	6	85	93	8	-2
men and women are equally able to make good political leaders (strongly agree + agree a bit)	73	85	12	69	83	14	-2
a man should always have the final word about decisions in his home (strongly disagree + disagree a bit)	23	29	6	25	24	-1	7

Table 58: Components of gender norms index - Uganda

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
UGANDA							
Cooking meals							
Base: n = total sample	434	434		419	419		
	%	%	%	%	%	%	%
men and boys	4	1	-3	2	1	-1	-2
women and girls	80	91	11	84	91	7	4
both men and boys and women and girls equally	15	8	-7	14	8	-6	-1
don't know	2	0	-2	0	0	0	-2
Getting a job / work outside the home							
Base: n = total sample	434	434		419	419		
	%	%	%	%	%	%	%
men and boys	22	26	4	27	31	4	0
women and girls	14	8	-6	11	11	0	-6
both men and boys and women and girls equally	63	65	2	63	58	-5	7
don't know	1	1	0	0	0	0	0

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
Speaking out at public meetings							
Base: n = total sample	434	434		419	419		
	%	%	%	%	%	%	%
men and boys	20	29	9	28	33	5	4
women and girls	1	3	2	3	4	1	1
both men and boys and women and girls equally	78	68	-10	68	63	-5	-5
don't know	1	0	-1	1	0	-1	0
Caring for children							
Base: n = total sample	434	434		419	419		
	%	%	%	%	%	%	%
men and boys	1	1	0	2	0	-2	2
women and girls	56	70	14	59	76	17	-3
both men and boys and women and girls equally	41	29	-12	39	23	-16	4
don't know	1	0	-1	1	0	-1	0
Base: n = total sample	434	434		419	419		
	%	%	%	%	%	%	%
women should have equal rights to a job as men (strongly agree + agree a bit)	87	86	-1	86	90	4	-5
women make as good business leaders as men (strongly agree + agree a bit)	90	90	0	92	88	-4	4
men and women are equally able to make good political leaders (strongly agree + agree a bit)	82	85	3	79	85	6	-3
a man should always have the final word about decisions in his home (strongly disagree + disagree a bit)	28	30	2	29	23	-6	8

Table 59: Components of gender norms index - Nigeria

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
NIGERIA							
Cooking meals							
Base: n = total sample	501	501		388	388		
	%	%	%	%	%	%	%
men and boys	1	2	1	2	1	-1	2
women and girls	80	76	-4	80	86	6	-10
both men and boys and women and girls equally	19	22	3	19	13	-6	9
don't know	0	0	0	0	0	0	0

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
Getting a job / work outside the home							
Base: n = total sample	501	501		388	388		
	%	%	%	%	%	%	%
men and boys	54	46	-8	47	52	5	-13
women and girls	5	6	1	5	4	-1	2
both men and boys and women and girls equally	41	48	7	48	44	-4	11
don't know	0	0	0	1	0	-1	1
Speaking out at public meetings							
Base: n = total sample	501	501		388	388		
	%	%	%	%	%	%	%
men and boys	42	46	4	42	46	4	0
women and girls	5	5	0	5	4	-1	1
both men and boys and women and girls equally	52	48	-4	52	49	-3	-1
don't know	1	1	0	1	1	0	0
Caring for children							
Base: n = total sample	501	501		388	388		
	%	%	%	%	%	%	%
men and boys	5	3	-2	3	6	3	-5
women and girls	58	64	6	63	68	5	1
both men and boys and women and girls equally	36	33	-3	33	26	-7	4
don't know	0	0	0	1	0	-1	1
Base: n = total sample	501	501		388	388		
	%	%	%	%	%	%	%
women should have equal rights to a job as men (strongly agree + agree a bit)	74	77	3	77	80	3	0
women make as good business leaders as men (strongly agree + agree a bit)	82	80	-2	77	84	7	-9
men and women are equally able to make good political leaders (strongly agree + agree a bit)	76	81	5	79	79	0	5
a man should always have the final word about decisions in his home (strongly disagree + disagree a bit)	16	15	-1	11	14	3	-4

