

F4EE

# Foundations for Education and Empowerment



AGA KHAN FOUNDATION  
CANADA



In partnership with

Canada

Foundations for Education and Empowerment (F4EE) aims to improve educational systems at the pre-primary and primary level, in addition to strengthening women's empowerment and gender equality. The project addresses the gender, social, cultural, and economic barriers that women and girls face in accessing education, making life decisions, and improving their equitable learning outcomes as key steps to exercising their basic human rights.



## Outcomes<sup>1</sup>

Indicator	Country	Disaggregation	Baseline	Result – Endline / Cumulative <sup>2</sup>	N (sample size) – Year 5 / Endline
% of supported primary schools and pre-primary classrooms meeting minimum gender responsiveness, quality and secure learning environment standards	Kenya	Primary	43%	88%	40
		Pre-primary	80%	91%	77
	Tanzania/Zanzibar	Primary	43%	87%	45
		Pre-primary	25%	93%	34
	Uganda	Primary	31%	88%	43
		Pre-primary	40%	79%	81

<sup>1</sup> The list of outcome indicators is not exhaustive. Standard indicators and/or those most critical to represent project results have been shared. The full logic model with the ultimate, intermediate and immediate outcome level results is available upon request.

<sup>2</sup> This update covers the Year 5 reporting period for this project from April 2025 to March 2026. However, as this was the final year of project implementation outside of Canada, outcome values in this column represent final project achievements.



% of primary learners who achieve at or above grade level per competency	Kenya	Reading: Girls	30%	42%	426
		Reading: Boys	31%	38%	407
		<b>Reading: Total</b>	<b>30%</b>	<b>40%</b>	<b>833</b>
		Mathematics: Girls	19%	26%	175
		Mathematics: Boys	15%	26%	174
		<b>Mathematics: Total</b>	<b>17%</b>	<b>26%</b>	<b>349</b>
	Tanzania	Reading: Girls	36%	52%	225
		Reading: Boys	39%	43%	199
		<b>Reading: Total</b>	<b>37%</b>	<b>48%</b>	<b>424</b>
		Mathematics: Girls	18%	42%	201
		Mathematics: Boys	24%	41%	224
		<b>Mathematics: Total</b>	<b>21%</b>	<b>41%</b>	<b>425</b>
		Problem Solving: Girls	25%	27%	208
		Problem Solving: Boys	43%	36%	212
	<b>Problem Solving: Total</b>	<b>33%</b>	<b>32%</b>	<b>420</b>	
	Uganda	Reading: Girls	10%	12%	222
		Reading: Boys	8%	13%	210
		<b>Reading: Total</b>	<b>9%</b>	<b>13%</b>	<b>432</b>
		Mathematics: Girls	10%	15%	219
		Mathematics: Boys	18%	24%	205
		<b>Mathematics: Total</b>	<b>14%</b>	<b>19%</b>	<b>424</b>
Problem Solving: Girls		18%	36%	172	
Problem Solving: Boys		17%	31%	169	
<b>Problem Solving: Total</b>	<b>18%</b>	<b>34%</b>	<b>341</b>		
% of pre-primary learners who meet age-appropriate developmental standards	Kenya	Literacy: Girls	30%	84%	54
		Literacy: Boys	24%	82%	50
		<b>Literacy: Total</b>	<b>27%</b>	<b>83%</b>	<b>104</b>
		Numeracy: Girls	54%	95%	47
		Numeracy: Boys	43%	94%	48
		<b>Numeracy: Total</b>	<b>48%</b>	<b>94%</b>	<b>95</b>
		Motor skills: Girls	92%	98%	47
		Motor skills: Boys	89%	98%	43
		<b>Motor skills: Total</b>	<b>90%</b>	<b>98%</b>	<b>90</b>
	Tanzania - Zanzibar	Literacy: Girls	72%	86%	61
		Literacy: Boys	45%	86%	57
		<b>Literacy: Total</b>	<b>59%</b>	<b>86%</b>	<b>118</b>
		Numeracy: Girls	86%	96%	57
		Numeracy: Boys	87%	94%	63
		<b>Numeracy: Total</b>	<b>86%</b>	<b>95%</b>	<b>120</b>
Motor skills: Girls		96%	96%	55	
Motor skills: Boys	100%	94%	60		
<b>Motor skills: Total</b>	<b>98%</b>	<b>95%</b>	<b>115</b>		



