



USAID
FROM THE AMERICAN PEOPLE

EVALUATION OF THE GLOBAL GIVE BACK CIRCLE PROGRAM

MID-TERM EVALUATION REPORT

July 1, 2013



GLOBAL GIVE BACK CIRCLE PROGRAM
MID-TERM PERFORMANCE EVALUATION REPORT
FINAL REPORT

Submitted to:
USAID/Kenya

Submitted by:
Tania Alfonso, PPL/LER (Team Leader)
Tel.: 202-712-0144
Email: talfonso@usaid.gov

Table of Contents

Preface.....	1
Executive Summary	2
1. Introduction	4
2. Background.....	5
3. Methodological and Technical Approach.....	8
4. Key Findings, Conclusions and Recommendations	11
5. Annexes	
A. Scope of Work	
B. Evaluation Team	
C. Timeline and List of Respondents	
D. Data Collection Tools and Protocols	
E. Data sets and Interview / Focus Group Abstracts	
F. Geographic Diversity of GGBC Beneficiaries	
G. Contractor Response to Evaluation	

Preface

It is unusual for USAID staff to conduct an evaluation themselves, as evaluations are usually contracted to a third party outside of both the Agency and the implementing partner to prevent potential conflicts of interest. However, a unique partnership between the Development Leadership Initiative (DLI) Cost Center and the Bureau of Policy, Planning and Learning (PPL) was formed to reinforce and further develop evaluation competencies among USAID staff. Over the course of 6 months in 2012-2013, PPL partnered with select Missions to conduct evaluations of USAID programs in Sri Lanka, Moldova, Uganda and Kenya. Because these evaluations were of relatively small projects, they did not fall under the USAID Evaluation Policy requirements for an external evaluation, and were thus led by a Senior Evaluation Specialist from the Office of Learning, Evaluation and Research within PPL. In the case of the GGBC program evaluation, four out of the six evaluation team members, including the team leader, were affiliated with USAID. However, they had no vested interest in the success or failure of the particular program being evaluated. Two national consultants were also commissioned as part of the evaluation team to provide a local and external perspective.

The evaluation team is grateful to the Education and Youth Office of USAID/Kenya for entrusting this evaluation to them, and to Lucy Kithome and Charles Mandivenyi for facilitating their stay in Nairobi. In addition, the collaboration of KCDF / GGBC staff, in particular that of Linda Lockhart and Catherine Kiganjo, was instrumental in facilitating meetings with beneficiaries and key stakeholders. That they did so during an especially busy time in GGBC programming is a testament to their commitment to the program and to its evaluation.

Executive Summary

The Education and Youth Office of USAID/Kenya requested that USAID/Washington's Office of Learning, Evaluation and Research (LER) conduct a mid-term evaluation of the Global Give Back Circle (GGBC) Program, a university education and empowerment program for orphaned and vulnerable girls. The program is partially supported through a \$3.484 million USAID grant to the Kenya Community Development Foundation (KCDF) that will expire in February 2014. A six-person evaluation team consisting of four USAID staff and two local Kenyan consultants carried out the evaluation over a six-week period, three of which consisted of field work in Kenya.

The GGBC program recruits college and university bound orphaned and vulnerable students and provides them with a comprehensive package of assistance intended to move them from poverty to prosperity and from recipients of assistance to givers of assistance to needy communities. Under the program, every beneficiary receives: a tertiary level scholarship, including living expenses; a nine-month course in information and communications technology (ICT); assignment of a Kenyan or international mentor; life skills training in financial literacy, reproductive health, HIV/AIDS prevention, employment readiness, and other subjects; and an opportunity to intern with a private sector firm during their years in university or college. In addition, throughout their participation, the beneficiaries are to annually fulfill a set of give back commitments to needy communities (thus the words, "Give Back" in the program name). The GGBC began in 2006 with private sector funds fully supporting the program until 2011, when USAID issued a three-year grant to KCDF, which enabled the program to expand from 280 to 550 girls and 27 boys. The program is now funded at approximately \$8 million through February 2014, of which slightly more than half comes from the private sector. The program costs about \$13,800 per beneficiary, which includes administrative and support costs of approximately 4%.

The evaluation team was asked to review planned activities and results against actuals, determine whether the program was meeting its objectives, and provide a set of findings, conclusions and recommendations to improve program performance and guide future program designs. An additional, implicit purpose of the evaluation was to assist USAID/Kenya in its decision of whether to continue to support the program after the current grant expires in February 2014. Specifically, the scope of work laid out four questions for the evaluation team to answer:

1. *Accountability:* To what extent has GGBC been implemented as planned and what steps, if any, has the implementing agent, KCDF, taken to address implementation problems?
2. *Results:* To what extent has GGBC achieved its stated objectives and outcomes in a timely, cost-efficient, and effective manner?
3. *Program Logic:* What is the added value of providing the additional areas of program support beyond the scholarships such as mentors, life skills and ICT training, internships and 'give back' commitments?
4. *Sustainability and Local Capacity:* To what extent is the project building the financial and human capacity of local organizations and making progress towards sustaining and expanding the project?

The team employed a mixed method approach to answer the four questions, which included extensive interviews with key stakeholders, focus group discussions with beneficiaries, an on-line survey of beneficiaries, review of relevant documents and databases, and site visits.

The evaluation team judged the USAID grant to KCDF to be largely successful, due in large part to four key factors: 1) KCDF's effective implementation and management of the program; 2) the USAID AOR's keen oversight of the grant and active involvement in assisting KCDF to meet USAID's stringent financial and performance reporting requirements; 3) Strong support for the GGBC program among representatives of the private sector, participating secondary and tertiary level schools, partner NGOs, and mentors; 4) KCDF's judicious selection of eligible youth into the program that has resulted in a minimal number of dropouts; and 5) the leadership of Linda Lockhart, the US based GGBC founder and champion who designed the GGBC program, obtained designation of the GGBC as a Clinton Global Initiative, raised the initial \$350,000 in private funding for the program, and partnered with KCDF to pilot test GGBC in Kenya in 2006.

The evaluation did identify a number of areas that could be strengthened to improve program performance and KCDF's prospects for sustaining and expanding the program after USAID funding expires. In particular, KCDF may face significant challenges if it tries to expand the program to additional areas outside of Nairobi or involve many additional partner organizations. The key recommendations to improve program performance are that KCDF:

- Facilitate sharing of information among stakeholder groups in the program - mentors, private sector firms, and NGO partners - by setting up web-based portals.
- Develop a more systematic feedback loop from program beneficiaries and stakeholders to continually refine program implementation.
- Improve the timeliness of program benefits by assigning mentors to beneficiaries within six months of their entering the program, and ensure they receive ICT training by no later than their first year in college or university.
- Devote additional resources to the GGBC program database in order to improve the ability to monitor and analyze beneficiary progress and outcomes against a variety of program inputs.

To strengthen the capacity to sustain and expand the GGBC program in Kenya, it is recommended that KCDF:

- Develop and implement a marketing strategy to expand the number of domestic and international mentors and private sector support for GBBC.
- Continue to explore opportunities for funding support from other donors and the national and county governments of Kenya.
- Examine whether it is feasible to increase mentor fees (either in the US or in Kenya) to generate additional revenue for the program.
- Strengthen the capacity of qualifying community-based NGOs, if KCDF's expansion model devolves more program management responsibilities to them.

In addition, if a decision is made by USAID/Kenya to extend funding for the program, the mission may wish to consider including in the grant agreement either a provision to cost-share, gradually phase out funding to KCDF over the life of the grant, or include a different provision to further increase the probability that the GGBC program in Kenya will continue after USAID's contract extension expires.

Introduction

USAID/Kenya commissioned a mid-term evaluation of the GGBC program to: understand the extent to which the project is being implemented as planned; determine if activities are adequate, sufficient, and efficient to achieve program objectives; and learn what could improve the current implementation and inform future girls' empowerment program designs. With USAID/Kenya's funding of the GGBC set to expire in February 2014, an additional implicit purpose of the evaluation was to provide the mission with sufficient information on the program's performance to make an informed decision of whether to extend the program. The evaluation team was asked to analyze and assess the components of GGBC from start-up to the present, including the following activity areas:

- Selection of GGBC partnering institutions and individual beneficiaries
- Life skills training, including financial literacy training and HIV/AIDS awareness
- ICT training that fills the gap after secondary school education is completed
- Scholarships for a college or university education
- Workforce transitioning guidance and employment readiness training
- Mentorship activities

The team was asked to compare intended versus actual progress made towards achievement of declared results, explore lessons learned, and present findings and practical recommendations for improving program performance. To further guide the analysis, the evaluation team was asked to answer four questions:

1. *Accountability:* To what extent has GGBC been implemented as planned and what steps, if any, has the implementing agent, KCDF, taken to address implementation problems?
2. *Results:* To what extent has GGBC achieved its stated objectives and outcomes in a timely, cost-efficient, and effective manner?
3. *Program Logic:* What is the added value of providing the additional areas of program support beyond the scholarships such as mentors, life skills and ICT training, internships and 'give back' commitments?
4. *Sustainability and Local Capacity:* To what extent is the project building the financial and human capacity of local organizations and making progress towards sustaining and expanding the project?

Four deliverables were requested by USAID/Kenya: an inception report; detailed written evaluation work plan; summary of findings prior to drafting the report; draft report; one oral briefing for all stakeholders; and one final report.

Background

Development Challenge:

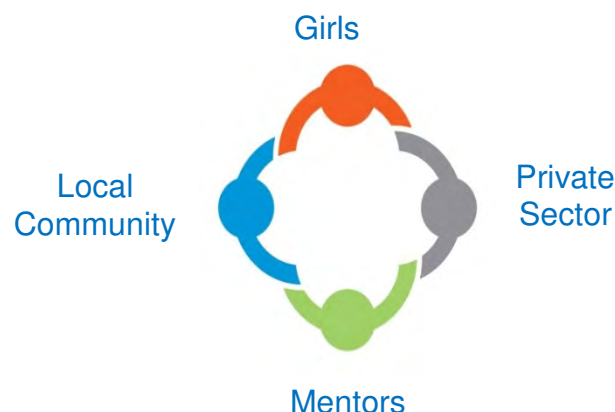
The Kenya Government sees the provision of education and training to all Kenyans as a fundamental ingredient for the overall development of the country and as a key factor in the achievement of the Vision 2030. The introduction of free primary education in 2003 increased the general enrollment and created near gender parity in most provinces in the country. The introduction of a Free Tuition Secondary School policy in 2008 has also increased enrolment at that level. However, at the secondary level, the gender gap is still large, mainly due to the high cost of education, patriarchal values whereby some parents prefer to educate sons rather than daughters, school drop outs, early marriages, and the effects of HIV/AIDS which keep girls at home to help manage the household after the death of one or both parents. Even when girls complete secondary school, a high school diploma does not lead to the kind of employment that enables an impoverished girl to break out of the circle of poverty. The gender gap is wider still at the tertiary level where the number of girls is particularly low in subjects like science, mathematics, and engineering.

In support of its efforts to further strengthen Kenya's human capacity to improve democratic governance and accelerate economic growth, in February 2009, USAID/Kenya awarded a \$3.484 million grant to the Kenya Community Development Foundation (KCDF) to empower disadvantaged girls and boys through an innovative tertiary education scholarship program.

The Global Give Back Circle program (GGBC) is different than the typical donor investment in youth scholarships, in that it provides a holistic set of assistance to each disadvantaged boy and girl to improve their prospects for completing their tertiary education, obtaining a well-paying job, and embarking on a life-long commitment of voluntary service and/or financial support to deserving Kenyan communities. The program has leveraged approximately \$4.5 million in assistance from private sector firms and individual sponsors through multi-year commitments to each girl and boy in the program. The assistance varies in form from the provision of internships and mentors to funding of tertiary level scholarships, life skills training, and information and communication technology training.

Program Description:

The GGBC model is a 'circle of empowerment' comprised of four inextricably linked components:



- Girls—disadvantaged girls committed to perpetuate the virtuous circle by giving back to their communities
- Mentors—professionals of the world who provide emotional, motivational, and career support
- Private Sector—firms and individuals who invest in facilities, training, and sponsorship
- Local Community—which provides critical on-the-ground support for the girls

Through an integrated support system that includes mentors, private sector companies and local communities, the GGBC embeds behaviors and attitudes that serve as the foundation for empowering the disadvantaged youth and nurturing the value of community service. The program’s theory of change is vested in the hypothesis that the right intervention, combined with support to engender the right behaviors and attitudes, will result in a positive transition of disadvantaged adolescents to empowered, capable and selfless young adults.

Kenya’s University System

The selection criterion for admissions into university in Kenya is based on merit and choices made by the students, but are limited by enrollment capacities in public universities. Acceptance depends on an applicant’s performance in the Kenya Certificate of Secondary Examination (KCSE), which is administered at the end of four years of secondary education. Applicants are ranked by their grades on the KCSE, so that the cutoff score depends on the grades of all other applicants. Due to high student demand and limited space, applicants accepted into a public university are not guaranteed their major of choice.

Students who are not accepted into public universities can elect to attend private universities or enroll in parallel degree programs (Module II which is privately funded in public universities) or in middle-level colleges, which cater to a variety of post-secondary career courses leading to certificate or diploma awards. University degree courses take 4 years while diploma courses take 2-3 years. There are also vocational and technical institutions for those who do not attain secondary school education. Rates for the public universities are subsidized by the government, including through government issued student loans, but those who undertake parallel degree courses in public universities or enroll in private universities have to pay significantly higher loan rates. While GGBC program participants are not funded to attend private four year universities, the program does fund those who attend 2-3 year diploma programs in private colleges and provides transportation and lodging stipends for all beneficiaries.

The \$3.484 million USAID/Kenya contribution to the program helps KCDF support 550 girls and 27 boys (a USAID requested add-on) over three years (Feb 2011-Feb 2014). This funding supports mentorship, living and educational expenses, and training in life skills and Information and Communication Technology (ICT) for all of the beneficiaries, and scholarships for almost half of the participants.

Through a transitioning model that provides support through the five phases of the program - high school, gap period, college/university, employment search, and economic independence - each beneficiary receives:

- A nine-month course at an ICT lab sponsored by Microsoft and other corporate partners
- A college or university education
- Intensive workshops in life skills, including financial literacy
- Career planning guidance
- Private sector internships
- A dedicated adult from Kenya or abroad who provides continuous mentorship throughout secondary school, tertiary education and beyond

In return, the GGBC participant:

- Implements 'Give Back Commitments' in Nairobi and/or her local community or village
- Agrees to mentor the next generation of girls
- Commits to 'give back' to needy Kenyan communities

Global Give Back Circle Program Components
(source: GGBC)



High School



Mentorship



Life Skills



9 Month ICT Course



College/University



Internships

Methodological and Technical Approach

The evaluation team developed an evaluation design and methodology that was approved by USAID/Kenya's Office of Education and Youth and the Program Office. Fieldwork took place from May 6 to May 24, 2013. Specific activities conducted by the evaluation team included the following:

- Development of an Inception Report and regular meetings with USAID/Kenya's Education and Youth Office and KCDF
- Review of relevant documentation provided by USAID/Kenya and KCDF related to the GGBC program
- Meeting with the project partners and staff
- Site visits to the two principal partnering secondary schools (St. Martin's Girls Secondary School and Starehe Girl's Centre) and to Blessed Generation, an orphanage/primary school outside Nairobi whose GGBC scholars either go on to attend St. Martin's or Starehe Girls Schools, or attend other secondary schools and then attend the ICT course at St. Martin's School
- Interviews with mentors and representatives of the private sector partner and NGO feeder organizations
- Focus group discussions with program beneficiaries
- Online survey of beneficiaries
- Data analysis
- Drafting of evaluation report
- Validation meeting of initial findings with KCDF and USAID/Kenya's Education and Youth Office
- Presentation of preliminary evaluation findings, conclusions and recommendations to USAID/Kenya staff

Both secondary and primary data collection methods were used to gather sufficient data to answer the four evaluation questions.

Secondary data collection: USAID/Kenya's Education and Youth Office provided key documents / materials related to the GGBC program including the following: Evaluation Scope of Work, Grant Agreement, KCDF Project Proposal, Performance Monitoring Plan (PMP), Work Plans, M&E Database and performance reports, success stories and field visit reports. KCDF also provided the following reports: GGBC membership agreement, mentor application and agreement, mentor guidebook, selection criteria for beneficiaries and butterflies, Toolkits for Leadership and Storytelling Workshops and GGBC Induction, School Coordinator Handbook, Give Back Commitment Workshops and Progress Reports, and minutes of various GGBC trainings, workshops and events. The evaluation team comprehensively reviewed these documents to get background information, develop evaluation tools, map out results and compare and verify those results.

Primary Data Collection: The evaluation coincided with several GGBC events in Nairobi which made it possible for the evaluation team to meet with many beneficiaries, mentors, and representatives of private sector and NGO partners, thereby obviating the need to travel outside Nairobi to reach beneficiaries in their home locations. These events consisted of: the Annual

Renewal Ceremony and annual life skills workshops, the Ambassador's reception, and the Mentor Recognition Reception.

Based on the evaluation questions and proposed methodology, the evaluation team developed interview guides and FGD protocols to gather the relevant data. The data collection tools and protocols are in Annex D, and detailed as follows:

- **Site Visits:** The evaluation team visited and interviewed key staff from two secondary schools (Starehe Girls Centre and St. Martin's Secondary School for Girls) and one orphanage/primary school (Blessed Generation).
- **Participant Observation:** During the evaluation period key GGBC event and activities took place and gave the evaluation team an opportunity to attend, observe and have discussions with various key informants. These included: i. Ambassador's Reception for GGBC partners; ii. Annual Renewal Give Back Commitment ceremony; and iii. Life Skills training for the Girls in the program.
- **Key Informant Interviews:** In-depth interviews were done with key informants from USAID/Kenya's Education and Youth Office, KCDF Staff, 4 Private Sector partners, 4 participating NGOs, and eleven mentors. We also conducted an interview with Linda Lockhart, the founder of the GGBC program. The list and contacts of interview respondents are in Annex C.
- **Focus Group Discussions:** The evaluation team conducted 16 focus group discussions of eight to twelve beneficiaries each - two discussions with female high school students in St. Martin's School and Starehe Girls Center, two with female students attending ICT courses in these same schools, six with female students attending university outside of Nairobi, five with female students attending university in Nairobi, and one discussion with Window of Opportunity boys. Girls were grouped according to cohort (start date in the program) and selected at random within their cohorts to participate in the focus groups. The focus groups included open conversations but also provided the opportunity to answer questions anonymously (by writing them down) to ensure privacy. Focus group protocols are in Annex D and abstracts are in Annex E.
- **On-line Survey:** The evaluation team also developed a survey with the online program *SurveyMonkey* and administered it to the 371 beneficiaries with working email addresses. These respondents did not include high school students, as most do not open email accounts until after graduating from high school. A total of 138 girls and 13 boys responded to the survey or about 41% of those that received the email invite. See Annex D for the survey instrument and Annex E for the survey responses.
- **Follow-ups and verification:** The evaluation team had several follow-up communications with key informants for clarifications, addressing informational gaps, and validating earlier feedback.
- **Data Analysis and Triangulation:** Data was triangulated from various sources, verified and validated. Quantitative data from the online survey was analyzed using the *SurveyMonkey* software. After compiling the key findings and recommendations, the team organized a debriefing and validation meeting with KCDF and USAID/Kenya's Education and Youth Office.

Limitations / Constraints / Gaps: Based on the stage of implementation of the GGBC program and limited time and resources to conduct the evaluation, it was not possible to measure the effectiveness of the program in three areas:

- The extent and value of giving back by the beneficiaries: While the beneficiaries indicated that they are engaged in “give back” activities, it was not possible to verify their engagement and assign value to these activities in terms of giving back to the society and to other girls.
- Employment of graduating beneficiaries: Almost all of the beneficiaries have yet to enter the labor market. Only two had completed their education when the evaluation was conducted. However, the evaluation did examine perceived “employment readiness”. The girls and participating private sectors representatives reported that the beneficiaries have acquired technical and soft skills, and performed well during their internships. The private sector representatives also reported that they would be willing to seriously consider them for employment when an appropriate position became available.
- Although the evaluation did triangulate data from different sources, the primary source of information involved the perception of various stakeholders. Thus, it was not possible to independently verify that the participants did in fact acquire new skills and knowledge from their various training activities, internships, and relationship with their mentor.

Responses to the online survey were limited to those who had access to email and were more motivated to respond. As a result, students based in Nairobi (which has more accessible and cheaper internet access) are overrepresented in the survey responses. Data collection from other stakeholders was more likely to gather impressions from respondents that were more involved in the program. For instance, the evaluation team interviewed private sector and NGO partners that were available during the time period of field work. Thus is it possible that the evaluation is more likely to represent respondents that are more supportive of the program.

Finally, because the program was established without a credible control group, and lacked baseline data, the evaluation did not attempt to measure the impact of the program per se on beneficiaries. Impact measurement was not an explicit objective in the evaluation Statement of Work and care should be taken not to infer impact from this report.

Key Findings, Conclusions and Recommendations

Findings, conclusions and recommendations are detailed below for each evaluation question.

Evaluation Question 1: Compliance for Accountability

Evaluation Question #1 aims to understand the extent to which the project is being implemented according to plan. It specifically poses the following questions related to compliance for accountability: (a) To what extent has GGBC been implemented as proposed in the program description and work plans, including tracking and understanding its own progress through an M&E data system used for decision-making at multiple levels? (b) For any areas identified that have not been implemented as planned, what are the reasons for this departure, and how has the partner communicated with USAID about these issues?

In order to address sub-question (a), the evaluation team conducted a careful desk review of the GGBC program description, work plan, compliance and reporting documents to assess whether project implementation by KCDF has proceeded as planned and reported to USAID. Program documentation reviewed included the formal GGBC Performance Monitoring Plan (PMP), Work Plans and Quarterly Progress Reports found in the USAID project files as well as multiple databases and records maintained by KCDF that inform their ongoing monitoring and evaluation of GGBC activities, such as: comprehensive GGBC Beneficiary, Mentor and Private Sector Partner Databases; Beneficiary Grant Application Processing Tool; and a Workshop tracking tool.

The evaluators conducted an analysis by comparing planned against reported results to identify inconsistencies between them and any descriptions of corrective actions taken to bring the planned and actual results into harmony. This document review was substantiated, when appropriate, by spot-checks with key informant interviews and focus group discussions of the USAID Agreement Officer Representative (AOR), KCDF Staff, and program participants. The reporting documents were reviewed both in order to determine whether the project is being implemented as designed as well as to ascertain whether the various reporting documents and databases are sufficient to effectively monitor program progress. In the event that discrepancies were noted, which would constitute a finding for sub-question (b), key-informant interviews were conducted to ascertain the actions taken to address such discrepancies.

(1a) Findings:

- The GGBC program, as implemented by KCDF and funded and overseen by USAID, has successfully met its activity targets supporting the six GGBC objectives.
- The current databases managed by KCDF staff were deemed adequate but KCDF staff were unable to furnish this data to the evaluator in a timely manner. It was noted that the staff tasked with maintaining and providing the databases had other duties which impeded their ability to conduct data analysis for their own internal review of program performance.

Evaluation Assessment	GGBC Program Objectives:
Adequate Progress	Objective 1: Transitioning disadvantaged girls from poverty to prosperity through education, empowerment and employment readiness
Adequate Progress	Objective 2: Make available a 'Window of Opportunity' (WOO) ... - for youth (boys and girls) ...
Adequate Progress	Objective 3: Transition each girl (plus designated WOO youth) to embrace new worlds while cherishing the world
Adequate Progress	Objective 4: Empower girls (and designated WOO youth) through mentorship-matching with successful women across
Adequate Progress	Objective 5: Promote values through the institutionalization of a 'Give Back' ethos which transforms beneficiaries into benefactors for sustainability
Work in Progress	Objective 6: Create an environment of continuous improvement by integrating ongoing performance evaluations and financial audits into the process

Conclusion:

- “Adequate Progress” was being made in implementing activities under Objectives 1-5, while Objective 6 was scored a “Work in Progress” due to the pending nature of systematically incorporating into the program the findings from audits and evaluations.
- KCDF staff that manage the databases are part time and have other responsibilities, which appears to limit their ability to quickly retrieve the data to track beneficiary performance and conduct various analyses that would help inform the efficacy of each GGBC component.

Recommendation:

- KCDF should devote additional resources to the GGBC program database in order to improve their ability to monitor and analyze beneficiary progress and outcomes against a variety of program inputs and other possible influential factors.

(1b) Findings: This review uncovered three delays largely focused on the “start-up” phase of project implementation as follows:

- There was a four-month delay in the first disbursement of the USAID grant due to USAID’s decision to alter the type of cooperative agreement to a Public Private Partnership (PPP) instead of a Global Development Alliance (GDA).
- There were delays in recruiting new beneficiaries to meet the targets specified in the USAID grant.
- The completion of the ICT lab at St. Martin’s Secondary School was delayed due to coordination issues between the equipment provider, construction firm, and KCDF.

Conclusions:

- KCDF responded quickly to all three delays by adjusting program implementation to meet planned targets.
- PPPs are inherently complex due to the multiple players involved in program implementation.

Recommendation:

- For the future, KCDF should continue to be vigilant in coordinating the multiple parties involved in ensuring the program’s success.

Evaluation Question 2: Results

Evaluation Questions #2, seeks to understand the extent to which GGBC achieved its stated objectives and outcomes in a timely, cost-efficient, and effective manner, and how the program's achievements led to progress towards its goals.

