THE EMPOWERING GIRLS FOR LIFE PROJECT

MID-TERM EVALUATION REPORT

PLAN INTERNATIONAL KENYA

25th FEBRUARY 2013

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Acknowledgement

When all is said and done, this report would never have been possible without the central role played by the adolescents and communities in Bondo, Kilifi , Machakos and Tharaka program units. We acknowledge their willingness to share with the evaluation team their experiences, reflections and suggestions. We also interacted with government officers, community leaders and other actors and we are grateful to them for sharing with us their valuable perspectives.

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Upward Bound
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Abbreviations

AAC	Area Advisory Council
ACRWC	African Charter on the Rights and Welfare of the Child
AEO	Area Education Officer
ARH	Adolescent Reproductive Health
ASRH	Adolescent Sexual and Reproductive Health
AIDS	Acquired Immune-deficiency Syndrome
BARAA	Baptist Aids Response Agency in Africa
BMU	Beach Management Unit
CHW	Community Health Workers
CBO	Community Based Organization
CCCD	Child-Centred Community Development
CSO	Civil Society Organization
DEO	District Education Officer
CHW	Community Health Workers
FAWE	Forum for African Women Educationalists
FGD	Focus Group Discussion
FPE	Full Primary Education
GCN	Girl Child Network
GoK	Government of Kenya
HIV	Human Immune-deficiency Virus
KII	Key Informant Interview
OVC	Orphan and Vulnerable Children
MoE	Ministry of Education
PAR	Participatory Action Research
PU	Program Unit
QASO	Quality Assurance Standards Officer
ROC	Rights of Children
SMC	School Management Committee
SRHR	Sexual and Reproductive Health Rights
STD	Sexually Transmitted Disease
ToF	Trainer of Facilitators
TSC	Teachers' Service Commission
UK	United Kingdom

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VCT	Voluntary Counselling and Testing
VSL	Village Savings and Loans
VSLA	Village Savings and Loans Association

EXECUTIVE SUMMARY

Plan is an international child-centred community development organization without political, religious or governmental affiliations. Plan's vision is of a world in which all children realize their full potential in societies that respect people's rights and dignity. A Building Skills for Life project is being implemented in 10 countries including Kenya. A mid-term evaluation was carried out. Its overall purpose was to assess project progress against key indicators and to assess any changes that occurred in project communities since the baseline survey. The key questions of the evaluation examined relevance, efficiency, effectiveness, sustainability and lessons learned. Methodology for the assignment included secondary data collection and primary data collection using questionnaires, key informant interviews, focus groups discussions and a validation workshop.

Background

The project was implemented in Kilifi, Bondo, Tharaka and Machakos Program Units. The project has five outputs namely, (i) positive attitudes and behaviour of parents and community members and leaders toward girls' rights to education (ii) increased financing opportunities for girls' education (iii) overall quality of education improved and made more responsive to the needs of adolescent girls (iv) learning environment in schools improved for girls and (v) adolescent girls and boys have knowledge and skills in relation to sexual and reproductive health and rights, and access to appropriate services.

Country context

Following a new constitution promulgated in 2010, an Education Act was passed by Parliament in 2013. It upholds the free and compulsory education of children, outlines the responsibility of state and parents in promoting education and training, institutional management of education, governance and management of basic education and training, establishes a National Education Board and County Education Boards.

Limitations

In Oganya, only less than six teachers could be gathered for a focus group discussion due to the low staffing levels and the fact that the field work was done during the first week of opening school. In the same community, the response of the male parents to mobilization for focus group discussion was weak.

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Findings

Due to the project and other similar interventions, girls prioritize education, despite a variety of roles they played. Learning and studying was allocated 24% of their weekly time by female adolescents, for whom it was a leading allocation. Learning and studying was a second priority for male adolescents and consumed 18% of their time. The leading allocation for male adolescents was farming with 19% of their weekly hours compared to 20% for female adolescents. At baseline, the both male and female adolescents prioritized learning and studying, each allocating 21% of their time to it. The second priority at baseline was farming to which male adolescents allocated 20% of their time and female adolescents allocated 17% of their time. These changes indicate the increasing emphasis placed on learning and studying for the female adolescent and the simultaneous, unintended result of a drop in such emphasis on the part of the male adolescent. Increasing opportunities for recreation, the consequent increase in the need for money in circumstances of poor incomes and poverty contribute to child labour and generally to poor attention to learning and studying for the male adolescent. Parents and authority figures have not effectively countered these trends in part due to the perception, partly arising from interventions by a host of actors promoting girl education, that the male adolescent is better off and does not require much of their attention.

Plan worked with clan elders to address cultural barriers to educating girls. Furthermore, at community level, clan elders are active in promoting girl education and safeguarding the rights of girls. It's worth noting that there is an increase in the school enrollment for girls and a drop for boys compared with the baseline statistics. The school enrollment rate for boys was 91.8% down from the baseline level of 94.1% while that of girls stood at 94.1% up from the baseline level of 92.9%. This reflects the efforts made by Plan and other actors in promoting education for girls.

Among the girls, only 6.3% missed school due to periods during the year preceding the evaluation, as compared to 12.4% during baseline. A majority (68%) of the adolescents reported that their parents encouraged them to take school seriously all the time. At baseline, 62.3% of the adolescents reported that their parents encouraged them to take school seriously all the time. Disaggregated by gender, at baseline 72.0% of the boys and 54.1% of the girls received such advice. This dropped off to 65.3% for boys and improved to 70.6% for girls during the mid-term evaluation.

Through the project initiatives, children, both girls and boys were encouraged to remain in schools. Educational tours organized by schools in collaboration with education offices in the districts gave pupils and students exposure as they were able to learn and share with their counterparts and professional from different areas. The wholistic approach to improved quality of education has contributed to improvement in the performance of both boys and girls and some of the schools

In terms of whether girls take leadership positions in schools, 39.8% of the adolescent respondents strongly agreed, 53.8% agreed, 1.1% neither disagreed nor agreed, 4.3% disagreed, while 1.1% strongly disagreed. When disaggregated by gender, male adolescents reported more than female adolescents that girls take leadership positions in class. These results, compared to baseline, show an improvement from 35.5% for male adolescents and a drop from 38.1% for female adolescents reporting that girls take up leadership positions. These figures report increase of girls in leadership and reflect a growing desire amongst girls for leadership positions.

The adolescent girls and boys did acknowledge SRHR under the project but also pointed out that some of the issues are dealt with during their lessons in class. On their part, parents recognized the importance of sex education for adolescents. However, some of them were of the view that sex education was contrary to their cultural beliefs. It was their view that education on SRHR should be offered with caution as it could introduce children to improper sexual behaviour if not properly administered.

Although girls feel less safe in school compared to the boys, for both gender, school is perceived safer than during the baseline. This reflects the efforts that have been undertaken by the project to make school safe zones. In addition, due to other interventions, a toll free helpline (116) was available to the adolescents. Various stakeholder sensitization sessions had been carried out on the need to reduce violence against children.

According to respondents, girls and boys were actively involved in decision making such as selecting their leaders, as in Kyumbuni Primary school, or in financial resource management such in a Gunga primary, children were involved in the budgeting process for the school feeding programme.

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Innovation

The interventions of the project address factors at school, at family level and generally in the community that singly or in combination work against girl education. This approach serves to enhance the chances of success for the project. The project was innovative in the manner in which it introduced the "*Tuko Pamoja*" (we are together) book that ensured teachers understood the delivery of SRHR information and sex education. It also seeks to raise the living standards for families and address child poverty through promotion of village savings and loans associations.

The mobilization of parents and community members to act as defenders of children rights by patrolling the routes they use to and from school innovatively engages directly the primary duty bearers, aims to increase ownership amongst the community members and improves sustainability prospects. Similarly the inter-generational dialogue builds on the respected guidance and counseling roles that older members of the community play to address issues that work against the education of boys and girls.

Conclusion

The programme is likely to meet expected targets under the 5 outputs as set out in the programme design. There is a need to pay closer attention to the output on SRHR.

Recommendations

The recommendations are for the project to mainstream and strengthen child rights in all school clubs; further strengthen collaboration with all key stakeholders in the program units; deepen tapping into local, devolved resources; undertake sustainable follow-up and mentorship for teachers on alternative discipline methods; enhance the training of both the boys and girls on sexual and reproductive health rights; develop sustainable programmes for local production of reusable sanitary pads; lobby schools to enhance measures for enjoyment of rights and safety and security of students; support economic empowerment of parents to address poverty and mobilize parents to play a more proactive role in the education of their children; strengthen conflict resolution mechanisms between parents and teachers; sensitize parents against decline in the education of male adolescents; strengthen learning aspects of the project and strengthen the rights perspective in all interaction of the project to further enhance sustainability.

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1.0 INTRODUCTION

1.1 BACKGROUND

Plan is an international child-centred community development organization without political, religious or governmental affiliations. Plan's vision is of a world in which all children realize their full potential in societies that respect people's rights and dignity.

Plan's mission is to strive to achieve lasting improvements in the quality of life of deprived children in developing countries, through a process that unites people across cultures and adds meaning and value to their lives, by:

- enabling deprived children, their families and their communities to meet their basic needs and to increase their ability to participate in, and benefit from, their societies;

- building relationships to increase understanding and unity among people of different cultures and countries; and

- promoting the rights and interests of the world's children.

Plan started its work in Kenya in 1982. Currently it has seven program units in the rural areas of Bondo, Homabay, Kilifi, Kisumu, Kwale, Machakos and Tharaka, and an urban program unit which currently works in Nairobi.

Building Life Skills Project

A Building Skills for Life project is being implemented in 10 countries including Pakistan, Cambodia, El Salvador, Mali, Malawi, Zimbabwe, Rwanda, Sierra Leone, and Kenya. The project centres on four thematic areas of programming as summarized in the figure below.

The project was to do so 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 on sexual reproductive health and self protection against violence.

The mid-term global evaluation was coordinated by Plan United Kingdom (UK).

Figure 1: Thematic areas of programming
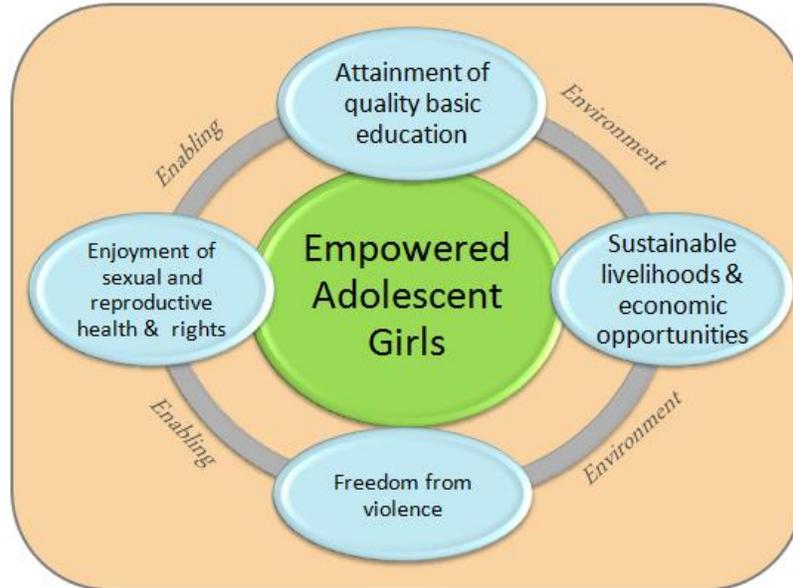
The project has five outputs with a number of activities carried out as outlined below.

Output 1: Positive attitudes and behaviours of parents and community members and leaders toward girls' rights to education

Participatory action research to identify and explore specific cultural issues was carried out, plans of action were developed and were being implemented in the PUs over the period under review. Over 400 boys and 400 girls in Bondo and Machakos PU were trained on advocacy and life skills. Themes were identified and advocacy plans developed while patrons of clubs were trained as facilitators which has boosted the sustainability prospects of the advocacy action by adolescent boys and girls.

There were 53 sessions targeting a total of 1,590 pupils in which Intergenerational focused dialogues sessions were conducted for girls, boys, women and men in Bondo, Kilifi and Tharaka PU. In Kilifi gender focused sessions were held separately with men and boys; and women and girls.

In identifying and dealing with inhibitive cultural practices, dialogues targeting 530 cultural leaders were carried out in the four PUs and plans of action developed. There

were local level advocacy campaigns, one in each PU and 53 *barazas*[1] targeting 10,600 people were held.

