

DFID PROPOSAL FORM

SECTION 1: SUMMARY PROJECT DATA

1.1	Project title	Empowering Girls through Education
1.2	Country	Kenya - Bondo, Kilifi, Machakos and Tharaka Program Units
1.3	Locality(ies)/Region(s) within country(ies)	Bondo district; Tharaka district; Bahari and Vitengeni Divisions in Kilifi, Machakos County ⁱ
1.4	Partner(s) in country	Ministry of Education, Kenya National Union of Teachers, Teacher Service Commission, Ministry of Public Health Services, Children's Department, Kenya Alliance for the Advancement of Children's Rights, Christian Legal Education Aid and Research, Children Department, Provincial Administration, Solidarity with Women in Distress, Community Based Organizations, Ntanira na Mugambo (Tharaka Women Association), Girl Child Network.
1.5	Project duration	36 months
1.6	Proposed start date	1/4/2011

SECTION 2: INFORMATION ABOUT THE UK ORGANISATION (APPLICANT)

Plan works in 66,886 communities globally with 62.4million people, and has over 100,000 regular supporters in the UK. Plan is in a unique position to demonstrate the importance and effectiveness of tackling the multiple, inter-locking challenges that currently prevent adolescent girls from fulfilling their potential. To implement value-for-money and effective programme and policy interventions, we will bring together a number of our existing strengths. Specifically:

- Strong local understanding of the situation of girls, and knowledge of effective ways of engaging with parents, traditional leaders and governments to promote girls' rights
- Large community footprint gained through our long-term community-based work
- Track record developed from Plan UK's current PPA of successfully empowering children and young people to hold service providers and government accountable for increasing their access to quality services
- A large and well-developed global portfolio of work on education
- Strengthened capacity in sexual and reproductive health and rights (SRHR) through Plan UK's 2009 merger with specialist agency Interact Worldwide, who advise Plan UK on our SRHR work
- Quality research on girls, e.g. the annual "Because I Am a Girl: State of the World's Girls" report
- A new global "Because I Am a Girl" campaign on girls' education, harnessing the combined convening and influencing power of the global Plan family in 48 developing countries, 21 developed countries, and offices in Brussels and Geneva linked to multilateral donors
- An ongoing global campaign to reduce violence in schools (Learn Without Fear)
- Substantial experience of engagement with international policy-makers on girls' issues

Organisational commitment to and action on gender mainstreaming.

SECTION 3: CAPACITY OF ORGANISATION

3.1 EXPERIENCE Please outline your experience in relation to the issues targeted in the proposal and in this country

In the right to education program, Plan Kenya fostered the participation of children, and through child-to-child methodologies, facilitated their role as peer educators and agents of change.

In the completed CSP, Plan Kenya also implemented a programme on civil society development whose main focus was youth empowerment, child protection and inclusion. The main strategy was to strengthen the capacity of Community Based Organizations (CBOs) in leadership, group dynamics, organizational development, financial management, project management, monitoring and evaluation. Through this programme, there was increased focus on addressing issues of the most marginalized children, especially girls and those with special needs. Plan Kenya implemented specific girl-child projects, including Norad supported projects on “Eradication of Child Marriages in Kwale (2008 to 2009)” and “Strengthening Capacities for Eradication of Violence against Girls (2008 and 2010). These projects supported the strengthening of child protection systems at community and government level, increased the participation of girls’ in education and decision making structures and improved the learning environment in schools.

This included creating awareness in the communities about disability issues, identification, assessment, placement and referral of cases of children with disabilities and enhancing the families’ support mechanisms. Additionally, there was lobbying and support for establishment of structures such as the Area Advisory Councils (AACs) and continued promotion of community led processes of birth registration of children.

There was a focus on youth, particularly on interventions that aimed at strengthening the capacity of youths to advocate for good governance and enhance their participation in governance processes at all levels; strengthening relationships between youth organisations and the Government of Kenya departments, civil society organisations (CSOs) and other development actors. Plan Kenya also worked with young people to strengthen the civic competency in advocacy in terms of policy legislation, public budgeting and cross cutting issues affecting the youths.