This question can be unpacked into three sub-questions:

- a) To what extent has GGBC achieved the six stated objectives (and related outcomes)?
- b) Were these objectives (and related outcomes) met in a timely, cost-efficient, and effective manner?
- c) How have these achievements helped the program make progress towards its goal of transforming the beneficiaries from poverty to prosperity and from mentees to mentors?

In order to address each question, the evaluation conducted document reviews, site visits to participating educational and training organizations and local communities, and a combination of interviews and focus group discussions with key USAID and KCDF staff, program beneficiaries, school administrators and teachers and trainers, mentors, and private sector partners. Interviews were guided by identified measures and related indicators to gauge the projects progress towards each of the six project objectives. Timeliness and cost-efficiency were determined by comparing how projected timelines, beneficiary numbers, and projects costs compared to actuals. Program effectiveness depended on whether a significant number of participants are completing the program, able to find employment and are giving back to their community.

Findings:

- KCDF fully matched the USAID grant by leveraging the private sector and utilizing subsidized public universities and government funded tertiary education loans to minimize costs.
- There is currently no system in place to verify that all beneficiaries meet the selection criteria.
- Nearly all beneficiaries remain in the program and are fulfilling “Give Back” commitments.
- Male beneficiaries lack gender specific materials.
- Most program inputs are reaching beneficiaries. However, mentor assignments and the provision of ICT training has been significantly delayed for the newest cohort of beneficiaries. Among students currently enrolled in university or diploma programs, **51%** of the 2012 cohort and **19%** of the 2011 cohort has not received and is not receiving the ICT training. The total proportion of students currently attending college / university that has not received ICT training is **27%**. Actual proportions may in fact be higher, since the online survey is very likely to over represent students with internet access. **42%** of 2013 entrants have not been assigned a mentor, but that may be that initial assignments take time. However, **59%** of the beneficiaries in the 2012 cohort reported that they do not have mentors.

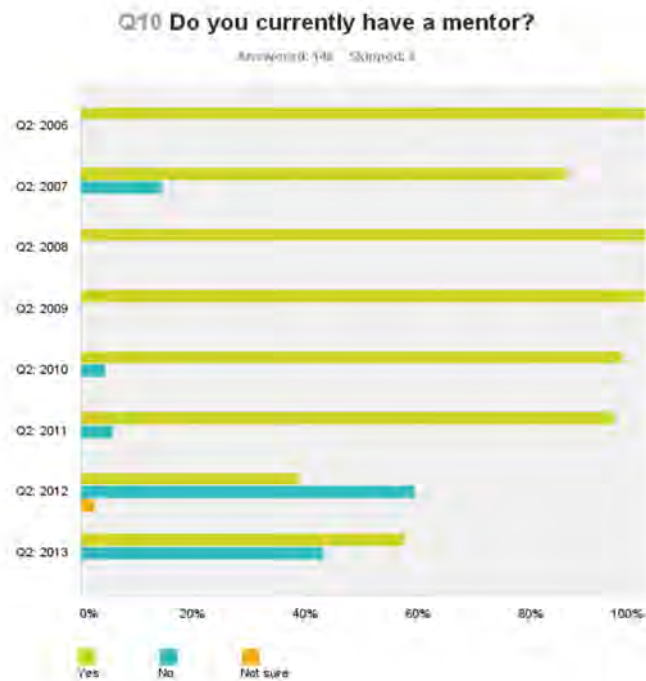


Table 1: Survey responses regarding mentorship among all beneficiaries, by cohort

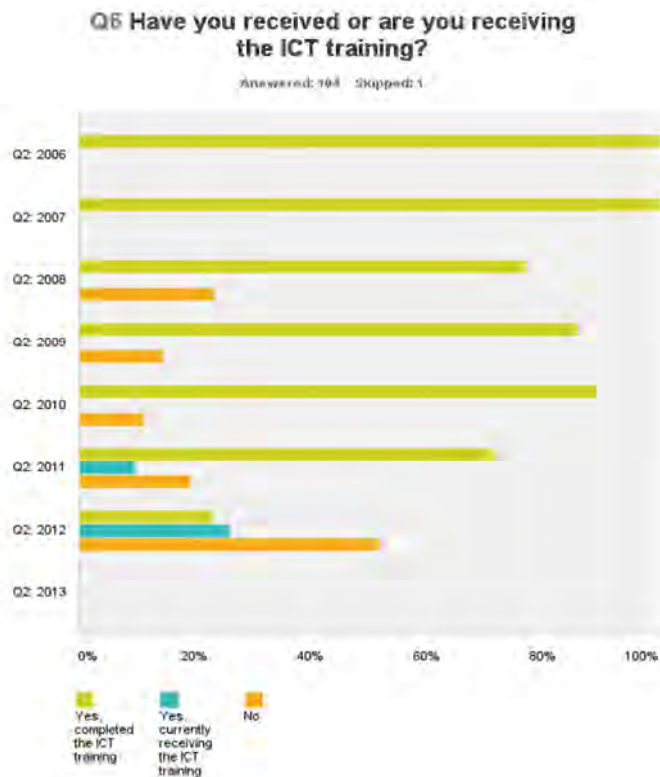


Table 2: Survey responses regarding ICT training among beneficiaries enrolled in tertiary education, by cohort.

- There are few existing platforms to horizontally connect program stakeholders: beneficiaries, mentors, partner NGOs, and private sector supporters.
- There is no systematic solicitation of stakeholder feedback to routinely gauge program performance and make necessary adjustments.

Conclusions:

- Overall, the program is achieving its goal to empower Orphaned, Vulnerable Children (OVC) beneficiaries to complete their tertiary level studies and fulfill their “Give Back” commitments.
- Implementation generally meets timeliness, cost-efficiency, and effectiveness objectives.

Recommendations:

- Assign mentors to beneficiaries within six months of on-boarding them into the GGBC program.
- Provide ICT Training no later than the first year of tertiary level studies to provide ample time for experiential learning before entering the job market.
- Create web-based platforms to facilitate peer-to-peer communication among beneficiaries, mentors, private sector partners, and partner NGOs.
- Institute a system to solicit feedback from stakeholders on a regular basis for continuous improvement to the program.
- Adjust program materials to make them appropriate for the male beneficiaries.
- Establish a third-party selection review body to annually verify that provisionally selected applicants meet OVC selection criteria.

Evaluation Question 3: Program Logic

Evaluation Questions #3, focusing on the program logic, aims to understand the value added of each component of the program, aside from the tertiary education scholarships. The evaluation team considered the point of view of various stakeholders regarding the long-term value of each component, as well as perceptions of what beneficiaries are getting out of each activity. The primary stakeholders included GGBC participants and implementers, and secondary stakeholders included mentors, potential employers, trainers, and staff of feeder NGOs / academic institutions. In addition, the evaluation team considered the extent to which each component contributed to the operations of the program itself.

Findings:

- There was overwhelming support among beneficiaries for all elements of the program.
- Aside from the scholarship itself, the *Mentorship relationship* was perceived as the most rewarding (see Table 3). The relationship was rated very highly among beneficiaries who had mentors – the average rating along each of several categories was between “Excellent” and Very Good.” Unfortunately, as stated earlier, there has been some delay in assigning mentors to new beneficiaries.



Table 3: Overall rating of GGBC Program elements from most important (1) to least important (6). Lower scores indicate higher rating.

- Most elements of the program serve a dual function: In the long term, the technical skills that beneficiaries get during the ICT course and the life skills workshops are thought to be useful throughout their career. In the short term, many of the areas of support serve an operational need, in that they help keep the program running smoothly. Mentors provide individual support and follow up with mentees after workshops and give back ceremonies. The financial literacy training helps beneficiaries manage their grant support, as they are required to plan for the coming semester and provide receipts for advances received the previous semester, and the reproductive health training is thought to reduce pregnancy-related dropouts. Finally, the ICT training during the “Gap year” provides an opportunity to learn useful skills while

waiting to enroll in a university or diploma program, but it also provides a safe place for beneficiaries to stay, especially those who are orphans (see Table 4)

- Although it is too early for the evaluation to verify long-term effects, private sector interviews revealed a perception that the GGBC beneficiaries were better prepared for the workforce than otherwise similar candidates from local universities.
- The “*Give Back*” commitments are fundamental to the ethos of the program. Beneficiaries stated that it was what differentiated the Global Give Back Circle Program from other scholarship programs, and rated it second only to mentorship in importance. In a few cases, the give back commitments increase the program’s visibility, as with the five commitments that were awarded cash prizes during the Ambassador’s reception. Many commitments relate to the life skills that the beneficiaries have been taught, such as offering reproductive health or financial literacy workshops in high schools or their home communities.
- There is some evidence that the package of support is not being offered equally among all beneficiaries. One mentor for the boys stated that the materials for the various trainings were more appropriate for boys than for girls. As stated earlier, approximately 27% of survey respondents attending tertiary education have yet to receive the ICT training. 22% (including 59% of the 2012 cohort) have yet to be assigned a mentor.

Q9 Please rank the aspects of the ICT training that are most important (1) to least important (6) to you. You can only choose one option per column, that is, only one component can be "Most Important", only one can be "Very Important" and so on.

Answered: 108 Skipped: 35

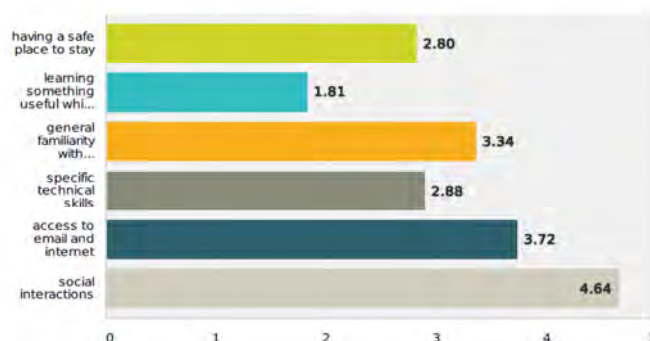


Table 4: Beneficiary rankings of value of ICT training. Lower scores indicate higher perceived importance.

Conclusions:

- Perceptions of key stakeholders are in alignment with stated program goals.
- Because many areas of support serve a dual function, it is difficult to separate into discrete parts. That is, it is bundled - built into overall ethos and day-to-day operations of program.

Concerns:

There is a chance that as the GGBC program scales up further (and if it continues to do so in the future), it will be a challenge to maintain quality and consistency among all beneficiaries. This is a challenge common to any organization on a rapid growth path. For KCDF, this is of particular concern because the growth in beneficiaries will largely come from outside Nairobi and require the recruitment of new partners to identify and select candidates. Another challenge will be to adapt the program’s materials to make them appropriate for boys.

Recommendations:

- KCDF may have to provide capacity building support to feeder institutions to ensure that the quality of the program is not jeopardized as it is scaled up.

Evaluation Question 4: Sustainability and Expansion

This question asked how the program performed in building the human and organizational capacity of local organizations to sustain and expand the GGBC program. To answer the question the team gathered information from the project beneficiaries, mentors, private sector representatives, NGO partners, and KCDF and GGBC staff; and reviewed a number of key documents, such as KCDF's 2012 annual report and KCDF's brochure on its new social investment fund.

Sustaining any development program requires that it meet three basic criteria. First, it needs to have sufficient support from all stakeholders involved in its implementation, without which no program, no matter how soundly designed and executed, will survive beyond the last day of donor funding. Second, stakeholders must have the means to continue the program through their investment of time and/or money. Finally, there needs to be a plan developed for sustaining the program long before donor funding ends to ensure a smooth transition to self-finance without any disruption in program continuity. The GGBC program in Kenya appears to meet all three criteria and has a fourth feature that further enhances its prospects for sustainability and expansion.

The GGBC program model, which aggressively recruits and relies on support from private sector firms, individual mentors, and local NGOs for its success, serves to create a strong foundation for sustaining and expanding the program in Kenya. In fact, the \$3.484 million USAID grant is more than matched in donations from private sector firms and mentors. When combining this high degree of outside support with a strong local implementer like KCDF, whose leadership had the foresight to develop a sound plan to sustain its operations and programs, the prospects appear bright for continuing the GGBC program well after USAID funding ends.

From interviews and focus group discussions with stakeholders, as well as an on-line survey of beneficiaries, the feedback on the performance of the program was uniformly positive, which seems to have fostered a commitment by everyone involved to continue supporting the program indefinitely. Mentors who donate their time as well as money to the program (the minimum requirement is US\$50 for Kenyan mentors and \$100 for international mentors) spoke of the transformation of their mentee from a shy, insecure adolescent to a confident, mature, and articulate young adult; private sector leaders enthusiastically spoke of the GGBC youth who had interned at their firm and how much more capable they were as compared to other university students at their company; local NGOs who devote time to recruit deserving youth for the program from throughout Kenya spoke highly of the program and are eager to expand their involvement in it; and the beneficiaries themselves indicated how much they grew in the program and how determined they now were to give back as mentors and in other countless ways to their communities. Perhaps most impressive are the steps that KCDF has taken to reduce its reliance on donors to fund its internal costs and the costs of development programs it manages, such as the GGBC program. For example, in 2003, KCDF established an endowment fund, independently managed by a Board of Trustees. Today, the fund is valued at .5 billion Kenyan Shilling (ksh) and KCDF expects it to grow to 1 billion ksh by 2018, at which time it will begin withdrawing funds to cover some of its operational and program costs. To further grow the fund, KCDF is constructing a six-story office building to generate 15-20 million ksh in annual rental

income. KCDF's sustainability plan also includes a social investment fund, established in 2012, to generate dividends to support its social development programs.

While KCDF appears to have a strong management team in place, the founder of the GGBC program and her US based team has provided significant technical support since 2006 and continues to play a significant role in providing both technical support and cultivating relationships with stakeholders. The continued involvement of the US based GGBC team could hamper KCDF from taking full ownership of all facets of the program, including revising training materials, recruiting mentors, planning and executing the annual Ambassador's reception and beneficiary renewal ceremony, and maintaining relationships with NGO and private sector partners.

To expand the program, KCDF intends to increase the number of beneficiaries from 577 to 1000 (900 girls and 100 boys) by devolving much of the management of the program to its network of NGOs located throughout Kenya and by expanding the number of private sector sponsors and mentors. Their intent is to provide sub-grants to each NGO partner to help fund their expanded management role from recruiting beneficiaries and mentors, to disbursing beneficiary stipends and organizing GGBC training events in their regions. This operational model is consistent with how KCDF currently supports its other funded social development programs; the GGBC program is an anomaly in this regard as it is the only program that KCDF directly implements. While the current network of NGOs used to recruit youth for the GGBC program appears to be carrying out this limited role effectively, several members of the private sector were less sanguine about the capacity of the NGOs to take on more tasks without compromising the program's quality.

To summarize, the findings, conclusions and recommendations regarding the sustainability and expansion of the GBBC program in Kenya are:

Findings:

- KCDF has a sound plan in place to financially sustain the GGBC in Kenya after USAID funding ends.
- Mentors, private sector leaders, NGOs and beneficiaries all expressed a commitment to continue supporting the program and its 'Give Back' ethos indefinitely, through the giving of their time and/or money.
- The private sector and mentors give a significant amount of funding support to the program, over and above their time.
- There exists a large, untapped market of successful private sector firms operating in Kenya that could serve as additional sources for internships, mentors and funding support for the program.
- The current network of partner NGOs may be too weak to assume a greater role in implementing the GGBC without compromising the quality of the program.
- The US based GGBC team continues to play a significant role in providing technical support to KCDF.
- The annual fee required of mentors appears relatively small when compared to their enthusiasm for the program and strong commitment to their mentee.

Conclusions:

- Prospects for sustaining the GGBC program are excellent, provided the private sector and individual mentors continue to donate their time and money to the program.
- The implementation model for expanding the GGBC program in Kenya may not succeed without KCDF providing sufficient capacity building support to its network of partner NGOs.
- The continued active engagement of the US based GGBC team in providing technical support to the program in Kenya hampers KCDF's effort to fully own and sustain it.
- Increasing the annual fees required of mentors could serve as another important source of outside funding for the GGBC program.

Recommendations:

KCDF should:

- Develop and implement a marketing strategy to expand the number of domestic and international mentors and private sector support for the GBBC program.
- Explore opportunities for funding support from other donors and national and county governments of Kenya.
- Examine the feasibility of increasing mentor fees to generate additional revenue for the program.
- Strengthen the capacity of qualifying community-based NGOs to maintain program quality if KCDF's expansion model devolves more program management responsibilities to them.
- End its reliance on the US Based GGBC staff for technical support.

USAID/Kenya should:

- Add a cost-sharing provision, phase out funding plan or other suitable arrangement to improve KCDF's prospects for sustaining the program, IF a decision is made to extend USAID funding to KCDF under a new or modified grant agreement.

Annex A: Performance Evaluation of the USAID/Kenya Global Give Back Circle (GGBC): Agreement Number AID-623-A-11-00013

Project Name: Global Give Back Circle

Project Implementing Partner: Kenya Community Development Foundation

Agreement Number: AID-623-A-11-00013

Project AOR: Lucy Kithome

Life of the Project: February 7, 2011 to February 6, 2014

Total Funding: \$3,484,541

Scope of Work

1. Program Overview

1.1 Development Context

The Kenya Government sees the provision of education and training to all Kenyans as a fundamental ingredient for the overall development of the country and as a key factor in the achievement of the Vision 2030. The introduction of free primary education in 2003 increased the general enrollment and created a near gender parity in most provinces in the country. However, at the secondary level, the gender gap is still large, mainly due to the high cost of education (although tuition is waived at day secondary schools, fees remain, especially for boarding schools, which are prevalent in the arid lands), patriarchal values whereby some parents prefer to educate sons rather than daughters, school drop outs, early marriages, and the effects of HIV/AIDS. The gender gap is wider still at tertiary and university levels where the number of girls is particularly low in subjects like science, mathematics, and engineering. Even when girls complete secondary school, a high school diploma does not lead to the kind of employment that enables an impoverished girl to break out of the circle of poverty. Unless she is empowered to fully realize her political, economic, and social strengths, investments in her primary and high school education are left unrealized.

1.2 Program Purpose

Registered as a 2008 Clinton Global Initiative (CGI) Commitment, the Global Give Back Circle (GGBC) provides Kenyan girls from disadvantaged backgrounds—many of them orphans—the skills, savvy, and support to escape the cycle of poverty and empower the next generation. Through innovative multi-pronged support at secondary and higher education levels, GGBC targets disadvantaged adolescent girls in Kenya. Its core goal is to transition each girl into a global citizen through empowerment, selflessness, and capability. GGBC, implemented by the Kenya Community Development Foundation (KCDF), provides employable and life skills through interventions such as targeted training and participation in a nine-month information and communications technology (ICT) course and a marketable college/university program. It also embeds ‘selfless’ behaviors through the structured *Give Back Commitment to Action*, in which girls who enter GGBC in their first year of high school have completed multiple community service activities by the time they graduate university or college. Also evident are action-oriented ‘empowerment’ behaviors, whereby they commit themselves to get involved in community based projects that improve the well-being of their communities. Finally, girls are assigned mentors, who provide extra support to them in the area of life skills and employability.

Support for GGBC, which started in Kenya in 2009, integrates partners from the public and private sectors. Over 20 corporate partners including Microsoft, MasterCard Foundation, Standard Charter Bank, Equity Bank, KPMG, Deloitte, Safaricom Foundation, Surgipharm, Barclays, Monsanto, Old Mutual, GM, and EcoLab have made a collective investment in the program of \$7 million. The commitment of these corporate partners includes scholarships, ICT skills development, internships, mentors, and other support. One example is that Microsoft and others installed computer laboratories and dormitories at GGBC high schools to bridge the long “gap period” between secondary school and their tertiary education and to support the students to perform better in college and university.

USAID joined the GGBC partnership in February 2011 and currently contributes \$3.5 million, with which GGBC will be able to support over 500 girls (and now 27 boys, at USAID request) over a three-year period (February 7, 2011 to February 6, 2014). USAID funding supports mentorship and training in life skills and ICT for all of the beneficiaries, and scholarships for almost half of the participants.

On a practical level, each GGBC beneficiary receives:

- 1) A nine-month course at an ICT lab sponsored by Microsoft and other corporate partners;
- 2) A college or university education;
- 3) Intensive workshops in life skills, including financial literacy;
- 4) Workforce transitioning guidance; and
- 5) A dedicated adult from Kenya or abroad who provides continuous mentorship throughout secondary school and tertiary education.

In return, the GGBC participant:

- 1) Implements ‘Give Back Commitments’ in Nairobi and/or her local community or village;
- 2) Agrees to mentor the next generation of girls; and
- 3) Commits to ‘give back’ to community.

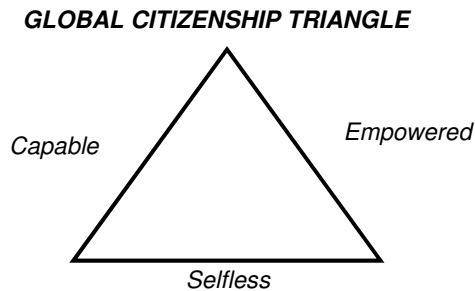
Through an elaborate monitoring and evaluation (M&E) system, the program tracks the beneficiaries’ empowerment by identifying ways through which beneficiaries give back to their communities, whether they are enabled to participate in tertiary education without disruptions; and whether they have a high level of mastery of ICT skills acquired through the ICT course.

1.3 The GGBC Development Hypothesis

The Global Give Back Circle is a unique model because of its focus on the ‘embedding’ of behaviors and attitudes as the foundation for change, and its integrated support system (mentors, private sector, and local community). Other empowerment models highlight behaviors and attitudes, but this model purposefully implements a structured behavioral embedding methodology, that includes nine community service commitments, spanning from adolescence to an empowered adulthood.

The theory of change supports the hypothesis that the right intervention, and a focus on the right behaviors and attitudes, will result in a positive transition of otherwise disadvantaged adolescents. If each young person is empowered, capable, and selfless, they will become responsible global citizens.

The following is taken directly from the GGBC program description:



When we reference ‘capable’, we mean capable of becoming employable. A critical goal of the process is ensuring every girl develops employable skills through ICT training and employment readiness workshops coupled with a university degree or college diploma.

The embedding of ‘selfless’ behaviors is achieved through the implementation of a structured ‘Give Back Commitment to Action’ Program. A girl who enters the ‘Circle’ in her first year of secondary school will have completed nine Give Back Commitment Progress Reports by the time she graduates university.

The embedding of ‘empowerment’ behaviors is a process that is similar to a path or journey, one that develops as she walks through it. The workshops provide the girls with the ‘what’ and the ‘why’ while their mentors coach them on the ‘how’. Monitoring, evaluating and measuring the impact of empowerment require attention to changes in attitude, actions and behavior.

All three sides of the triangle hold equal importance and the collapse of any one side impacts a girl’s successful transformation. She may be empowered and selfless, but unless she is capable she will not find employment. She may be empowered and capable, but unless she is selfless she will not perpetuate the circle of ‘giving back’. She may be capable and selfless, but unless she is empowered she will not have the confidence to fully exercise her talents.

See the SOW Appendix for more detail on GGBC’s core activities.

2. Evaluation Overview

2.1 Evaluation Purpose and Use

USAID/Kenya is commissioning a mid-term evaluation of the GGBC program to: understand the extent to which the project is being implemented as planned; determine if activities are adequate, sufficient, and efficient to achieve program objectives; and learn what could improve the current implementation and inform future girls’ empowerment program designs. The evaluation team will analyze and assess the components of GGBC from start-up to the present, including the following activity areas:

- 1) Selection of GGBC partnering institutions and individual beneficiaries;
- 2) Life skills training, including financial literacy training and HIV/AIDS awareness;
- 3) ICT training that fills the gap after secondary school education is completed;
- 4) Scholarships for a college or university education;
- 5) Workforce transitioning guidance and employment readiness training; and

6) Mentorship activities.

The team will also expend effort both reviewing monitoring data results and conducting appropriate levels of independent verification of these results. In this way, it will compare intended versus actual progress made towards achievement of declared results, explore lessons learned, and present findings and practical recommendations for improving program performance.

2.2. Evaluation Questions

The evaluation team will address the following questions to analyze and assess the GGBC program to date:

- 1) *Compliance for Accountability:* To what extent has GGBC been implemented as proposed in the program description and work plans, including tracking and understanding its own progress through an M&E data system used for decision-making at multiple levels? For any areas identified that have not been implemented as planned, what are the reasons for this departure, and how has the partner communicated with USAID about these issues?
- 2) *Results:* To what extent has GGBC achieved its stated objectives and outcomes in a timely, cost-efficient, and effective manner, and how have these achievements helped the program make progress towards its goals?

In particular, the team may review monitoring data and independently verify issues such as whether beneficiaries are participating in tertiary education without disruption, whether they use the ICT skills provided in the gap year during tertiary education, or are involved in community service activities.

- 3) *Program Logic:* What is the added value of providing additional areas of support (mentorship, training, etc.) beyond the scholarships alone?
- 4) *Sustainability and Local Capacity:* To what extent is the project building the financial and human capacity of local organizations and making progress towards sustainability and expansion of the project?

3. Evaluation Design and Data Collection Methods

The evaluation team will develop a detailed inception report, to be approved by the USAID/Kenya Mission, that will frame the methodological approach it will utilize to investigate the above questions. The written design of the evaluation will be shared with country-level stakeholders and the implementing partner for comments before being executed. The following are illustrative examples of the kinds of methodological approaches USAID/Kenya expects the team to implement.

Document Review: USAID/Kenya's Education and Youth Office will provide the evaluation team with a package of electronic briefing materials related to the GGBC program prior to the start of in-country

work for their review. This documentation will include, but not be limited to: performance monitoring plan (PMP), work plans, M&E databases and performance reports, success stories, and field visit reports. Review of these materials will provide the evaluators with background information needed for this evaluation.