In conducting gender-focused community dialogues, Plan took advantage of action research sessions in Bondo to lobby village elders, parents, religious leaders, teachers, and children, to support girls' access and completion of quality education. In Tharaka, retired teachers had a consultative session with opinion leaders, religious and cultural leaders that analysed retrogressive traditional practices and beliefs that impede children's education especially that of the girl-child.

Open day sessions were conducted in 23 school communities within the 4 PUs, bringing together pupils, their parents as well as education officials to discuss school-by-school, issues affecting education. They also targeted socio-cultural issues affecting girl child education including supporting parents to invest in girls' education and allocate household resources accordingly; awareness-raising on parental participation, gender equality, communication and relationships between parents and teachers.

Output 2: Financing opportunities for girls' education increased

Financing opportunities for girls' education were mapped and identified in the 4 PUs. Stakeholders were informed of the available financing opportunities for schools in the project. Barriers to access to financing opportunities identified and action plans developed. Strategies for addressing the barriers were identified we implemented during the period under review. Trainings were done to stakeholders on the identified gaps.

There was support for participatory budgeting and gender social auditing processes in schools and share budgets and the results of gender social audits with communities and devolved structures. The project developed engendered tools for social audit; 60 youths were trained as trainer of facilitators (ToFs) on participatory budgeting and social audit. Analysis of bursary allocation for the participating 53 schools was done.

Mapping was done in the PUs and a shared understanding on existing livelihood opportunities in was developed. Active linkages were developed between different income generating activities and education financing.

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[1] A public community meeting

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Output 3: Overall quality of education improved and made more responsive to the needs of adolescent girls

Lobbying for policy dissemination (gender policy in education, reproductive health policy) with relevant line ministries was done in all the implementing PUs. There was capacity development of SMCs to integrate gender in school development planning and management- topics included governance, gender, child participation especially girls and resource mobilization.

In Machakos PU, girls (28) and boys (14) were trained on leadership skills. The sessions entailed the process of identifying class leaders; effective leadership qualities; as well as formulating class rules and developing means of maintaining discipline in schools. In Kilifi, a total of 30 children (18 girls, 12 boys) participated in the Pwani Children's Voices Network forum. The network has representation from school clubs from several sub-counties in the coastal area. Through this forum, boys and girls got an opportunity to gain knowledge and acquire skills on children rights and responsibilities both at home and school.

In all the PUs there was work done with quality assurance and standards officer (QASO), other actors in the education sector to identify and address root causes of poor performance especially amongst girls.

Output 4: Learning environment in schools improved for girls
Use was made by the project of sports, music and drama functions to improve the learning environment for girls in schools.

Teachers were trained on positive disciplining and alternative conflict resolution practices. There was support by the project for the creation of safe spaces in schools for girls in schools to discuss life skills and self-protection. Beyond that, there were efforts to promote linkages to psychosocial support structures for girls such as Childline and other referral institutions. There was discussion about speak-out boxes and in Machakos PU such boxes have been used. They have been effective in creating a channel for girls to bring rights violations to light.

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There was community mobilization for action on violence against children, particularly girls in the four PUs, sensitization on existing government policies; and use of social audit and citizen score cards to highlight and pressurize on violence in schools. The project strengthened area advisory councils (AACs) to work with schools on violence against girls.

Output 5: Adolescent girls and boys have knowledge and skills in relation to sexual and reproductive health and rights (SRHR), and access to appropriate services

Participatory action research to explore barriers for girls and boys in accessing SRHR services, including stigma was carried out in Bondo, Machakos and Tharaka PUs. Training of Community Health Workers (CHW) was carried out in the three PUs. In Tharaka, mapping of SRHR was undertaken internally through consultative forum. Following that, 34 CHWs were trained as trainers on SRHR. The trained CHWs trained 60 girls as peer mentors who were engaged in sensitization of other children in schools.

Kilifi PU also conducted an action research on factors that hinder access to ASRHR services for adolescent girls and boys. In the PU, 15 CHW's (4 male and 11 female) from the target villages and schools are were trained on adolescents sexual reproductive health and rights, managing critical adolescent sexual and reproductive health (ASRH) related issues; sexual violence, teenage pregnancies, drug and substance abuse, communicating with young people and provision of adolescents friendly services. They were trained to train other CHWs and adolescents. In addition, a total of 120 VSLA group members were reached with ASRH and parenting information in Kilifi.

In Machakos PU held a session with VSL group representatives on SRHR and parental responsibilities, the members felt that it was the responsibility of teachers and church to provide such information.

A national stakeholder's forum on promoting girls education and Adolescent Sexual and Reproductive Health was held in Nairobi. The forum brought together 39 participants (26 female and 13 male) from 21 organizations comprising of INGOs, National NGOs like Girl Child Network(GCN) and FAWE Kenya, Civil Societies Organizations (CSOs), Departmental heads from Ministries of Health, Gender, Children and Education, National Council of Children Services and the media.

Communities of Work

The project was implemented in Kilifi, Bondo, Tharaka and Machakos Program Units. In each of the PUs, Plan has allocated direct responsibility for successful delivery of the project to a specific Project Officer. The officer is supported by the Programme Coordinator, other PU staff and the Program Unit Manager in implementing the project. The PU is in turn supported by the Country office. In implementing the project Plan works with children, youth, their parents, school management committees, CBOs, local leaders, government officials, other local actors and the community at large. This arrangement has enabled the project to be delivered efficiently.

Major milestones

Duty bearers and community level

Participatory action research (PAR) was carried out in Bondo, Kilifi, Machakos and Tharaka PU to identify cultural issues hindering girls' education. In Machakos, nine village councils were launched as a way of creating effective child protection structures. They comprise of multi-sectorial community leaders and are tasked to identify key advocacy issues affecting their village and develop action plans to address them.

Intergenerational focused dialogues sessions were conducted for girls, boys, women and men in Bondo, Kilifi and Tharaka PU.

In Bondo PU, in collaboration with the Children's Department, local leaders and government departments were facilitated to visit Islands surrounding Lake Victoria to monitor violence against children. In the PU, community mobilization for action against violence against children led to the, prohibition of licensing of children to fish at the beaches of Ndeda and Oyamo Islands by the Fisheries department to the Beach Management Unit (BMU).

Tharaka and Kilifi PU organized workshops to lobby senior Government officials in the Ministry of Education, Teachers Service Commission (TSC) to deploy more female teachers in the rural primary schools within the Counties.

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In Bondo PU, key stakeholders from different line ministries including Education, Children's Department; Gender and Social Services; Ministry of Health and civil society organizations were taken through gender and child rights training.

Funding education

Kilifi PU conducted a training outlining the principles of participatory budgeting and gender social auditing processes in schools and the sharing of budgets and the results of gender social audits with communities around projects supported by devolved government funds. At least 20% of deserving girls from participating schools benefit from bursaries; appropriate information sharing points on bursary disbursements were established. In Tharaka a follow up meeting was conducted with CDF bursary committee in the 21 locations after social accountability training was conducted to review progress. A similar review of bursary allocation was carried out in Bondo PU. In the PU, the result was that 5% of the bursary fund is set aside for girls only. The remaining 95% is available to support both boy and girl education.

Sustainable livelihoods and economic opportunities

Training on business skills and markets research was conducted in Machakos PU for 24 Village Savings and Loans Association (VSLA) group members who also included community based trainers.

Freedom from violence

Over 400 boys and 400 girls in Bondo and Machakos PU were trained on advocacy and life skills. In Bondo, Kilifi, Tharaka and Machakos PU, awareness creation was conducted in all the project schools for teachers and pupils on the use of speak out boxes. Such boxes are already in use in Machakos PU.

Enjoyment of sexual and reproductive health rights

In Bondo, Kilifi and Machakos PUs mapping of Sexual Reproductive Health and Rights (SRHR) was undertaken internally through a consultative forum. Knowledge in some aspects of SRHR has improved although the change is small in other aspects. Awareness of SRHR services has increased among the adolescents.

Learning environment

Tharaka PU in partnership with Baptist Aids Response Agency in Africa (BARAA), an organization specialised in life skills trainings, supported life skills training for 60 young women who are peer mentors. In Kilifi, the PU contracted BARAA to facilitate creation of safe and protective spaces in schools through training. Machakos PU in partnership with Girl Child Network (GCN) initiated and strengthened Msingi Bora clubs in the 14 primary schools.

1.2 COUNTRY CONTEXT

Following a new Constitution promulgated in 2010, an Education Act was passed by Parliament in 2013. It upholds the free and compulsory education of children, outlines the responsibility of state and parents in promoting education and training, institutional management of education, governance and management of basic education and training, establishes a National Education Board and County Education Boards. It deals with the financing of education and training. It addresses licensing, registration and accreditation in basic education and training. It also addresses education standards, quality and relevance. In a number of ways the new legal provisions attempt to address challenges facing the education sector, especially after the Free Primary Education Scheme, in the light of the Constitution.

The Free Primary Education Scheme introduced in 2003 led to increased enrollment in primary schools creating an opportunity for the number of girls accessing primary education to increase. This also enabled girls to challenge negative gender norms and their completion rate has improved. By 2009, 79% of children of primary school age were attending school. The percentage for girls was 80%, higher than boys at 78%[2]. The challenge has been a high teacher-to-pupil ratio due to a shortage of teachers. Amounts paid for uniform, money for teachers hired by parents to address the rampant shortage of teachers and other ancillary costs limit class attendance for many children.

This problem is worsened by the growing divide between private primary schools, which generally perform better in the national examinations, and public primary schools. The former are usually populated by the more affluent members of society. The majority,

[2] Kenya Demographic and Health Survey, 2009/2010

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including many girls, often from poor backgrounds face hurdles in registering performance that would ease their transition to secondary school.

Education consumes about 20% of government expenditure. However, there has been a persistent shortage of teachers and complaints of low salary levels. This led to a protracted strike in 2012 by teachers in the public primary and secondary schools which ended with significant salary increment and promises by government to increase staffing levels. With the implementation of the Constitution, the TSC has acquired increased independence which is expected to lead to more professional handling of matters affecting teachers.

However, girls in Kenya often continue to experience gendered barriers to accessing education, especially beyond primary level. Secondary school education has been perceived as a necessary follow-up to primary education. Secondary education caters for primary school leavers in the 14-17 years age group. The limitation of resources has however hampered government intentions to make it universal. In the meantime government provides limited financial support to secondary school based on their enrollment. There are 7,200 secondary schools, both public and private. In 2009, 17.7% of children of the secondary school going age were attending school. The percentage for boys was higher at 18.4% compared to girls at 17.0%[3]. Transition rate from primary to secondary schools has improved from a low of 42% of primary school graduates entering secondary school in 2003 to a high of 72% in 2012.

The transition rates are affected by several factors including poor performance, low quality of some of the existing secondary schools, high cost of secondary education, lack of perceived incentives to continue education and limited spaces in secondary schools.

Over the past decade, accelerating, in the past three or so years, the number of private secondary schools has increased. There has also been a marked increase in the number of both public and private universities. The expansion of the public universities has often been at the cost of mid-level colleges.

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[3] ibid

1.3 COMMUNITY CONTEXT

In Kilifi, lack of adequate sources of income and resources within the community is one of the main reasons most parents are unable to fulfil their duties regarding children. Most of the people in the area are peasant farmers who mostly grow crops for subsistence with limited, if any, surplus. Some of the other income generating activities include weaving baskets which hardly earns enough money. Bondo PU is in Siaya County which borders the Lake Victoria. Poverty is a challenge and many of the families are not able to meet their basic needs and have to rely on support from organizations or from relatives employed in urban areas. The community has also been affected by HIV and AIDS which has also led to further poverty and isolation and the rise of women and child-headed households.

Tharaka County is in the eastern part of Kenya. Most people are of low income with their homesteads made of semi-permanent houses. In the rather dry area, lack of rain affects farm yields, leads to lack of food at home, and death of animal die due to depleted browse. This is reflected in pupils dropping out of school and increased child protection violation issues. As a result of its remoteness this area has also been relatively neglected in terms of provision of schools particularly lower secondary schools. Machakos PU is in the lower eastern parts of Kenya. It is characterized by vast and semi-arid land whose people depend on small-scale farming or livestock rearing for subsistence. The economic activities, for many of the community members, rely on availability of rain water. Scarcity of food is a perennial challenge with marked effect on school attendance for children.