This engagement in governance processes has contributed to an emergence of vibrant District Youth Councils (DYCs) influencing decision making processes towards accountable service delivery. Youth engagement in social audit processes in 7 PUs has significantly improved aspects of accountability in public finance management and citizen oversight, thereby influencing the quality of public services. Through their experiences, youth in Kwale have been able to provide valuable input in the recently published social budgeting guidelines by the Ministry of Planning, National Development and Vision 2030. In Bondo, Machakos and Kisumu, youth have been able to mobilise the mainstream media as a strategic medium for advocacy, resulting in prompt action from duty bearers. Youth have also been able to debate and provide strategic input on the Kenya National Youth Assembly Bill, which is now an Act of Parliament and review of the Constituency Development Fund Act. Some youth in Nairobi and Kwale have been able to access key information, which enables them to secure funding for their projects. The DYCs have formed the Kenya Youth and Governance Congress as a strategic national advocacy platform for issues affecting



	<p>young people, and have mobilised their peers through civic education to turn out and vote in the Referendum on the new constitution.</p> <p>In the program for Civil Society Development, child protection was also a key area of intervention, drawing from previous years experience to raise awareness on the rights of children. In particular, there was lobbying and support for establishment of structures such as the Area Advisory Councils (AACs). A pilot project, supported by Nokia and Finnish Government on the use of Information Communication and Technology (ICT) and mobile phones for community-led birth registration was also initiated. Plan continued to strengthen the capacity of youth to advocate for good governance and enhance their participation in development.</p> <p>Some of the results attained will be supported through the new Country Strategic Plan (2010 to 2015) whose major goal is to achieve transformed institutions and societies that respect and fulfil rights of all children in Kenya. The CSP has five programs, namely: 1) right to health, 2) right to quality education, 3) right to sustainable and dignified livelihood, 4) right to inclusion and protection, and 5) right to just and democratic governance. This strategic plan aligns closely with the MDGs and the Kenya Vision 2030 development strategy. The main strategies will include: capacity strengthening; strategic partnerships and alliances; advocacy; modelling and scaling up good practices and innovations; participatory information, communication and technology; participatory budgeting; and research, learning, and documentation. These strategies are applied at local, county and national levels.</p>
<p>3.2</p>	<p>FUNDING HISTORY Please provide a brief summary of your experience with projects of this size and scope</p>
	<p>Of Plan Kenya's USD 18 million annual budget, 60% comes from sponsorship of children, and 40% from individual, corporate and institutional donors, including USAID, DFID, SIDA, DANIDA, NORAD, and the Finnish government. Plan Kenya has strong and established financial management, operational, and monitoring systems, internal processes to support effective implementation, budget tracking, reporting, and informed decision making. Plan Kenya has zero tolerance for corruption and is transparent to all of its donors and sponsors.</p> <p>Plan Kenya's Finance Department has a major role in aiming for optimum management of financial resources, for the smooth and efficient implementation of all programs. The department ensures that strict respect is maintained for all operational procedures required for internal control, including protection of assets, management of accounts, management of liabilities, and record keeping of all accounts.</p> <p>Since 2002, grants growth has doubled from USD 3.2 million to the current portfolio of over USD 6 million. In the next 5 years, 2010 to 2015, Plan Kenya is committed to a programme-led resource mobilisation strategy which will ensure that all fundraising (through sponsorship and grants) is congruent with CSP programme priorities.</p>
<p>3.3</p>	<p>FRAUD Are you aware of any fraudulent activity within your organisation within the last 5 years? How will you minimise the risk of fraudulent activity occurring in future?</p> <p>In April 2009, through Plan Kenya's regular internal audits, several irregularities were identified in Plan Kisumu office's financial transactions from financial to payment processes. Further reviews from Finance and Administration departments and investigations by the</p>

Global Assurance team revealed that some staff members from Plan Kisumu Program Unit were involved in fraud by fabricating documentation, misrepresenting activities and making fraudulent payments. The total loss arising from the fraud was USD 32,938.50 out of which 8,631 related to a grant supported by the Finnish Government.

Nine staff members identified to have taken part in the fraud were summarily dismissed in accordance to the legal requirements of the Kenyan Law and the Plan Kenya Zero Tolerance to Corruption. Through Plan Finland, Plan Kenya informed Ministry of Foreign Affairs, Finland of the situation and of the decisions taken (investigation, summary dismissal of involved staff and commitment to pay back to the project the amount lost from the fraud).

Plan's strong systems and procedures for financial control enabled prompt detection of irregularities while the zero tolerance attitude to corruption facilitated open communication to the donor and firm decisions about the staff involved. Plan Kenya will continue to utilise its internal systems (financial and internal control) to check regularly financial controls to ensure that funds are used prudently for the purpose they are meant for. The firm measures taken after the incident in Kisumu will serve as a deterrent and show of commitment to Plan Kenya's zero tolerance towards corruption. Plan Kenya will also continue to be open to its donors and communities should any impropriety happen and will ensure that due processes are followed to resolve such situations.