Technical Team Planning Meeting (TPM): Upon arrival to Kenya, the evaluation team and relevant staff from USAID/Kenya will review the scope of the work, clarify questions related to the process, review and finalize the evaluation design and methodology, and define responsibilities of individual team members. Final travel schedules will be discussed and agreed upon with USAID/Kenya before the team departs for the field. It may be determined that the team splits into two teams to cover areas outside of Nairobi.

Data Collection Tools: Based on the evaluation questions and approaches discussed during the TPM, the team will develop interview guides and focus group discussion protocols that will be used in all data collection situations to ensure consistency and comparability of data. The team will refine interview guides based on their topic and prioritize the key questions to be used. USAID/Kenya will work with the evaluation team to review and agree on the completed data collection instruments before the team departs for the field.

Key Informant Interviews and Focus Group Discussions: The evaluation team will conduct qualitative, in-depth interviews with key stakeholders, beneficiaries, partners, and institutions. A preliminary list of stakeholders and partners will be developed by USAID/Kenya, but the evaluation team can add to this list as appropriate, and interviews with key program beneficiaries and partners will be prioritized in collaboration with USAID/Kenya. These key informants will include program beneficiaries, partnering institutions, KCDF staff, and USAID/Kenya staff. Purposeful sampling methods will be utilized in making decisions on which partners and institutions to contact. Key among the institutions to be visited and their staff interviewed are Starehe Girls Center, Blessed Generations and St. Martin's Girls School as these institutions have collaborated with the program since its inception. Tertiary institutions should also be visited, perhaps in Coast and Western, as to be determined with the team. Whenever possible, the team should conduct face-to-face interviews with informants. When it is not possible to meet with informants in person, email and telephone interviews should be conducted.

Data Analysis and Triangulation: As the team reviews documents and develops the evaluation design and methodology, it will ensure that adequate data will be collected to respond comprehensively to the evaluation questions, using multiple sources to inform analysis and recommendations. Once field visits are complete, the teams will identify, compile, and review key findings and recommendations, prior to presenting preliminary findings to USAID/Kenya.

Specific Activities:

Specific activities to be conducted by the evaluation team will include, but not be limited to:

- Review of relevant documentation provided by USAID/Kenya and KCDF related to girls' and women's empowerment in Kenya;
- Initial conference with USAID/Kenya staff, KCDF representatives and other relevant persons during which the team will present a proposed schedule and work plan for undertaking the assessment for input and finalization;
- Meetings with project partners and staff;
- Site visits and meetings with partnering institutions and program beneficiaries;

- Interviews and/or survey with program beneficiaries;
- Data analysis;
- Drafting of evaluation report;
- Presentation of the first draft of the assessment report, highlighting key findings and recommendations and receive clarification/input from stakeholders; and
- Finalization of evaluation report.

4. Evaluation Team Composition

The evaluation will be carried out by staff from the USAID Office of Policy, Planning, and Learning, and several Education Officers from the Development Leadership Initiative program. USAID/Kenya will procure the services of at least two Kenyan team members:

Senior Education/Gender Expert: At least one Senior Education/Gender Expert will provide technical expertise, research and evaluation skills, and deep knowledge of the Kenyan context. Qualifications include: at minimum a Master's Degree in gender studies, education or a related field; at least ten years' experience in Africa developing, managing, and/or evaluating girls'/women's empowerment programs; and fluency in both Swahili and English. Prior experience on USAID activities or evaluations strongly preferred.

Research Assistants: At least one Research Assistant will provide support for the fieldwork component of the evaluation, and will also provide insight into the Kenyan context. Qualifications include: a minimum of a Bachelor's Degree in education, social sciences, statistics, or a related field; demonstrated experience in conducting field research, preferably on prior USAID or other donor activities; and fluency in both Swahili and English.

5. Deliverables

Deliverables for this evaluation include, at a minimum:

- 1) Detailed written evaluation work plan / design
- 2) Summary of findings prior to drafting the report
- 3) Draft report
- 4) One oral briefing for all stakeholders
- 5) Final report

6. Evaluation Management and Logistics

6.1 Timeline and Activities

It is anticipated that the evaluation will be completed in four weeks, one week of pre-departure review, and three weeks in country. The fieldwork component in Kenya will ideally begin by April 29, 2013, and end no later than May 17, 2013.

Pre-Fieldwork Preparation: Prior to departure for Kenya, the team will spend the equivalent of a week's time conducting a desk review of all relevant project documents provided by USAID/Kenya and GGBC staff. Materials will include, but not be limited to, the original agreement document and modifications, quarterly and annual reports, annual work plans, portfolio reviews, project PMP with the results framework, M&E data and site visit monitoring reports. This will offer the team the best understanding of

both the history and present status of the project so that the design and methodology are responsive. The team will also refine and/or construct analytic tools and guides for interviews and structured focus group discussion, during this time.

The Kenyan team members will be asked to start April 22 to give them enough time to review the same documents.

Field Work and Analysis: The evaluation team will finalize the work plan, travel schedule, and data collection instruments with USAID/Kenya and other relevant stakeholders at the introductory meeting. To ensure relevance, validity, and consistency of data collection methods across team members, one day will be spent field-testing the tools prior to the actual data collection. Meetings will also be held with GGBC staff to review additional materials and seek clarifications that may arise.

Each week of the fieldwork will be utilized in the following manner:

Week One (beginning April 29): The evaluation team, working closely with USAID/Kenya, will organize for the introductory meetings with both USAID/Kenya staff and KCDF staff, developing the detailed methodology, clarifying roles of all evaluation team members, finalizing the work plan, and finishing research design and instruments. The team will prepare focus group discussion guides, test the instruments, and start data collection.

Week Two (beginning May 6) will involve data collection and analysis.

Week Three (beginning May 13) will involve completing the analysis, conducting a debriefing, and handing in the draft report in the format delineated below.

6.2 Final Reporting

After receiving comments from USAID within 10 business days of draft submission, the evaluation team will submit a final report no later than 7 business days after receipt of those comments. The format for the evaluation report shall be as follows:

1. Preface and acknowledgement page
2. Table of Contents
3. Executive Summary—concise statement of the most salient findings and recommendations
4. Introduction—purpose, audience, and synopsis of task
5. Background—brief overview of development problem, USAID project strategy and activities implemented to address the problem, and purpose of the evaluation
6. Methodology—describe evaluation methods, including constraints and gaps and other issues
7. Evaluation Findings and Key Conclusions—for each evaluation question
8. Recommendations—for each evaluation question

Annexes should include:

- a. Scope of work
- b. Evaluation team members
- c. Evaluation schedules, interview and focus group lists, and tables
- d. Data collection tools and protocols
- e. Data sets and transcripts, where applicable
- f. Bibliographical documentation

Annex A – Evaluation Scope of Work

The report shall be succinct, pertinent, and readable at a maximum of 25 pages not including annexes. The report format should be restricted to Microsoft products and 12-point font should be used throughout the body of the report, with 1” page margins. The evaluation team shall submit an electronic copy of the report in MS Word to USAID/Kenya. In addition, all data collected by the evaluation will be provided to USAID in an electronic file in an easily readable format, organized and fully documented for use by those not fully familiar with the project or the evaluation.

SOW APPENDIX

GGBC Change Process Core Activities

The Global Give Back Circle Transformation Process is clear about what success looks like, it is grounded in structured processes that lead to successful outcomes and it is flexible in its adaptation to the unique characteristics of different cultures and communities. Ten core activities integrate the four components (Girls, Mentors, Private Sector & Local Community) of the ‘Circle’

The ‘Return on Investment’ in a sustainable Transformation Process that takes at-risk girls from poverty to prosperity is closely linked to how effectively the process transforms the girls from beneficiaries into benefactors. And, the degree of scalable change evidenced, is closely linked to the way in which the process identifies and caters to the poorest girls from the poorest communities. The ten activities below work together to ensure that both sustainability and scalable change become achievable outcomes.

1: Transformation Process Management

The transformation process from beneficiary to benefactor is achieved through a series of purposeful interventions throughout the Five-Phase Transitioning Model. Transformation Process Management is ‘Mission Control’ -- the planning, execution, monitoring and refinement of these interventions that happens at the macro level and at an individual girl level. Transformation Process Management delivers micro roadmaps and micro databases that chart and advance the destinies of at-risk girls from poverty to prosperity.

2: Transformation Storytelling (Evaluation & Learning)

All of the girls participate in a *Storytelling Workshop* that teaches them how to tell their story while explaining why their stories are so important to share. Those girls who wish to share their stories help to create a library of real-time content which provides thought-leaders with tangible evidence of what empowerment looks like and how the Theory of Change actually works. Storytelling also creates a rich platform for the monitoring, measurement and evaluation of the impact of the embedding of empowerment behaviors and attitudes.

3: Give Back Ethos Embedding

The ‘*Give Back Commitment Workshop*’, is the bedrock of the process. The development and implementation of annual Give Back Commitments and the composition of annual Progress Reports guides the girls on the ‘how’ of giving back and also reinforces the embedding of empowerment as they become more confident with each successful commitment implementation. Part of the embedding process requires that each girl reads President Clinton’s book, *GIVING* and once a year a member of the Clinton Global Initiative team in NYC is invited to Kenya to facilitate the Give Back Commitment Workshop and Progress Reporting.

4: Mentoring Program Coordination

Interested women enter the ‘Circle’ through a structured process that moves them from application/vetting to matching to activation to training and long-term engagement. The longitudinal dialogue with mentors occurs via workshops/events and online communications that keep mentors in lock-step with their mentees’ journey. The one-to-one mentor model and ongoing mentor intervention is imperative to successful transitioning in a landscape riddled with landmines. Because mentors also

blossom through the mentoring experience, mentors also receive storytelling support and guidance and are encouraged to include their stories in the storytelling library of real-time content.

5: Financial Empowerment

If a girl does not understand how money works, an investment in her education and employment readiness is marginalized. The financial empowerment component of the process is designed around ‘learning through doing’. The girls learn the fundamentals of financial literacy through a series of layered-learning workshops that are spread across their journey. These practical minded workshops become subsequently more sophisticated over time, building on the knowledge learned in the lower level workshops. Financial empowerment is realized through doing through the grant-making model -- every six months girls create a detailed budget based on their specific needs and set of circumstances. They also are required to submit budget reconciliations and receipts every six months and they learn how to explain variances and how to make life-style changes that will allow them to have control of their financial life.

6: ICT Training

Success for these girls is securing the kind of employment that will enable them to truly break out of the cycle of poverty. Having ICT skills leapfrogs them into the new economy of jobs, assuring them the competitive edge in any profession or vocation they wish to enter. A nurse with ICT skills, an accountant with ICT skills, an engineer with ICT skills....ICT skills are a must-have for a girl who wants be a part of the new economy as a well-paid participant. All of the girls partake in an ICT course that prepares them to sit for the Microsoft and Cisco accreditations. In addition, the girls are guided to take ICT electives as part of their university/college course load.

7: University or College Realization

For girls without adequate adult support, the concept of ‘university’ or ‘college’ is just that, a concept. To best leverage the investment being made in their transformation into the workforce, individualized instruction and guidance is needed to help each girl select a course of study that aligns with her unique skills and talents in addition to a course of study that has the highest probabilities of securing her a good job following graduation. Just like any university/college student, the girls experience challenges at various points in time, and being that they are vulnerable girls their challenges are even greater. To help them in this regard, access to local counselors is included in the transformation process.

8: Life Skills Embedding

Naivety can undermine even the best designed transformation processes. Girls who come from disadvantaged backgrounds lack certain life skills that are critical in making the transition out of the circle of poverty. Whether they are basic life skills pertaining to healthy eating habits and grooming or more serious life skills pertaining to pregnancy and HIV/AIDS, vulnerable girls need them more than any others. The girls partake in convening weekends three times a year once they begin phase II. During these convenings, they learn about the life skills that they need to make the journey to independence and prosperity. And, the workshops are designed so that the girls actually do things differently once they leave. Meaning, that action plans are developed in accordance to classroom learning and mentors are briefed on how to coach their girl on specific actions.

9: Employment Readiness

The goal is to ensure that a higher percentage of girls are employed because they are prime candidates for good jobs upon graduation. A big part of employment readiness is partnering with the private sector and securing internships during all break periods while in university/college. Return on investment increases when a girl has all of the right levers in place, education, life skills and work experience. For this reason, workforce readiness is an important activity in the process.

10: Private Sector Engagement

Sustainability of the ‘Circle’ is based on the private sector embracing an investment in girls and actively engaging in propelling it forward as a reliable way to ensure benevolent human capital development. The private sector actively engages as mentors, providers of internships and providers of scholarships. Through presentations facilitated by the girls, the private sector is educated on how they can participate. Three times a year the private sector host mentor events where mentors are continuously trained on how to be great mentors.

Annex B – Evaluation Team

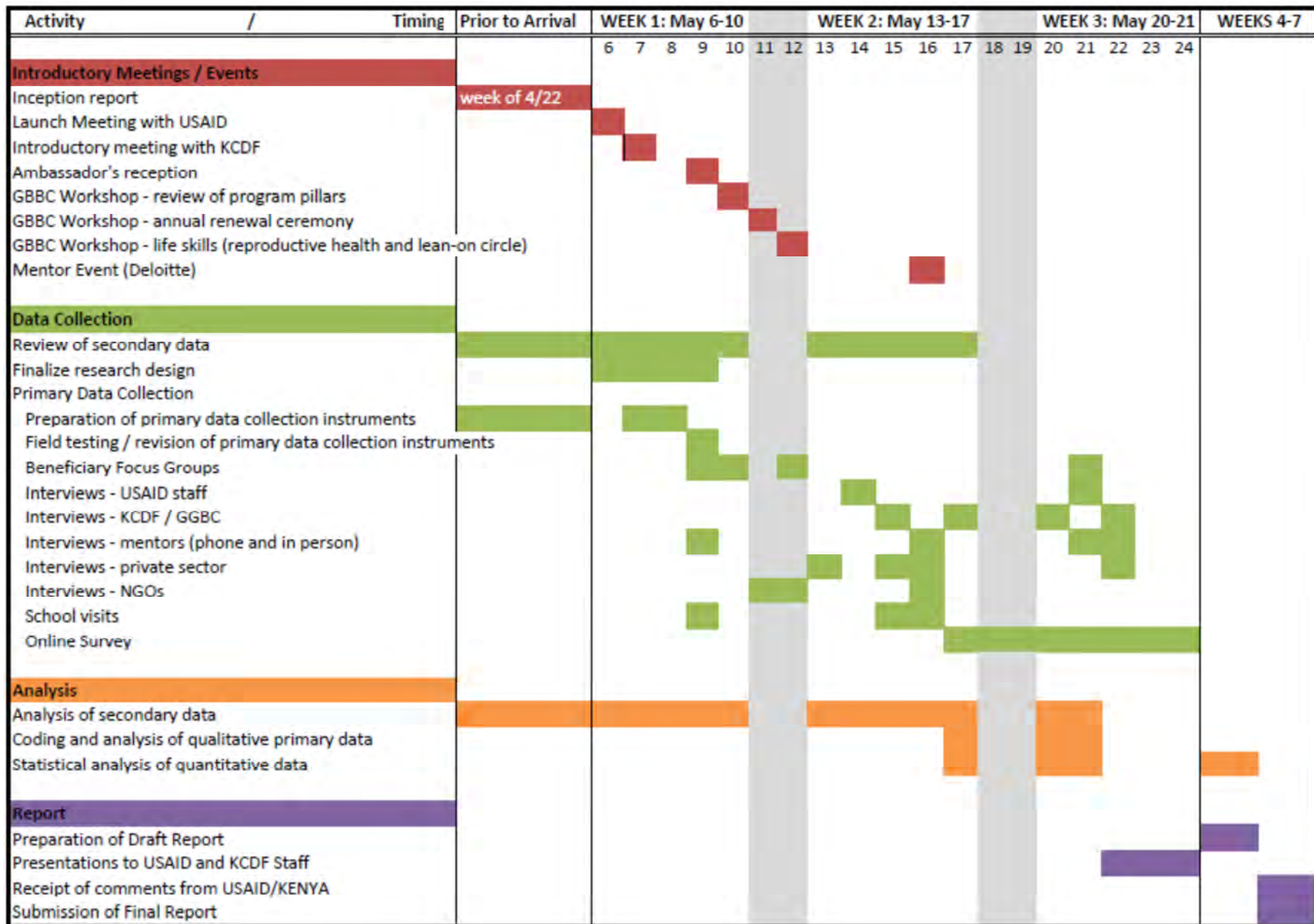
Team Leader:

- *Tania Alfonso* is a Senior Evaluation Specialist at PPL/LER in USAID / Washington, DC.

Team Members:

- *Timothy Curtin* is an Education Officer with USAID in Kingston, Jamaica.
 - *Ryan Raleigh* is a Program Officer with USAID in Nairobi, Kenya.
 - *Gary Russell* is a Program Performance Analyst at PPL/LER in USAID / Washington, DC.
 - *Okwach Abagi* is Director, M&E, Knowledge Management and Capacity Building Specialist at OWN & Associates Ltd in Nairobi, Kenya.
- Salome Omamo* is a consultant with OWN & Associates in Nairobi, Kenya.

Annex C – Evaluation Timeline



Annex D – Data Collection Tools and Protocols

Discussion Questions for Meetings with HS Staff (administrators, gatekeepers, teachers)

1. Intro--Explain why here
2. How did your school end up being part of the GGBC program?
3. What kind of role does the school play in recruiting and selecting girls for the GGBC program?
4. What kind of support do you provide to the girls during high school? Emotional, Life, Educational, other?
5. What kind of support do you provide the girls during their gap year?
6. What skills do the girls need to benefit the most from participating in all the GGBC training and fulfill the many other requirements of the program? How do they acquire these skills?
7. What kind of support, if any, do you receive from KCDF?
8. From your perspective, what do you see as the most important component of the program?
9. What do you see as the biggest challenges facing the girls in the program?
10. How do you see your involvement in the program over the next five years?
11. What changes, if any, would you recommend for the program if we were starting from scratch in Uganda?
12. Are you able to speak frankly to KCDF about any problems with the program or suggestions to make it better?

Meeting with Mentors

GBBC Program Evaluation Field Visit - May 6-24, 2013

Intro: Explain why here and purpose of evaluation. Thank mentor for taking time to meet with us.

1. When did you begin serving as a mentor in the program? How were you recruited for the program? Where is your mentee now in the program?
2. Why did you decide to become a mentor? How do you view your role?
3. Please describe your relationship with your mentee? What are your communications focused on? What do you get out of it? What does the mentee get out of it? How often do you communicate? By what means?
4. What career advice have you given to your mentee? Have you personally met your mentee? Have you provided any financial support or gifts to your mentee?
5. What kind of training, if any, did you receive from KCDF to prepare for your role as a mentor? How would you rate it? Do you know if your mentee received similar training to prepare for her role as mentee?
6. Have you encouraged your company to provide additional support to the GBBC program by recruiting more mentors, interning more students, providing more funding to the program, or hosting events?
7. Do you think your company would be more inclined to hire a GBBC program graduate than another graduate with similar academic credentials? If so, why?
8. For how long do you plan on serving as a mentor to your mentee? Do you plan on mentoring other girls in the program?
9. How might the mentor-mentee relationship be made more effective?
10. Do you have any suggestions for how the GBBC program overall could be made more effective?

It was a pleasure meeting with you and thank you so much for your time. Here is my contact information should any other thoughts come to you that you wish to share with me before I depart Kenya on the 24th of May.

Script for Individual Interviews with Feeder Partner Organizations Representatives (Saturday, 5/10)

Introduction: Explain purpose of evaluation and meeting with them--learning focus, possible expansion in Kenya and replication of program in other countries

1. Can you briefly describe your organization (mission, services provide, size—staff and budget, revenue streams, year established)? Anything else you want to say about your organization?
2. How long have you been working with KCDF as a partner in the GGBC program? How did KCDF come to contact you about participating in the program? There are lots of organizations that KCDF could have partnered with. Why did they choose your organization?
3. What is your role in the program?
4. What kind of support do you now get from KCDF to carry out that role? (i.e financial, TA) What do you think about the assistance? Is it helpful? Is it enough? Is there any additional support you would want? What kind of challenges have you faced? How have you addressed them? What lessons have you learned from them?
5. How do you recruit and select girls for the GGBC? How many have you fed into the program each year? What kind of support do you provide the girls? Schools?
6. Do you have a relationship with other NGOs in the program? Please describe it? Do you meet or exchange information with them regularly?
7. For how long will you be participating in the program? In the same capacity or different?
8. Would you be interested in expanding your role in the program? What sort of assistance, if any, would you need to expand your involvement in the GGBC program? How many more girls could you serve in the program?
9. Based on your knowledge of the program, what do you think are its most important elements? Its least important?
10. As we explained earlier, USAID is considering expanding the program, do you have any suggestions for how the GGBC program could be done differently?

Questions for Meetings with Private Sector

Intro: Explain reason in Kenya, purpose of evaluation. Thank for taking time to meet with us.

1. Please explain your relationship with the GBBC program, and when your company became involved in the program?
2. What kind of support does your company provide to the GBBC program in terms of funding, internships, mentors, and any other forms of support?
3. Why did you decide to become involved in the program and what is it about the program that sustains your involvement?
4. What are your general impressions of the program? Do you find the college and university students in the program to be better prepared than other students who work at your company or in the formal sector in general? Why or why not?
5. What kind of soft and hard skills does your company look for in its job applicants? Do GBBC graduates possess these kinds of skills? What do you think are the biggest challenges facing the students once they graduate from the GBBC program?
6. What parts of the GBBC program do you view as most valuable in preparing students for employment? Least valuable? Is there anything about the program you would add, drop or modify to improve the graduates prospects for employment?
7. How disposed is your company to continue supporting the program at the same level or increase it? Has KCDF encouraged you to increase your support? How do you view KCDF's implementation of the program?
8. Is there a forum in which private sector supporters of GBBC come together periodically and share experiences?
9. As you may know, the current USAID grant to KCDF ends in February 2014. If for whatever reason, USAID is unable to extend its funding beyond that date, do you think the private sector would be willing to increase its level of financial support to offset if not all than a good part of the loss of USAID funding?
10. In reflecting on your involvement in the program, what lessons have you learned and how have they adjusted your participation?
11. Do you have anything else you wish to add about the program that would help us with our assessment?

QUESTIONNAIRE FOR KCDF COP AND STAFF; QUESTIONNAIRE FOR USAID AOR

Eval Q	Question	Respondent		Analysis
1	Conduct deeper document review if available, e.g. inquire about any other management/tracking documents on beneficiary or school-level performance.	KCDF CoP and Staff		1.A: KCDF Implementation
1	Inquire about any other potential documents that the project uses or could be using such as the beneficiary's progress report write-ups.	KCDF CoP and Staff		1.A: KCDF Implementation
1	What are some of the key challenges faced on selection of beneficiaries?	KCDF CoP and Staff		1.A: KCDF Implementation
1	What kind of changes would you like to see about how students are selected for the program?	KCDF CoP and Staff		1.A: KCDF Implementation
1	How do you make sure that non-deserving students do not benefit from the program?	KCDF CoP and Staff		1.A: KCDF Implementation
1	What happens to girls in the program who become pregnant or boys or girls who become HIV/AIDS infected? Can mothers be accepted into the GBBC program? Fathers?	KCDF		KCDF Implementation
1	What rules of the program would be cause for removal of a girls from the program? Once removed, is there a chance for them to reenter the program at a later date?	KCDF		KCDF Implementation
1	How do you track how often the beneficiaries are interacting with their mentors?	KCDF CoP and Staff		1.A: KCDF Implementation
1	Do the mentors have a way to provide feedback /ask for support?	KCDF CoP and Staff; Mentors		1.A: KCDF Implementation
1	Is there any way to track individual performance of the beneficiaries themselves?	KCDF CoP and Staff		1.A: KCDF Implementation
1	Have you experienced any instances where your implementation progress diverged from the work plan?	KCDF CoP and Staff		1.B: KCDF Implementation problems
1	If so, how has KCDF communicated any implementation problems or delays?	KCDF CoP and Staff		1.B: KCDF Implementation problems
1	Any other implementation issues that we should be aware of when discussing program with Beneficiaries, USAID AOR, Mentors, other stakeholders?	KCDF CoP and Staff		1.B: KCDF Implementation problems
1	How do you make sure that there are checks and balances making sure that there is fairness and objectivity in selection of beneficiaries?	KCDF CoP and Staff		1.B: KCDF Implementation problems
2.6	1. Describe the changes you've seen in there KCDF's management of internal control. Was it caused by financial audits and related activities? What has changed and what is the cause? 2. Is there an identifiable trend in performance	USAID, implementing partner	Question provides for a description of any trends resulting from activities related to financial audits and performance evaluations.	

