

## DINING FOR WOMEN

### KENYA SELF-HELP PROJECT FINAL PROGRESS REPORT

OCTOBER 2019

Organization Name: Kenya Self-Help Project  
Project Title: Girls Empowerment Program  
Grant Amount: \$44,990 (over two years)  
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**KSHP Girls Empowerment** project was designed to improve the social and economic future of *3,400 girls* in 23 rural primary schools through a program that *strengthens gender identity, provides opportunity for practical application of life skills, and mitigates the causes of girls' absenteeism, poor performance and school dropout.*

#### **Project Accomplishments** (per Rachuonyo North Sub-County Ministry of Education)

STATED OBJECTIVE - Girls' primary school dropout will be under 0.002%.

##### PROGRAM OUTCOME

In 23 rural primary schools, where girls receive Girls Club education and personal supplies, not a single girl dropped out of school during the grant period. We attribute this exceptional outcome to the project's ability to sustain *these project strategies*:

- Dignity Kit distributions
- Girls Club mentoring
- weekly gender identity education and skills-building activities
- stakeholder engagement and training

STATED OBJECTIVE – Pregnancies will be near zero in 23 schools.

##### PROGRAM OUTCOME

There were ZERO pregnancies in partner schools throughout the 2-year grant. We credit *Girls Club education* and access to *material support* for this outcome. Three years prior to the introduction of this program, Simbi Primary school alone recorded nineteen pregnancies in one year.

STATED OBJECTIVE – Absenteeism caused by lack of personal supplies will be under 0.001%.  
PROGRAM OUTCOME

The provision of sanitary pads and innerwear ensured that every adolescent girl in the zone (2,150 girls) received personal supplies twice each year. Girls' absence is now related *solely* to illness or family emergency.

STATED OBJECTIVE – Girls' high school eligibility will be near 100%.  
PROGRAM OUTCOME

For two consecutive years, 100% of girls in schools served by this project exceeded the criteria for high-school eligibility per their KSPE national exam scores. In no other school zone in Rachuonyo North Sub-County do girls achieve to this level. We attribute our girls' success to the influence of *Girls Club education* and the *sustained implementation* of strategies that mitigate the root causes of girls' absence and poor performance.

STATED OBJECTIVE – Girls will hold the majority of top performing students in each school.  
PROGRAM OUTCOME

Girls in 23 partner schools now hold the overwhelming majority of top ten best performing students in all grades at every school. *Improved attendance* enabled girls to maintain their studies and become academically competitive with boys. *Girls Club* nurtures a culture of self-esteem and self-advocacy that encourages girls to reach out for help from their teachers and peers.

STATED OBJECTIVE – Girls will hold the majority of class position #1 in grade 1-8 classes.  
PROGRAM OUTCOME

This year, girls hold class position #1 in 80% of all grade 8 classes – AND girls hold position #1 in 75% of all grade 1-7 classes throughout the zone. Girls Club lessons teach the concept of *community service* - community being one's school and classmates. Even at this young age, girls learn they can 'make a difference' by giving of their time and assistance. Through their own initiative, girls formed *study groups* and after school discussions to help one another with difficult subjects. They solicited teacher in-put and organized weekend tutorials. When scores visibly improved, more girls joined these study groups.

STATED OBJECTIVE – Girls will hold the majority of the Speakers of Schools Congress  
PROGRAM OUTCOME

This year, *eighteen* of the 23 Speakership positions in the zone are girls. We credit this outcome to *Girls Club* curriculum that teaches girls how to set goals. Interschool *debates* provided the arena for planning and public speaking. As girls' language skills improved, confidence increased along with a desire to demonstrate their competence and compete for the student body vote.

STATED OBJECTIVE – Girls will hold 25% of the leadership positions of school president.  
PROGRAM OUTCOME

This year, girls were elected School President in 15 of Nyakongo zone’s 23 schools. Girls are now School President of 65% of our partner schools. The Zonal President is also a program-served girl. Head teachers credit GCC leadership training for the surge in girls’ taking over leadership roles. School presidents must be self-confident and high achieving. They must have peer respect and leadership skills to serve as a bridge between the students and teachers.

### **Beneficiaries**

The number of women and girls *directly and indirectly impacted* has increased. Dining for Women *directly impacted* the lives of 3,700 girls in 23 primary schools – of which 2,150 pubescent girls received Dignity Kit supplies. All girls in grades 4-8 now receive weekly Girls Club education and life skills training. A steady flow incoming transfers from neighboring schools also contributes to this increase.