SECTION 4: PROJECT BUDGET

Note that this should be a summary extracted from the full budget submitted together with this application which must be presented in DFID financial years (1st April - 31st March).

4.1	Total Project Budget	[please work within a budget of \$350,000 per year]
4.2	Total funding requested from DFID	\$ 1,500,000
4.3	Funding requested from DFID in year 1	\$ 500,000
4.4	If you have approached other donors for funding for this project, please give name of donors, reference number, and status of application. Please also list any contributions of your own.	
	No donors have been approached for this project. Within the period of the proposed project, the three PUs plan to invest over USD 1.2 million in education projects, including Early Childhood Care and Development, interventions aimed at inclusive education for children with disabilities, strategic support to infrastructure development, etc.	

SECTION 5: CATEGORISATION

5.1	Project Core Subject Area (Please check up to three boxes which depict the core subject areas of your project)	
	<input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Gender	<input checked="" type="checkbox"/> Governance
5.2	Target Group (Please check the main target group(s) of your project)	

<input checked="" type="checkbox"/> Children <input checked="" type="checkbox"/> Leaders <input checked="" type="checkbox"/> Men	<input checked="" type="checkbox"/> Women <input checked="" type="checkbox"/> Youth <input checked="" type="checkbox"/> Other: Government Officials in Ministry of Education, Gender, Social and Children's Affairs
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SECTION 6: BASIC INFORMATION ABOUT THE PROJECT

6.1	<p>ACRONYMS Please list all acronyms used in your application and explain them in full. Please list acronyms in alphabetical order</p> <p>CSOs – Civil Society Organizations CSP – Country Strategic Plan GESA – Gender Self Assessment SMC – School Management Committee MoA – Ministry of Agriculture MoE- Ministry of Education PCM – Project Cycle Management PME – Participatory Monitoring and Evaluation PSA – Participatory Situational Analysis PULTP – Program Unit Long Term Plan RoC – Rights of the Child</p>
6.2	<p>BRIEF DESCRIPTION: 1 sentence</p> <p>The project aims at empowering girls through education in Bondo, Kilifi, Machakos and Tharaka Program Units in Kenya.</p>
6.3	<p>PROJECT SUMMARY: maximum 10 lines - Outline the overall aim of the project, the expected outcomes, what change the project is intending to achieve and who will benefit.</p> <p>The project will contribute towards the above aim through: strengthened capacities of girls and boys, parents, community leaders and government officials on girls' right to education; increased financing opportunities for girls' education; strengthened capacity of service providers for addressing girls' sexual and reproductive health needs; improved gender-responsive school environment for girls and boys; strengthened capacity of girls and boys relating to sexual reproductive health and self protection against violence.</p> <p>Plan Kenya recognises that in most communities, girls suffer disproportionate inequalities with regards to their rights to education. Whereas there is usually greater parity with enrolment rates, more girls drop out of school and do not transit to secondary schools. The project will work with the duty bearers, communities, girls and boys to address the underlying barriers to girls' education. This project is not a girls-only project since the aim is to address gender inequalities in education based on the local contexts of the target communities. Rallying all stakeholders as promoters of gender equalities is likely to yield better results than having a girls' specific project in isolation of the underlying issues.</p> <p>This project will directly impact over 15,000 girls and over 77,000 people over the three years.</p>

SECTION 7: PROJECT RATIONALE

7.1	<p>PROBLEM TO BE ADDRESSED What problem will this project address? How was the problem identified? How will your project address the problem?</p>
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Education is not only a human right in itself, but also a primary vehicle for people to raise themselves out of poverty and to gain the ability to participate fully in their communities. The UN Convention on the Rights of the Child, ratified by Kenya, states that all children have a right to good quality education that is effective, relevant, non-discriminatory and culturally appropriate. The Education Act (1968) places the responsibility of education promotion and development on the Minister for Education. The Act provides the legislation and policy framework for the establishment, management and quality assurance of education in Kenya. The national education policy emphasises the right of every child to education, obliging the government and parents as the key duty bearers to fulfil this right. The Act emphasises and promotes equal education opportunities for girls and boys, with the need to address cultural, religious and other forms of biases particularly against girls. However, Kenya's basic education sector continues to experience gender disparity where girls are more disadvantaged, with major social cultural factors including early child marriage, Female Genital Mutilation and child labour. While household poverty is also a contributing factor, preference of boys' education compared to that of girls' by parents and communities is more dominant in deciding who should continue. These social cultural factors impact on girls' access, participation and transition as illustrated by education statistics. While national data indicates high rate of gross enrolment (109.8%), the completion rate is lower at 79.5%ⁱⁱ, with evident gender disparity between 75.3% of girls and 85.1% of boys. Poverty at household level continues to be a major factor preventing transition to secondary school, with MOE 2008ⁱⁱⁱ data indicating a transition rate of 67.3% for girls. Of those over 30% of girls who drop out post primary school, other main reasons for this include marriage, pregnancy and discrimination against poor girls in the allocation of bursaries from Devolved Funds Committees.