Annex D – Data Collection Tools and Protocols

	management you can identify that resulted from greater focus on performance evaluations? 3. What formal and informal bidirectional feedback loops exist for the following stakeholders: • Girls (WOO Boys) • Schools • NGO Partners • Private sector partners		
3, 4	Discuss the components in terms of <i>financial/human</i> resources that KCDF devotes to: - recruitment from 3 main schools vs recruitment from other schools - recruitment of mentors, matching mentors to beneficiaries - ongoing workshop efforts (do not include initial development or curriculum but do include updating of curriculum) - fundraising (though this may overlap slightly with mentor recruitment) - ongoing support to girls who started in feeder schools vs new girls	USAID, KCDF	Cost component in cost-benefit analysis, for the sake of analyzing sustainability and value-added - Address Diseconomies of Scale?
3, 4	Map out what training the girls actually receive over the seven years? Is it only these once a year workshops? what about during the ICT year (they don't just do ICT workshops). What about the boys? what about girls who are recruited later? Can we get copies of the curriculum?	USAID, KCDF	
3	Are there any prerequisites for training /experience that makes a student benefit more? (like, do girls who already see computers in high school at Starehe do better in the ICT course?)	KCDF staff	
3	Something about previous financial management at St Martin's, and now the reimbursements are done by KCDF? Get a sense of whether/why that transition happened.	KCDF staff	
3	transformation storytelling? what is the nature of college counseling and who does it? (Does this mean advice on what / how to apply in high school, or counseling girls who are in college? Or both?)	KCDF staff	

Annex D – Data Collection Tools and Protocols

3	Something about leveraging external resources	Mentors, KCDF staff	
4	What parts of the program do you believe will be sustained even if no new funding is provided after Feb. 2014?	USAID AOR, KCDF, donors, private sector	USAID, KCDF, other donor, private sector Interviews
4	How much has the private sector provided to the program? Who are the biggest contributors? What efforts has KCDF taken to increase private sector contributions?	USAID AOR, KCDF	USAID, KCDF interviews, documentation
4	How many of the 550 girls have mentors? How many of the boys? Are the mentors told that the commitment will be life-long? How do the mentors view it?	KCDF, Mentors, beneficiaries	KCDF, Mentor Interviews, documentation, beneficiary survey
4	What plans and sustainability has KCDF put in place to sustain the program beyond February 2012? Which aspects are they likely to sustain?	KCDF, USAID, Private Sector Partners	
4	How prepared / with what capacity is KCDF to implement an expanded program? What is your plan for expanding the program?	KCDF, USAID	
4	What challenges to sustaining the program did you face? How have you addressed them?	KCDF, USAID	
4	If USAID stops funding, do you think private partners in the program will continue funding it?	USAID, KCDF, NGOs	
4	Do the participating NGOs have the capacities to implement the program? What gaps do they have? Do they have the capacity to expand their involvement?	KCDF, NGOs	KCDF, NGO interviews
4	What lessons have you learned during the management and implementation of the program that could inform sustaining and expanding the program?	KCDF, USAID	
4	If the USAID stops funding the program, will mentors (in-country in particular) continue supporting the beneficiaries? (probe for what mentors has put in place to ensure continuity)	KCDF, USAID	
4	Is the MOE going to continue to reduce the time of the gap year? Is this a formal change? What is the new gap period, compared to the former?	USAID AOR, KCDF	4.A: USAID, KCDF Implementation
4	What assistance has USAID provided to KCDF to improve it's prospects for sustainability?	USAID AOR	4.A: USAID Implementation
4	What is KCDF doing to reduce its reliance on USAID to fund the organization and its activities?	USAID AOR, KCDF	4.A: USAID, KCDF Implementation
4	What is the breakdown of KCDF funding sources—private sector, income generation, international donors, other?	KCDF	KCDF interview, documentation

Annex D – Data Collection Tools and Protocols

4	Is KCDF providing any assistance to local organizations or individuals with which it partners?	KCDF, NGOs	KCDF, NGO interviews, documentation
4	Sustaining the give back component of the project depends on the girls getting jobs? Do you have any data on percentage of university graduates and diploma graduates who have jobs 2 years after graduation? Is there official data on the unemployment rate of university and diploma graduates?	KCDF, USAID, Private Sector	4.A: USAID, KCDF, Private Sector Implementation
4	Do you have sense of the probability of diploma graduates getting work versus university graduates? Are they more or less likely to find work? How do employers perceive diploma graduates v. those from university?	KCDF, USAID, Private Sector	4.A: USAID, KCDF Implementation
4	What training do you provide to GGBC partners from mentors, to private sector, to universities, high schools and NGOs?	KCDF	KCDF Interview, documentation
4	What sort of train the trainer programs do you have? To whom directed, what consist of?	KCDF	KCDF Interview
4	How would you go about expanding? What platform would you use?	USAID AOR, KCDF	4.A: USAID, KCDF Implementation
4	Role of MOE in program or related areas to GGBC program—gap year, scholarships, job placement?	USAID AOR, KCDF	4.A: USAID, KCDF Implementation
4	Role of other donors in tertiary education and willingness to fund GGBC?	USAID education Team, KCDF	4.A: USAID, KCDF Implementation
4	Can you describe your endowment fund? How you raise \$ for it, use it and how it is supporting the GGBC program?	KCDF	KCDF interview and documentation
1	Please share and explain contents, organization and use of AOR files and any other project Work Plan tracking documents.	USAID AOR	1.A: general SOP
1	What are your impressions of general quantity and quality of communication between AOR and KCDF?	USAID AOR	1.A: general SOP
1	Are progress reports reviewed, if so how frequently, and what follow-up is taken, if any, with and by the implementing partners?	USAID AOR	1.A: USAID oversight
1	Are there any written communications from to the partners summarizing the conclusions of the review and suggested follow-up?	USAID AOR	1.A: USAID oversight
1	Are the progress reports shared with anyone besides the AOR? If so, who and why?	USAID AOR	1.A: USAID oversight
1	Determine quality of the data by inquiring about whether the mission has recently conducted a DQA to ensure data meets the ADS 203.3.5.1 DQ standards for: validity; integrity,	USAID AOR	1.A: USAID oversight

Annex D – Data Collection Tools and Protocols

	precision, reliability, and timeliness. If so, seek a copy of the documented review.		
1	How often do you meet with KCDF staff?	USAID AOR	1.A: USAID oversight
1	How often do you visit the field?	USAID AOR	1.A: USAID oversight
1	How confident are you in KCDF professional capacity to satisfy USAID requirements? Any problems w/ missed deadlines?	USAID AOR	1.A: KCDF Capacity
1	Have you experienced any major instance of project management discrepancies on KCDF's part that we should be aware of?	USAID AOR	1.B: KCDF Capacity
1	If so, how has KCDF communicated any implementation problems or delays?	USAID AOR	1.B: KCDF Implementation
1	Any other implementation issues that we should be aware of when discussing program with Beneficiaries, KCDF, Mentors, other stakeholders?	USAID AOR	1.B: KCDF Implementation
2.6	4. Describe the changes you've seen in there KCDF's management of internal control. Was it caused by financial audits and related activities? What has changed and what is the cause? 5. Is there an identifiable trend in performance management you can identify that resulted from greater focus on performance evaluations? 6. What formal and informal bidirectional feedback loops exist for the following stakeholders: • Girls (WOO Boys) • Schools • NGO Partners • Private sector partners	USAID, implementing partner	Question provides for a description of any trends resulting from activities related to financial audits and performance evaluations.
3, 4	Rank these components in terms of <i>financial</i> resources that KCDF devotes to each, from greatest to smallest - Follow up: specific numbers (per year / pre beneficiary / per school?)	USAID, KCDF	Cost component in cost-benefit analysis, for the sake of analyzing sustainability and value-added
3, 4	Rank these components in terms of <i>human</i> resources that KCDF staff devotes to each, from greatest to smallest - Follow up: explain, give illustrative example	USAID, KCDF	"Cost" component in cost-benefit analysis, look at budgeted cost vs "hidden" cost, discrepancy between USAID perceptions and KCDF perceptions
4	Before you funded the GGBC program, did you do a sustainability analysis?	USAID AOR	4.A: USAID Implementation

Annex D – Data Collection Tools and Protocols

4	What actions is USAID taking to ensure that the program continues after USAID funding ends in Feb. 2014?	USAID AOR	4.A: USAID Implementation
4	What parts of the program do you believe will be sustained even if no new funding is provided after Feb. 2014?	USAID AOR, KCDF	4.A: USAID, KCDF Implementation
4	How disposed is the private sector to continue to provide funding support to the program to educate more girls?	USAID AOR, KCDF, Private Sector Partners	4.A: USAID, KCDF, Private Sector Implementation
4	How much has the private sector provided to the program? Who are the biggest contributors?	USAID AOR, KCDF	4.A: USAID, KCDF Implementation
4	What plans and sustainability has KCDF put in place to sustain the program beyond February 2012? Which aspects are they likely to sustain?	KCDF, USAID, Private Sector Partners	
4	How prepared / with what capacity is KCDF to implement an expanded program?	KCDF, USAID	
4	What challenges did program implementation face? How can these be addressed in future	KCDF, USAID	
4	If USAID stops funding, do you think private partners in the program will continue funding it?	USAID, KCDF, NGOs	
4	What lessons have you learned during the management and implementation of the program that could inform sustaining and expanding the program?	KCDF, USAID	
4	If the USAID stops funding the program, will mentors (in-country in particular) continue supporting the beneficiaries? (probe for what mentors has put in place to ensure continuity)	KCDF, USAID	
4	Is the MOE going to continue to reduce the time of the gap year? Is this a formal change? What is the new gap period, compared to the former?	USAID AOR, KCDF	4.A: USAID, KCDF Implementation
4	What assistance has USAID provided to KCDF to improve it's prospects for sustainability?	USAID AOR	4.A: USAID Implementation
4	What is KCDF doing to reduce its reliance on USAID to fund the organization and its activities?	USAID AOR, KCDF	4.A: USAID, KCDF Implementation
4	Sustaining the give back component of the project depends on the girls getting jobs? Do you have any data on percentage of university graduates and diploma graduates who have jobs 2 years after graduation? Is there official data on the unemployment rate of university	KCDF, USAID, Private Sector	4.A: USAID, KCDF, Private Sector Implementation

Annex D – Data Collection Tools and Protocols

	and diploma graduates?		
4	Do you have sense of the probability of diploma graduates getting work versus university graduates? Are they more or less likely to find work? How do employers perceive diploma graduates v. those from university?	KCDF, USAID, Private Sector	4.A: USAID, KCDF Implementation
4	How does USAID coordinate with other donors? Are you making efforts to sell them the GGBC program as a possible program to fund?	USAID Education Team	4.A: USAID Implementation
4	In considering expansion of the program, how many more girls or boys are you interested in adding? And for how much longer would you fund the program?	USAID Education Team	4.A: USAID Implementation
4	How would you go about expanding? What platform would you use?	USAID AOR, KCDF	4.A: USAID, KCDF Implementation
4	Role of MOE in program or related areas to GGBC program—gap year, scholarships, job placement?	USAID AOR, KCDF	4.A: USAID, KCDF Implementation
4	Role of other donors in tertiary education and willingness to fund GGBC?	USAID education Team, KCDF	4.A: USAID, KCDF Implementation

Global Give Back Circle Program Survey

Welcome!

The purpose of the survey is to assist a team from the U.S. Agency for International Development (USAID) to evaluate the efficacy of the Global Give Back Circle Program in achieving the program's goals to improve the lives of disadvantaged youth through university scholarships, ICT and life skills training, internships and mentors. Your responses to the following questions will assist the team to learn about the performance of the program from its most important constituents—you.

This survey will take between 30 minutes and one hour to complete, depending on where you are in the program.

ALL RESPONSES WILL BE ANONYMOUS - we are not asking for you to include your name on the survey. We would appreciate if you would answer the questions as honestly as possible so that we can get a truthful impression of the program from the perspective of the main beneficiaries.

Thank you in advance for your cooperation.

*1. What is your gender?

☐ Girl

☐ Boy

*2. What year did you enter the GGBC program as a beneficiary?

☐ 2006

☐ 2009

☐ 2012

☐ 2007

☐ 2010

☐ 2013

☐ 2008

☐ 2011

*3. What is your current enrollment? (please select one option)

☐ I am currently in high school

☐ I am enrolled in a diploma course (or between semesters)

☐ I finished high school and am enrolled in an ICT course

☐ I have graduated from a university or diploma course

☐ I finished high school and am not attending an ICT course

☐ I have dropped out or been asked to leave the program, but am still in a high school, diploma or university course

☐ I am enrolled in a university program (or between semesters)

☐ I have dropped out or been asked to leave the program, and am not attending a high school, diploma or university course

☐ Other (please specify)

*4. When you entered the program as a beneficiary were you:

☐ Earlier than form 4

☐ Secondary school graduate, entering ICT course

☐ In Form 4 of secondary school

☐ Secondary school graduate, entering university or diploma course

Questions About Form 4

Global Give Back Circle Program Survey

***5. In form 4 what benefits did you receive from the program? Please mark all that apply.**

- ☐ Payment of school tuition
- ☐ Monthly financial stipend for incidental expenses
- ☐ Designation of a mentor
- ☐ Life skills training
- ☐ Other (please specify)

Questions About ICT Training

***6. Have you received or are you receiving the ICT training?**

- ☐ Yes, completed the ICT training
- ☐ Yes, currently receiving the ICT training
- ☐ No

***7. When did you begin your ICT Training?**

- ☐ Before secondary school graduation
- ☐ Between secondary school graduation and enrollment in university or diploma program
- ☐ While enrolled at the university or diploma program

***8. Where did you receive or are you receiving your ICT training?**

- ☐ St. Martins or Starehe school
- ☐ Institute of Advanced Technology
- ☐ University or diploma tertiary school
- ☐ ICT center in Nairobi that is not located at the university, diploma school, St. Martins, Starehe, or Institute of Advanced Technology
- ☐ Other ICT center (not mentioned above) outside Nairobi
- ☐ NGO that recruited you for the program
- ☐ Other (please specify)

Global Give Back Circle Program Survey

9. Please rank the aspects of the ICT training that are most important (1) to least important (6) to you. You can only choose one option per column, that is, only one component can be "Most Important", only one can be "Very Important" and so on.

	Most Important (1)	Very Important (2)	Important (3)	Somewhat Important (4)	Not very Important (5)	Least Important (6)
having a safe place to stay	☐	☐	☐	☐	☐	☐
learning something useful while waiting for university or diploma	☐	☐	☐	☐	☐	☐
general familiarity with computers	☐	☐	☐	☐	☐	☐
specific technical skills	☐	☐	☐	☐	☐	☐
access to email and internet	☐	☐	☐	☐	☐	☐
social interactions	☐	☐	☐	☐	☐	☐

Questions About Your Mentor

***10. Do you currently have a mentor?**

- ☐ Yes
- ☐ No
- ☐ Not sure

***11. About how long have you had a mentor?**

- ☐ Less than one year
- ☐ 1-2 years
- ☐ 3-4 years
- ☐ More than 4 years

***12. Where is your mentor based?**

- ☐ Kenya
- ☐ Outside Kenya
- ☐ Not sure

Global Give Back Circle Program Survey

*13. On average, how often do you communicate with your mentor?

- ☐ Less than once a month
☐ 1-2 times per month
☐ 3-4 times per month
☐ 5 or more times per month
☐ My mentor does not communicate with me

14. Please rank the most important (1) to least important (5) parts of your mentorship experience. You can only choose one option per column, that is, only one component can be "Most Important", only one can be "Very Important" and so on.

	Most Important (1)	Very Important (2)	Somewhat Important (3)	Not very Important(4)	Least Important (5)
Having someone to channel my problems and needs	☐	☐	☐	☐	☐
Helping me financially or with gifts	☐	☐	☐	☐	☐
Having someone to listen to me and encourage me	☐	☐	☐	☐	☐
Having someone to help me network for internships and employment and career advancement	☐	☐	☐	☐	☐
Having a professional to guide me through difficult school and career decisions	☐	☐	☐	☐	☐

*15. Please rate your mentor's....

	Excellent	Very good	Good	Satisfactory	Poor
Responsiveness	☐	☐	☐	☐	☐
Empathy	☐	☐	☐	☐	☐
Knowledge	☐	☐	☐	☐	☐
Quality of Advice	☐	☐	☐	☐	☐

16. Do you have any other comments about your mentor or mentorship in general?

Questions About Life Skills Training

Global Give Back Circle Program Survey

*17. Have you received any life skills training yet? (Financial Literacy, Reproductive Health, etc.)

☐ Yes

☐ No

18. What life skills have you received? Please mark all that apply.

- ☐ Financial literacy
- ☐ Reproductive health
- ☐ Leadership
- ☐ Workforce readiness
- ☐ Other (please specify)

19. Please rate the usefulness of each course.

	Very useful	Useful	Somewhat Useful	Not useful	Have yet to take the course
Financial literacy	☐	☐	☐	☐	☐
Reproductive health	☐	☐	☐	☐	☐
Leadership	☐	☐	☐	☐	☐
Workforce readiness	☐	☐	☐	☐	☐

20. Was the training in each course appropriate to your level of knowledge?

	Too advanced	Just right	Not advanced enough
Financial literacy	☐	☐	☐
Reproductive Health	☐	☐	☐
Leadership	☐	☐	☐
Workforce readiness	☐	☐	☐

21. How would you rate each course?

	Excellent	Very good	Good	Fair	Poor	Not applicable
Financial Literacy	☐	☐	☐	☐	☐	☐
Reproductive Health	☐	☐	☐	☐	☐	☐
Leadership	☐	☐	☐	☐	☐	☐
Workforce readiness	☐	☐	☐	☐	☐	☐

22. Do you have any comments or suggestions for how to improve the courses?

Global Give Back Circle Program Survey

Questions about "Give Back" Commitments

23. Have you fulfilled any give back commitments yet?

- ☐ Yes
- ☐ No

24. Where do you "give back?"

- ☐ I give back where i am currently studying
- ☐ I give back in my home community
- ☐ Both

25. How long do you plan to "Give Back"? Please select just one answer.

- ☐ Until I enter university or a diploma program
- ☐ Until I complete university or my diploma program
- ☐ Until I get a job after completing university or my diploma program
- ☐ For the rest of my life

26. Right now, is your "give back commitment" an individual commitment (you do it on your own) or group commitment (you do it together with others in the GGBC program)

- ☐ Individual
- ☐ Group

27. How do you now "Give Back?" Please explain in one sentence.

28. Please choose the statement that in completing the sentence is closest to your opinion/view on commitment reports, for your own reports and those that others in the program write:

Sometimes the commitment reports written by members of the program--

	make commitment activities appear better than they are	make commitment activities appear worse than they are	do not adequately describe the activities	make the activities sound like they require MORE effort than they really do	make the activities sound like they require LESS effort than they really do	truthfully and accurately describe the activities
Your own reports	☐	☐	☐	☐	☐	☐
The reports that others write	☐	☐	☐	☐	☐	☐

Questions about GGBC Program Dropouts

Global Give Back Circle Program Survey

29. How many people do you know who have dropped out or been removed from the program?

☐ None

☐ 6-10

☐ 1-2

☐ More than 10

☐ 3-5

30. For people that left the program, why did they do so? Please mark all the reasons that apply.

☐ Pregnancy

☐ Insufficient funds

☐ Got another sponsor

☐ Family responsibilities

☐ Academic difficulty

☐ Lack of interest in studies

☐ Asked to leave due to inappropriate behavior

☐ Unable to meet "Give Back" commitments

☐ Unable to follow the GGBC rules

☐ Other (please explain)

General Impressions of the GGBC Program

Global Give Back Circle Program Survey

31. Based on your own experience, which have been the biggest challenges you have faced in fulfilling the requirements of the GGBC program? Please rank them from most challenging (1) to least challenging (7).

	1 (Most challenging)	2	3	4	5	6	7 (Least Challenging)
Following the rules of the GGBC program	☐	☐	☐	☐	☐	☐	☐
Earning high marks on my studies	☐	☐	☐	☐	☐	☐	☐
Managing my money	☐	☐	☐	☐	☐	☐	☐
Interacting with people I don't know outside the GGBC program	☐	☐	☐	☐	☐	☐	☐
Finding time to fulfill my "Give Back" commitments	☐	☐	☐	☐	☐	☐	☐
Completing my studies on time	☐	☐	☐	☐	☐	☐	☐
Gaining the trust / cooperation of the community where I wish to "Give Back"	☐	☐	☐	☐	☐	☐	☐

32. Based on your own experience, which have been the most rewarding parts of the GGBC program, from most rewarding (1) to least rewarding (6)?

	Most Rewarding (1)	Very Rewarding (2)	Rewarding (3)	Somewhat Rewarding (4)	Not Very Rewarding (5)	Least Rewarding (6)
Tertiary Education scholarship	☐	☐	☐	☐	☐	☐
ICT Training	☐	☐	☐	☐	☐	☐
Life skills training	☐	☐	☐	☐	☐	☐
"Giving Back" Experience	☐	☐	☐	☐	☐	☐
Relationship with Mentor	☐	☐	☐	☐	☐	☐
Internship	☐	☐	☐	☐	☐	☐

Global Give Back Circle Program Survey

33. The GGBC program is designed to empower you to become self-reliant and develop a life-long commitment to serve others. However, even the most empowered and capable graduates of universities or diploma programs face difficulties after they finish their studies. What is your greatest fear about graduating from university / diploma?

Please select only one answer.

- ☐ I won't be able to find a job
- ☐ I will lose the relationships I have formed with other GGBC girls
- ☐ My mentor will stop communicating with me
- ☐ I won't have time to "Give Back" to the community or mentor another girl
- ☐ I will be pressured by my family to support them financially, leaving little money for myself
- ☐ I will not be able to manage my finances
- ☐ Other (please specify)

34. In order for the GGBC program to reach more disadvantaged youth, the program needs to become as self-sustaining as the youth it serves. How will you help sustain the GGBC program after you complete your tertiary education? Please mark all that apply.

- ☐ Will mentor other disadvantaged girls
- ☐ Will continue to "Give Back" to the community
- ☐ Will provide funding for the education of a needy child
- ☐ Will encourage my employer to support the program by providing scholarships and/or internships to girls in the GGBC program
- ☐ Will encourage my colleagues at work and professional friends to become mentors of GGBC girls or other disadvantaged youth.
- ☐ None of the above
- ☐ All of the above

35. Based on your own experience, please rate the value of the following components of the GGBC program. Please select only ONE value per component.

	Essential	Important	Somewhat Important	Not as Important	Least Important
Life skills training	☐	☐	☐	☐	☐
Relationship with other GGBC girls	☐	☐	☐	☐	☐
Mentorship	☐	☐	☐	☐	☐
ICT Training	☐	☐	☐	☐	☐
Internship	☐	☐	☐	☐	☐
Financial support	☐	☐	☐	☐	☐

Global Give Back Circle Program Survey

36. Based on your own experience, if you were able to improve one component of the GGBC program, what would it be? Please select just one answer.

- ☐ Quality of Life Skills Training
- ☐ Timing of Life Skills Training
- ☐ Level of Financial Support
- ☐ Assistance obtaining internships
- ☐ Quality of ICT Training
- ☐ Scheduling of ICT Training
- ☐ Better mentor matching
- ☐ Faster assignment of mentor
- ☐ More time to fulfill "Give Back" commitments

37. Based on your answer to question 36, please explain how you would improve that component.

***38. Based on your own experience, what is the most important lesson that you have learned from the GGBC program? Please select only one answer.**

- ☐ With a good mentor, anyone can succeed in the program and lead a successful life.
- ☐ To succeed in the program, you need to be willing to study hard, commit to fulfilling your "Give Back" commitments, and be open to challenging yourself at every opportunity the program provides.
- ☐ The ICT training gives you the hard computer skills to excel in school and obtain employment
- ☐ The life skills training builds your confidence and self-esteem and empowers you to make smart decisions about your finances, studies and career.
- ☐ Other (please specify)

39. If you were not in the program, what do you think you would be doing right now? Please limit your answer to a couple of sentences.

***40. Where is your family originally from?**

City/Town:

Province:

THANK YOU FOR TAKING THE TIME TO COMPLETE THE SURVEY. YOUR ANSWERS ARE IMPORTANT FOR HELPING TO CONTINUALLY IMPROVE THE QUALITY OF THE GGBC PROGRAM.

Global Give Back Circle Program Survey

41. If there is anything else you would like to tell us, please do so in the space below.

Beneficiary Focus Group Questionnaire - Gap Year and University

Introduction: Good morning! Thank you so much for coming to speak to us. My name is (moderator) and this is (note taker). We work for USAID and we are here because we want to learn more about the GGBC program. Our colleagues in Uganda and Zimbabwe are thinking of setting up similar programs for girls there. So we'll be going to all the events this weekend and are hoping to get advice from the schools, mentors and KCDF staff, and of course, to the most important group - YOU!

There are a few things I want to say first – 1) We're very interested in what you have to say, and we will be taking notes so that we can remember these ideas when we get home. But – we won't write down your names! (*Explain confidentiality in your own words - eg., that ideas will be expressed in general terms like "some girls said this and some girls said that" - this is not a test, we can't get you an internship or a place in university, please speak from the bottom of your heart.*) 2) You do not have to participate if not comfortable. You can leave if you want, or tell me "I'd rather not say" if I ask something you don't want to answer. All right? (*pause*) are we all still here? Ok, let's do introductions. (*names*)

Notes:

1	First - I want you to take these sticky notes, three each (pass them out). And then write down three words or phrases, one on each note, that come to mind when you think about this program. (example: world cup --> vuvuzela noise, world watching together, grandfather rooting for his team)(wait 2 minutes) Now let's put them in the middle and look at them. (put on paperboard, point out common ideas, ask for clarification if necessary)	Most Salient:
Notes:		
2	Take one more sticky note and fill in the blank: I will have succeeded in the program if I _____. (provide example if necessary. put on paper, review any vocab that emerges)	Most Salient:
Notes:		
3	Tell me - what are some challenges that you face in achieving this success? (acknowledge responses)	Most Salient:
Notes:		
4	Where do you see yourself 5 years after graduating from college/university?	Most Salient:
Notes:		

5	For someone new coming into the program, what advice would you give them?
Notes:	Most Salient:
6	What are some examples of advice you have gotten from mentors?
Notes:	Most Salient:
7	Let's say that you are helping to design a program in Uganda that had the same goals as GGBC. What is the most important component? (Follow up) Would you make any changes to the way the program works here?
Notes:	Most Salient:
Wrap-up. Thank girls for their candid and honest feedback. Summarize discussion. Did we miss anything? Would anyone wish to add anything?	
Notes:	

Beneficiary Focus Group Questionnaire - High School

Introduction: Good morning! Thank you so much for coming to speak to us. My name is (moderator) and this is (note taker). We work for USAID and we are here because we want to learn more about the GGBC program. Our colleagues in Uganda and Zimbabwe are thinking of setting up similar programs for girls there. So we'll be going to all the events this weekend and are hoping to get advice from the schools, mentors and KCDF staff, and of course, to the most important group - YOU!