An additional 3,500 girls in preschool and grades K-3 were *indirectly impacted* by the positive role modeling of older peers and in-school Girls Club activities. Mothers, older sisters, aunties and guardians participate and learn during community education events. In all, the program has *directly and indirectly impacted* more than 21,000 women and girls in the zone.

### **Challenges**

The challenges we faced were peripheral and temporary in nature. The government ban on plastic bags, weather-related obstacles, teacher transfers and schedule delays did not affect program implementation in any significant way. We credit the diplomacy of our program manager, Ms. Date Mboya, for maintaining positive relationships with community and teacher leaders in neighboring zones who solicit, but do not receive the benefit of GCC program services.

### **Organization/Project Situation**

All leadership, staffing, funding and implementation presented in our initial proposal remained unchanged throughout the two-year grant period.

### **Important Lessons Learned**

Successful program delivery depended on timely and effective *communication* with all stakeholders: school administration, teachers, patrons and parents. We learned to observe *institutional hierarchy* when announcing KSHP activity plans or setting schedules with club patrons. We learned the value of *inclusiveness* by cc’ing all communications to head teachers, as ‘participants’ in KSHP program activities. And above all, we learned that developing *unity* and a *shared vision* with the leadership of partner schools enabled KSHP and 23 school communities to celebrate their ‘joint’ achievements.

### **Organizational Outcomes**

2017 Dining for Women grant came at a time when our Girls Empowerment program had grown beyond our fundraising ability to sustain full program services. The grant provided two years of financial stability during which we deepened *relationships*, developed *new GCC curriculum* and improved *stakeholder training*. The grant guaranteed the uninterrupted *distribution of Dignity Kit* supplies. Girls Club instruction so dramatically strengthened girls' self-confidence and classroom skills, that schools made GCC attendance compulsory. ***Girls Club (GCC) education is now required curriculum for girls in grades 4-8 in all 23 partner schools.*** KSHP has become a trusted *educational partner* in these communities.

### **Unexpected Events & Outcomes**

Hosting DFW Kenya travel group this year was an electric event for the organization. Group members showered our girls with warm-hearted encouragement and affirmation. The ladies' enthusiasm continues to inspire our leadership team and the scores of girls with whom they interacted. An unanticipated outcome of the group visit was the '*Miracle Makeover*' of Warao Primary school. The refurbishment ignited community participation and resulted in giving the school's 300 children 'proper' classrooms with walls and sealed floors, student desks and textbooks for the school's K-8 students. The success of this project inspired *continuing donor commitment* that will bring needed resources to other partner schools in the years to come.

### **Strategy Modification**

During the grant cycle, KSHP encountered no obstacles that required strategy modification. We did learn, however, the genuine *strength of GCC strategies* to exceed expectations when the program is fully implemented.

### **Community Impact**

This program has *directly and indirectly* affected the lives of approximately 36,000 people in 23 rural communities, including the school population of nearly 13,000 students in Nyakongo zone.

### **Measurements**

Measurements for girls' school retention, pregnancy, absenteeism, high school eligibility, performance, and elected leadership positions are based on data collected by *Rachuonyo North Sub-county Education Office*. We draw student performance information from reports compiled by *each school's head teacher*. Soft data is collected through direct observation, questionnaires, surveys and interviews. Measurable results are *detailed in Section I, Project Accomplishments*.

### **Project Future**

KSHP foresees a period of uncertainty regarding our Girls Empowerment program. We have not yet secured funding to replace Dining for Women grant. Without new revenue, our budget cannot fulfill the biannual distribution of Dignity Kits. This cut will affect over 2,000 girls, who now depend on that resource to stay in school during their menses.

Going forward, KSHP remains committed to implementing Girls Empowerment activities with available resources. Girls Club will receive priority funding and support, followed by the annual training/planning workshop for teacher mentors and Girls Club leaders, and interschool debates.

### **Expenses**

Please refer to KSHP 2019 Girls Empowerment Program budget.

### **Public Recognition & Partnerships**

KSHP Project Director, Ms. Date Mboya, was chosen to participate in United Nations Menstrual Health Management Symposium in Johannesburg in May 2018. The *United Nations Population Fund (UNFPA)* featured KSHP Girls Empowerment program as a model for MHM and girl child education in Sub-Saharan Africa.

In 2020, Kenya Self Help Project will begin a partnership with *Education for All Children (EFAC)* to open a new avenue of high school scholarships for deserving Nyakongo zone girls.