The project aims to address the following barriers to enrolment, transition and completion of quality education for girls:

- Parents' and guardians' negative attitudes towards girls' education
- Low household income - Over 65% of the population in Bondo, Tharaka, Machakos and Kilifi) are poor.
- High prevalence of HIV and AIDS in Bondo - which contributes to high household poverty and predisposition to child labour.
- High absenteeism by teachers, understaffing and disruption of learning and quality of education for both boys and girls
- Social cultural beliefs and practices such as female genital mutilation and early marriages
- Teenage pregnancies due to early sexual debut, early marriages and apathy
- Unfavourable school environment, including violence in schools, inadequate infrastructure and poor support to children with disabilities (with regard to barrier-free environment and teaching materials and processes).
- Inadequate policy enforcement – there are good policies e.g. re-entry of teenage mothers into school, prohibition of corporal punishment in schools, special allocation for children with disabilities within the Free Primary Education Program, etc. However, as these policies are not disseminated effectively, most parents and children are not aware and this limits their abilities to hold the duty-bearers to account.
- Inadequate distribution of resources, including unequal deployment of teachers, misallocation of resources and poor governance of school development projects and funds.

This project is built on principles of Plan's Global Education Policy that prioritises three key strategic areas: improving equal access, enhancing quality and strengthening education governance. The project will specifically seek to address the identified barriers to girls' right to education through the following key interventions:

- Intergenerational dialogue and awareness on girls' right to education, social cultural

	<p>barriers and attitudes towards girls' education.</p> <ul style="list-style-type: none"> ▪ Reflection and action learning to assess education and gender equality policies with government officials - to ascertain their impact on girls' right to education ▪ Participatory analysis/action research on cultural practices and their impact on gender equality in relation to education ▪ Capacity building of parent teacher associations, school management committees, rights of children (ROC) clubs on gender and education ▪ Mapping and sharing of information on existing financing opportunities for girls' education ▪ Facilitating participatory social audits with a focus on gender equality in education, particularly girls' right to education and gender responsive learning environments, enrolment, drop-out, transition and performance among boys and girls, attitudes towards girls and boys, etc. ▪ Advocate and lobby county and national government to disseminate and ensure effective implementation of adolescent reproductive health policy in schools and communities ▪ Engage with cultural leaders such as <i>Njuri Njeke</i>^{iv} in Tharaka on gender and reproductive issues and the impact of some cultural practices (female genital mutilation and child marriages) on girls' rights to education ▪ Lobby Teacher's Service Commission to deploy female guidance and counselling teachers, and train teachers on gender and girls' right to education ▪ Support peer-to-peer learning and talks on HIV and AIDs and sexual reproductive health among girls and boys ▪ Life skills training on interpersonal and psychosocial issues - including self awareness, self esteem, coping with emotions, coping with stress and peer pressure resistance, interpersonal relationships, friendship formation and maintenance, peaceful conflict resolution, assertiveness, negotiation, effective communication and empathy, decision making, problem solving and creative thinking.
7.2	<p>COUNTRY STRATEGY(IES) AND POLICIES</p> <p>How does this project support the achievement of DFID's country strategy objectives? In what way would this project support national policies and plans related to poverty reduction or other key sectoral areas (e.g. Poverty Reduction Strategy Papers, etc.)?</p>

The project will be informed by several policies, among them:

Gender and education Policy
 The policy emphasises development of modalities for reducing gender disparities in education, with a focus on girls and teachers gender distribution. It aims at improving policy management and learning environments to make them more gender friendly and ensure that the primary education curriculum development, implementation, supervision and assessment address gender issues. It seeks to work with communities to provide, rehabilitate and expand sanitation facilities, create an enabling environment and coordinate stake holders' participation in the provision of girls' education.