Table 60: involvement in decision making

	Participant			Comparison			Difference
	Baseline	Endline	Difference	Baseline	Endline	Difference	
KENYA							
Base: n = total sample	361	361		481	481		
Involved in decision making	44	51	7	44	47	3	4 *
UGANDA							
Base: n = total sample	434	434		419	419		
Involved in decision making	45	59	15 *	46	55	9 *	6 *
NIGERIA							
Base: n = total sample	501	501		388	388		
Involved in decision making	37	38	1	29	31	2	-1

Table 61: Regression - involvement in decision making

Regression - involvement in decision making							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Information/training received	Equal rights for men and women	-0.56	(0.37)	0.70	(0.42)	0.06	(0.17)
Information/training received	How to be listened to in the community	0.03	(0.37)	-0.78	(0.36)	0.01	(0.17)
Participation in GIRL-H	Number of months in the program	0.00	(0.10)	0.02	(0.14)	0.06	(0.06)
Participation in GIRL-H	Learnt about making good choices	-0.38	(0.31)	-0.74	(0.34)	-0.38	(0.15)
Marital status	Married	-0.15	(0.66)			-0.38	(1.15)
Marital status	Single - widowed	-0.97	(1.66)				
Marital status	Single - separated			-1.76	(1.00)		
Marital status	Single - never married	-0.44	(0.69)	0.01	(0.43)	0.22	(1.10)
Age group	10 - 14 years			0.00	(0.69)	-1.94	(1.13)
Age group	15 - 17 years	0.03	(0.55)	-0.19	(0.69)	-1.97	(1.12)
Age group	18 - 24 years	-0.65	(0.59)	-0.25	(0.50)	-1.66	(1.11)
Education level	Pre-primary	-0.20	(1.57)	2.25	(1.17)	1.17	(1.94)
Education level	Primary	-0.17	(1.59)	1.67	(0.99)	1.74	(1.91)
Education level	Secondary	0.47	(1.60)	1.78	(1.15)	1.85	(1.90)
Education level	Post-secondary (college)	-0.32	(1.73)			2.38	(1.98)

Regression - involvement in decision making							
Variables		Kenya		Uganda		Nigeria	
		Point estimates	Standard errors	Point estimates	Standard errors	Point estimates	Standard errors
Education level	Post-secondary (vocational)	1.27	(1.93)	-0.69	(2.23)		
Education level	University	-2.55	(2.23)				
Education level	No education					3.30	(2.12)
Location-Kenya	Garissa	-2.18***	(0.55)				
Location-Kenya	Isiolo	1.06*	(0.51)				
Location-Kenya	Turkana	-2.29***	(0.53)				
Location-Kenya	Wajir	-1.36**	(0.47)				
Location-Uganda	Kabong			-0.47	(0.59)		
Location-Uganda	Kotido			1.89**	(0.68)		
Location-Uganda	Moroto			1.49*	(0.61)		
Location-Nigeria	Lagos					0.83***	(0.16)
	Constant	4.09**	(1.77)	0.29	(1.24)	1.72	(1.89)
	Observations	1664		1706		1778	
	R-squared	0.45		0.28		0.10	
	Adjusted R-squared	0.35		0.19		0.07	