1.4 OBJECTIVE OF THE EVALUATION

The overall purpose of the mid-term-evaluation was to assess project progress against key indicators and to assess any changes that occurred in project communities since the baseline survey.

Specific Objectives

The specific objectives were to:

1. Follow-up on the quantitative household survey to update key outcome level indicators; and to collect qualitative data and beneficiary feedback on any changes that have occurred as a result of the project;

2. Analyze the programmatic strategies have worked well or less well, and what other factors have helped or hindered progress being made;

3. Identify any other unintended changes, positive and negative, the project has had on the lives of beneficiaries;

4. Examine the extent to which any changes brought about by the project have happened in line with Plan's child-centred community development (CCCD) Principles; and

5. Identify any emerging lessons learnt and make recommendations on ways to increase the effectiveness of the project for the remaining year and a half of the project.

Key Questions

Relevance

What is the relationship of the project to problems and needs identified regarding empowering girls?

Efficiency

Was there timeliness in the conversion of resources availed into results?

Effectiveness

To what extent have the intended results and expected benefits of the project have been achieved? What have been the facilitating and hindering factors?

Impact

To what extent is the change that has been realized in line with the project's purpose and overall objectives and its intended effects on the wider community?

Sustainability

To what extent are the project outcomes likely to outlive the project implementation period?

Lessons Learned

What is the monitoring, evaluation, reporting and learning process and what lessons have been learnt from the project's both expected and unexpected outcomes?

2.0 EVALUATION DESIGN AND LIMITATIONS

2.1 METHODS AND TOOLS

Methodology for the assignment included secondary data collection and primary data collection using questionnaires, key informant interviews, focus groups discussions and a validation workshop.

Data Collection Instruments

Data collection instruments, as developed by Global Consultants, were:

- (i) FGD Guidance (Adolescents)
- (ii) FGD Note Takers Form (Adolescents)
- (iii) FGD Guidance (Parents)
- (iv) FGD Note Takers Form (Parents)
- (v) FGD Guidance (Teachers)
- (vi) FGD Note Takers Form (Teachers)
- (vii) KII Guidance
- (viii) Master Tool (Significant Adult) – for household survey
- (ix) Master Tool (Adolescent) – for household survey

Selection and Training of Field Assistants

The research assistants were identified and selected based on academic qualification (minimum of Form four level with C+), relevant past experience, knowledge of English and local language. Preference was given to those who participated in the baseline survey of the project.

Successful candidates were trained by Upward Bound. They were exposed to survey framework and objectives; various survey instruments and data collection methods. They were taken through techniques of administering the questionnaire.

Data Collection Procedures

All data collection was done with express consent of respondents, participants and interviewees. In the household survey, permission was sought from the significant adult before proceeding with the exercise. In the event the adult respondents were not in the home, the adolescent was not interviewed immediately. The team checked later and if the adult could still not found, the household was replaced with another.

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The interview for adolescents was carried out in private within the homestead. All interviews with female adolescents and adults were carried out by female interviewers. FGD sessions for adolescent girls and those for women had female facilitators.

Voice recordings of the key informant interviews and of the FGD sessions were done.

Household Survey Questionnaires

Questionnaires were used for efficient and systematic collection of information from the large group of respondents in the evaluation.

Table 1: Allocation of households

Type of community	Bondo	Kilifi	Machakos	Tharaka	Total
Sampled communities	50	-	50	-	100
Total	50	-	50	-	**100**

Key Informant Interviews

The key informants were (i) community representatives (ii) local administrators (iii) government education officers (iv) religious leaders; and (v) Plan staff implementing the project.

Table 2: Key informant interviews

Key informants	

Machakos PU
  a. Area Education Officer
  b. Religious Leader
  c. Assistant Chief
  d. Plan Project Officer
	Bondo PU
	  a. Nyikeye CBO Secretary
	  b. Area Education Officer
	  c. Assistant Chief
	  d. Plan Project Officer
	  e. Plan Program Unit Manager

Focus Group Discussions (FGDs)

The FGDs consisted of moderated discussions with 6-10 people each made up of (a) women (b) men (c) adolescent boys (d) adolescent girls and (e) teachers.

The groups were selected from

    (i) women involved in project activities or parents of children involved in the project;

    (ii) men involved in project activities or parents of children involved in the project;

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(iii) adolescent boys who had attended school including those who attended training or benefitted from the project;

(iv) adolescent girls who had attended school including those who attended training or benefitted from the project; and

(v) teachers from schools where the project is operating, including female teachers.

Workshop

A workshop was held at the national level to (a) validate findings and (b) develop organization-wide and other key stakeholder consensus on the Country report for Kenya.

Secondary Data Collection

Desk review of the following was done:

1. Baseline report;
2. Project proposal;
3. Annual Work plans;
4. Annual Narrative Reports;
5. Monitoring Reports;
6. Plan Programme Guide, 2010
7. Guidelines and tools developed by Global Consultants;
8. Kenya Demographic and Health Survey, 2009/2010; and
9. 2009 Kenya Population and Housing Census

2.2 SAMPLING

The evaluation covered Kilifi, Bondo, Tharaka and Machakos Program Units where the project is being implemented. The total number of sites where the evaluation was carried out was the two sampled PUs of Machakos and Bondo.

The total number of households to be sampled in Kenya was 100 households. In each household, the required respondents were one adolescent and one significant adult making a total of 200 respondents. Significant adult was interpreted to mean an adult, either male or female, who was responsible for the welfare of the child or children aged 10-19, who would be eligible for the adolescent interview during the evaluation. The distribution was 50% of each gender for both adolescent and significant adult respondents.

Sampling for the questionnaires was random with 50 households sampled per PU. The PUs were divided into two parts, within each of the halves of the community, a starting point on the map was randomly selected. From the starting point, a sample of 25 out of the 50 households, was selected by visiting every second household as the team walked down the paths. If one household was not available for surveying or is not eligible, the team moved on to the next household, then continued visiting every second household as before. Only households containing an adolescent person, aged 10-19, were eligible for interview. In the household, where there was more than one possible boy or girl to interview, the selection of respondent was done randomly.

FGD participants were sampled from strata of adults and adolescents who have been involved in project activities or otherwise benefitted from the project. The groups were gender segregated and consisted of 6-10 persons. The groups were selected from (a) women (b) men (c) adolescent boys (d) adolescent girls and (e) teachers.

Key informants were be selected by a mapping process, from each of two sampled PUs, that is, Machakos and Bondo.

2.3 ANALYSIS METHODOLOGY

The data collected was quantitative and qualitative. Quantitative data was entered into a template and dispatched to Global Consultant for analysis using Epidata.

Qualitative data was captured in note-taking forms, collated and verified against recordings in order for inferences, judgments and conclusions made to be as accurate as possible. The qualitative data was analyzed thematically.

In generating and managing data sets for delivery to the Global Consultants, use was made of the following tools:

(i) FGD Data Entry Spreadsheet (Adolescents)
(ii) FGD Data Entry Spreadsheet (Parents)
(iii) FGD Data Entry Spreadsheet (Teachers)
(iv) Epidata Screen (Adolescent)
(v) Epidata Screen (Parent)

2.4 LIMITATIONS

In Oganya, less than six teachers could be gathered for a focus group discussion due to the low staffing levels and the fact that the field work was done during the first week of opening school. In the same community, the response of the male parents to mobilization for focus group discussion was weak.

In mitigation, the field team decided to proceed with focus group discussions for both the teachers and the male parents despite an attendance of less than six in both cases.

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3.0 ANALYSIS OF FINDINGS

All the adolescent respondents in the household survey had, at one time or another, enrolled in school although only 93.0% were pursuing education at the time of the survey. Adolescents not in school cited a number of reasons such as awaiting results to join secondary schools at 71.4%, lack of school levies or fees 14.3% and early pregnancies at 14.3%. Disaggregated by gender, the one third (33.3%) of the female adolescents who were not pursuing education said it was because of early pregnancy and two-thirds (66.7%) cited a number of reasons such as awaiting results to join secondary. For the male adolescents one quarter (25%) of them cited lack of school levies and three-quarters (75%) cited other reasons such as awaiting results to join secondary school.

It's worth noting that there was an increase in the school enrollment for girls and a drop for boys compared with the baseline statistics. The school enrollment rate for boys was 91.8% down from the baseline level of 94.1% while that of girls stood at 94.1% up from the baseline level of 92.9%. This reflects the efforts made by Plan and other actors in promoting education for girls. A large majority of the adolescents, 98.1%, stated that they would expect to continue with schooling as compared to 95.6% during baseline, indicating a continued emphasis on schooling.

Those who had missed school in the past year preceding the survey declined from 65.3% at baseline to 52.7% at the time of the survey. Majority (85.7%) had missed 1-7 days, an increase from 69.6% at baseline. Those who missed 8-14 days declined from 16.8% at baseline to 10.2% during the evaluation. A small number of 4.0% missed school for 15 days and above, a decline from 13.6% at baseline.

When asked the reasons for their absence from school, many of the respondents (57.1%) cited illness as the major reason, an increase from 48.4% at baseline. Other reasons given were to help at home, cited by 34.7% of the adolescents, up from 28.2% at baseline; lack of school levies was cited by 31.8% of the respondents. Those who cited having to work to support the family as a leading reason were only 2.0% of the adolescents compared to 2.4% at baseline. Incidences of fear of corporal punishment, the requirement to care and support for relatives, and the fear of being attacked, cited during the baseline, did not emerge among the leading reasons for absence from school.

These trends indicate that school attendance is improving. The motivation to attend school is so high that where there is absence from school it is for relatively shorter periods and mainly due to illness.

Among the girls, only 6.3% missed school due to menstruation during the year preceding the evaluation, as compared to 12.4% during baseline. Majority, 66.7%, missed school for 1-7 days a year, while 33.3% missed for 8-14 days. This was a notable improvement from baseline where 69.2% missed 1-7 days, 15.4% missed 8-14 days, 7.7% missed 15-30days and 7.7% missed above 30 days of school.

The reasons the girls cited for missing school were lack of sanitary pads (66.7%), abdominal pain or headache (33.3%). During the baseline 50% of the adolescent girls cited abdominal pain or headache, 41.7% cited the lack of sanitary pads and 8.3% cited other reasons. These trends indicate that although the proportion of girls missing school has dropped significantly, those who still miss school do so because of lack of sanitary pads.

**Graph 1: Allocation of time for different roles by adolescent boys and girls**
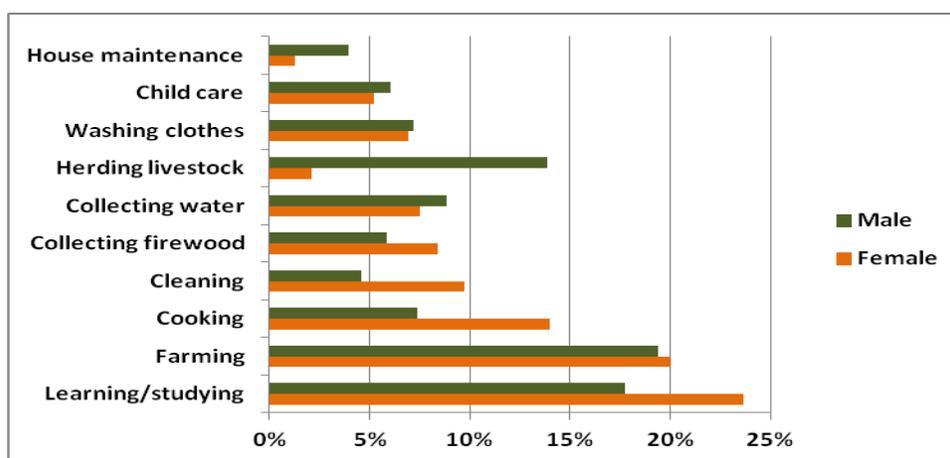
Learning and studying was allocated 24% of weekly time by female adolescents, for whom it was a leading allocation. Learning and studying was a second priority for male adolescents and consumed 18% of their time. The leading allocation for male adolescents was farming with 19% of their weekly hours compared to 20% for female adolescents.

At baseline the both male and female adolescents prioritized learning and studying, each allocating 21% of their time to it. The second priority was farming to which male adolescents allocated 20% of their time and female adolescents allocated 17% of their time.