Kenya Adolescent Reproductive Health and Development Policy
 The policy recognises the critical roles adolescents themselves can play in promoting their own health and development and emphasises the need for their participation in decision making, planning, implementation, monitoring and evaluation of programmes. It also reaffirms the role of parents, communities, education institutions and religious organisations in assisting children to develop positive norms, attitudes and values.

Plan will facilitate participatory reviews of the Gender and Education policies to identify areas that may need improvement. Gaps identified through this process will form part of advocacy activities focused on national level policy issues.

7.3 TARGET GROUP (DIRECT BENEFICIARIES)
 Who are the direct beneficiaries? How many people are they and how have you determined this number? Please provide an absolute number (e.g. 300 children rather than children in 3 schools) plus a breakdown by age and gender. How were the target group identified? Why were they selected? What consultation has been undertaken with the target group in designing your project?

This project primarily aims to reach girls aged 10 to 14 in upper primary school and adolescent girls aged between 15 to 18 years as they transit to secondary schools or tertiary institutions (e.g. polytechnics). While the focus of the project is on girls education, it will work with boys, men and women for promotion of gender equality.

Program Unit	Number of Schools	Number of children		Total
		Girls	Boys	
Bondo	20	3,270	3,453	6,723
Kilifi	6	2,152	2,491	4,643
Tharaka	24	2992	2131	5,123
Machakos	35	7080	6966	14,046
Total	85	15,494	15,041	30,535

The selection of the direct beneficiaries is justified by the Participatory Situational Analysis carried out in 2009 in the four Program Units. The schools targeted by this project were selected through a participative process involving children, communities, Ministry of Education, and other stakeholders in Tharaka, Machakos, Kilifi and Bondo.

7.4 TARGET GROUP (INDIRECT BENEFICIARIES)
 Who are the indirect (wider) beneficiaries? How many people are they and how have you determined this number? As above – please specify absolute numbers if possible.

	School Management Committees	Communities	Government Officials and Partners	Total
Bondo	300	40,338	10	40,648
Kilifi	90	9,216	10	9,316
Tharaka	360	30,738	10	31,108
Total	750	80,292	30	81,072

7.5 LESSONS LEARNED - What lessons have you drawn on (from your own and others' past experience) in designing this project?

In the previous CSP cycle – 2000 to 2009, Plan worked primarily in a service provider role, with its identity and mandate not distinguishable from that of the state. In this CSP cycle (2011-2015), Plan Kenya will deepen and strengthen Child Centred Community Development (CCCD) as a rights-based approach to development, seeking to enable rights holders (children, families and communities) to self-organise and claim their rights. Equally, the strategy will work towards strengthening the capacity of duty bearers to be responsive and accountable. The strategy will therefore put more emphasis on working with girls, adolescent boys and girls, men and women and with relevant government departments (e.g. Education, Gender, Children's Department), civil society organisations (CSOs) e.g. FIDA, Girl Child Network, FAWEK (Federation of African Women Educators Kenyan Chapter) and the private sector to leverage opportunities for girls' education.

Plan Kenya's mandate is to facilitate processes of engagement between children, families, communities and state actors, to address structural causes of child poverty and denial of rights. The CSP will focus on opening democratic spaces (devolved structures of decision making, devolved resources, the bill of rights in the new constitution and legal frameworks for citizens and state engagement and responsiveness) , at local, district and national levels to ensure sustained realisation of child rights to survival, development and protection. The strategic choice is in tandem with the Plan Global Programme Framework, the Millennium Development Goals (MDGs) and the Kenya Vision 2030 development strategy, which aims to provide a high quality of life to all its citizens by the year 2030.

SECTION 8: PROJECT DESIGN

8.1 APPROACH AND EFFECTIVENESS

Please provide details on the project approach (or methodology) to address the problem you have defined. You should also justify why you consider this approach to be the most effective way in which to reach the project's purpose. Please justify the timeframe and scope of your project.