There are a few things I want to say first – 1) We're very interested in what you have to say, and we will be taking notes so that we can remember these ideas when we get home. But – we won't write down your names! (*Explain confidentiality in your own words - eg., that ideas will be expressed in general terms like "some girls said this and some girls said that" - this is not a test, we can't get you an internship or a place in university, please speak from the bottom of your heart.*) 2) You do not have to participate if not comfortable. You can leave if you want, or tell me "I'd rather not say" if I ask something you don't want to answer. All right? (*pause*) are we all still here? Ok, let's do introductions. (*names*)

Notes:

- | | |
|---|---|
| 1 | First - I want you to take these sticky notes, three each (pass them out). And then write down three words or phrases, one on each note, that come to mind when you think about this program. Anything. (wait 2 minutes) Now let's put them in the middle and look at them. (put on paperboard, point out common ideas, ask for clarification if necessary) |
|---|---|

Notes:

Most Salient:

- | | |
|---|---|
| 2 | So, why did you decide to apply to GGBC? Did anyone help you through the process? |
|---|---|

Notes:

Most Salient:

- | | |
|---|---|
| 3 | Take one more sticky note and fill in the blank: I will have succeeded in the program if I _____. (put on paper, review any vocab that emerges) |
|---|---|

Notes:

Most Salient:

- | | |
|---|---|
| 4 | Tell me - what are some challenges that you face in achieving this success? (acknowledge responses) |
|---|---|

Notes:

Most Salient:

5	Where do you see yourself 5 years after graduating from college/university?	
	Notes:	Most Salient:
6	(CHECK TIME - IF RUNNING OUT, SKIP) Let's map out what happens from the time that a girl learns about the GGBC program to when she graduates from university. What does her journey look like? (Note taker writes down steps, starting with application process. Moderators solicits details /examples for each step - eg support that KCDF or mentors provide)	
	Notes:	Most Salient:
7	Let's say that you are helping to design a program in Uganda that had the same goals as GGBC. What is the most important component? (Follow up) Would you make any changes to the way the program works here?	
	Notes:	Most Salient:
Wrap-up. Thank girls for their candid and honest feedback. Summarize discussion. Did we miss anything? Would anyone wish to add anything?		
Notes:		

Annex E – Data Sets and Transcripts

Global Give Back Circle (GGBC) Evaluation Interview Abstracts:

A: USAID/Kenya: Office of Education and Youth

Lucy Kithome, USAID/Kenya/Education and Youth (EDY), Agreement Officer Representative (AOR) to GGBC (May 14, 2013): Ms. Kithome expressed her confidence in Kenya Community Development Foundation (KCDF) as a USAID Implementing Partner in this program. She acknowledged very good communication from KCDF regarding program implementation, and stated how diligent KCDF is in responding to USAID requests. She noted no concerns on part of GGBC implementation. She pointed out that a lot of lessons have been learnt including the power of PPP and capacity building/empowerment in supporting development program.

B: Implementing Partner: KCDF

Tom Were, KCDF Programme Director (May 15, 2013): Mr. Were expressed his generally positive outlook on the implementation of the GGBC program. He expressed some key challenges on sourcing the beneficiaries both in the 3 feeder schools around Nairobi and with the local-NGO partner organizations that identify applicants nation-wide. He identified the need for a 3rd party independent verification for much of the selection and implementation to ensure fairness. He identified a program start-up delay due to USAID contractual difficulties, and how the agreement ended up as a Cooperative Agreement, which resolved the issue amicably.

Catherine Kiganjo, KCDF Senior Programme Officer (May 17, 2013): Ms. Kiganjo expressed a generally positive outlook on GGBC program implementation, and demonstrated that adequate progress has been made on all program objectives agreed to with USAID. She identified the process of nation-wide sourcing of beneficiaries by working with local-NGOs as a challenge. She recommended exploring opportunities to provide subgrants to local-NGOs to help build their capacity and trust in KCDF and the GGBC program.

Cathryn Kiganjo, GGBC Program Manager and Janet Mawiyom, CEO - KCDF: The officers indicated that KCDF is well on its way to sustaining GGBC and becoming itself an NGO that will require little assistance, if any, from donors to maintain its operations and other programs. This is because the organization established an endowment fund in 2003, managed by a Board of Trustees, that has grown to Ksh .5 billion and is projected to reach Ksh 1 billion by 2018. To generate a steady stream of income for the Fund, KCDF is constructing a six-story office building that is expected to bring in Ksh 15-20 million in rent annually. In addition, the organization created an independent investment holding company in 2012 that will provide additional income to the endowment. The plan for expanding the GGBC will align with KCDF's traditional business model of disbursing sub-grants to partner NGOs, many of the same ones used today to recruit youth for the GGBC. The grants will be provided to pay for the increased role that KCDF intends to provide to the NGOs to help manage the program for the youth from their communities. They also plan to provide capacity building assistance to the NGOs to help ensure that program quality is maintained under a decentralized management structure.

C: High Schools and NGOs Partners

Margaret Wanjohi, Director, Starehe Girls' Centre (SGC); Regina Mitheu, Resource Mobilizer/Sponsorship Office, SGC; John Mwaura, Head of ICT Institute, SGC Staff (May 9, 2013): SGC staff shared the history of GGBC at SGC beginning with Linda Lockhart's work

with “Big Sisters/Little Sisters” program in 2005/06 and evolving into GGBC. They defined SGC’s role in serving as one of the original three “Feeder” schools to GGBC program in identifying, recruiting and processing candidates for entry. SGC’s role was identified as providing “manpower” to the selection process while KCDF was identified as the “watchdog.” ICT facilities and training was acknowledged as most important aspect of SGC’s role in GGBC, as all activities/workshops revolve around ICT networked computers and room. The SGC Staff recognized the challenges that GGBC beneficiaries confront when attend university, including being social “misfits” as beneficiaries of affirmative action scholarships. Recommended capacity building/workshops to address potential issues of beneficiaries navigating university.

Sr. Damiana Mutiso, Director, St. Martins Girls School of Kibagare (SMGSK); Alfred Muheria Aswani, Program Assistant, SMGSK (May 9, 2013): Staff at St. Martins Girls School explained how girls typically arrived at the school generally and the program in particular, while providing a broad history of the school’s relationship with GGBC. They discussed the program admission process, changes in the role of the school vis-à-vis KCDF, and development of the school from its founding in 1980. Staff explained how the school seeks to support the girls and the program, particularly in the context of the gap year. They described challenges the girls face, such as the risk of losing their way during the program’s trajectory. They also noted the importance of workshops, which they felt made the girls more enlightened overall. School staff discussed how girls might benefit by improving their entrepreneurial skills and their capacity to identify alternate solutions when facing employment challenges. In particular, the staff recognized the added value that came from the girls developing a culture and practice of mutually supporting each other.

Discussion with the Project Manager and Sponsorship Coordinator at Blessed Generation Children’s Center, 05/15/2013. The children’s’ home and school was started by an American to help needy children from the community who are either orphaned or abandoned. The GGBC program was started in the school in the year 2006 by Linda Lockhart and was only restricted to mentorship program. College sponsorship began in 2011-2012. It was mentioned that the major component of the GGBC program is the exposure that the children get through the mentorship program. Challenges experienced during the gap year such as pregnancy are reduced. The major concern for the organization is that the GGBC program only sponsors all the girls who pass their examinations for further studies. The school has limited funds that they raise for boys sponsorship. The manager therefore expressed the need and request for sponsorship for the boys as it remains one of the biggest challenges facing the school and the boys.

NGO Feeder Organizations—SAIPEH, EDUMED TRUST, GRADIF-K, AND TYSA, KCDF relies on about 15 partner NGOs to help recruit youth for the program from outside Nairobi. We met separately with four NGOs to discuss their specific role and perspective on the GGBC program, and their relationship with KCDF. All of the NGOs have a youth education focus and had received previous funding from KCDF for scholarships and empowerment programs for disadvantaged girls and boys from their communities. Under the GGBC program, the NGOs were recruited to help identify well qualified youth to apply for the program; they did not receive any funding from KCDF for this service. Several of the NGOs took on the additional task of finding appropriate “Give Back” activities in their communities for the youth accepted into the GGBC program, and monitored the students performance throughout their years in college or the university. They felt a strong connection to the youth in the program from their community and attempted to maintain this linkage to them even while the beneficiaries were completing their studies far from their home communities. There was a concern among some

NGOs that the generous benefits of the GGBC program may exclude any role for the beneficiaries' former guardians. The NGOs go out their ways and use their own resources to make follow-ups and monitor youths progress in school and during holidays. All of the NGOs expressed a desire to expand their role in the program. All felt they had the capacity to take on this expanded role provided they were facilitated with some financial resources and given sufficient capacity building support from KCDF.

D: Private Sector Partners

The Private Sector (KPMG, Standard Chartered, CITI Group and Microsoft), Senior Managers but also oversee GGBC and/or Mentors (May 15; 21, 22, 2013): The private sector partners expressed satisfaction in the way GGBC program has been implemented and the positive outcome it has created in transforming the girls from shy to empowered and go-getter individuals. The partners have confidence on KCDF, as an effective implementing entity. They indicated that the program makes economic sense because the results are practical and can be 'felt, seen, and touched.' The girls acquire practical and soft skills for "employment readiness" when they join the labor. The partners indicated that their boards have high interest and support the program, thus continue to monitor its progress. The private sector partners expressed an interest in continuing with the existing levels of support to the program (contributing money, providing mentorship or/and offering internships). However, they cannot commit to increasing financial support in future due to many competing priorities. As much as the partners support the expansion of the program as a good thing, they indicated this should be done cautiously as not to lose the gains and compromise efficiency, quality of the results and operations.

E: Focus Group Discussions with Beneficiaries

This summary is representative of all the FGDs carried out with high school, gap year and university students. The beneficiaries were interviewed in different cohorts i.e. those who have recently joined university, those in the middle and those that are about to graduate. It is also important to note here that some of the students are undertaking diploma courses. Bearing in mind that the respondents are in different stages of the program, the answers varied depending on level of exposure to the different components of the program and duration in the program.

- **Write down three words or phrases, one on each note, that come to mind when you think about this program.**

The exact words/phases varied from group to group. But the most salient words/phrases mentioned included the following: giving back, empowerment, sponsorship, education, mentorship and commitment as the most salient. The definitions to these words also varied from one respondent to another.

- **Why did you decide to apply to GGBC? Did anyone help you through the process?**

The majority of the beneficiaries got to know about the program through the secondary schools they were attending. Others were recruited/referred by NGOs/organizations that were previously sponsoring them, while others were informed by family members who get information from local religious institutions.

- **I will have succeeded in the program if I..:**

There was no single salient element in the conception of success, instead, respondents listed several elements including: - material well-being / well-paying job and giving back, undergoing all the component of the program and accomplishing dreams and goals. Most of them also mentioned success as being able to spread the concept of GGBC.

- **What are some challenges that you face in achieving this success?**

For the beneficiaries who are about to graduate the most salient response was a fear of not getting a job immediately after graduation and the risk of unemployment. The respondents felt that their studies have prepared them for the jobs they will be looking for but the supply of jobs is limited. This is a big challenge especially for those undertaking diploma courses. Such students requested for further sponsorship so that they can enroll for university education. In their opinion, it is more difficult for a person with a diploma certificate to get a job than one with a degree certificate. It is also not easy for them to get internship opportunities. Another major challenge mentioned was the delay of school fees and cheques due to lack of coordination between the universities and KCDF.

Other challenges included balancing needs (in terms of allocating the money they have received through KCDF) and the financial cost of fulfilling their commitment; lack of community support for give back activities since the communities expect payment or handouts; time management - since it was difficult to balance between school work and giving back., ineffective/lack of communication with mentors, unrealistic expectations (strict program rules) and lack of opportunities to freely and openly communicate or interact with GGCB/KCDF officials .

- **Where do you see yourself 5 years after graduating from college/university?**

Most of the respondents see themselves as being successful i.e. having a good job and being financially stable, will be talented enough and will use talents to help others nurture their talents.

- **For someone new coming into the program, what advice would you give them? Key areas mentioned included:**

- i. Be focused, open minded and aim high
- ii. Be well behaved: honest, disciplined, accountable, responsible and choose your friends wisely
- iii. Take advantage of the opportunities offered by the program: scholarship, skill training, and workshops
- iv. Use the money given wisely: learn how to budget and save
- v. Work hard in school
- vi. Maintain good relationship and contact with the sponsor and mentor
- vii. Find your passion and follow your heart
- viii. Make the right and attainable career choice that will grant you a chance at the university.
- ix. Keep and balance you time/time management skills
- x. Find a commitment you really want to do
- xi. Adhere to rules and regulations and remember where you came from.

- **What are some examples of advice you have gotten from mentors?**

A good number of the beneficiaries are yet to get mentors; some mentors do not communicate frequently, have not communicated in years or have withdrawn from the program. Those who have mentors though expressed their satisfaction with the mentorship process. Advice and benefits derived from the relationship include: career mentorship, personal life issues, Job opportunities, relationships, spiritual issues, focus on studies, financial and life skills. The mentors supplement topics discussed in workshops and share useful information through books and articles. The most salient benefit was the encouragement they got; the mentors inspired

them and were role models to them. The respondents mentioned that they expected a free and open relationship with their mentors, frequent communication and interaction with mentors, advice on life issues and more of a sister to sister relationship than a mother-daughter relationship.

Although most girls were not yet assigned a mentor, they view a mentor as someone they would look to for advice about life and career choices and they would want to continue the relationship even after they graduate from GGBC and someday become mentors themselves. Girls valued their mentors as counselors, confidantes and friends. They felt the mentors helped empower them through their encouragement and coaching. A few mentors based out of the country had even visited the girls in Kenya. They particularly appreciated the mentors sharing their own experiences to serve as inspiration for them.

- **Let's say that you are helping to design a program in Uganda that had the same goals as GGBC. What is the most important component? (*Follow up*) Would you make any changes to the way the program works here?**

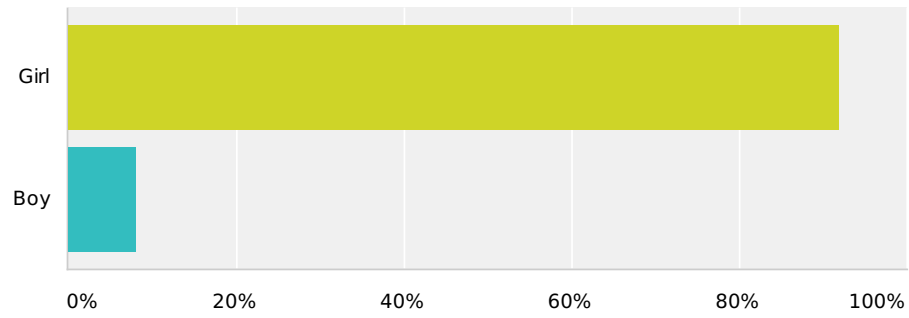
The respondents were unanimous that it was important to find the right needy girls, from humble backgrounds. The most salient part of the conversation was that of giving back – for instance, they recommended to screen partner organization for “culture of give back.” They recommended setting up mentors before anything else, and not to make the financial support to tertiary education obvious at the beginning (to screen out those who were not interested in giving back). The role of the gap year and ICT course was also another important component. Some respondents mentioned that the program should establish more links with organizations for internship and job opportunities. Inclusion of boys in the program, readjustment of some rules especially on pregnancy were also raised as major concerns during the discussions. In general the most important component of the program varied by definition but the most salient were, scholarship, give back, mentorship, life skill workshops and ICT training.

F: Mentor Interviews abstract

Mentors are nearly evenly split among Kenyans and non-Kenyans. They are often motivated by the opportunity to get involved, give back, and see the impact they can potentially make on the life of the mentee. Mentors often reported that they became aware of the program by word-of-mouth and that the program would benefit from greater publicity. Mentors sometimes became aware of the program through their employer, where other mentors worked. Communication is most often by email, telephone, and occasionally via social media. Some mentors periodically meet mentees face-to-face. Most mentors view the relationship as having a familial and very personal component. Particularly satisfied mentors referred to the symbiotic and mutually transformative character of the mentor-mentee relationship. Mentee lack of access to computers, internet, or technology skills can be an obstacle to regular contact. Mentors noted that initially mentors struggle with what to communicate about with mentees and many noted that more peer-to-peer information sharing would help them. U.S.-based mentors spoke positively of support and learning gained from corporate mentor networks in certain cities in the northeastern and west coast. There have been moves to initiate corporate mentor chapters in Kenya as well. All interviewed mentors intend to continue supporting their mentee through the end of their mentee's involvement in the program. Most mentors were emphatic that they hoped to continue the relationship after their mentee completes the program, expressing their intent to mentor more beneficiaries in the future.

Q1 What is your gender?

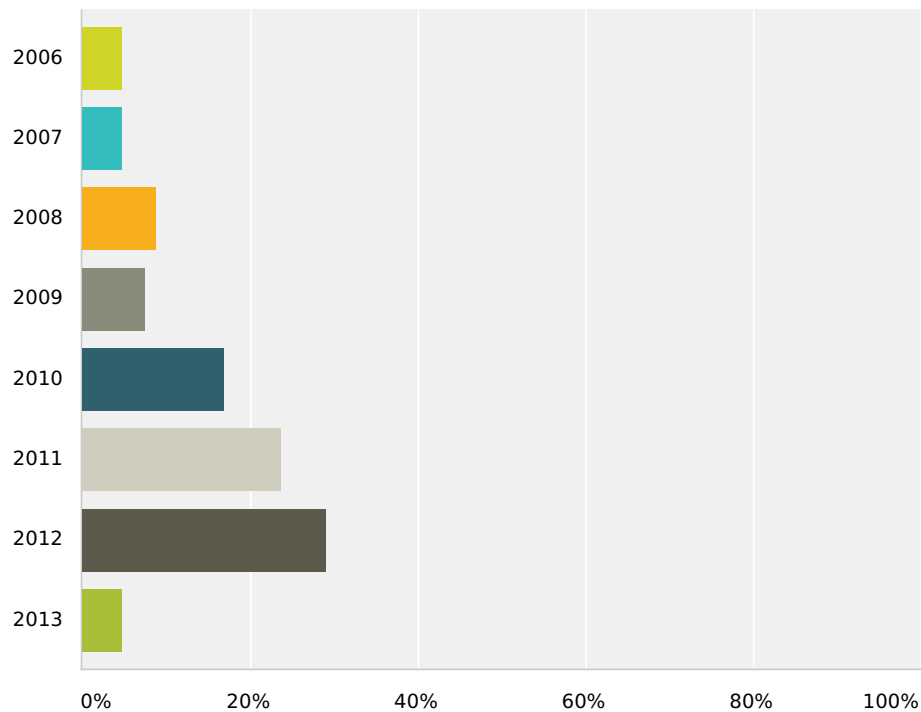
Answered: 148 Skipped: 0



Answer Choices	Responses	
Girl	91.89%	136
Boy	8.11%	12
Total		148

Q2 What year did you enter the GGBC program as a beneficiary?

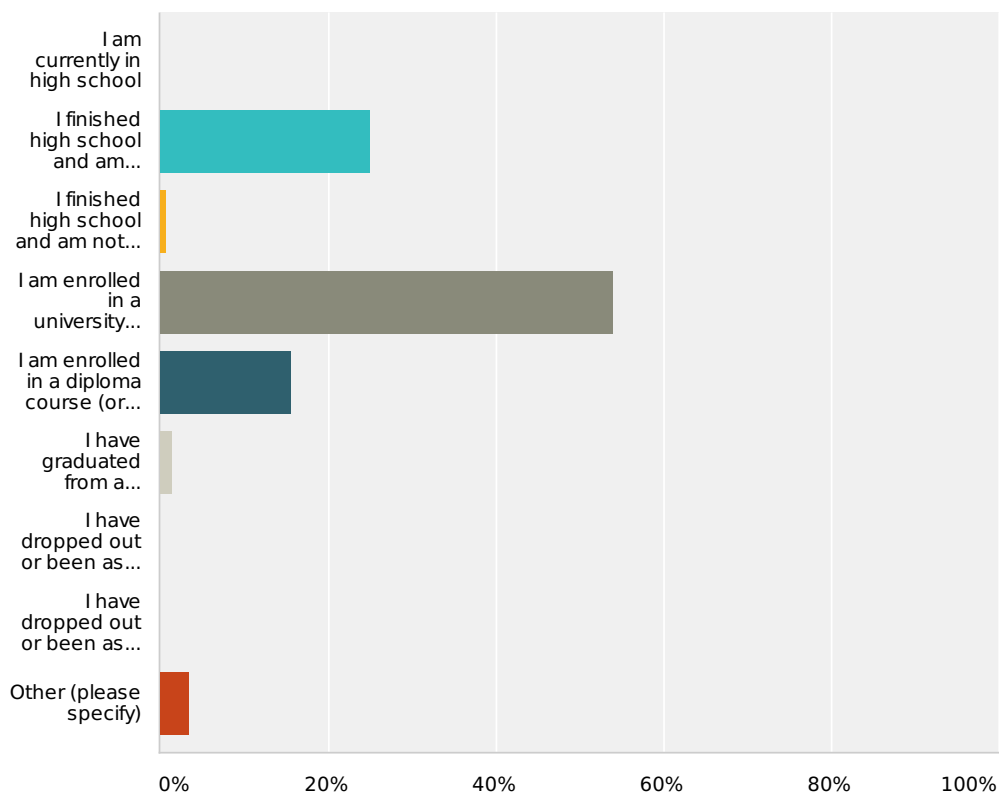
Answered: 148 Skipped: 0



Answer Choices	Responses	
2006	4.73%	7
2007	4.73%	7
2008	8.78%	13
2009	7.43%	11
2010	16.89%	25
2011	23.65%	35
2012	29.05%	43
2013	4.73%	7
Total		148

Q3 What is your current enrollment? (please select one option)

Answered: 148 Skipped: 0

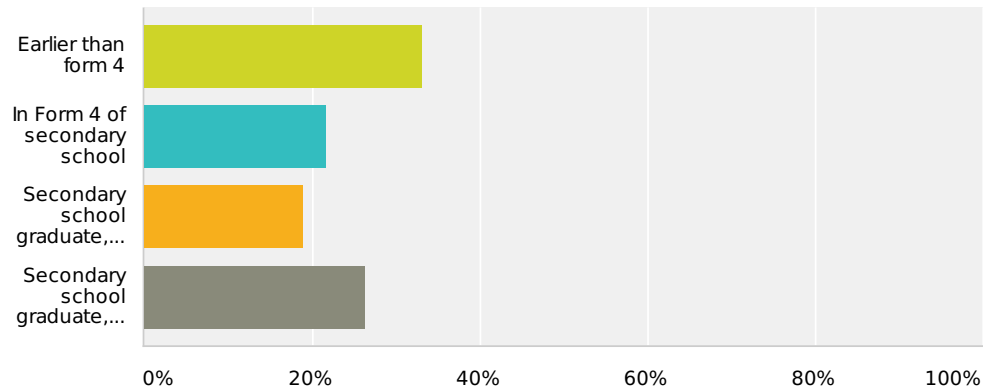


Answer Choices	Responses
I am currently in high school	0% 0
I finished high school and am enrolled in an ICT course	25% 37
I finished high school and am not attending an ICT course	0.68% 1
I am enrolled in a university program (or between semesters)	54.05% 80
I am enrolled in a diploma course (or between semesters)	15.54% 23
I have graduated from a university or diploma course	1.35% 2
I have dropped out or been asked to leave the program, but am still in a high school, diploma or university course	0% 0
I have dropped out or been asked to leave the program, and am not attending a high school, diploma or university course	0% 0
Other (please specify) Responses	3.38% 5
Total	148

#	Other (please specify)	Date
1	I have graduated from a diploma course and now I am working	5/23/2013 1:39 AM
2	i just finished my diploma course and awaiting to graduate come december.	5/21/2013 4:52 PM
3	I am waiting to join University this August,	5/21/2013 11:09 AM
4	currently in university but in a tight situation	5/21/2013 1:29 AM
5	i have finished my university and awaiting graduation	5/17/2013 9:31 AM

Q4 When you entered the program as a beneficiary were you:

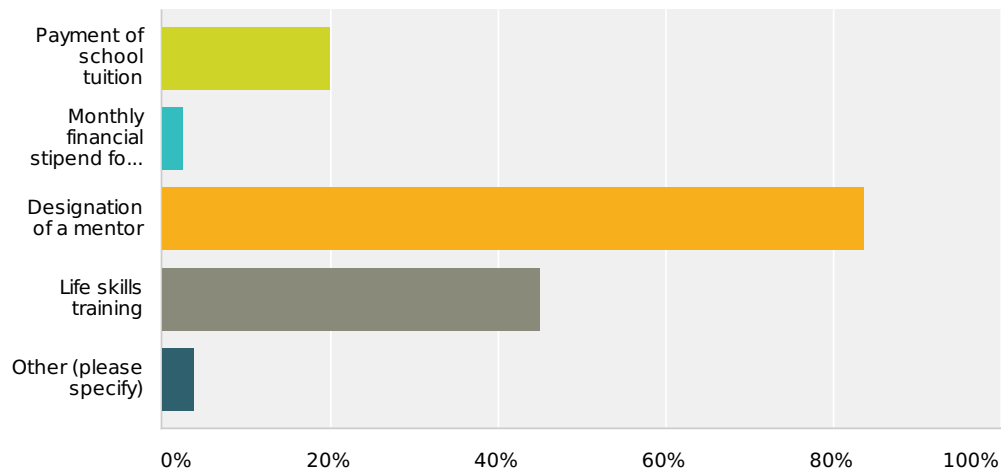
Answered: 148 Skipped: 0



Answer Choices	Responses	
Earlier than form 4	33.11%	49
In Form 4 of secondary school	21.62%	32
Secondary school graduate, entering ICT course	18.92%	28
Secondary school graduate, entering university or diploma course	26.35%	39
Total		148

Q5 In form 4 what benefits did you receive from the program? Please mark all that apply.