Graph 2: Allocation of time for different roles by adolescent boys and girls at baseline
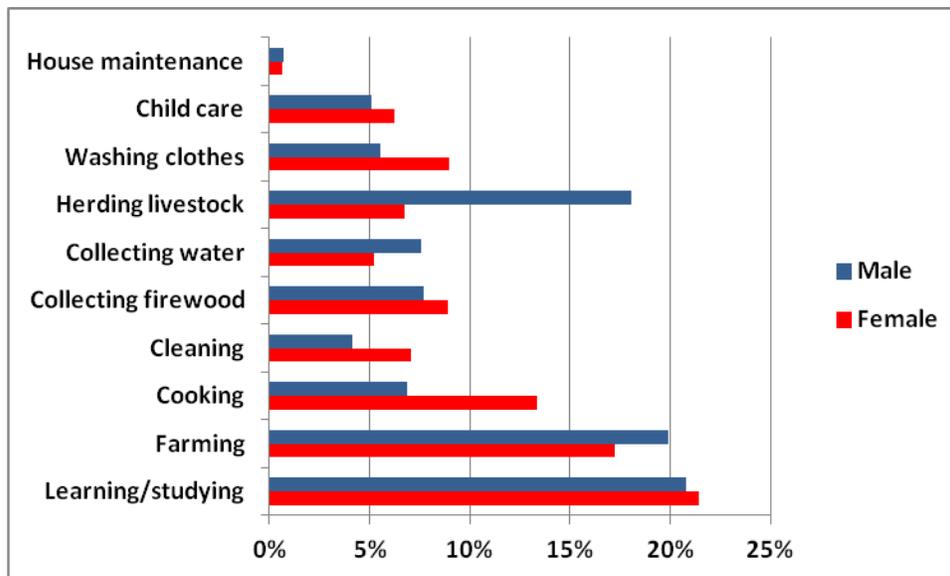
These changes indicate the increasing emphasis placed on learning and studying for the female adolescent and a simultaneous drop in such emphasis on the part of the male adolescent. These changes are attributable to the efforts of the project, together with interventions by other actors, to promote girl education. The drop in male adolescent attention to learning and studying is, however, attributable to social changes with increasing opportunities for recreation. Such opportunities require money which is a challenge given the poverty levels in the project implementation areas, as a result, child labour becomes an attractive option for male adolescents. Parents and other authority figures in the life of the male adolescent that would play a role in limiting the negative impact of these circumstances are increasingly of the perception that the male adolescent does not need such support since it is the female adolescent that is the more disadvantaged. This perception that not much support should be directed towards the education of the male child is an unintended result of the projects and interventions promoting girl education.

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3.1 ATTITUDES AND SUPPORT FOR GIRLS' EDUCATION

"Nowadays we take girls to school. It helps to prevent early pregnancy and marriage. And you know girls are the ones who eventually come back home to help their parents."

FGD participant- female parent, Makongo

The project has supported and improved the attitudes of various stakeholders towards girls' education in the Program Units. The community is changing its negative perception about girls' education and places equal importance to both the education of boys and girls. Parents are willing and making effort to educate their girl children beyond primary education. A majority of 92% of adult respondents in the household survey believe that it is important for girls to proceed to secondary school. Previously, girls took the roles of their parents in

"Action committee of clan elders at community level create awareness on violence against children and the importance of girl education"

Key informant- Bondo PU

taking care of their siblings. This had changed due to sensitization among stakeholders carried out by the project. In Bondo PU, Plan worked with village elders to address cultural barriers to educating girls. Furthermore, at community level, clan elders are active in promoting girl education and safeguarding the rights of girls.

"As a result of Plan's project, parents who feared secondary school as too expensive are now more willing to educate even their girls up to secondary school."

Key informant- Machakos PU

When asked whether it was better to send the boy to school rather than the girl when resources were limited, 70% of adult respondents (64% of the male and 76% of the female) strongly disagreed, during the evaluation.

Graph 3: Percentage of adult respondents who strongly disagree that when resources are limited, it is better to send a boy rather than a girl to school
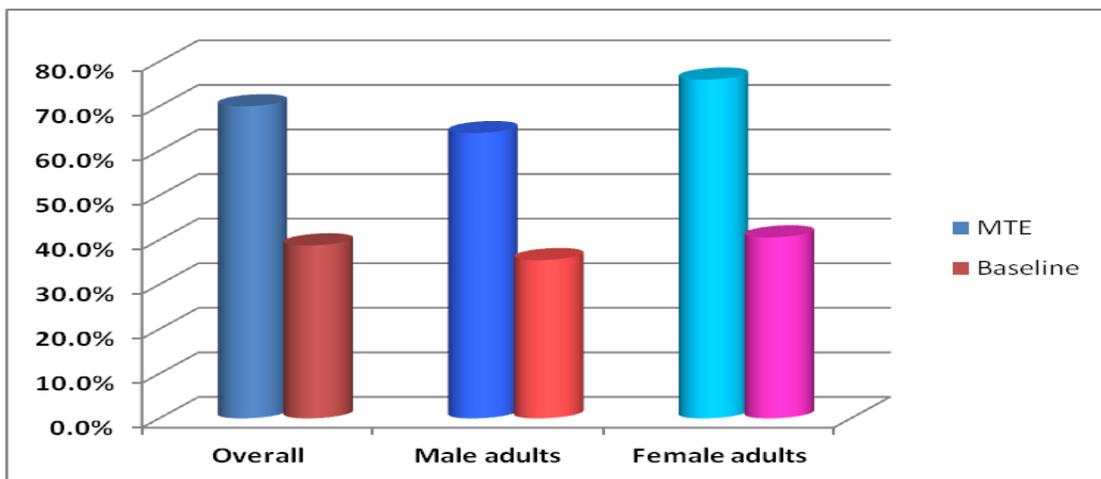
This compared favourably with 38.8% (35.5% of the male and 40.6% of the female) adult respondents who strongly disagreed during the baseline. These figures point to improving community perceptions and family level attitudes on the need for equality in educating boys and girls, corroborating feedback from the focus group discussions.

Graph 4: Who paid for school levies and fees for the adolescent girl?
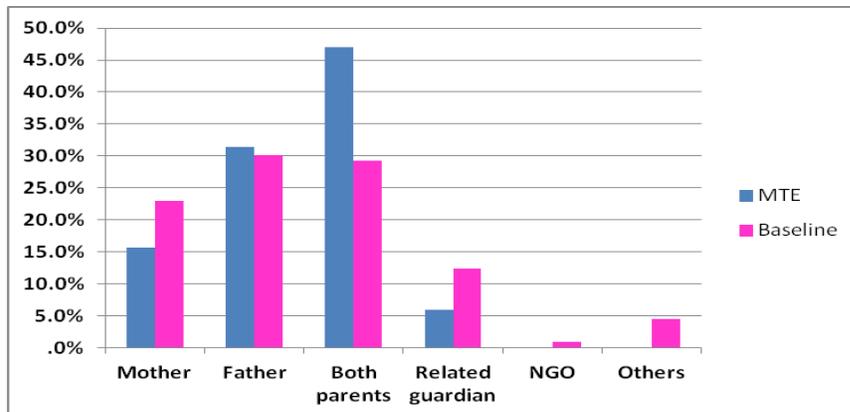
The mid-term evaluation household survey demonstrated that school levies and fees for 47.1% of the adolescent girls were paid for by both parents, an improvement from baseline, when 29.2% of the girls reported so.

This reflects improved willingness to support girl education at community and family levels. On the part of the children, the girls' attitudes were changing and their self esteem improving. The teachers noted that the girls were able to able to articulate their problems through speak out boxes in confidentiality and also approach their female teachers for advice. The project initiatives had helped girls to open up particularly about their SRHR needs. Girls were also in a position to compete favourably with the boys in academic and co-curricular activities.

> *"Some parents of girls who have given birth do not want to take them back to school. They force them to get married"*
>
> Key informant- Machakos PU

The focus group discussion with teachers in Machakos PU pointed out that girls and boys who had made through education successfully were considered role models to fellow children and by adults in the community. This reinforces the value girls place on education.

> *"You see about eight girls got pregnant in this school last year. How can we report to the teachers yet some of them have been disturbing us for sex"*
>
> FGD participant- adolescent female, Oganya

As a result, the number of girls who dropped out of school due to pregnancies and delivery had reduced. For instance in Oganya in the year 2008, there were 7 girls who dropped out of school due to pregnancies while in 2012, there was only one. Furthermore, perception had changed and girls could go back to school after delivery. This was in-line with the MoE school re-entry policy. There is however, still a challenge with some parents who were reported to be reluctant to take girls back to school after delivery.

In order to encourage girls education teachers used incentives for girls to enroll and stay in schools. These incentives included support for school fees to enroll in lower secondary school, enrolment of girls in boarding school, bursaries, awards for best performing students and motivational talks.

"As government representatives we take time to sensitize girls on opportunities for schooling and the availability of bursaries. For instance, in this area 5% of the bursary fund is set aside for girls only. The remaining 95% is available to support both boy and girl education"

Key informant-Bondo PU

It was established that even though there was an increase in school enrolment, long distances to schools posed a security risk to girls. There were concerns, expressed by parents and the girls in both Bondo and Machakos PUs, about the safety of girls who were released from school very late yet they had to walk long distances back home. The threats range from sexual abuse to the threat of attack by wildlife. Regarding violence in school, boys and girls noted that they had been little or no reduction. On the other hand, the teachers reported that there was less caning and parents did not have much comment on the issue. Elaborating on their concern that violence had not reduced in school, the girls noted that they faced physical abuse, verbal abuse and sexual abuse perpetrated by their teachers. Physical and verbal abuse was the most prevalent.

"Sometimes we are attacked by wild animals. We have to walk home from school in groups"

FGD participant, female adolescent-Makongo

However, there is an improving parental emphasis on education in their discussion with girls and a drop in such discussions with boys. A majority 68% of the adolescents reported that their parents encouraged them to take school seriously all the time. At baseline, 62.3% of the adolescents reported that their parents encouraged them to take school seriously all the time. Disaggregated by gender, at baseline 72.0% of the boys and 54.1% of the girls received such advice. This

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dropped off to 65.3% for boys and improved to 70.6% for girls during the mid-term evaluation. These changes reflect the growing perception amongst parents that the male adolescent does not need as much attention as the female adolescent, regarding their learning and studying, because they are already better off. The focus group discussions with girls in Oganya pointed out that some of the boys who drop-out of school waylay and sexually assault as they walk back home in the evening. This illustrates the immediate risk posed to girls, the corrosive effect on the gains being made in educating girls and the future long-term threat posed to the community by not paying necessary attention to the education of boys, even as efforts are made to improve the position of girls.

Defending the education of girls

In Bondo PU which covers Oganya community, parents' counseling meetings have played a big role. In meetings supported by Plan, parents are equipped with skills to observe children, address violations of rights and early pregnancies. Guided by expert facilitators, parents are sensitized available redress and alerted on legal steps that can be taken against them should they be perceived to condone violations. This has mobilized parents as defenders of the rights of children in the area.

As a result, parents report violations of the rights of children to relevant authorities. In cases relating to pupils, the area education officer (AEO) is a frequent port of call. The AEO is a local government officer of the Ministry of Education with oversight and some delegated disciplinary powers.

In 2011, during the second term, a teacher made sexual advances against a school girl. The case was detected and reported to the AEO. Steps were taken and disciplinary measures are being taken.

During the same term, a girl was taken to Nairobi as a househelp. Since the girl was still a pupil, when the matter was reported to the AEO, he wrote a letter demanding her return to school. The parents complied and the girl resumed school.

3.2 IMPROVING GIRLS' AND BOYS' EXPERIENCE OF EDUCATION

All the focus group discussions with male and female parents and with teachers recognized the support by the project to improve school learning environment for girls and boys. The initiatives taken

> *"Nowadays, instead of caning, the teachers give us other punishment or ask our parents to come to school"*
>
> FGD Participant, female adolescent - Makongo

include, formation of rights of Children (ROC) clubs; young farmers clubs (4K Clubs) and guidance and counseling clubs. Through these project initiatives, children, both girls and boys, were encouraged to remain in schools Educational tours organized by schools in collaboration with education offices in the districts gave pupils and students exposure. They were able to learn and share with their counterparts and benefit from the input of professionals from other parts of the country. Plan, with funds from other projects, facilitated some schools to address infrastructure priorities such as the provision of water tanks and the construction of classrooms, pit latrines and urinals. These interventions complemented the Empowering Girls for Life project.