The project will address barriers to girls' education through Plan's Global Education lens, prioritising the three strategic areas of: access, quality and education governance. This project aims to identify and develop the capacity of girls, boys, government officials, and community leaders, who can sustainably advocate gender equality and support in the evaluation of existing government and community structures on how they promote or inhibit equal access to education. Gender analysis will be carried out through intergenerational dialogues to facilitate better understanding on the gender divisions of labour, decision making roles, access, control and benefits, so providing an enhanced understanding of beliefs and practices, and institutional arrangements that promote or hinder discrimination against girls. Targeted interventions will seek to address barriers at family, community and

	government levels, as well as building the confidence and skills of girls to participate in education and in decision making processes.
8.2	<p>VALUE FOR MONEY It is important that CSCF projects provide good value for money (e.g. costs per beneficiary, % of costs on activities compared to running costs). Please explain in what way your project will offer the maximum benefit for the resources requested. What alternative approaches could have been applied and why have they been ruled out?</p> <p>The project will provide value for money. The project value for money cannot be quantified but it can be derived from the relevance of the project to the direct and indirect beneficiaries, the sustainability of projects interventions and by its intention to reach girls as a marginalised group but that has potential for multiplier effects.</p>
8.3	<p>BENEFICIARY INVOLVEMENT Please specify how the project beneficiaries will be involved in the implementation, management and monitoring of the project.</p> <p>The project recognises the critical roles adolescents themselves can play in promoting their own health and development, and emphasises the need for their participation in decision making, planning, implementation, monitoring and evaluation of programs addressing their own needs.</p> <p>The Family and the Community</p> <ul style="list-style-type: none"> ▪ Maintain the traditional role of supporting and moulding adolescents' lives, whilst also being challenged by emerging socio-economic and cultural challenges. ▪ Advocate promote, and support this project's implementation and the provision of information and services to the girls and boys. ▪ Support fully the integration of girls' rights to education into the social, legislative and policy development agenda and support the eradication of un-favourable socio-cultural practices that promote gender inequality in education and violence against girls. <p>Children and Adolescents.</p> <ul style="list-style-type: none"> ○ Seek appropriate information for themselves and enhance awareness of issues related to consumption of alcohol and harmful drugs. ○ Mobilise individuals, leaders and the community to support the implementation of the project using existing structures in folk media and modern theatre. ○ Articulate adolescent reproductive health issues to the public and other stakeholders. ○ Tak5 the initiative to make responsible life decisions and positively change their sexual and reproductive health behaviours, seek and utilize ARH counselling, information and services.
8.4	<p>OTHER AGENCIES (WIDER CONTEXT) What other agencies, including Government are involved in the areas where this initiative will take place and how will you work with them? How will the project address gaps, complement other initiatives and avoid duplication?</p>
	<p>Ministry of Education</p> <ul style="list-style-type: none"> ▪ Continue to review and integrate HIV/AIDS education at all levels of the education system. ▪ Ensure the integration of reproductive health education into the curricula at all levels of the education system. ▪ Mobilise individuals and organisational support for the implementation of ARH&D and population education programs. <p>Ministry of Health The Ministry of Health's Division of Primary Health Care is one of the principal implementers of the Adolescent Reproductive Health and Development (ARH&D) Policy.</p>

Responsibilities include:

- Coordinating and implementing reproductive health programmes, ensuring that Adolescent Reproductive Health and Development (ARH&D) concerns are fully integrated.
- Implementing and coordinating adolescent health aspects of STI/HIV/AIDS programs.
- Producing and disseminating health and education information, messages and materials.
- Training health personnel at all levels and ensuring that adolescent reproductive health is integrated into the training curricula of all medical and paramedical personnel.
- Ensuring the provision of adolescent-friendly reproductive health information and services at all government health facilities.

Civil Society Organizations

The implementation of this programme requires the full cooperation of a wide range of interested parties, including NGOs, CBOs, the private sector, religious institutions, families and communities, mass media, and young people themselves.

NGOs, CBOs and the Private Sector

To supplement Government Ministry inputs, these groups will provide:

- SRHR services as primary health care e.g. quality family planning, counselling, information, education and communication, and services.
- IEC materials that are culturally sensitive, comprehensive and inclusive of all relevant issues such as sexuality, STD/HIV/AIDS, unwanted pregnancies and early childbearing, unsafe abortion, contraceptives, responsible behaviour, etc., for special groups like parents, teachers, religious institutions, service providers and others.
- Technical support - training existing health care service providers around managing adolescent reproductive health problems, and enhancing the provision of youth friendly services.
- Capacity building for adolescents to manage ARH&D programmes and to demand their own rights to access to quality services and information on reproductive health.
- Resource mobilisation for ARH&D programmes.
- Watchdog presence to ensure the policy is implemented at all levels of the society.

Media

- Produce and serialise programmes and features on Education and development.
- Ensure that issues of adolescents and their well-being are kept in the forefront of public consciousness through regular debates, features and critiques on programmes, policies and actions of the various players in this field.