		Problem Solving: Girls	89%	94%	65
		Problem Solving: Boys	86%	96%	55
		<b>Problem Solving: Total</b>	<b>88%</b>	<b>95%</b>	<b>120</b>
	Uganda	Literacy: Girls	39%	95%	36
		Literacy: Boys	40%	92%	39
		<b>Literacy: Total</b>	<b>39%</b>	<b>93%</b>	<b>75</b>
		Numeracy: Girls	63%	95%	84
		Numeracy: Boys	74%	96%	84
		<b>Numeracy: Total</b>	<b>69%</b>	<b>95%</b>	<b>168</b>
		Motor skills: Girls	96%	100%	31
		Motor skills: Boys	97%	98%	36
		<b>Motor skills: Total</b>	<b>92%</b>	<b>99%</b>	<b>67</b>
		Problem Solving: Girls	82%	97%	37
Problem Solving: Boys	86%	100%	38		
<b>Problem Solving: Total</b>	<b>84%</b>	<b>98%</b>	<b>75</b>		
<b>Monetary value (Canadian \$) of support raised from local donors by local partner civil society organizations (CSOs)</b>	Tanzania	Total	\$198,029	\$856,473 <sup>3</sup>	4 CSOs
	Uganda	Total	\$163,836	\$347,477	3 CSOs
<b>% of Canadians who state that their knowledge of international development issues increased following a public engagement activity under the project</b>	Canada	Women, girls	N/A <sup>4</sup>	89%	55
		Men, boys	N/A	97%	33
		Non-binary	N/A	100%	5
		Gender not reported	N/A	87%	15
		<b>Total</b>	<b>N/A</b>	<b>92%</b>	<b>108</b>

<sup>3</sup> Year 5 actuals presented for this indicator are final cumulative values, summing two different annual measurements. Exact years assessed vary, based on distinct CSO sub-project timelines.

<sup>4</sup> Data for this indicator was not required at baseline, as the indicators are directly linked to implementation of activities.



## Reach

Reporting Period	Country	Gender	Primary stakeholders <sup>5</sup>	Intermediaries <sup>6</sup>	Total Reach
Year 5 (April 2025 – March 2026)	Kenya	Women, girls	48,307	12	48,319
		Men, boys	49,967	23	49,990
		Total	98,274	35	98,309
	Madagascar	Women, girls	552	79	631
		Men, boys	18	71	89
		Total	570	150	720
	Mozambique <sup>7</sup>	Women, girls	-	-	-
		Men, boys	-	-	-
		Total	-	-	-
	Tanzania	Women, girls	38,731	-	38,731
		Men, boys	40,308	-	40,308
		Total	79,039	-	79,039
	Uganda	Women, girls	30,293	1,043	31,336
		Men, boys	31,514	1,557	33,071
		Total	61,807	2,600	64,407
	Total (East Africa)	Women, girls	117,883	1,134	119,017
		Men, boys	121,807	1,651	123,458
Total		239,690	2,785	242,475	
Canada	Women, girls	-	370,108	370,108	
	Men, boys	-	370,372	370,372	
	Non-binary	-	7,478	7,478	
	Total	-	747,958	747,958	
Cumulative Reach (to March 2026)	Total (East Africa)	Women, girls	890,136	19,055	909,191
		Men, boys	897,915	12,433	910,348
		Total	1,788,051	31,488	1,819,539
	Canada	Women, girls	-	2,214,279	2,214,279
		Men, boys	-	2,214,782	2,214,782
		Non-binary	-	44,734	44,734
		Total	-	4,473,795	4,473,795

<sup>5</sup> The individuals intended to experience an improvement in well-being as the ultimate outcome of the project. For instance, this might include students in an education project, or women and girls in a women's empowerment project.

<sup>6</sup> Individuals that are not the primary stakeholders of the project, but that will experience a change in capacity and behaviours, practices or performance which will enable them to contribute to the project's efforts to improve wellbeing of primary stakeholders. For example, this might include teachers or education officials in an education project, or traditional community leaders in a women's empowerment project.

<sup>7</sup> The modest project component implemented in Mozambique concluded implementation in the previous year. So, this year there is no further annual reach in Mozambique to report.