> *"The teachers listen to us. Last year we suggested a trip to Kisumu for learning. The teachers accepted it and we went to Kisumu"*
>
> FGD participant, male adolescent - Oganya

This wholistic approach - addressing the infrastructure, the learning environment, engaging parents and teachers and involving other stakeholders - has led to improved quality of education and seen improvement in performance of both boys and girls. For example, there was also improvement in Kayata primary school performance, of Makongo community, from a mean score of was 151.88 in 2010 to 238.71 in the year 2011. This was one of the schools that had active involvement of parents and community in the welfare of the school. Key informants were of the opinion that awareness programmes for adolescents in schools, their parents, teachers and school management committees had contributed to an increase in the enrolment and retention of adolescents. They were of the opinion that

> *"Some of the parents do not want their children, especially girls to be recognized and rewarded for outstanding performance. They still fear that word will go round and the parents of other girls who are at home, have given birth or are performing poorly will bewitch their daughter."*
>
> Key informant- Machakos PU

application of skills acquired in training organized by Plan on better handling of adolescents had improved the learning environment and was a factor that contributed to the improved academic performance.

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Despite these interventions and progress by the project, some of the parents were still hampered by cultural factors that conspire to limit performance in school, especially for the girls. In addition, some of the parents were not quite aware and clear on the role and activities of Plan in their area.

Furthermore, there were concerns that inadequate sponsorship for the best performing students affected transition to secondary school for many of them. For instance, parents in Makongo area had never managed to send a child to university level. One of the contributing factor as indicated by respondents was lack of a secondary school in the area.

> *"Speak out boxes help other girls to report the unexplained absence of one of them. The teachers and the school committee pick up the matter and work to bring such girls back to school."*
>
> Key informant- Machakos PU

The introduction of clubs in schools presented students the opportunity to feel free to air their problems as compared to the class setting. The involvement of girls and boys in clubs such as 4K club, music club, debating club, ROC club, guidance and counseling club and girl guides club enhanced their rights to participate in issues affecting them and presented a friendly and enabling environment to them.

With regard to whether the teachers gave equal attention to both boys and girls, 37.6% of the adolescent respondents strongly agreed, 53.8% agreed, 1.1% neither disagreed nor agreed, 4.3% disagreed, while 3.2% strongly disagreed. There were gender-based differences in perception. For instance, although 48.9% of the male adolescents strongly agreed that their teachers gave equal attention to both boys and girls, only 27.1% of the female adolescents strongly agreed.

In terms of whether girls take leadership positions in schools, 39.8% of the adolescent respondents strongly agreed, 53.8% agreed, 1.1% neither disagreed nor agreed, 4.3% disagreed, while 1.1% strongly disagreed. When disaggregated by gender, male adolescents reported more than female adolescents that girls take leadership positions in class. Of the male adolescents, 48.9% strongly agreed compared to 31.3% of the female adolescents. These results show an improvement from 35.5% for male adolescents and a drop from 38.1% for female adolescents at baseline reporting that

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girls take up leadership positions. These figures report and increase of girls in leadership roles and reflect a growing desire amongst girls for leadership positions.

On whether the teachers treated the adolescents with respect, 31.2% of the adolescent respondents strongly agreed, 62.4% agreed, 4.3% neither disagreed nor agreed, 1.1% disagreed, while 1.1% strongly disagreed.

Graph 5: Adolescents' response on whether girls take leadership positions in the classroom

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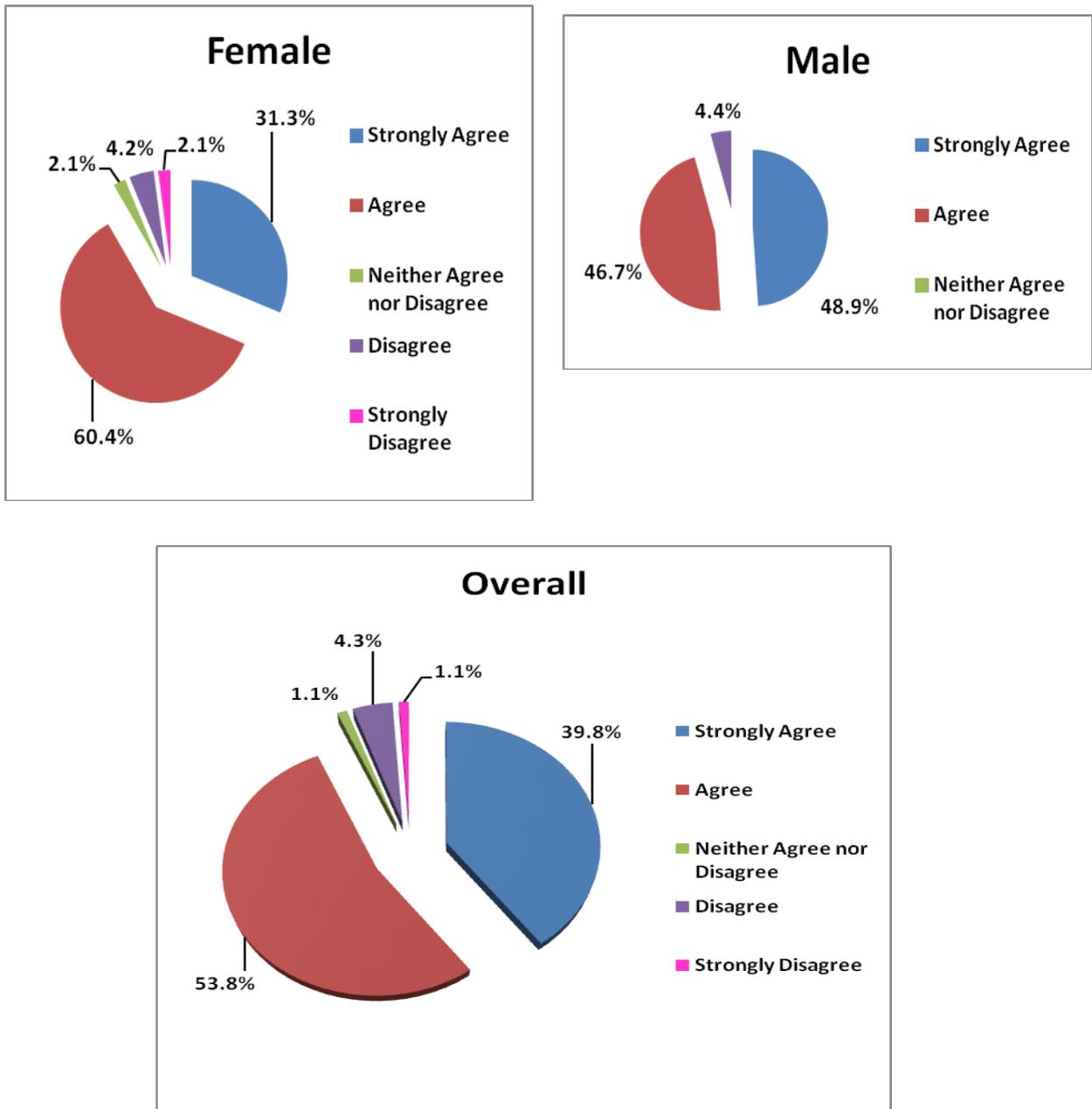
At baseline, when asked if teachers treated them with respect, 32% strongly agreed, 54.9% agreed, 9.7% neither disagreed nor agreed, 2.9% disagreed, while 0.5% strongly disagreed. Therefore, 93.6% of adolescents agreed or strongly agreed compared to 86.9% at baseline. This trend is for the adolescents to perceive increasing respect in the way teachers treat them.

On whether the girls received the same rewards as the boys; 43.0% of the adolescent respondents strongly agreed, 45.2% agreed, 3.2% neither disagreed nor agreed, and 8.6% disagreed. At baseline, 43.2% of the adolescent respondents strongly agreed that girls received the same reward as the boys; 47.6% agreed; 3.4% neither agreed nor disagreed; 4.9% disagreed; and 1.0% strongly disagreed. In summary, the adolescents were of the opinion that girls receive the same rewards as boys, dropped from 90.8% at baseline to 88.2% at the time of the evaluation. The proportion of the adolescents that disagreed, strongly or otherwise, that girls receive the same rewards as boys increased from 5.9% at baseline to 8.6% at the time of the mid-term evaluation. These results reflect the ongoing efforts at the empowerment of girls. The Empowering Girls for Life project, together with other projects implemented by Plan and interventions by other actors have served to improve the prospects for the education of girls.

Graph 6: Adolescents' perception on whether girls receive same reward as boys
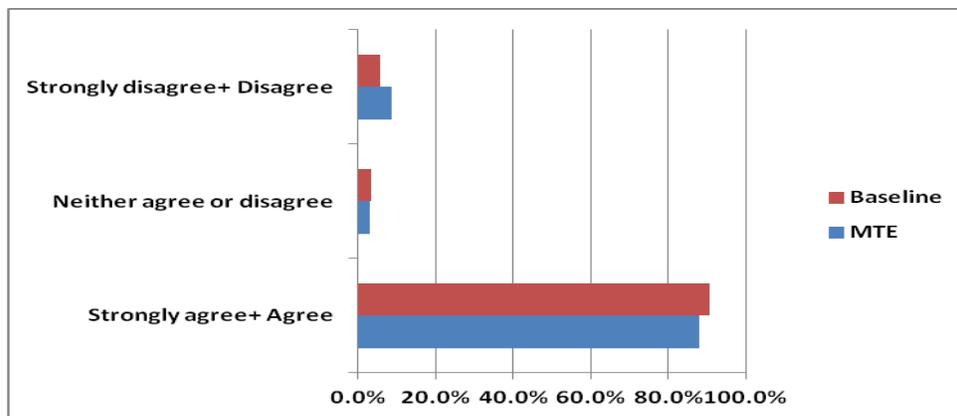
The parents had embraced the importance of educating children, both boys and girls and there was notable improvement to the number of students who had joined secondary school.

3.3 DELIVERY OF SRHR INFORMATION

The adolescent girls and boys acknowledged SRHR was delivered under the project but also pointed out that some of the issues are dealt with during their lessons in class. On their part, parents recognized the importance of sex education for adolescents.

> *"The ROC club in our school has helped us to understand our sexual rights"*
>
> FGD participant, female adolescent - Makongo

However some of them were of the view that sex education was contrary to their cultural beliefs. Therefore it had to be offered with caution as it could introduce children to improper sexual behaviour if not administered accordingly.

Sex education and SRHR was said to be a challenge to teachers. Despite the avenues availed to the adolescents, teachers noted that they were very shy to air out their problems and therefore teachers had to be creative and device appropriate ways to make them open up on sex-related issues.

> *"Many of our boys go to discos at night, or the shops showing videos at night in Bondo. When there is a funeral, they sleep out for as long as three days. The funerals are a big challenge, boys use them for promiscuity"*
>
> FGD participant, male parent- Oganya

On whether SRHR should be taught in schools, 52.0% of respondents adolescents strongly agreed, 30.0% agreed, 6.0% neither disagreed nor agreed, 10.0% disagreed, while 2.0% strongly disagreed. At baseline, 37.1% of the adolescents strongly agreed, 49.3% agreed, 5.9% neither disagreed nor agreed, 6.8% disagreed and 1.0% strongly disagreed. These figures indicate a slight shift amongst adolescents towards preference for SRHR to be taught in schools. On whether young people should be taught on how to avoid HIV and AIDS, 60.0% strongly agreed, 34.0% agreed, 1.0% neither disagreed nor agreed, 4.0% disagreed, while 1.0% strongly disagreed. At baseline, 52.4% strongly agreed and 41.3% agreed that adolescents should be taught on how to avoid HIV and AIDs and sexually transmitted diseases (STDs). These figures indicate consistently high interest amongst the adolescents in sexual education that would be useful in avoiding HIV and AIDS and STDs.

Indeed, teachers acknowledged that it was necessary for sex education to be taught in schools. The limited number of female teachers was a challenge in most of the schools since the girls in need of advice could be best assisted by their female teachers.

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Teachers further noted that sex education was important in prevention of pregnancy cases and that one of the lessons learnt in the provision of SRHR advice was that girls had to be taught separately from boys.