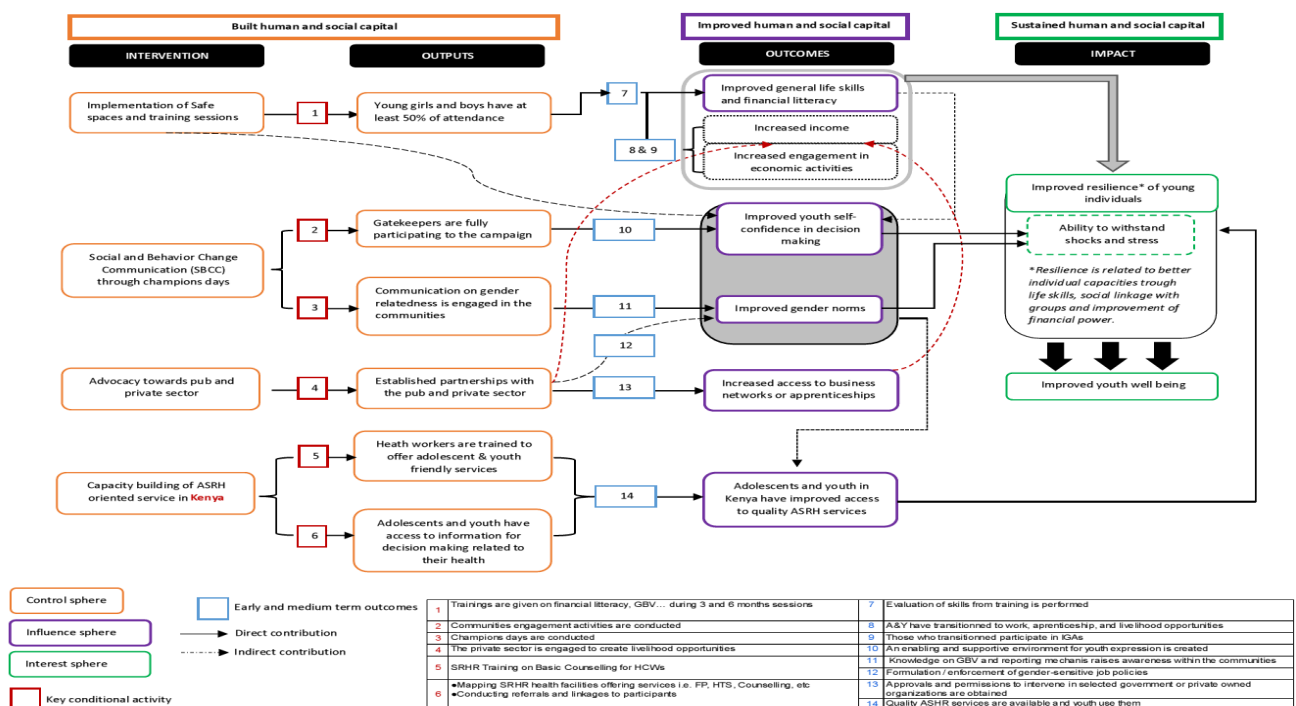
Standard errors in parentheses: * p<0.05 ** p<0.01 *** p<0.001

7.6. Acronyms and abbreviations

CAPI	Computer Assisted Personal Interviewing
DiD	Difference in Difference
EM	Evaluation Matrix
EQ	Evaluation Questions
ESRC	Ethics and Scientific Review Committee
FGDs	Focus Group Discussions
FP	Family Planning
GIRL	Girls Improving Resilience Through Livelihoods
GIRL-H	Girls Improving Resilience Through Livelihoods + Health
HDDI	Household Dietary Diversity Index
HIV	Human Immunodeficiency Virus
HH	Household
IDDI	Individual Dietary Diversity Index
LMS	Livestock Market System
MEL	Monitoring, Evaluation, Accountability & Learning
PMU	Project Management Unit
PPI	Poverty Probability Index
REAL	Resilience Analysis, Research and Learning
RIM	Random Iterative Method
SPSS	Statistical Package for the Social Sciences
VSLA	Village Savings and Loan Association

7.7. GIRL-H Theory of change

Figure 17 GIRL-H Theory of change 2022



7.8. Sampling procedures

7.8.1. Participant group sampling approach

GIRL-H program participants were enrolled into the program in phases namely cycles (Mercy Corps, GIRL-H Cycle & Evaluation Calendars). Kenya and Uganda had three enrolment cycles (cycle 1, 2 and 3) while Nigeria had two enrolment cycles (cycle 1 and 2) – with participants designated as cycle 1, 2 and 3 participants.

Cycle 1 in Kenya and cycles 1 and 2 in Uganda and Nigeria were enrolled into the program prior to data collection for the baseline. Therefore, a random sample of Safe Space groups were selected followed by a random sample of participants within the selected groups. Cycles 2 and 3 in Kenya and cycle 3 in Uganda were recruited by Ipsos team and interviewed for the baseline and were expected to join the GIRL-H program later. The recruitment by Ipsos followed the standard recruitment process based on the Mercy Corps enrolment form (Mercy Corps, 2021). However, recruitment was done only for the sample needed for the baseline. It is possible that some of the cycle 2 and 3 in Kenya and cycle 3 in Uganda recruited and interviewed for baseline never got into the program.