Answered: 80 Skipped: 68

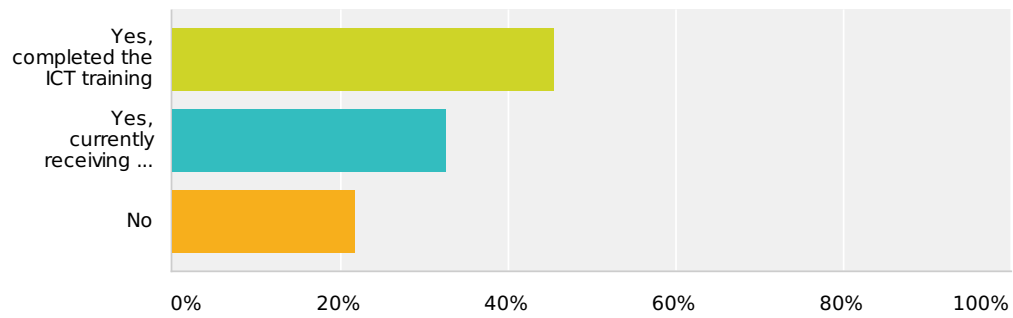


Answer Choices	Responses
Payment of school tuition	20% 16
Monthly financial stipend for incidental expenses	2.50% 2
Designation of a mentor	83.75% 67
Life skills training	45% 36
Other (please specify) Responses	3.75% 3
Total Respondents: 80	

#	Other (please specify)	Date
1	I was enrolled as I was almost finishing school around October 2010	5/30/2013 10:08 AM
2	during this time I was still in relation with my mentor who received earlier	5/24/2013 6:01 AM
3	i begun receiving benefits after form 4	5/23/2013 3:24 AM

Q6 Have you received or are you receiving the ICT training?

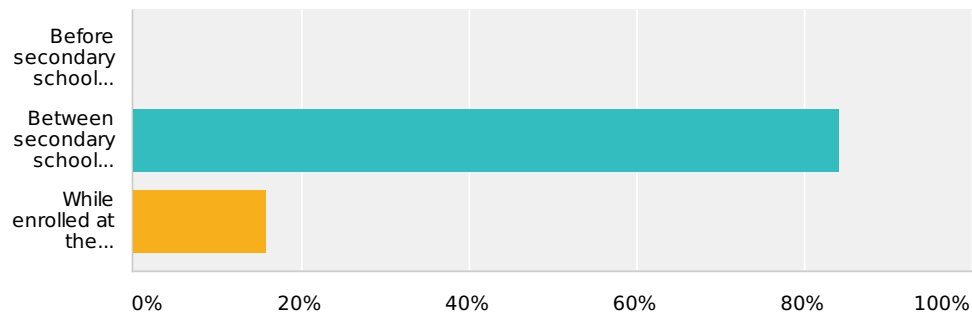
Answered: 147 Skipped: 1



Answer Choices	Responses	
Yes, completed the ICT training	45.58%	67
Yes, currently receiving the ICT training	32.65%	48
No	21.77%	32
Total		147

Q7 When did you begin your ICT Training?

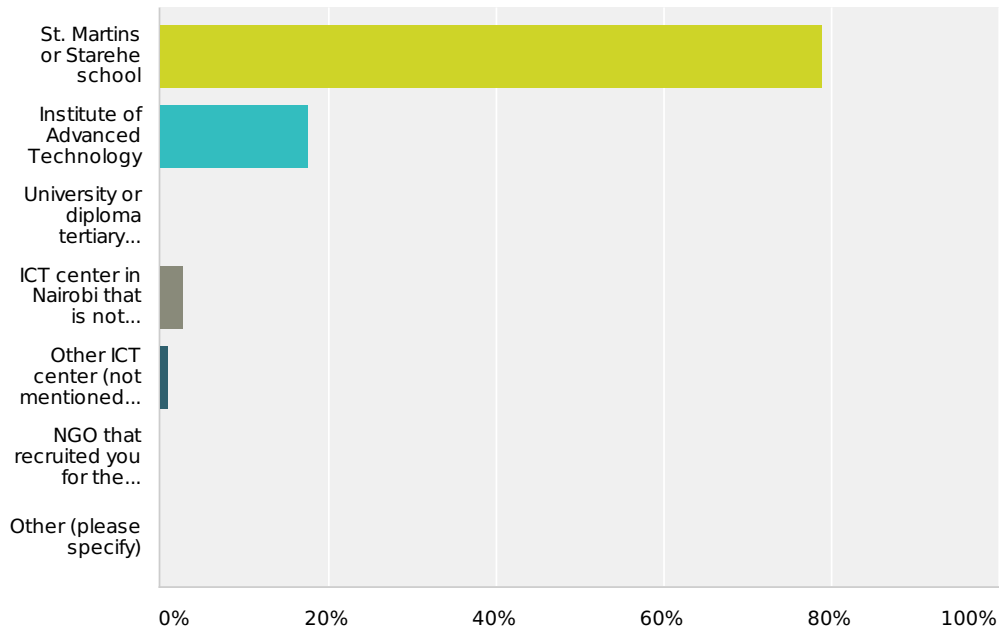
Answered: 114 Skipped: 34



Answer Choices	Responses	
Before secondary school graduation	0%	0
Between secondary school graduation and enrollment in university or diploma program	84.21%	96
While enrolled at the university or diploma program	15.79%	18
Total		114

Q8 Where did you receive or are you receiving your ICT training?

Answered: 114 Skipped: 34

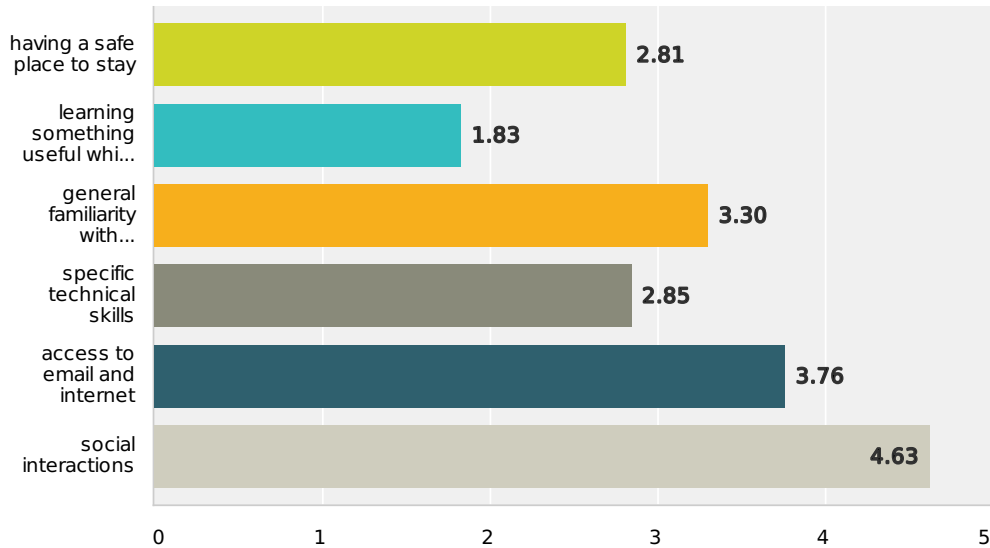


Answer Choices	Responses
St. Martins or Starehe school	78.95% 90
Institute of Advanced Technology	17.54% 20
University or diploma tertiary school	0% 0
ICT center in Nairobi that is not located at the university, diploma school, St. Martins, Starehe, or Institute of Advanced Technology	2.63% 3
Other ICT center (not mentioned above) outside Nairobi	0.88% 1
NGO that recruited you for the program	0% 0
Other (please specify)	0% 0
Total	114

#	Other (please specify)	Date
	There are no responses.	

Q9 Please rank the aspects of the ICT training that are most important (1) to least important (6) to you. You can only choose one option per column, that is, only one component can be "Most Important", only one can be "Very Important" and so on.

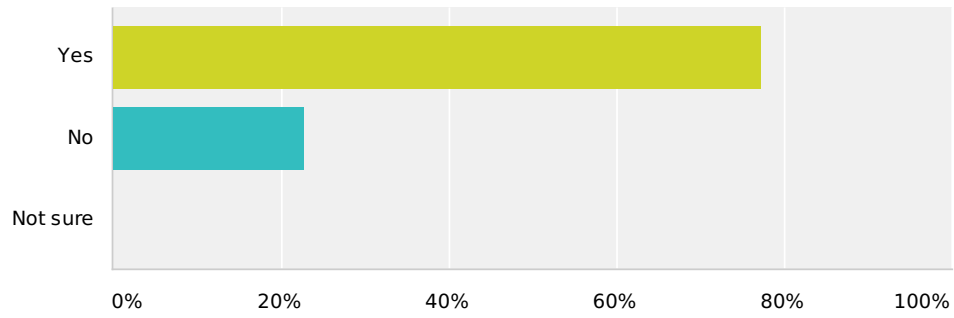
Answered: 113 Skipped: 35



	Most Important (1)	Very Important (2)	Important (3)	Somewhat Important (4)	Not very Important(5)	Least Important (6)	Total
having a safe place to stay	26.74% 23	23.26% 20	18.60% 16	13.95% 12	8.14% 7	9.30% 8	86
learning something useful while waiting for university or diploma	48.94% 46	30.85% 29	12.77% 12	6.38% 6	2.13% 2	0% 0	94
general familiarity with computers	13.41% 11	20.73% 17	24.39% 20	17.07% 14	12.20% 10	12.20% 10	82
specific technical skills	21.18% 18	21.18% 18	24.71% 21	18.82% 16	12.94% 11	1.18% 1	85
access to email and internet	5.62% 5	15.73% 14	20.22% 18	21.35% 19	29.21% 26	7.87% 7	89
social interactions	7.29% 7	8.33% 8	9.38% 9	9.38% 9	20.83% 20	44.79% 43	96

Q10 Do you currently have a mentor?

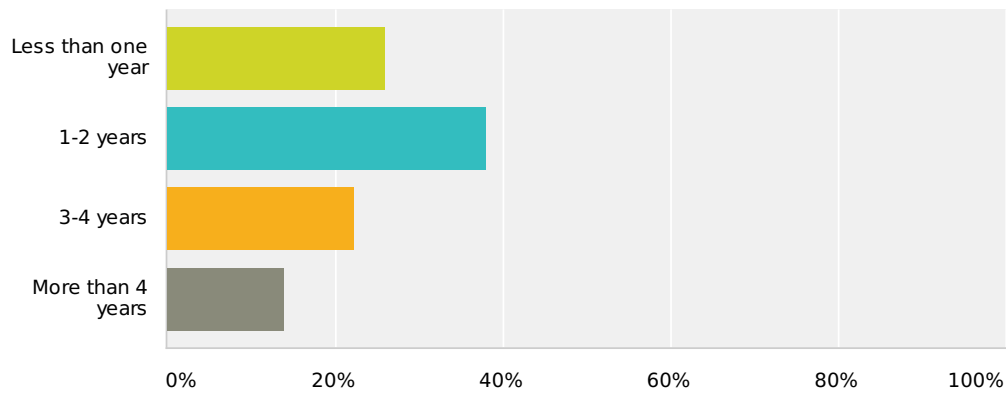
Answered: 145 Skipped: 3



Answer Choices	Responses	
Yes	77.24%	112
No	22.76%	33
Not sure	0%	0
Total		145

Q11 About how long have you had a mentor?

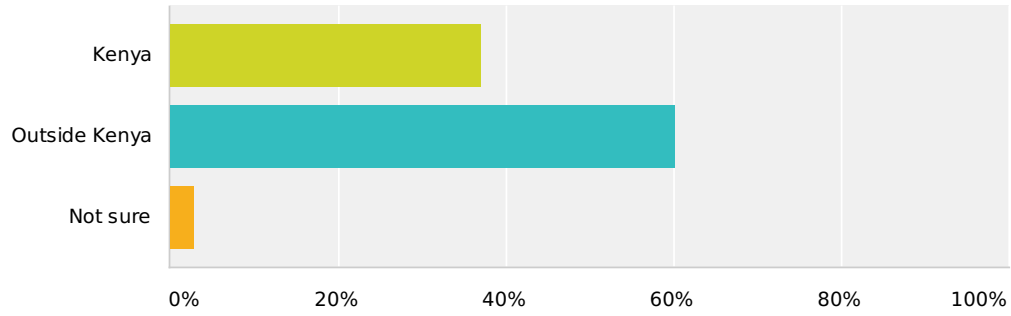
Answered: 108 Skipped: 40



Answer Choices	Responses	
Less than one year	25.93%	28
1-2 years	37.96%	41
3-4 years	22.22%	24
More than 4 years	13.89%	15
Total		108

Q12 Where is your mentor based?

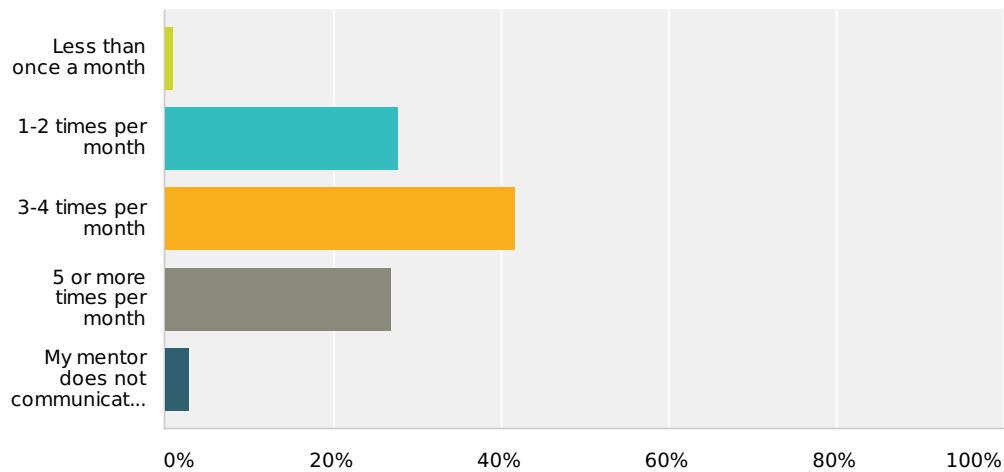
Answered: 108 Skipped: 40



Answer Choices	Responses	
Kenya	37.04%	40
Outside Kenya	60.19%	65
Not sure	2.78%	3
Total		108

Q13 On average, how often do you communicate with your mentor?

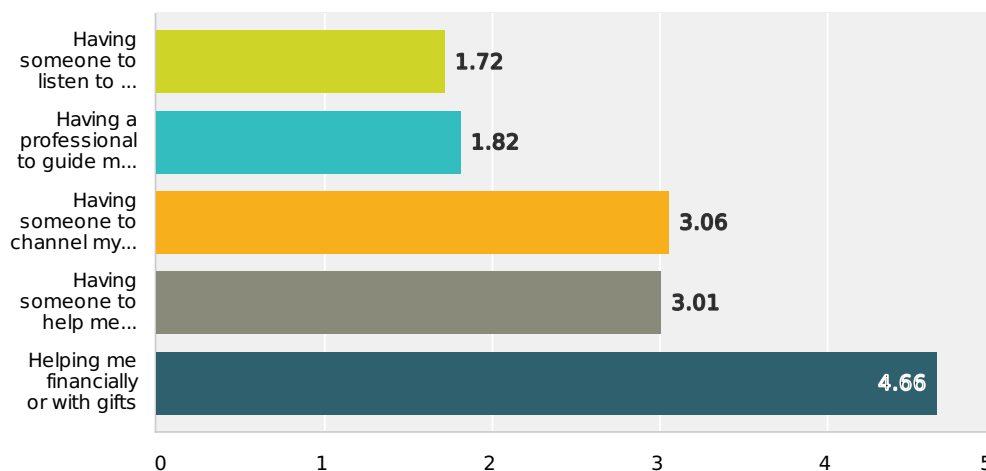
Answered: 108 Skipped: 40



Answer Choices	Responses	
Less than once a month	0.93%	1
1-2 times per month	27.78%	30
3-4 times per month	41.67%	45
5 or more times per month	26.85%	29
My mentor does not communicate with me	2.78%	3
Total		108

Q14 Please rank the most important (1) to least important (5) parts of your mentorship experience. You can only choose one option per column, that is, only one component can be "Most Important", only one can be "Very Important" and so on.

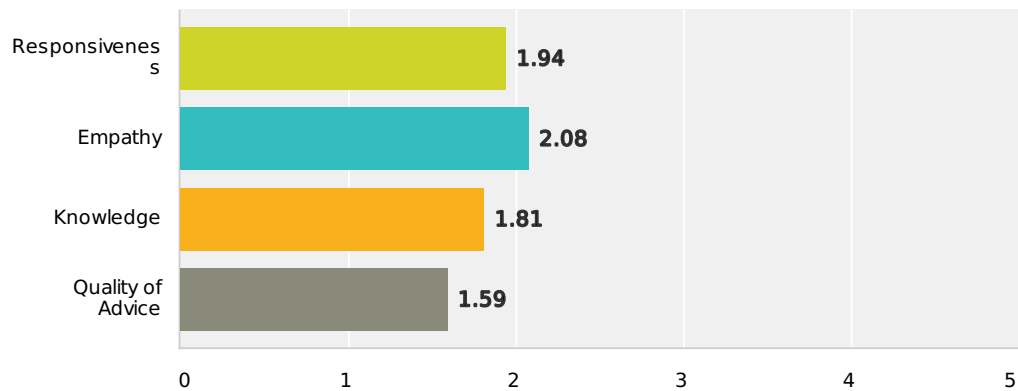
Answered: 107 Skipped: 41



	Most Important (1)	Very Important (2)	Somewhat Important (3)	Not very Important(4)	Least Important (5)	Total
Having someone to listen to me and encourage me	52.69% 49	27.96% 26	13.98% 13	5.38% 5	0% 0	93
Having a professional to guide me through difficult school and career decisions	43.48% 40	36.96% 34	15.22% 14	3.26% 3	1.09% 1	92
Having someone to channel my problems and needs	5.81% 5	24.42% 21	29.07% 25	39.53% 34	1.16% 1	86
Having someone to help me network for internships and employment and career advancement	8.89% 8	20% 18	34.44% 31	34.44% 31	2.22% 2	90
Helping me financially or with gifts	3.37% 3	2.25% 2	4.49% 4	5.62% 5	86.52% 77	89

Q15 Please rate your mentor's....

Answered: 108 Skipped: 40



	Excellent	Very good	Good	Satisfactory	Poor	Total
Responsiveness	50.94% 54	19.81% 21	16.98% 18	8.49% 9	3.77% 4	106
Empathy	32.35% 33	38.24% 39	19.61% 20	8.82% 9	0.98% 1	102
Knowledge	47.06% 48	32.35% 33	13.73% 14	5.88% 6	0.98% 1	102
Quality of Advice	65.09% 69	16.04% 17	14.15% 15	3.77% 4	0.94% 1	106

Q16 Do you have any other comments about your mentor or mentorship in general?

Answered: 65 Skipped: 83

#	Responses	Date
1	Generally what I can say about my mentor is that she is very understanding and she tries to make me realise that in everything I do I need to be focussed always.	5/30/2013 10:19 AM
2	So inspiring and a big blessing in my life!	5/27/2013 9:48 AM
3	she is a good mentor because she is so much responsible to me and gain good advices from her.	5/27/2013 8:55 AM
4	she is very understanding	5/27/2013 7:09 AM
5	It's been a great experience	5/26/2013 6:39 AM
6	she's a friend and a mum	5/26/2013 12:39 AM
7	I am hoping to improve my relationship to a more personal level,so that I can get to know her better.	5/24/2013 2:52 PM
8	No	5/24/2013 11:44 AM
9	i wish to hear from her so that i can what i have with her	5/24/2013 9:43 AM
10	having a mentor is the best thing that can happen to someone who really needs guidance in most aspects of life.AND WE ALL DO	5/24/2013 8:56 AM
11	she is a blessin to me	5/24/2013 7:52 AM
12	she is everything to me and wish to be intouch with her after schooling.	5/24/2013 6:47 AM
13	As a mentee I will try my best to make my mentorship sound verygood	5/24/2013 6:01 AM
14	I love my mentorship experience,it is one that ensures my daily personal growth,propells me into a new level of friendship with my mentor and its something I look forward to passing on to a girl in future.I highly treasure it!!	5/23/2013 10:13 AM
15	Mentorship has made me believe in dreams I never thought of, try out challenging opportunities and get through them. Every young person needs to be mentored to become an all rounded person.	5/23/2013 9:03 AM
16	no	5/23/2013 6:25 AM
17	A very loving mentor.	5/23/2013 1:43 AM
18	it is so special	5/22/2013 5:29 PM
19	My mentor is usually busy but she tries her best to keep in touch.I would realy love to meet her in person if possible.She is based in the USA.	5/22/2013 11:29 AM
20	she is caring and lovely woman	5/22/2013 11:18 AM
21	She is a great source of empowerment, a sister, one who so caring as a mother would and a colleague in sharing thoughts and ideas.	5/22/2013 11:07 AM
22	My mentor is very committed in mentorship and has been there for me in every transition in life this far.	5/22/2013 8:37 AM
23	having a mentor keeps me going and always determined to do what is best for me.	5/22/2013 5:40 AM
24	wonderful caring friend who i can confide in my innermost fears, worries, happy times without fear of intimidation.	5/22/2013 4:37 AM
25	she not only guide me but also give a motherly advice and care	5/22/2013 12:48 AM
26	She mentors me like her own daughter, more than a friend.	5/21/2013 12:15 PM
27	she is the best mentor i will wish to be with in my life.	5/21/2013 11:34 AM
28	Prefer meeting him once in a while since he is in kenya- I have always found it difficult because he is very much busy with the issues of national importance...I burddon him but I will like to have time with him so that he can listen to me	5/21/2013 10:03 AM

Global Give Back Circle Program Survey

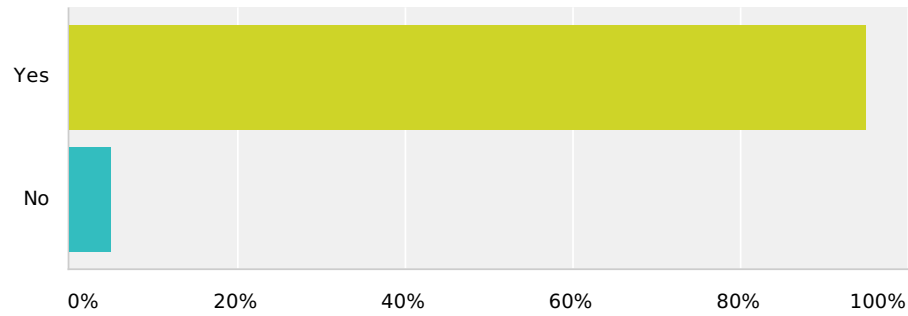
#	Responses	Date
29	she is amazing and understanding	5/21/2013 8:25 AM
30	awesome	5/21/2013 8:23 AM
31	she is always encouraging	5/21/2013 7:25 AM
32	my mentor is the best mentor ever	5/21/2013 6:27 AM
33	All I could say is that I am grateful to have a very good mentor.	5/21/2013 4:52 AM
34	She is the best. I thank God that she is a part of my life. God bless GGBC!	5/21/2013 3:50 AM
35	She is so advisory and open and helps us communicate and share alot.	5/21/2013 3:39 AM
36	my mentor is more than just a mentor, she is like a mother a big sister and above all a great friend. May God bless her in all her endeavors in a big way.	5/21/2013 2:56 AM
37	She is more like a big sister to me. Thank God for her	5/21/2013 1:50 AM
38	I think my mentor is the only understanding person among all	5/20/2013 5:26 PM
39	we realy communicate, she somehow busy so she could have all the values but due to less communication i didnt feel them.	5/20/2013 3:45 PM
40	I have a wonderful mentor who is very helpful!	5/20/2013 1:46 PM
41	She is great!Fauzia is painfully awesome!!!	5/20/2013 10:21 AM
42	She is very advicing on academics and general life.	5/20/2013 9:52 AM
43	my mentor has had a great impact on my life and has helped me to become a better person.	5/20/2013 6:54 AM
44	my mentor is awesome. she has become a wonderful friend and a very important part of my life	5/20/2013 6:26 AM
45	it is a good program for as students	5/20/2013 6:18 AM
46	thank you for my mentor	5/20/2013 5:38 AM
47	Ginny is a good listener	5/20/2013 4:55 AM
48	Congrats to my mentor for helping me realise my importance in life. All mentors should maintain a good relationships with their mentees.	5/20/2013 4:04 AM
49	she is the best and very important person in my life!	5/20/2013 3:49 AM
50	she is so amazing and easy to talk to me , i can share with her anything..oooh yes my best friend she is	5/20/2013 3:46 AM
51	she's very good and always tells me when she's busy	5/19/2013 1:57 PM
52	she is understanding,caring and always has time for me	5/19/2013 12:21 PM
53	yes.my mentor is very hardworking	5/19/2013 11:42 AM
54	It's just a priveledge to have a mentor to guide me in my growth as a young lady	5/19/2013 9:46 AM
55	she is AWESOME!!!!!!IN AN EPIC WAY	5/19/2013 5:33 AM
56	Fabulous!!	5/18/2013 3:24 PM
57	the best I could ever have!!!	5/18/2013 1:31 PM
58	She is wonderful,caring and most of all,a very special person to me.	5/18/2013 11:25 AM
59	She is just marvelous.I love.Almost like an elder sister to me.I appreciate having her in my life.	5/18/2013 10:55 AM
60	My mentor is a wondreful person and we have a great relationship.	5/18/2013 10:51 AM
61	she is very understanding and loving ,caring,and very wonderful.	5/18/2013 9:06 AM
62	having a mentor is like having a mum,a sister and a friend all at the same time.its just wonderful.	5/18/2013 8:39 AM
63	my mentor has been so encouraging,respective and supportive.She has really made a change in my entire life since I joined the program.I am so happy and grateful for her.She is the best.	5/18/2013 6:47 AM
64	Am free with my mentor and i can share anything i have and the same time share her experiences to me.	5/17/2013 4:03 PM

Global Give Back Circle Program Survey

#	Responses	Date
65	She is all have ever dream to have in my life thanks for GGBC	5/17/2013 8:40 AM

Q17 Have you received any life skills training yet? (Financial Literacy, Reproductive Health, etc.)