Majority of the female adolescent respondents (51.0%) stated that they had not been aware of menstruation before their first period, as opposed to 49.0% who were aware. At baseline only 36.6% of the girls knew about menstruation before their first period.

On whether a girl cannot get pregnant if standing up during sex, 14.0% stated that it was possible, 44.0% claimed that it wasn't, while 42.0% did not know. At baseline, 14.1% of the respondents said that it was possible, 23.8% that it wasn't possible and 62.1% did not know. On whether a girl cannot get pregnant if she washed herself after sex, 16.0% stated that it was possible, 44.0% claimed that it wasn't, while 40.0% did not know. At baseline, 18% felt it was true, 30.6% felt it was false and 51.5% did not know. On whether a girl could get pregnant the very first time she had sex, 56.0% of the adolescent respondents felt it was true, 14.0% felt it was false and 30.0% did not know. At baseline, 34.0% felt it was true, 19.4% felt it was not true and 46.6% did not know.

Graph 7: Perception amongst adolescents regarding girls and sex
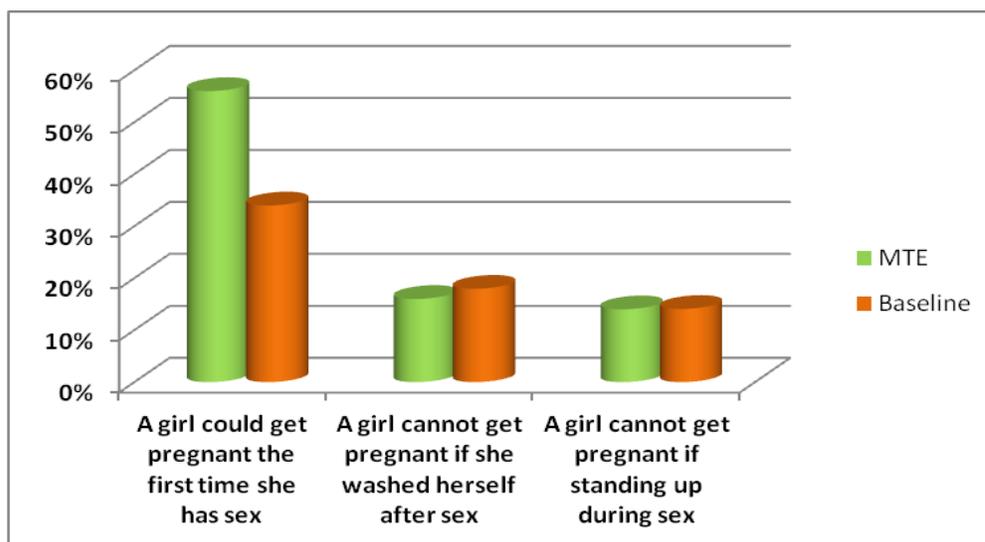
These trends reflect growing knowledge regarding girl sexual and reproductive health amongst the adolescents. The growth is attributable to the project together with other actors working to positively influence the exercise of the sexual and reproductive health amongst adolescents. However, knowledge in a number of aspects regarding SRHR,

such as whether or not a girl could get pregnant if standing up during sex, grew only by a small margin. Taking into account, the focus group discussions comments from parents, it is necessary to revisit the approaches used in the delivery of SRHR so as to register better progress in acquisition of knowledge as a step towards anticipated behavior change.

With regard to whether a male condom should be put on before sex, 43.0% of adolescents strongly agreed, 33.0% agreed, 4.0% neither disagreed nor agreed, 1.0% strongly disagreed and 19.0% declined to respond. At baseline, 28.6% strongly agreed, 23.8% agreed, 2.9% neither disagreed nor agreed, 2.4% disagreed and 42.2% said they did

> *"Class 8 boys drop out and marry class 6 girls. When they marry that young they lack knowledge related to sexual and reproductive health and do not appreciate the importance of education"*
>
> Key informant – Machakos PU

not know. These trends indicate that knowledge on the proper usage of male condoms has grown amongst adolescents over the period under review. With regard to whether buying or asking for male condoms seemed embarrassing, 9.0% strongly agreed, 31.0% agreed, 6.0% neither disagreed nor agreed, 21.0% disagreed, 13.0% strongly disagreed and 20.0% declined to respond. At baseline, 13.6% of adolescents strongly agreed and 18.0% agreed that it was embarrassing to ask for or buy male condoms. These figures indicate an increase in embarrassment associated with asking for or purchasing male condoms.

On whether male condoms protected against HIV and AIDS 35.0% strongly agreed, 43.0% agreed, 3.0% neither disagreed nor agreed, 2.0% disagreed, 1.0% strongly disagreed and 16.0% declined to respond. At baseline 30.6% of the adolescent respondents strongly agreed and 29.1% agreed that male condoms protected against HIV and AIDS. On whether use of male condoms prevented pregnancy, 32.0% strongly agreed, 37.0% agreed, 4.0% neither disagreed nor agreed, 2.0% disagreed, 2.0% strongly disagreed and 23.0% declined to respond. At baseline, 20.9% of the adolescent respondents strongly agreed and 27.7% agreed that the use of male condoms prevented pregnancy.

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Graph 8: Perceptions of adolescents regarding male condoms and their usage
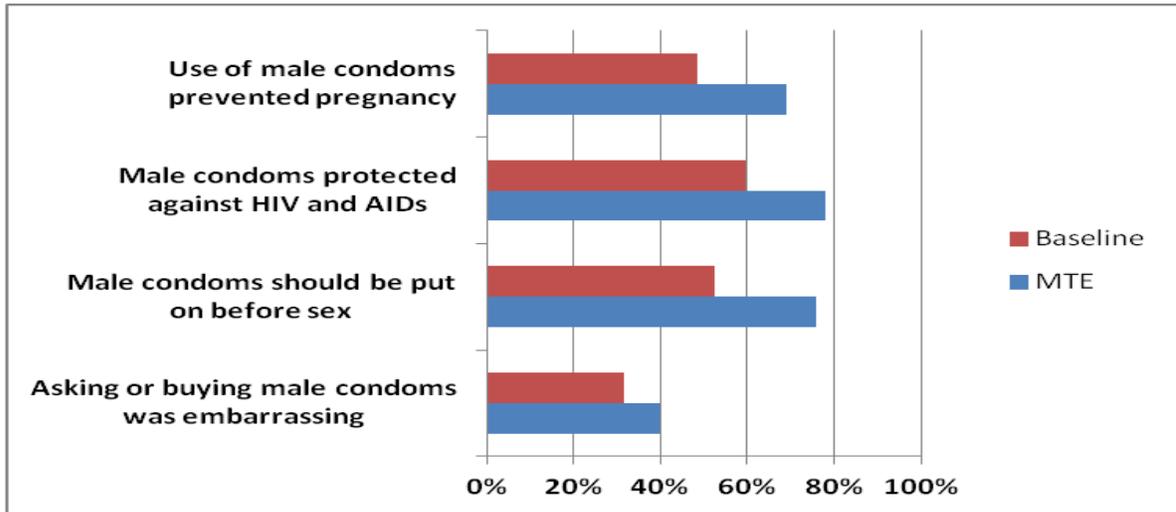
There is a growing appreciation amongst adolescents on the benefits of using the male condom. This improvement is the result of the project, amongst a host of other interventions carried out in schools and public gathering by a variety of actors regarding use of the male condom to prevent HIV and AIDS and unwanted pregnancies amongst the youth.

A majority of the respondent adolescents, 61.0%, were aware of where they could get HIV and AIDS testing if need be as compared to 39.0% who were not. At baseline only 48.3% of the adolescents were aware of where they could get HIV and AIDS testing services.

Graph 9: Adolescents' response on whether parents should support their access to SRHR

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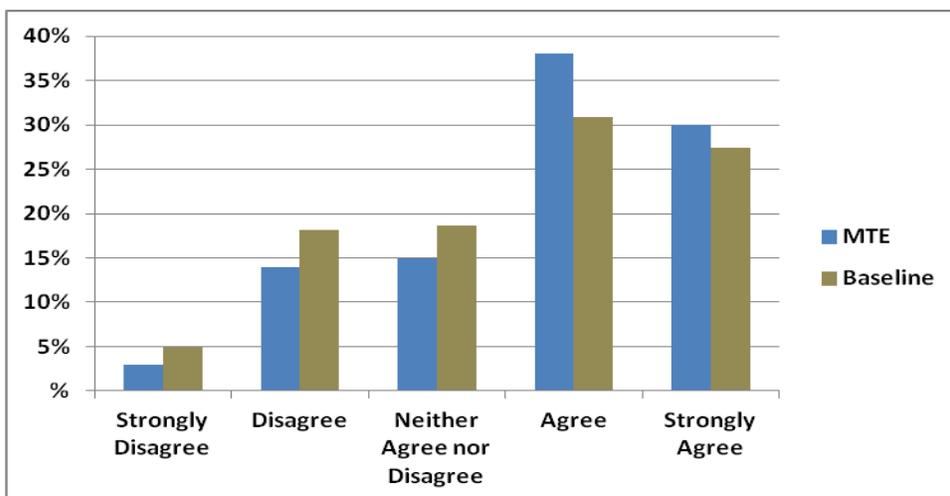
Only a minority 20.0% knew where they could access contraceptives with a vast majority, 80.0%, not aware. At baseline, only 15.2% of adolescents knew where they could access contraceptives. Affordability of the contraceptives also stood as a challenge for those wishing to access them with only 8.0% stating they could afford while 92.0% could not. At baseline only 7.4% of the adolescents could afford contraceptives. A small number of 5.0% stated to have visited a family planning clinic with a majority 95.0% having not. At baseline, an even smaller number of 2.5% had visited a family planning clinic.

These results indicate increasing awareness of how to access services related to sexual and reproductive health rights.   They also indicate a growing interest amongst adolescents in accessing such services despite their persistent inability to afford them.

On whether parents should support access to SRHR, 30.0% strongly agreed, 38.0% agreed, 15.0% neither disagreed nor agreed, 14.0% disagreed, while 3.0% strongly disagreed. At baseline 27.5% strongly agreed, 30.9% agreed, 18.6% neither disagreed nor agreed, 18.1% disagreed and 4.9% strongly disagreed. The trend indicates a growing sentiment among the adolescents that their parents should their support access to SRHR.

Table 3: Changes in knowledge of SRHR, awareness of Plan activities, and participation in Plan activities

Baseline information	Changes
Lack of information and skills on growing up and sexual maturation	- Adolescents have access to some information of SRHR and girls are using sanitary towels made available to them - Teachers conduct sessions on sex education and recognize the important of the same - Girls open up to their female teachers on the SRHR needs and are assisted by teachers appropriately
Stigmatization of girls by boys regarding menstrual periods and use of sanitary pads	- Boys have been trained to respect the needs of girls particularly in their use of sanitary towels. - Construction of separate sanitary facilities for boys and girls offers some privacy in those schools which have benefited from improvement of school infrastructure funded by other plan projects and other actors

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| Baseline information	Changes
Minimal role of parents in educating adolescents on sexual reproductive health	• Parents acknowledge the need for sex education for adolescents. However, they note it has to be undertaken with caution • Parents discuss with their children sex related issued and advice them appropriately. it is no longer considered a taboo for some parents/community members
Participation in activities	• 12 men and 142 female adults reached

3.4 VIOLENCE AGAINST THE ADOLESCENT GIRLS AND BOYS

Adolescents' Views

Asked if they felt safe at school, 50.5% of adolescent respondents strongly agreed, 45.2% agreed, while 4.3% strongly disagreed. During baseline, 39.5% strongly agreed, 53.2% agreed, 0.5% neither agreed or disagreed, 6.3% disagreed and 0.5% strongly disagreed. When disaggregated by gender, 44.1% of male adolescents and 35.7% of female adolescents strongly felt that school was safe. The percentages had improved to 57.8% of male adolescents and 43.8% of female adolescents during evaluation.

These trends indicate that although girls feel less safe in school compared to the boys, for both gender, school is perceived safer than during the baseline. This reflects the efforts that have been undertaken by the project to make school safe zones. Efforts by other projects by Plan and other actors have enables a toll free helpline (116) to be available to the adolescents. Various stakeholder sensitization sessions had been carried out on the need to reduce violence against children.