7.8.2. Comparison group sampling approach

Mercy Corps identified comparison villages/communities that were similar to participant villages/communities and were designated as not to have any GIRL-H activities for the lifespan of the program. Comparison group consisted of girls only. Therefore, for each participant village/community where girls were to be interviewed for cycle 1, 2 and 3, Mercy Corps provided a corresponding village/community that matched as closely as possible. Within the comparison villages/communities, Ipsos worked with local leaders to mobilize the communities. After mobilization, Ipsos team recruited respondents using a questionnaire derived from the GIRL-H participant recruitment questionnaire and interviewed them at a central location within the community.

7.8.3. Distribution of the endline sample

The table below shows the distribution of the sample across the counties (in Kenya), Districts (in Uganda), and states (in Nigeria).

Table 62: Sample distribution

	Participant	Comparison
KENYA		
Base	361	481
Garissa	13%	15%
Isiolo	12%	11%
Marsabit	13%	14%
Turkana	31%	26%
Wajir	30%	34%
UGANDA		
Base	434	419
Amudat	16%	37%

Kabong	31%	23%
Kotido	21%	24%
Moroto	32%	16%
NIGERIA		
Base	501	388
Kano	57%	55%
Lagos	43%	45%

7.9. Evaluation tools

The endline questionnaire was adapted from the baseline questionnaire based on the revised logical framework. For example, questions asking about household information asked at baseline were excluded. For Uganda, SRH questions not asked in the baseline were asked at endline. The discussion guide used for the FGDs with mentors was developed by Mercy Corps.

The questionnaire was translated into the following languages: Swahili, Turkana, Borana, Pokot, and Somali for Kenya, Pokot and Ankarimojong for Uganda, Yoruba and Hausa for Nigeria. Ipsos scripted the questionnaires using proprietary iField software incorporating all logic checks and interviewer instructions to ensure quality and consistency of the data. Scripts were extensively tested both in English and translated forms. In addition, the scripts were reviewed during training of the data collection staff and changes incorporated. The final version of the questionnaire was approved by Mercy Corps.

7.10. Quality control

Quality control measures in each country included close supervision, back-checks, listening to audio recordings of interviews, and quality checks on the data by Ipsos quality assurance team. In total, 20% of interviews were accompanied, 40% backchecked and 5% of the recordings reviewed. Where quality issues were noted, back-checks were done to validate the data and where necessary, the data was discarded.

7.11. Data processing and analysis

Data processing included formatting, labelling of variables and recoding of values to match the questionnaire; validation of data based on various checks such as questionnaire logic, missing values, and values that are out of range. Changes to the data were made after seeking clarification from the field team and where required, from respondents. The data was analyzed descriptively and also used to calculate specific indices based on variables of interest. A comparison of the baseline and endline data included a test of significance using ColumnProportions. This test looks at the rows of a table independently and compares pairs of columns, testing whether the proportion of respondents in one column is significantly different from the proportion in the other column, at the chosen significance level, which in this case was 5%. A difference in difference (DiD) analysis has been done on the key indicators and impact attributed if there is a significant positive difference between the difference in participants and the difference in comparison. Multiple linear regression model has been used to test the relationship between specific independent variables and the key outcome variables.

7.12. Ethical compliance

At baseline, Mercy Corps received ethical approval in each country. The evaluation protocol, questionnaire and consent forms were reviewed and approved by the AMREF Ethics and Scientific Review Committee (ESRC) in Kenya, Ministry of Health in Kano State and the National Health Research Ethics Committee of Nigeria (NHREC) in Nigeria.

All the evaluation staff from Ipsos undertook an online research ethics training. They were also briefed on the Mercy Corps' child protection and safeguarding policy and signed a compliance form. All respondents provided voluntary informed consent to participate in the survey. For minors aged 10-17 years, voluntary consent from them was obtained after receiving voluntary informed consent from parent/guardian.