8.5

SUSTAINABILITY

What are the prospects for the benefits of the project being sustained after the funding stops? *Note: If you are providing services through the project, you should also outline how they will continue at the end of the project. This section should also explain why the timeframe you have specified for the project is sufficient to reach the project's objectives and how it will support the achievement of sustainability.*

	<p>This is a long-term intervention which requires strong partnerships. To achieve sustainability, Plan will work in partnership with the Ministry of Education, Public Health and Sanitation; stakeholders and structures at local level; and women's rights organisations such as FIDA, Girl Child Network, FAWEK, etc. The project has a strong component of capacity strengthening, governance and advocacy aimed at ensuring that boys, girls, communities and other stakeholders are equipped with key skills to ensure sustained change. The project aims to build girls' rights advocates who are respected and passionate about gender equality, and who will continue to promote girls' right to education even after the termination of the project.</p>
8.6	CROSS CUTTING ISSUES
8.6.1	<p>GENDER EQUALITY It is a requirement that all DFID projects promote gender equality. Please explain how Your project will do this.</p> <p>The project explicitly seeks to address girls' rights to access quality education by tackling numerous barriers to this - including limited value assigned to girls' education by parents, inhibitive cultural practices e.g. child marriages and female genital mutilation, and ineffective policy implementation for the promotion of girls' education.</p> <p>By targeting girls in most of this project's interventions, we hope to contribute to their empowerment through increased knowledge and skills,. In particular, the project seeks to enhance their life-skills and self-protection, to address their limited participation in leadership and decision making processes around matters affecting their lives.</p>
8.6.2	<p>AGE What impact will your project have on different age groups (e.g. children, youth and the elderly)? If the project involves work with children, how are child protection issues to be addressed?</p> <p>Efforts will be made to strengthen capacities of children, parents, teachers, community members, religious and political leaders, service providers, relevant institutions, and other stakeholders in order to respond to issues affecting adolescent boys and girls.</p>
8.6.3	<p>EXCLUDED GROUPS How have you ensured that the needs of excluded and vulnerable groups, including people with disabilities and people living with HIV/AIDS are addressed within the project?</p> <p>People with Disabilities Persons with disabilities are generally a marginalised group, with the issue further compounded if they are adolescents. To address their needs the following strategic actions are proposed:</p> <ul style="list-style-type: none"> ▪ Promote disaggregated data collection, analysis and use in programming. ▪ Enhance the capacities of institutions, individuals and teachers to respond to the special needs of adolescents with disabilities, through integration with other Plan programmes. ▪ Ensure that the project makes a deliberate effort to be entirely inclusive, particularly for girls with disabilities. ▪ Promote access to reproductive health information and services for adolescent girls with disabilities.
8.6.4	<p>ENVIRONMENT Please specify what impact (positive, neutral or negative) your project is likely to have on the environment. Please note the severity of the impacts and if negative, what steps you will take to mitigate these.</p>

	N/A
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SECTION 9: PROJECT MANAGEMENT AND IMPLEMENTATION

9.1	PROJECT MANAGEMENT Please outline what are the project implementation and management arrangements for this project.
	<p>The project will be implemented by Plan Kenya, overall strategic leadership from the Country Director and members of the Country Management Team. The Strategic Programme Support Manager, who is also part of the CMT, will provide strategic programmatic oversight to the project. In each PU, the Education Programme Coordinator will be responsible for oversight for project coordination. The Programme Coordinator will supervise project officers who will be responsible for day to day project implementation and monitoring. In each PU, the project will receive technical support from Programme Coordinators - Health, and Inclusion and Protection, particularly on program activities related to sexual reproductive health and protection, respectively. The programme will also be supported by a team of programme, grants and finance staff at the country office level, including a Monitoring and Evaluation Manager, Governance Coordinator, Advocacy Coordinator, Child Protection Advisor, and Resource Mobilisation Coordinator.</p> <p>The finance and grants team at the country office level will provide support to ensure compliance to donor requirements and reporting, including timely and quality reporting.</p> <p>Below are the key staff who will be involved in the project:</p> <ul style="list-style-type: none"> • 4 Program Officers (3 FTE) • 4 Program Coordinators - Education (0.5 FTE) • 4 Program Coordinators – Inclusion and Protection (0.3 FTE) <p>Plan Kenya has recently undertaken a structure-review in line with its Country Strategic Plan. All the above positions are within the proposed structure.</p> <p>The following are the equipment proposed for this project: 2 Motorbike, 3 Laptops</p>