Graph 10: How safe boys and girls feel in school
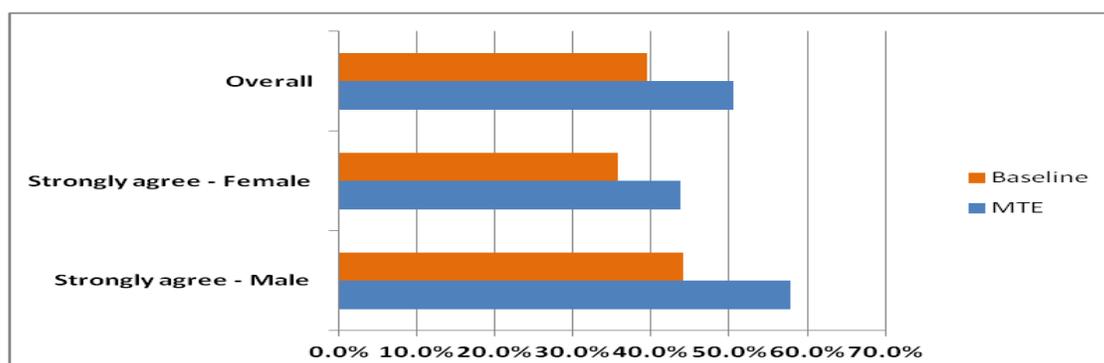
Adolescents noted that there were not many changes in the level of violence they face since the interventions by the project were introduced. The training of teachers on alternative discipline methods was said to have led to only a slight reduction in the use of corporal punishment. Attitude around use of

> *"When we are being punished, boys are treated more harshly than girls"*
>
> FGD participant, male adolescent - Bondo

corporal punishment had not completely changed and the use of alternative discipline methods had not been properly embraced by all teachers.

According to the results of blind voting exercise, adolescents experienced verbal, physical and sexual abuse in that order. Verbal violence was the most common violence perpetrated against girls while boys faced physical violence the most. From the focus group discussions, it was evident that the girls suffered sexual violence both in school and at home. Teachers were reported to be very rough when it came to punishing the adolescents resorting sometimes to kicking and slapping.

> *"On our way home in the evening, some of the boys who have completed school and are idle at home wait for us. They often attack us and have sex with us by force"*
>
> FGD participant, female adolescent- Bondo

Girls were sexually abused by boys on the way home from school and also by some of the shop keepers and neighbours. Furthermore, verbal violence was perpetrated by teachers against adolescents through name-calling. They were referred to as "*burukenge*"(monitor lizard)," *maskini*" (poor person) and "*malaya*" (prostitute). As a result, some girls dropped out of school. Physical abuse involved pulling of ears and noses, inserting pen and the chalk in their ears for both boys and girls. On the other hand boys faced violence which included punishments that involved uprooting of tree stumps, slashing grass, digging out ant-hills and digging pits, sticking of chalks and pens in students' ears and noses, squatting and putting hands under the legs while holding their ears for long hours.

> *"Girls here are abused by parents, relatives, peers and teachers because they see them as sex objects. Girls in this community are not expected to reject any sexual advances"*
>
> Key informant- Machakos PU

On whether children who were punished by teachers deserved it, 8.6% of the adolescents strongly agreed, 16.1% agreed, 8.6% neither disagreed nor agreed, 50.5%

disagreed, while 16.1% strongly disagreed. During baseline, 5.9% of the adolescents strongly agreed, 17.1% agreed, 13.7% neither disagreed nor agreed, 36.6% disagreed, while 26.8% strongly disagreed. These figures indicate a growing realization, as corroborated by the FGDs, among the adolescents that the type and severity of the punishment they receive was uncalled for and inappropriate.

Parents and Teachers Views

According to discussions and interviews, it was noted that teachers were quite aware of the various rights that children were entitled to and summarized as survival, development, protection and participation rights. It was pointed out that girls were not enjoying the right to express themselves because in most cases they are shouted back at by boys, parents and teachers in school and as a result, and some had low self-esteem. Furthermore, children faced hurdles in enjoying some of their rights, for instance there was limited privacy as latrines in some of the schools. Since the latrines did not have doors, the girls could not comfortably change their sanitary pads. As a result, they opted to stay at home during their monthly periods.

> *"We were trained by Plan and started some patrols to make sure our girls arrived safely at home. But there was no follow-up from Plan, we had no badges and there was no motivation. So those patrols no longer take place. Maybe Plan should help us get an Administration Police post in this area."*
>
> FGD participant, female parent-Oganya

In other areas, as already mentioned, danger lurked on the way to and from school for children and especially the girls. Parents were aware of the challenge girls faced on their way back from school in the evening. Although some measures had been taken they were not entirely successful. For instance, an initiative supported by Plan in Bondo PU for patrols to enhance safety was reported to have fizzled out.

Changes

According to the adolescents, there was little that had changed particularly with regard to verbal and physical violence they faced from teachers. However, it was noted that, occasionally, head teachers, parents and relevant authorities took responsibility and acted whenever violence was perpetrated against some of them.

3.5 POLICY IMPLEMENTATION

Interventions of the project were in line with the various policies concerned with access to quality education for children in Kenya, a fact that was acknowledged by teachers and other key informants. The policies include free primary policy of 2002, legal notice and circular that banned use of corporal punishment in 2000, Kenya Adolescent Reproductive Health and Development Policy and the Children Act enacted of 2001.

Table 4: Alignment of project with policy and legal environment

	Legal and policy issues	Project
1	Plan Kenya Strategic Plan	Aligned
2	Plan Programme Guide, 2010	Aligned
3	Free primary education policy	Aligned
4	Kenya Adolescent Reproductive Health and Development Policy	Aligned
5	Children Act, 2001	Aligned
6	Education Act, 2012	Aligned

Awareness on these policies had enabled the enrolment and retention of children in schools including OVCs and children had better prospects of enjoying their rights.

The project is relevant to the situation in Kenya as outlined in the Strategic Plan for Plan Kenya. The project is aligned with Plan's global programme guide, 2010, which has a child-centred community development (CCCD) perspective and aims at promoting child rights to end poverty.

The evidence emerging under this project has not yet been used by Plan to provide evidence for policy recommendations. At the local level some of the evidence from the project has been used for advocacy work, though this has not been escalated to national level. The ear-marking of 5% of bursary funds for the support of girl education in addition to girls competing for the rest of the bursary funds with boys, appears useful to advocate for replication in other counties and up-scaling to national level. It is expected that the mid-term evaluation would serve as an excellent trigger for such advocacy work.

3.6 DECISION MAKING

According to respondents, girls and boys were actively involved in decision making such as selecting their leaders. In one of the schools, Kyumbuni Primary school, in Machakos PU, a class had made their own rules and they also sanctioned those who broke the

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rules. In another school, Gunga primary, children were involved in the budgeting process where they were helped research and know the cost of various commodities for the school feeding programme. In secondary schools, students chose subjects they pursued and also identified their own representatives to lead discussions in class in the absence of teachers. According to the list of student leaders provided by a sample of the schools involved in the evaluation, there was a balance in gender representation in the student leadership.

Graph 11: Adolescents' perception that school management listened to their concerns
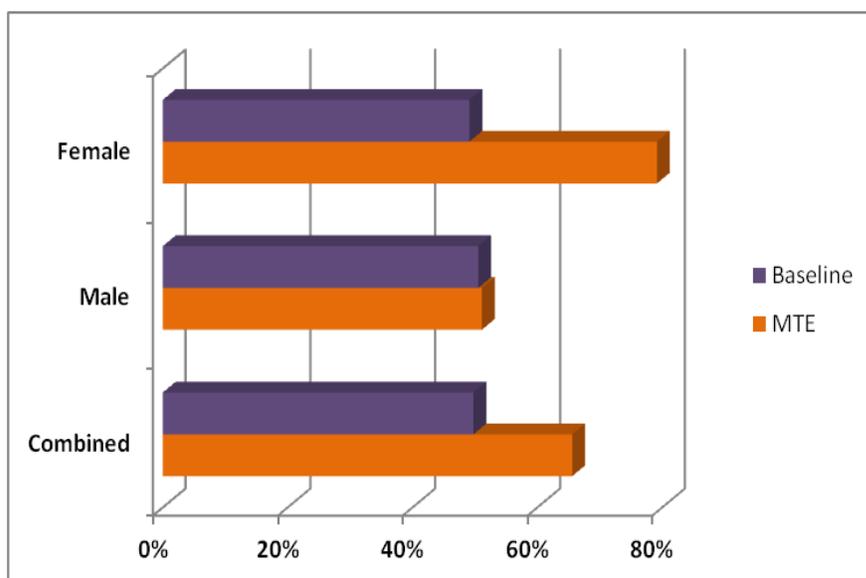
During the evaluation, two-thirds of the adolescents (66%) felt that school management listened to their concerns. This was a marked improvement from 50% during baseline. Disaggregated by gender, the change among female adolescents was outstanding. At baseline 49% of felt that school management listened to their concerns. At the evaluation time this proportion had risen to 79%. Among the male adolescents the percentages were not changed, staying at 51% at both baseline and mid-term evaluation.

3.7 CONCLUSION

The project addresses the problems and needs identified regarding empowering girls in the Kenyan context. The project develops the social and human assets of girls; enhances their power to make choices and achieve their goals; and helps them attend school to gain academic qualifications and the opportunity to further their education for more achievements.

The project has been efficient. It has generally adhered to timelines and worked towards the timely conversion of resources availed into results. Where there were delays in the period ending March 2012, efforts were made to cover lost ground in the year ending March 2013.

As already indicated, a result of the project, positive attitudes and behaviour of parents and community members and leaders toward girls' rights to education have been developed; financing opportunities at local level for girls' education increased at family level and bursaries at community level; learning environment in schools has improved for girls; and adolescent girls and boys have better knowledge and skills in relation to sexual and reproductive health and rights, and improved access to appropriate services.

The changes that have been realized by the project are in line with the project's purpose and overall objectives and its intended effects on the wider community. However, these results have been achieved despite the challenges posed by poverty, disempowering practice in homes and school and cultural factors that have worked to hinder the project.

On the other hand, the policy and legal environment in Kenya, adequate funding for the project, the free primary education programme by the government and improvements in the education sector, Plan's wholistic approach to improved quality of education, and focused attention on the part of Plan project implementation staff have facilitated the results and benefits of the project.

Due to these facilitating factors, and the involvement of primary duty bearers in the implementation of the project, the sustainability of the project is such that its outcomes likely to outlive the project implementation period. The imparting of knowledge to stakeholders, parents, teachers and adolescents increases the fund of knowledge at community level necessary for the sustainability of the interventions of the project. Tackling the cultural norms that stand in the way of girl education by engaging the elders co-opts such gatekeepers as allies and even supporters of the project and the education of girls in particular. This approach significantly boosts the sustainability of the outcomes of the project. In addition advocacy skills have been imparted even to adolescents and youth have been equipped with skills and mobilized to carry out social audits. Such involvement of active age cohorts in the community bodes well for the long term persistence of the outcomes of the project. By addressing the economic wellbeing of

parents and the community at large through VSLA, the project addresses one of the greatest impediments to the sustainability of the project. It is necessary that this aspect of the project should be further strengthened.

The monitoring, evaluation, reporting process is participatory and enables the community and the children involved to have sense of project progress. Reports that are generated are also shared with the country office, UK national office and eventually the funding partner. However, review and reflection meetings involving the community members for learning purposes have not been consistently held.

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4.0 RECOMMENDATIONS

4.1 INNOVATIVENESS

The project seeks to raise the living standards for families and address child poverty through promotion of village savings and loans associations. The interventions of the project address factors at school, at family level and generally in the community that singly or in combination work against girl education. This innovation serves to enhance the chances of success for the project. The mobilization of parents and community members to act as defenders of children rights by patrolling the routes they use to and from school. This innovation directly engages the primary duty bearers, aims to increase ownership amongst the community members and improves sustainability prospects.

The project was innovative in the manner in which it introduced the "*Tuko Pamoja*" (we are together) book that ensured teachers understood the delivery of SRHR information and sex education. Furthermore, the project trained parents as agents of change under the*"Wazazi Wanaweza Initiative*" (Parents are able), a component of the project that ensured that parents were actively involved in the care and monitoring of their female adolescents, who were more vulnerable than boys. It is clear that developing standard tools for delivery of such critical information and doing so in local languages, significantly enhances their effectiveness.