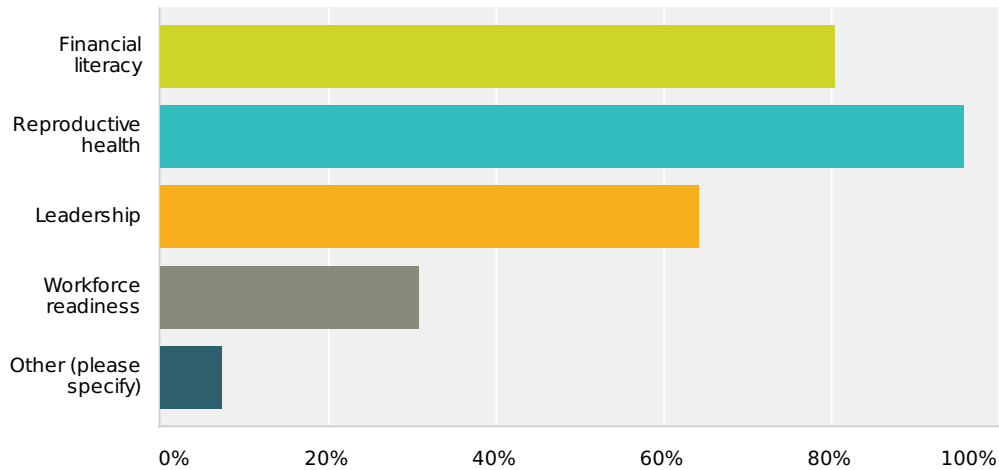
Answered: 140 Skipped: 8



Answer Choices	Responses	
Yes	95%	133
No	5%	7
Total		140

Q18 What life skills have you received? Please mark all that apply.

Answered: 123 Skipped: 25

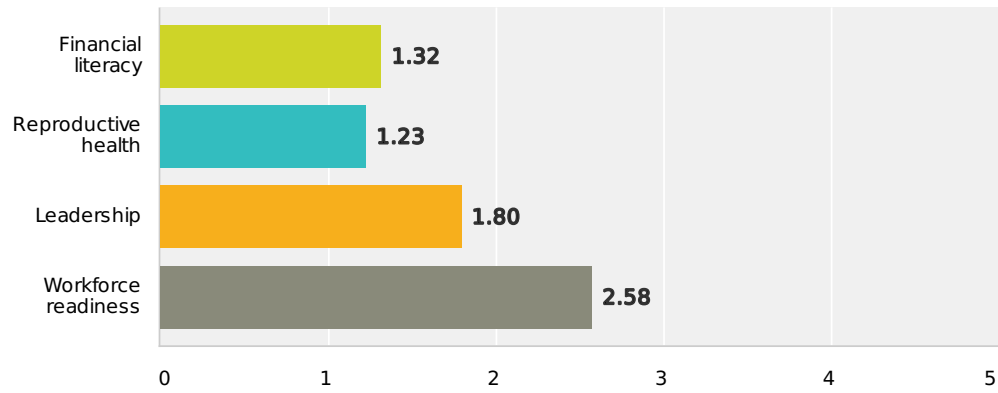


Answer Choices	Responses
Financial literacy	80.49% 99
Reproductive health	95.93% 118
Leadership	64.23% 79
Workforce readiness	30.89% 38
Other (please specify) Responses	7.32% 9
Total Respondents: 123	

#	Other (please specify)	Date
1	Story telling.	5/23/2013 9:05 AM
2	Beauty	5/23/2013 1:43 AM
3	Goal setting	5/22/2013 8:39 AM
4	communication skills	5/22/2013 5:42 AM
5	Comunication	5/21/2013 12:14 PM
6	Social Networking	5/21/2013 11:20 AM
7	self awareness and decision making	5/21/2013 7:27 AM
8	mentorship	5/20/2013 9:55 AM
9	etiquette	5/20/2013 3:48 AM

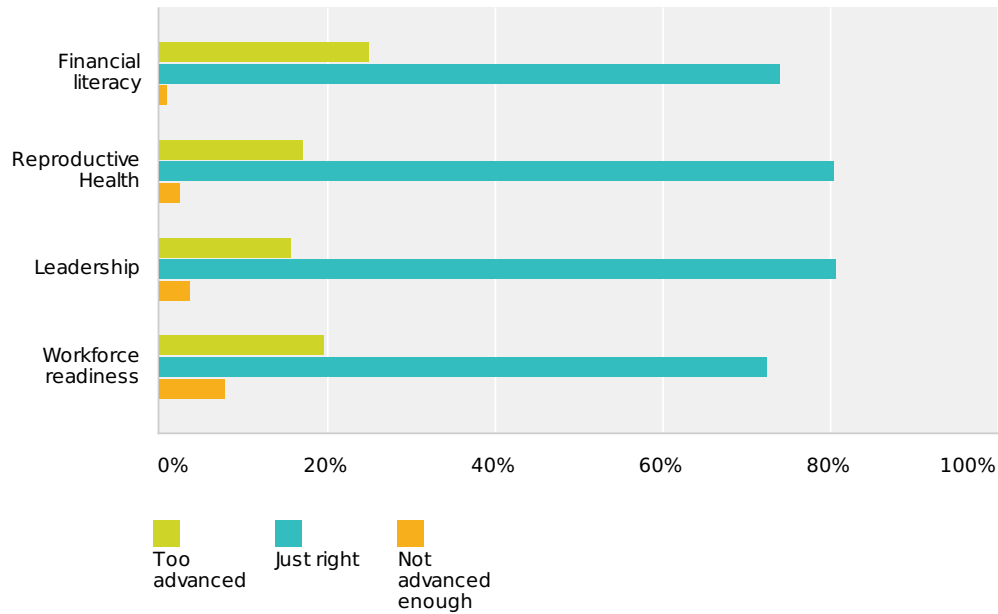
Q19 Please rate the usefulness of each course.

Answered: 123 Skipped: 25



Q20 Was the training in each course appropriate to your level of knowledge?

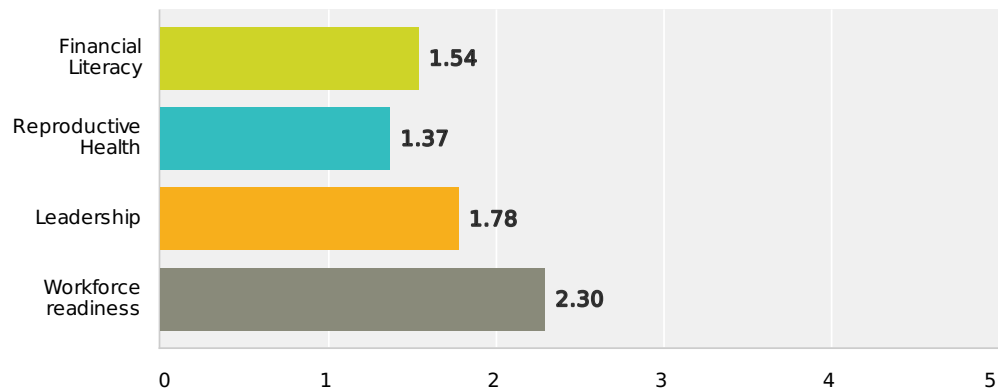
Answered: 125 Skipped: 23



	Too advanced	Just right	Not advanced enough	Total
Financial literacy	25% 27	74.07% 80	0.93% 1	108
Reproductive Health	17.07% 21	80.49% 99	2.44% 3	123
Leadership	15.66% 13	80.72% 67	3.61% 3	83
Workforce readiness	19.61% 10	72.55% 37	7.84% 4	51

Q21 How would you rate each course?

Answered: 127 Skipped: 21



	Excellent	Very good	Good	Fair	Poor	Not applicable	Total Respondents
Financial Literacy	56.36% 62	35.45% 39	8.18% 9	0.91% 1	0% 0	0% 0	110
Reproductive Health	68.55% 85	25.81% 32	5.65% 7	0% 0	0% 0	0% 0	124
Leadership	51.65% 47	24.18% 22	18.68% 17	5.49% 5	0% 0	0% 0	91
Workforce readiness	38.98% 23	30.51% 18	18.64% 11	3.39% 2	3.39% 2	8.47% 5	59

Q22 Do you have any comments or suggestions for how to improve the courses?

Answered: 44 Skipped: 104

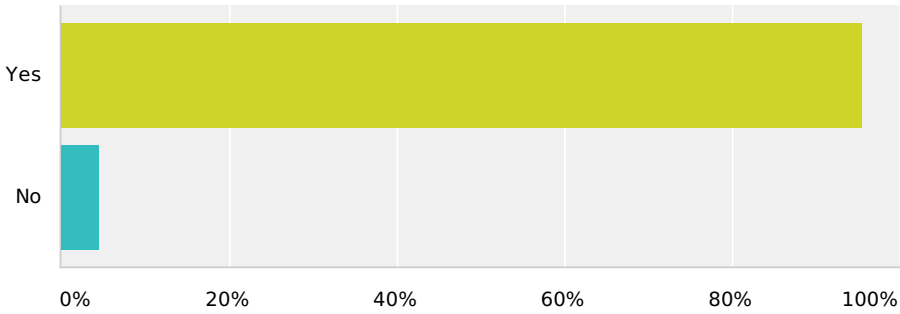
#	Responses	Date
1	They should make them more interactive	5/31/2013 3:31 AM
2	to have a course on Workforce readiness because am not aware of it	5/27/2013 8:55 AM
3	I would suggest that the frequency of conducting this trainings should be increased atleast twice a year.	5/27/2013 8:27 AM
4	no	5/26/2013 12:46 AM
5	No	5/24/2013 11:49 AM
6	next time the courses should be coordinated by the girls	5/24/2013 7:56 AM
7	to give each course enough time and have open facilitators	5/24/2013 6:52 AM
8	No,its just ok how its being conducted,i love it congrats to those in charge.	5/24/2013 2:34 AM
9	There should be more time allocated for the workforce readiness workshops.I desire more.	5/23/2013 10:35 AM
10	about reproductive health improve on uses of contraceptives	5/23/2013 5:48 AM
11	no	5/23/2013 5:00 AM
12	its always a pleasure	5/22/2013 5:33 PM
13	no	5/22/2013 11:19 AM
14	They were wonderful!	5/22/2013 11:12 AM
15	To increase the time the courses are taught.	5/22/2013 10:34 AM
16	The courses are just the right ones for the program	5/22/2013 6:43 AM
17	more of those workshops with more qualified experienced facilitators with diverse knowledge are key for preparing the young girl who soon will graduate and start marketing in the job market	5/22/2013 5:04 AM
18	no.	5/21/2013 4:58 PM
19	I will appreciate if the financial literacy is covered wider and deeper.	5/21/2013 2:24 PM
20	May include different facilitators.	5/21/2013 11:20 AM
21	All is well thankyou	5/21/2013 8:34 AM
22	to group scholars into groups and have a discussion	5/21/2013 6:29 AM
23	I am contented/satisfied	5/21/2013 4:54 AM
24	No it is always perfect from the presenters	5/21/2013 4:39 AM
25	They were good	5/21/2013 3:40 AM
26	it would be better in my opinion if a little more time was added especially for the financial literacy sessions for more understanding and actualization.	5/21/2013 3:05 AM
27	If possible during future workshops, we should go through an aspect or two on each of the above courses and we should also review among the beneficiaries how effective and applicable these courses were.	5/21/2013 1:54 AM
28	each one of us should have a mentor	5/21/2013 1:26 AM
29	Just keep up	5/20/2013 5:29 PM
30	they are worth learning, i have applied them in life and i do apreciate that i leant them	5/20/2013 3:47 PM
31	the couses are just conducted wonderfully	5/20/2013 1:31 PM

Global Give Back Circle Program Survey

#	Responses	Date
32	Give some futher examples or clarifications.	5/20/2013 9:55 AM
33	THE COURSES WERE USEFUL TO ME	5/20/2013 9:03 AM
34	the life skills training on reproductive health was really educative and i hope to apply the acquired knowledge in my life	5/20/2013 7:00 AM
35	The courses were just awesome	5/20/2013 4:56 AM
36	I sincerely learned a lot and gained a longtime knowledge that i had lacked,thanks to the course!	5/20/2013 3:52 AM
37	The courses are very well undertaken and organised	5/20/2013 1:53 AM
38	on health reproductive we be told Hiv and Aids	5/19/2013 11:46 AM
39	next time we need to know more on the two topics but they were wonderful though	5/18/2013 2:01 PM
40	I was very satisfied with the courses,they were so wonderful.	5/18/2013 11:28 AM
41	Enough time to be allocated to the training so as to satisfy the trainees in terms of answering their questions	5/18/2013 8:53 AM
42	No they were all advanced and addressed in a professional way.thank you	5/18/2013 6:51 AM
43	Should offer leadership trainings intensively.	5/17/2013 4:04 PM
44	they are perfect and should keep up	5/17/2013 9:32 AM

Q23 Have you fulfilled any give back commitments yet?

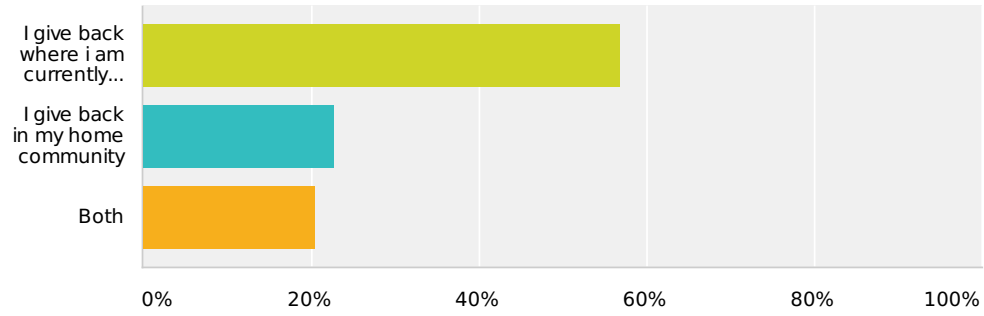
Answered: 134 Skipped: 14



Answer Choices	Responses	
Yes	95.52%	128
No	4.48%	6
Total		134

Q24 Where do you "give back?"

Answered: 132 Skipped: 16



Answer Choices

Responses

I give back where i am currently studying

56.82%

75

I give back in my home community

22.73%

30

Both

20.45%

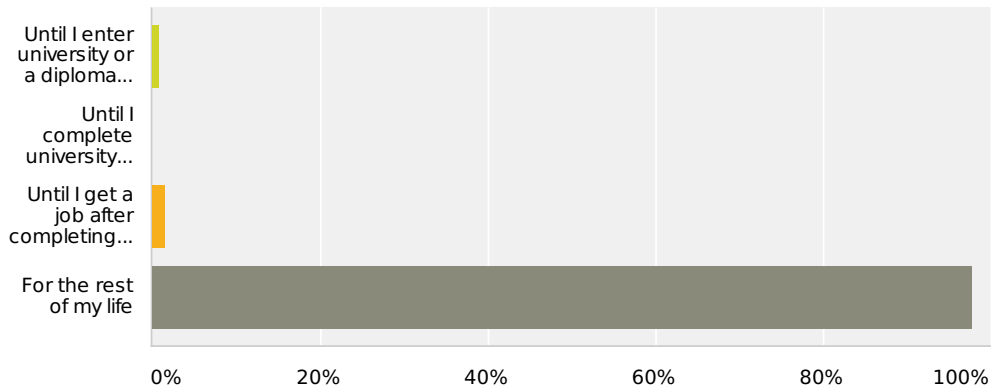
27

Total

132

Q25 How long do you plan to "Give Back"? Please select just one answer.

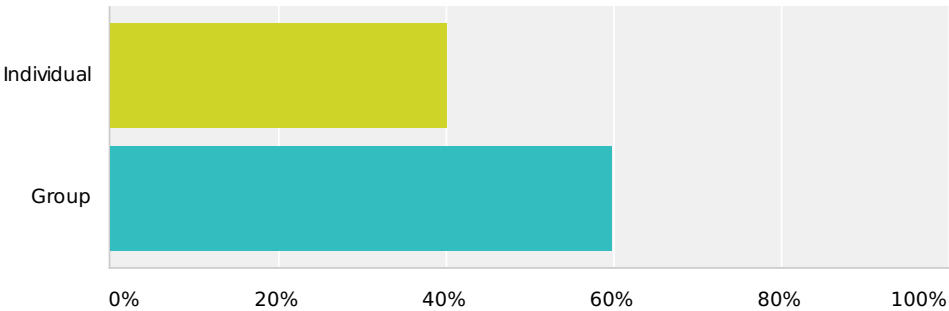
Answered: 133 Skipped: 15



Answer Choices	Responses	
Until I enter university or a diploma program	0.75%	1
Until I complete university or my diploma program	0%	0
Until I get a job after completing university or my diploma program	1.50%	2
For the rest of my life	97.74%	130
Total		133

Q26 Right now, is your "give back commitment" an individual commitment (you do it on your own) or group commitment (you do it together with others in the GGBC program)

Answered: 132 Skipped: 16



Answer Choices	Responses	
Individual	40.15%	53
Group	59.85%	79
Total		132

Q27 How do you now "Give Back?"

Please explain in one sentence.

Answered: 126 Skipped: 22

#	Responses	Date
1	As a group we joined an environment club and started tree planting.	6/3/2013 5:32 AM
2	I teach high school students during my free time, that is, when i am not having a lesson in university.	5/31/2013 10:19 AM
3	Teaching business studies in a school in the slum area and mentoring of girls.	5/31/2013 3:35 AM
4	As a group we dedicate some of our time in the weekends to teach financial literacy and reproductive health to to our classmates and colleagues in school and also to children at St Monica Orphanage Juja.	5/30/2013 10:25 AM
5	helping others acquire knowledge through guidance and motivation.	5/29/2013 5:26 AM
6	By participating in community health.	5/29/2013 5:11 AM
7	serving nearby children homes in terms of lifeskills and encouragement talks as well as cleaning services.	5/27/2013 9:31 AM
8	as at now my give back is mostly on health awareness.	5/27/2013 8:55 AM
9	My GiveBack commitment is a kind of a group (DUFPT) which comprises non-beneficiaries of GGBC apart from so that is why i have indicated individual. We, Daystar University Forum for Professional Transformationm,(DUFPT), train students on professionalism skills and financial literacy and they graduate with certificates.	5/27/2013 8:27 AM
10	by keeping the environment clean	5/27/2013 7:13 AM
11	by partnering with other university students to conserve environment	5/26/2013 6:43 AM
12	I have both group and individual one. general cleaning of the school and the community, and individual one helping a grandmother with house chores	5/26/2013 12:51 AM
13	Creating awareness on the issue of reproductive health among my peers.	5/25/2013 9:19 AM
14	giving my time,talent and treasure to the community in anyway I can.	5/24/2013 3:48 PM
15	I volunteer at Amazing Grace Children's Home, as a tutor and a mentor to the ten children currently in the home,at least once a week.	5/24/2013 3:10 PM
16	Working towards serving and improving the community which I live in.	5/24/2013 11:54 AM
17	give back helps or touches other people in the society	5/24/2013 9:46 AM
18	Assisting girls in primary school to pass their exam	5/24/2013 9:21 AM
19	mentorship and tutoring	5/24/2013 9:00 AM
20	Reaching out to children and the youth in society	5/24/2013 8:24 AM
21	It is a way of saying thank you to the society	5/24/2013 8:03 AM
22	by offering financial literacy skills and reproductive health skills to my fellow students and friends	5/24/2013 6:54 AM
23	I give to others from what is have received from the lifeskills "financial literacy" during the GGBC workshops	5/24/2013 6:02 AM
24	Am a student of education science so i tute 10 students from different schools in high school thats Maths and Chemistry and i encourage them to also teach others with difficulties on areas that they are well off so that rthey can all make it.Am also mentor to other students,one is in form two while another one has finished his form four and has passed.	5/24/2013 2:44 AM
25	I maintain correspondence between the users of a peer-peer educational website,Heysister Get clued up and the administration team.I am incharge of the communication as well as posting of new content.	5/23/2013 10:41 AM
26	I am in an environmental project called A Deeper Look Into Our Ecosystems(ADE) which aims to create sustainable waste disposal systems in low income residential areas of Nairobi through education and involvement of locals.	5/23/2013 9:09 AM

Global Give Back Circle Program Survey

#	Responses	Date
27	It is the act of sharing time, skills, talent and treasure with the community around you.	5/23/2013 6:25 AM
28	help in childrens home	5/23/2013 5:51 AM
29	through my fellow youths en students.	5/23/2013 5:09 AM
30	teaching my fellow student on financial literacy	5/23/2013 3:32 AM
31	coaching five high school students and mentoring them.	5/23/2013 3:13 AM
32	Cleaning the environment at kibera slums	5/23/2013 1:44 AM
33	by assist the orphaned with computer classes	5/22/2013 2:38 PM
34	We volunteer at the Uashin Gishu District Hospital every Saturday by working in the wards and the Laboratory.	5/22/2013 11:33 AM
35	i usual give back to the ophans	5/22/2013 11:23 AM
36	It's giving to the community in terms of time, talent or treasure.	5/22/2013 11:15 AM
37	helping others without expecting any returns.	5/22/2013 10:34 AM
38	giving guidance and counselling.	5/22/2013 9:09 AM
39	Ladies in Science (LIS) is an initiative that encourages girls and women in my society to venture into the world of science.	5/22/2013 8:43 AM
40	I hold discussions on reproductive health with secondary students	5/22/2013 6:47 AM
41	helping girls and boys get scholarships and be able to access funds.	5/22/2013 6:39 AM
42	I teach my school mate and those in my area where i stay while am in school, how to escape mal-nutrition.	5/22/2013 5:48 AM
43	in collaboration with others we identify the needs facing the community and look for ways of helping out	5/22/2013 5:09 AM
44	We visit schools around Nairobi and advise them on general life issues and education	5/22/2013 4:32 AM
45	donate sanitary towels to needy girls	5/22/2013 4:21 AM
46	Empowering others by helping them in any way.	5/22/2013 4:00 AM
47	help the nurses in kenyatta national hospital in dressing wounds	5/22/2013 12:57 AM
48	by educating young boys and girls on reproductive health, hiv/aids and sti's.	5/21/2013 5:04 PM
49	Restoring hope in orphans.	5/21/2013 3:07 PM
50	Give back is heart willing to do good to the community and world at large.	5/21/2013 2:54 PM
51	creating drug abuse awaren.ess in schools around my area of study	5/21/2013 2:28 PM
52	health matters	5/21/2013 2:09 PM
53	Teaching secondary student	5/21/2013 12:27 PM
54	mentoring high school students.	5/21/2013 12:18 PM
55	Raising health awareness	5/21/2013 12:18 PM
56	Mentorship and caring for the needy.	5/21/2013 12:08 PM
57	visiting high schools churches and other gathering in my local community to teach reproductive health	5/21/2013 11:36 AM
58	Providing necessities as well as skills to other girls from less privileged families.	5/21/2013 11:22 AM
59	Giving your service- skillwise and educational mentorship to the High school students.	5/21/2013 10:07 AM
60	environment	5/21/2013 8:37 AM
61	Our group gives back in an hospital where we help in attending to patients	5/21/2013 8:32 AM
62	mentor and teach children in a children's home	5/21/2013 8:29 AM
63	working in an hospital.	5/21/2013 7:38 AM