SECTION 10: MONITORING, EVALUATION, LESSON LEARNING AND BUILDING SUPPORT FOR DEVELOPMENT IN THE UK

10.1	<p>How will the performance of the project be monitored? What baseline information will you collect initially against which to show progress, how will you demonstrate progress (identifying interim indicators or milestones) and how will you assess impact? How will the logframe be used? Are the indicators sufficiently SMART?</p> <p>Plan Kenya will commission country-level coordinated baseline studies in the first year of the CSP to inform benchmarks and targets for purpose and output indicators. The baselines will support monitoring and assessment of project achievements. Following the baseline, the quantitative and qualitative indicators in the project logical framework will be refined to incorporate the benchmarks more specifically and in a measurable form.</p>
10.2	How will you involve beneficiaries and other stakeholders in monitoring and evaluation?

	<p>Plan Kenya will use the Annual Participatory Programme Reviews (APPRs) to monitor and assess progress towards realising the project's objectives, alongside stories of change for learning purposes. Participatory monitoring and evaluation methods such as Participatory Action Research and the Most Significant Change (MSC) technique, will be employed to capture most significant changes that have resulted from project implementation</p> <p>An end term evaluation will be undertaken to assess the project's achievements against the set results.</p>
10.3	<p>Please explain how the learning from this project will be disseminated. This section should include how useful information and lessons will be shared during and at the end of the project, and to whom this information will be targeted (e.g. project stakeholders and others outside of the project).</p> <p>Plan Kenya will undertake action research to accumulate evidence and strengthen advocacy interventions, as well as to support learning, monitoring and evaluation. Plan Kenya will partner with local and international academic, research and media institutions to facilitate research, documentation and communication of the project's experiences with wider audiences. Documentation and sharing will also occur through participatory media, reflective learning forums and participatory "writeshops". Learning will be disseminated via stakeholder forums and periodic meetings aimed at strengthening the District Education Forum/networks.</p>

SECTION 11: PROJECT RISKS AND MITIGATION

11.1	<p>Please outline the main risks to the success of project indicating if the risks are high, medium or low. How will these risks be monitored and mitigated? If the risks are outside your direct control, is there anything you can do to manage their effects? If relevant, this should include an assessment of the risk it poses to local partners to participate in the project. <i>Note that risk is not necessarily a reason to penalise a project. Projects might be good <u>because</u> they are taking risks and breaking new ground.</i></p>														
	<table border="1"> <thead> <tr> <th>RISK</th> <th>DEGREE</th> <th>MITIGATION</th> </tr> </thead> <tbody> <tr> <td>The risk of retrogressive cultural practices</td> <td>High</td> <td>Mitigation Behaviour Change Communication</td> </tr> <tr> <td>Limited /inadequate resources(human, financial and material)</td> <td>High</td> <td>Boosting resource mobilisation efforts and enhancing linkages through devolved funds like the Constituency Development and Local Authority Transfer devolved Funds.</td> </tr> <tr> <td>Poor management and misappropriation of education resources</td> <td>Medium</td> <td> <ul style="list-style-type: none"> ❖ Lobbying and advocacy for enhanced accountability by the duty bearers. ❖ Regular School assessment, audits and joint supervision(SMCs; PTA; CSOs) ❖ Accountability boards in schools </td> </tr> </tbody> </table>	RISK	DEGREE	MITIGATION	The risk of retrogressive cultural practices	High	Mitigation Behaviour Change Communication	Limited /inadequate resources(human, financial and material)	High	Boosting resource mobilisation efforts and enhancing linkages through devolved funds like the Constituency Development and Local Authority Transfer devolved Funds.	Poor management and misappropriation of education resources	Medium	<ul style="list-style-type: none"> ❖ Lobbying and advocacy for enhanced accountability by the duty bearers. ❖ Regular School assessment, audits and joint supervision(SMCs; PTA; CSOs) ❖ Accountability boards in schools 		
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ⁱ The administrative units have changed in the new constitution where districts have been renamed to counties. However, we do not yet know the boundaries and the new names so we have maintained them as they are currently.

ⁱⁱ Ministry of Education Facts and Figures 2002-2008

ⁱⁱⁱ Ibid

^{iv} Njuri Njeke is a group in Tharaka community that is considered to be the custodian of communities' culture and that is consulted on several cultural issues including decisions of marriage, circumcision, conflicts etc.