The inter-generational dialogue carried out under the project innovatively builds on the respected guidance and counseling roles that older members of the community play to address issues that work against the education of boys and girls.   It is clear that facilitating focused, inter-generational engagement helps to impart life-skills to adolescents. It also harmonizes the efforts of the different strata of the community towards a shared objective.

4.2 PROGRESS

The programme is likely to meet expected targets under the 5 outputs as set out in the programme design especially if the recommendations of this evaluation are put into consideration and implemented. When examined across the PUs, there were some differences in the pace of delivery of some of the proposed interventions but such differences were neither significant nor long-lasting.

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What requires attention is the fifth output, particularly regarding the approaches used to deliver education or training on sexual and reproductive health rights.

4.3 SUCCESSES AND POSITIVE CHANGES

Besides the changes and successes discussed under findings above, some of the successes and positive changes cited by beneficiaries include the reduction in the number of cases of child labour and pregnancy, recognition and embracing of the importance of educating children, particularly the girl child by their parents. Furthermore, boys and girls could express themselves better due to the introduction of speak-out boxes and children rights clubs in some schools. The speak-out boxes had weekly feedback which the teachers would use to feed into their guidance and counseling meetings. Parents gained the courage to engage their children on SRHR issues and provide necessary guidance, a practice that was previously considered a taboo.

4.4 KEY CHALLENGES

The following were the challenges identified in the project:

1. **Sanitary towels**: Lack of reliable supply of sanitary towels in schools despite government commitment to do so.

2. **Distance**: There was concern among parents about the distant location of schools which posed great security risks for the girl child. The distance to schools also affected teachers who sometimes had to walk seven to eight kilometers to their schools.

3. **Overload**: Adolescents, particularly from Bondo Program Unit, pointed that girls were the overloaded with housework which compromised their education

4. **Inadequate school facilities**: Schools were facing the challenge of inadequate facilities and resources. There were fewer than optimal number of teachers, inadequate teaching and instructional materials, classrooms, sanitary facilities. For instance Kayatta primary school in Makongo had only one latrine serving 350 pupils. The teacher- to-pupil ratio was above the recommended standards by the

MoE. This had led to heavy workload on the part of teachers thus affecting their performance. Kithuiani primary school had a teacher to pupil ration of 1:70 and Kitambaasye School had 1:80. Among the schools under the project in Machakos PU, only in Kianzave that had a reasonable ratio of 1:30. In the school serving Oganya community in Bondo there were only six teachers, including the head teacher, while each of the eight classes had an enrollment of 53 pupils on average.

5. **Change of syllabus:** The education syllabus demanded participation in various co-curricular activities and events, making it difficult to complete the academic aspects in time. Frequent changes of the syllabus had led to deficiency of appropriate text books in schools. For example Social Studies syllabus and Literature books had changed several times, each requiring a change of the relevant textbooks.

6. **Negative influence by media**: Teachers were concerned that students were negatively influenced by the print, video and other electronic media. This negated the influence of the few role models, posed challenges to teachers when addressing negative practices and posed challenges to their authority over pupils and students.

7. **Career development and training:** Gender stereotyping in the communities and amongst adolescents had made it difficult for teachers to convince girls that they could strive and become successful professionals in whatever field they had an interest in. For instance, there was a belief that it's only boys who could pursue medicine.

8. **Violence:** Teachers had been threatened by parents through demonstrations that demanded removal of some of them. The teachers were also forced to get transfers due to allegations that, in their opinion, were unclear and untrue. The pupils complained about the continued use of corporal punishment by teachers. This is despite the trained the teachers had received on alternative discipline methods. There is need for better conflict resolution mechanisms at school level with the assistance of local MoE officials and Plan could assist re-energize existing mechanisms.

9. **Inadequate chances for sponsorship:** Some of the best performing students could not proceed with their education beyond primary school due to lack of school fees. Sponsorships and bursaries were very limited and provided for only a small fraction of the fees required in schools.

4.5 RISKS TO THE PROGRAMME AND MITIGATING FACTORS

In addition to the risks identified at the inception of the project, the following are the risks were identified during the evaluation.

1. **High expectations and a dependency tendency:** Some of the stakeholders, particularly parents had very high expectations of the project, bordering on dependency. Many of them were not quite aware and clear on the role and activities of Plan and the project. This requires Plan to frequently clarify to the community their approaches to development and manage expectations.

2. **Further deterioration of discipline among children:** Due to inappropriate packaging of information on children rights and delivery, the project was at risk of making the situation worse for teachers and other caregivers with regard to distinction between rights and responsibilities. Overtime this could undermine their support for efforts to address the rights of the child. In order to mitigate this there is need for deliberate efforts to have clear message in the advocacy initiatives for children to understand their rights as well as their responsibilities. This is in keeping with the provisions of the African Charter on the Rights and Welfare of the Child (ACRWC).

4.6 RECOMMENDATIONS

The following are the recommendations arising from the evaluation.

1. **Mainstream and strengthen child rights in all school clubs:** There is need to mainstream children rights issues in all school clubs in order to give an opportunity to all children to learn about their rights and responsibilities. Furthermore, there is need to emphasize on responsibilities of children in order to address the concern about indiscipline due to misinterpretation of rights of children by the children themselves. It may not be necessary to initiate stand-alone ROC clubs as it would be duplication of efforts.

2. **Further strengthen collaboration with all key stakeholders in the program units:** There is need for key stakeholders such government departments, civil society organizations to continue working closely as partners with the schools for more programmes and enhanced child protection for children. In view of the new devolved government, links with County Education Boards should be established and quickly nurtured to strength.

3. **Deepen tapping into local, devolved resources:** Parents and schools should take advantage of the devolved funds by the government and support of other development agencies to promote education. Schools and parents should be encouraged not to rely only on the initiatives of the project. They should devise strategies that will ensure sustainable support for schools and their children. Plan should therefore enhance the component of advocacy in the project and ensure all the relevant stakeholders are committed to supporting education, particularly that for girls. It is expected that an additional benefit of enhanced used of local resources will be reduced tendency towards dependency on Plan.

4. **Sustainable follow-up and mentorship for teachers on alternative discipline methods:** There is need for a sustained training of all teachers on positive discipline methods in all the schools in the project areas. It will be necessary to explore the reasons for the poor uptake of alternative disciple methods by teachers. There should also be sustained campaign to end all forms of violence including the use of vulgar and abusive language towards children in the name of

discipline. It will also be necessary to work with the necessary enforcement mechanisms at local level, in the TSC and the MoE to enforce the directives on corporal punishment.

5. **Enhance the training of both the boys and girls on sexual and reproductive health rights.** All the stakeholders should be facilitated to develop a shared understanding on the need for education on sexual and reproductive health rights. This will require lobbying both at community and national level so as to have an acceptable common approach. The SHRH training should be anchored on felt needs amongst the adolescents, such as the need to prevent HIV and AIDS with appropriate emphasis on the right to access services. Monitoring of the participation and effectiveness of such training will be critical in arriving at the best workable approach.

6. **Develop capacity for local production of reusable sanitary pads**: Coupled with a participatory exploration of the challenges facing the reliable supply of government funded sanitary towels to girls, efforts should be made to enhance the supply of sanitary towels in schools with sustainable programmes for local production of low-cost, reusable sanitary towels initiated. This will curb absence and school drop out for the girls, dovetail well with county governance and may be effective enough to be replicated in other areas.

7. **Schools to enhance enjoyment of rights and measures for safety and security of students:** School authorities should adhere to the recommended school hours. Therefore, students should not be released from school as late as 7.00pm. This will protect them from abuse by fellow peers, and teachers on the way from school as was evident in Bondo PU.

Furthermore, Plan should work with schools, MoE and the communities to ensure that school facilities such as toilets are conducive for use by girls and do not lead to their absence from school during their monthly periods. Apparently, teachers and parents do not perceive themselves as duty-bearers with, not just a moral, but also a legal responsibility to respect, protect and fulfill the rights of children. It may be necessary to re-visit the tools and methods in order to include this aspect of awareness and spur action on their part.

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8. **Economic empowerment of parents to address poverty:** Parents who are committed to the education of their children, despite poverty, should be further encouraged to undertake sustainable income generating activities and projects. This intervention should also serve to reduce likelihood of dependency on Plan. It may be necessary for Plan to direct the parents social protection networks, micro-credit institutions or other local vehicles and mechanisms that support economic empowerment

9. **Mobilize parents to play a more proactive role:** Parents should play a proactive role in the education of their children. Based on the focus group discussions with women, there is need to sensitize some men to take up their responsibilities as heads of households and avoid committing nearly all family resources to consumption of alcohol and other unproductive expenditure. Plan should work with local administration, religious organizations and government in addressing this challenge. Parents should also be encouraged to consistently attend school meetings. Such meetings should not be reduced to opportunities for head teachers and the SMCs to urge parents to pay school fees and levies. Such meetings should be structured as opportunities to interrogate progress, for instance, of the Empowering Girls for Life project and used a learning and advocacy platform.

10. **Strengthen conflict resolution:** Better school-based, participatory conflict resolution system is needed to address disputes between teachers and parents. This will mean Plan working to strengthen existing methods in line with existing guidelines while promoting effective methods of doing so.

11. **Secure education of male adolescents against decline**: Sensitize parents against deteriorating emphasis placed by male adolescents on learning and studying, the negative effects of cultural practices that promote early sexual activity and early marriages, the distracting effect of entertainment establishments on school attendance, and the allure of micro-enterprises and money from casual jobs that entice adolescent boys to drop out of school to undertake child labour.

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12. **Strengthen learning aspects of the project**: Enhanced review and reflection meetings, amongst staff and between staff and the community and other stakeholders, say once every six months will further strengthen learning under the project.

13. **Strengthen advocacy aspects of the project**: Using the mid-term evaluation as a trigger, the project should use the evidence gathered to make policy recommendations at national level. An example is the frequent changes of syllabus and the effect it has on the availability of relevant textbooks. Another issue is government ensuring that there is regular and reliable supply of sanitary towels to girls in schools. Opportunities for advocacy to promote replication and up-scaling to the national level for some of its interventions should be pursued. An example is the ear-marking of 5% of bursary funds for the support of girl education in addition to girls competing for the rest of the bursary funds with boys.

14. **Strengthen rights perspective:** In the light of the new constitutional dispensation, Plan should strengthen its use of rights language in its interactions with community members, duty bearers and other stakeholders with clarity on roles and responsibilities so as to counter tendencies towards dependency. As the project moves to its second half, this approach will contribute towards enhancing sustainability and a smoother transition towards closure of the project

APPENDICES

Appendix I: Final Country Log Frame

KEN0233 Revised
Logframe - Kenya.xls

Appendix II: FGD Notes

Adolescent FGD 1 girls.xlsx

Adolescent FGD 2 girls.xlsx

Adolescent FGD 5 boys.xlsx

Bondo Adolescent Boys group 2.xlsx

Bondo Adolescent Girls 1.xlsx

BONDO FEMALE PARENTS group 5.xls

Bondo Adolescents girls group 3.xlsx

Bondo Men PARENTS group 6.xlsx

Bondo teachers Group 4.xlsx

Female parents FGD GROUP 3.xlsx

Male Parents FGD Group 6.xlsx

Teachers FGD Group 4.xlsx

Appendix III: List of Key Informant Interviewees

	MATUU – MACHAKOS PU		
	NAME	**POSITION**	**DATE**
1.	Mr. Wambua Ndambuki	Plan Project Officer (Education)	14/12/2012
2.	Ms. F. Wambui	Plan Project Officer (Education)	14/12/2012
3.	Mr. Kitonyi Gregory	Area Education Officer(Matungulu)	18/12/2012
4.	Mr. Daniel Munyao	Assistant Chief(Kayatta Sub-location)	18/12/2012
5.	Mr. David Mutuku	Religious Leader (Kayatta Sub-location)	18/12/2012
	BONDO PU		
1.	Mr. Jeremiah Angule	Area Education Officer (Maranda Division)	10/01/2013
2.	Mr. Waluenda William	Area Education Officer (Nyangoma Division)	10/01/2013
3.	Mr. Leon Awiti	Plan Project Officer	11/01/2013
4.	Mr Tom Okeyo	Plan Program Unit Manager	11/01/2013
5.	Mr. Thomas Ogila Onyango	Assistant Chief (East Ugenya Sub-location)	11/01/2013
6.	Mr. Ondeje Tiga	Nyikeye CBO – Secretary)	11/01/2013

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