Global Give Back Circle Program Survey

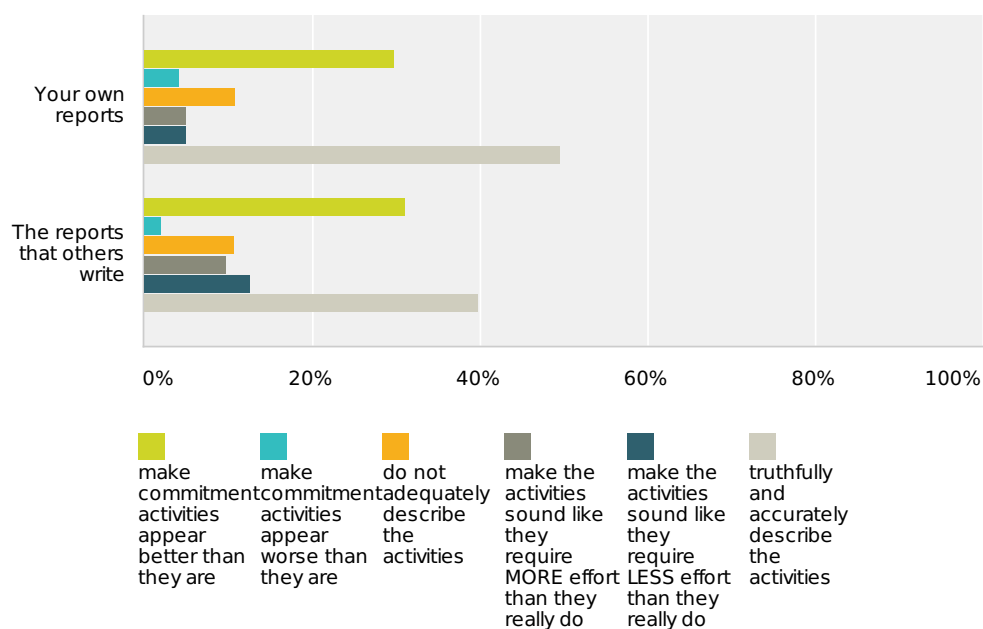
#	Responses	Date
64	in teaching some high school students and in children's home	5/21/2013 7:34 AM
65	share what we learned during workshop,reproduction health and financial literacy	5/21/2013 6:31 AM
66	Clean-ups in the nearby environment.	5/21/2013 4:57 AM
67	By encouraging orphans and youth to take every risk possible in life to have a better life ahead.Sharing what i learn at the workshops with youths and orphans	5/21/2013 4:41 AM
68	I am running a prayers peace initiative for Kenya and other nations.	5/21/2013 3:53 AM
69	ADVISING CHILDREN ON LIFE SKILLS.	5/21/2013 3:42 AM
70	i promote school health in particular sexual and reproductive health for the adolescents in two schools near campus.	5/21/2013 3:12 AM
71	Each Sunday with a friend, I teach about 35 Sunday school children at St. Peters Kesses Church.	5/21/2013 2:00 AM
72	Mentorship to both the youth in my village and orphaned children where i study	5/21/2013 1:30 AM
73	I work to help those in need like the old and babies	5/20/2013 5:33 PM
74	i give back to a children home, interms of education and environmental awareness	5/20/2013 3:49 PM
75	Willingly letting back to others .	5/20/2013 2:05 PM
76	i volunteer in Kenyatta National Hospital	5/20/2013 1:33 PM
77	we help physically disadvantaged kids at neaby school.	5/20/2013 10:26 AM
78	I an activity that you do to your community in expecting no pay or salary, from the bottom of your heart.	5/20/2013 10:00 AM
79	IS AN ASPECT OF INSPIRING OTHERS AFTER BEING INSPIRED.	5/20/2013 9:07 AM
80	I through an organization help the disadvantaged such as the old and orphans by providing financial assistance and visiting them	5/20/2013 8:03 AM
81	helping in conserving the environment by maintaining the cleanliness of the environment at karura forest.	5/20/2013 8:02 AM
82	Equip adolescents, youths and young women in their reproductive age all in rural Kenya with Reproductive and Sexual Health information through holding awareness sessions.	5/20/2013 6:35 AM
83	spending time with kids in children homes, cleaning the places they stay and cooking for them	5/20/2013 6:30 AM
84	because it is kind of an organization	5/20/2013 6:25 AM
85	i have volunteered in an organization that we formed by some people who are not GGBC members	5/20/2013 6:11 AM
86	we teach on health and how girls should protect themselves to become good ladies in future not loose their lives on their way.	5/20/2013 5:41 AM
87	helping others especially the less fortune in the community to achieve their goals and dreams through talent and treassure.	5/20/2013 4:59 AM
88	I,ts the use of ones time,talent and even treasure to carry out activities that are going to have positive impact to the society for free as a way of giving back to the society what you received from it.	5/20/2013 4:50 AM
89	we visit the Kenyatta National Hospital where we assist in arranging files,taking patients to the theatre and also encouraging the patients.	5/20/2013 4:08 AM
90	through empowering young girls on how to take care of themselves, counselling them and doing a project to help the group.	5/20/2013 3:57 AM
91	when am free from school	5/20/2013 3:50 AM
92	I give back as a peer counselor	5/20/2013 3:42 AM
93	Provision of sanitary towel to the needy girls	5/20/2013 2:50 AM
94	Help in a community dispensary	5/20/2013 1:58 AM
95	through mentoring young women	5/19/2013 2:02 PM
96	Sharing my time and talent.	5/19/2013 1:15 PM

Global Give Back Circle Program Survey

#	Responses	Date
97	As a group and we are dealing with guiding and counselling young women but when we go home, one can decide to do it even alone in her society with the help of those who are there.	5/19/2013 1:05 PM
98	i do give back in a hospital	5/19/2013 12:50 PM
99	Helping the community in time,knowledge and treasures when you can without expecting any pay	5/19/2013 12:15 PM
100	Is giving to others w hat you have received from program	5/19/2013 11:49 AM
101	By carrying out activities to conserve the environment	5/19/2013 9:53 AM
102	The act of benefiting a person or the society with the help and skills that one has acquired from the GGBC program.	5/19/2013 9:00 AM
103	i give back through a mentorship program designed to help young girls sail successfully through their school life.	5/19/2013 7:09 AM
104	Reproductive Health awareness among youth	5/18/2013 3:27 PM
105	guiding and counselling the youths	5/18/2013 12:35 PM
106	I guide and counsel some of the high school students.	5/18/2013 11:31 AM
107	Appreciating the society and people who have helped me through life by helping out somewhere else too.	5/18/2013 10:59 AM
108	I tutor children in a remand home and a rehabilitation centre.	5/18/2013 10:55 AM
109	i do maths tutoring.	5/18/2013 10:39 AM
110	Give back in a national hospital weekly. Help in distribution of medicine and stock checking, talking to the patients and other duties.	5/18/2013 10:02 AM
111	helping in the hospital	5/18/2013 10:00 AM
112	helping children to raise their self esteem	5/18/2013 9:56 AM
113	i help in a public office.	5/18/2013 9:14 AM
114	I volunteer at Kiambu Institute of Science and Technology and also mentor 10 students in terms of academic empowerment.	5/18/2013 9:09 AM
115	By giving my service to the environment at Karura forest.	5/18/2013 9:00 AM
116	we source for schoarships for bright but needy students	5/18/2013 8:47 AM
117	i volunteer with the Kenya Redcross Kiambu branch.	5/18/2013 8:38 AM
118	As an act of giving back to the society through the skills that one has acquired,in time and talent to bring a change.	5/18/2013 7:00 AM
119	Motivating and encouraging children in slums to value education	5/18/2013 6:06 AM
120	my give back initiative is education related and am currently assisting to get more kenyan students to my university.	5/18/2013 6:00 AM
121	During my weekends and holidays in my community i do spend my time.	5/17/2013 4:04 PM
122	Giving back to the society as i have been given.	5/17/2013 10:24 AM
123	through empowering women	5/17/2013 9:34 AM
124	currently i am doing poverty alleviation-micro finance which is targeting form 4 students and university student to guide them with money management which i gained through financial literacy.	5/17/2013 9:19 AM
125	EMPOWERING PARENTS WITH DISABILITY CHILDREN	5/17/2013 8:52 AM
126	I work in a hospital in keeping records	5/17/2013 5:54 AM

Q28 Please choose the statement that in completing the sentence is closest to your opinion/view on commitment reports, for your own reports and those that others in the program write: Sometimes the commitment reports written by members of the program--

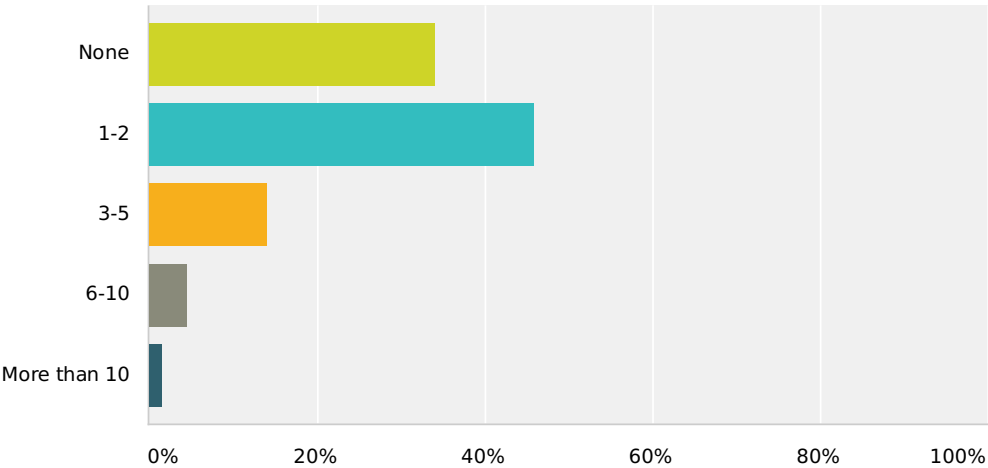
Answered: 123 Skipped: 25



	make commitment activities appear better than they are	make commitment activities appear worse than they are	do not adequately describe the activities	make the activities sound like they require MORE effort than they really do	make the activities sound like they require LESS effort than they really do	truthfully and accurately describe the activities	Total Respondents
Your own reports	29.75% 36	4.13% 5	10.74% 13	4.96% 6	4.96% 6	49.59% 60	121
The reports that others write	31.07% 32	1.94% 2	10.68% 11	9.71% 10	12.62% 13	39.81% 41	103

Q29 How many people do you know who have dropped out or been removed from the program?

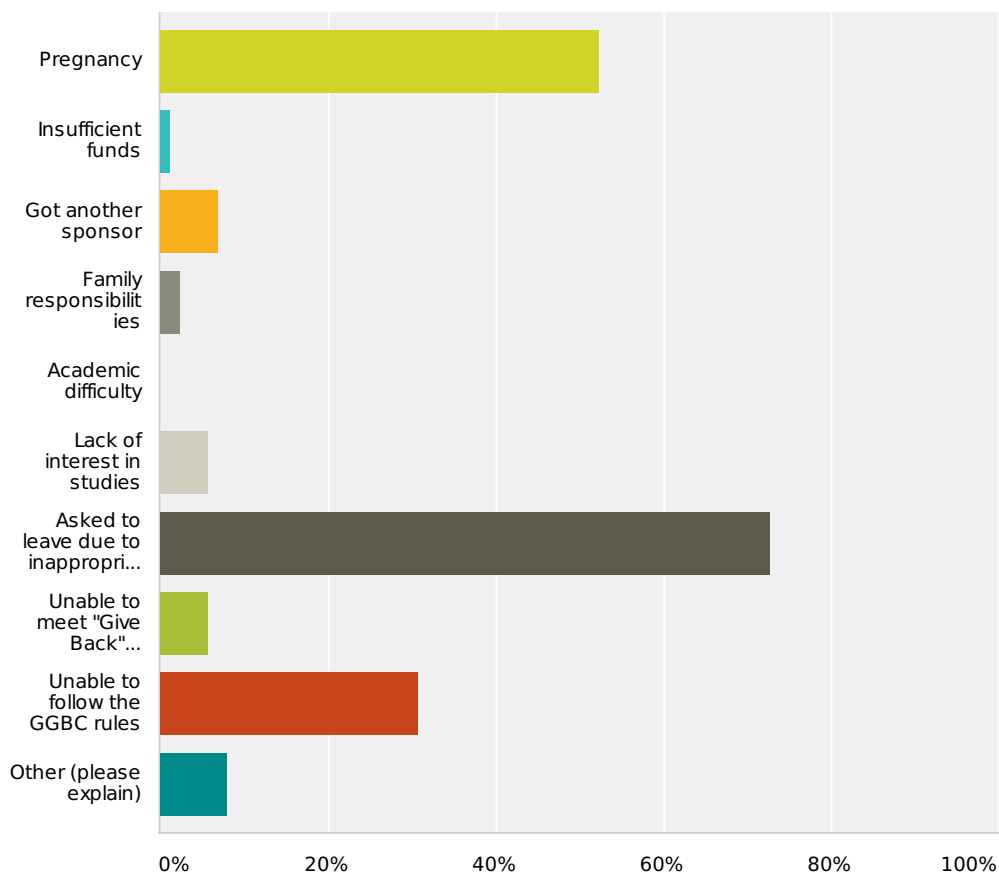
Answered: 135 Skipped: 13



Answer Choices	Responses	
None	34.07%	46
1-2	45.93%	62
3-5	14.07%	19
6-10	4.44%	6
More than 10	1.48%	2
Total		135

Q30 For people that left the program, why did they do so? Please mark all the reasons that apply.

Answered: 88 Skipped: 60



Answer Choices

Responses

Pregnancy	52.27%	46
Insufficient funds	1.14%	1
Got another sponsor	6.82%	6
Family responsibilities	2.27%	2
Academic difficulty	0%	0
Lack of interest in studies	5.68%	5
Asked to leave due to inappropriate behavior	72.73%	64
Unable to meet "Give Back" commitments	5.68%	5
Unable to follow the GGBC rules	30.68%	27
Other (please explain) Responses	7.95%	7

Total Respondents: 88

Other (please explain)

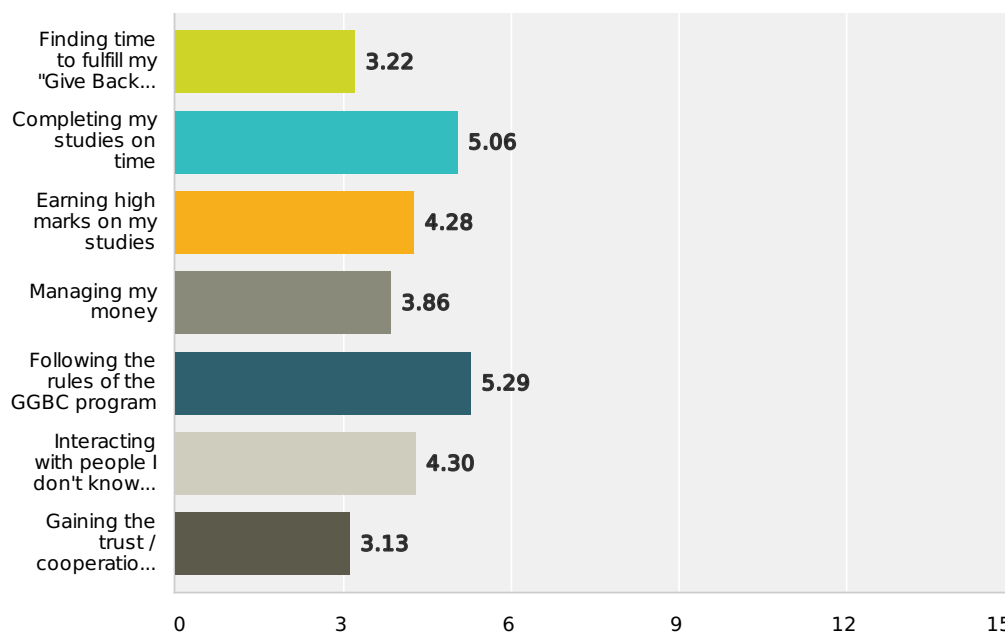
Date

Global Give Back Circle Program Survey

#	Other (please explain)	Date
1	They had no interest in the program for reasons well known only to them.	5/22/2013 11:47 AM
2	i don't know the reason	5/18/2013 11:45 AM
3	I don't know the reason	5/18/2013 11:33 AM
4	others left but we were not explained the reasons	5/18/2013 11:18 AM
5	no vivid reason given but just requested to leave.	5/18/2013 10:03 AM
6	death	5/18/2013 9:57 AM
7	death	5/17/2013 10:25 AM

Q31 Based on your own experience, which have been the biggest challenges you have faced in fulfilling the requirements of the GGBC program? Please rank them from most challenging (1) to least challenging (7).

Answered: 120 Skipped: 28



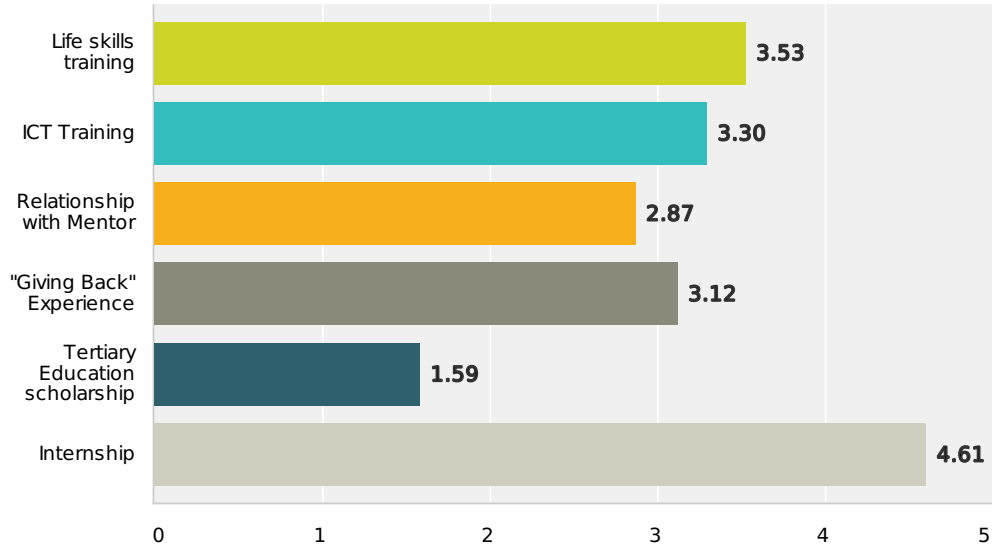
	1 (Most challenging)	2	3	4	5	6	7 (Least Challenging)	Total
Finding time to fulfill my "Give Back" commitments	24.76% 26	17.14% 18	20% 21	13.33% 14	9.52% 10	4.76% 5	10.48% 11	105
Completing my studies on time	4.49% 4	7.87% 7	7.87% 7	6.74% 6	25.84% 23	24.72% 22	22.47% 20	89
Earning high marks on my studies	8.51% 8	14.89% 14	13.83% 13	14.89% 14	9.57% 9	27.66% 26	10.64% 10	94
Managing my money	14.00% 14	16% 16	13% 13	19% 19	13% 13	18% 18	8% 8	100
Following the rules of the GGBC program	2.11% 2	6.32% 6	11.58% 11	10.53% 10	15.79% 15	16.84% 16	36.84% 35	95

Global Give Back Circle Program Survey

Interacting with people I don't know outside the GGBC program	12.36% 11	6.74% 6	19.10% 17	11.24% 10	17.98% 16	15.73% 14	16.85% 15	89
Gaining the trust / cooperation of the community where I wish to "Give Back"	23.30% 24	23.30% 24	10.68% 11	23.30% 24	8.74% 9	4.85% 5	6.80% 7	103

Q32 Based on your own experience, which have been the most rewarding parts of the GGBC program, from most rewarding (1) to least rewarding (6)?

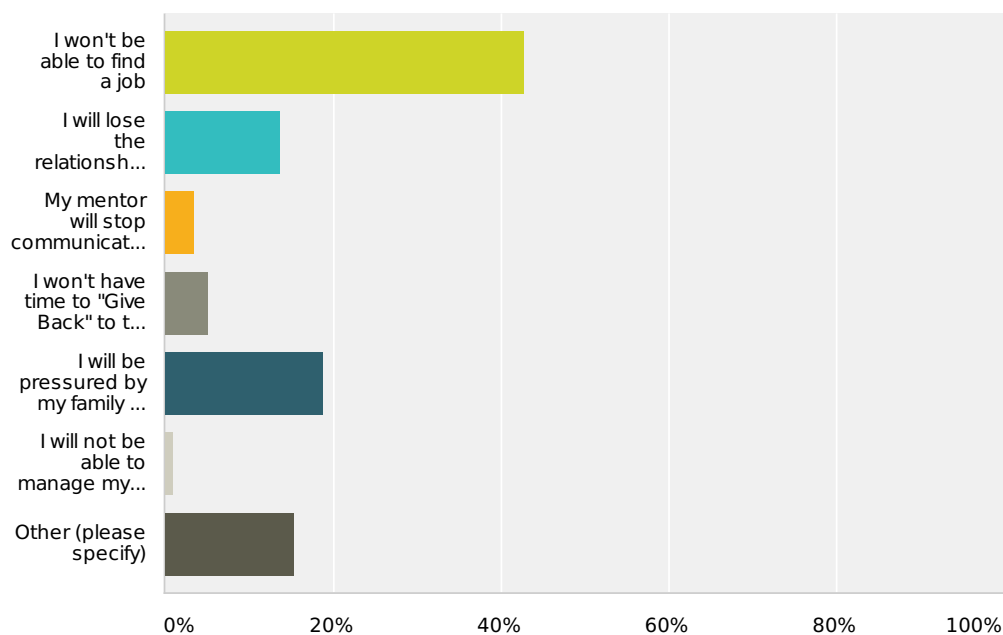
Answered: 117 Skipped: 31



	Most Rewarding (1)	Very Rewarding (2)	Rewarding (3)	Somewhat Rewarding (4)	Not Very Rewarding (5)	Least Rewarding (6)	Total
Life skills training	6.98% 6	15.12% 13	30.23% 26	24.42% 21	15.12% 13	9.30% 8	86
ICT Training	6.38% 6	26.60% 25	30.85% 29	11.70% 11	15.96% 15	8.51% 8	94
Relationship with Mentor	19.35% 18	29.03% 27	17.20% 16	19.35% 18	9.68% 9	5.38% 5	93
"Giving Back" Experience	15.31% 15	24.49% 24	18.37% 18	20.41% 20	17.35% 17	4.08% 4	98
Tertiary Education scholarship	73.40% 69	11.70% 11	4.26% 4	6.38% 6	2.13% 2	2.13% 2	94
Internship	2.63% 2	11.84% 9	11.84% 9	11.84% 9	19.74% 15	42.11% 32	76

Q33 The GGBC program is designed to empower you to become self-reliant and develop a life-long commitment to serve others. However, even the most empowered and capable graduates of universities or diploma programs face difficulties after they finish their studies. What is your greatest fear about graduating from university / diploma? Please select only one answer.

Answered: 117 Skipped: 31



Answer Choices	Responses	
I won't be able to find a job	42.74%	50
I will lose the relationships I have formed with other GGBC girls	13.68%	16
My mentor will stop communicating with me	3.42%	4
I won't have time to "Give Back" to the community or mentor another girl	5.13%	6
I will be pressured by my family to support them financially, leaving little money for myself	18.80%	22
I will not be able to manage my finances	0.85%	1
Other (please specify) Responses	15.38%	18
Total		117

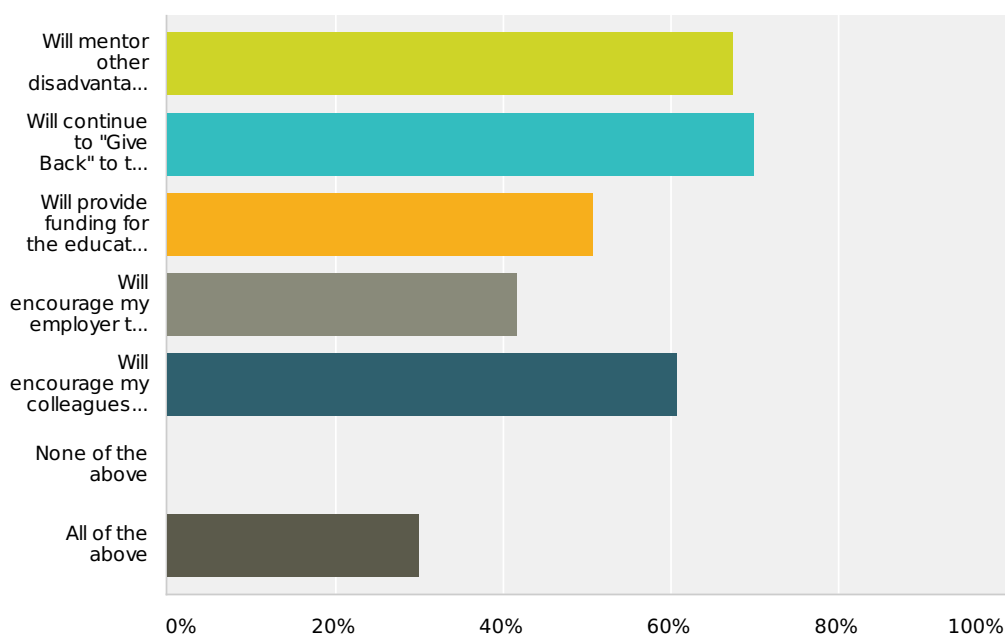
#	Other (please specify)	Date
1	Being responsible for my self and being a leading example to other girls who have faced the same issues as me in life.	5/31/2013 4:04 AM

Global Give Back Circle Program Survey

#	Other (please specify)	Date
2	I shall miss mostly the meetings and the encouraging words from our mentors and guests	5/30/2013 10:44 AM
3	fear of financial difficulties to continue this my studies to the next level	5/24/2013 6:03 AM
4	being able to scale up my community project work to transform the whole of Kenya.	5/23/2013 9:28 AM
5	i'll find difficulties finding a job	5/23/2013 3:40 AM
6	getting a job in specific organizations	5/22/2013 5:47 PM
7	i will be always give back to my society	5/22/2013 11:32 AM
8	having a very busy schedule	5/22/2013 6:45 AM
9	I will have to support my family because am the first born and i have build my mum a good house and electricity in it.	5/22/2013 6:01 AM
10	GGBC wont make a follow up on my progress	5/21/2013 3:28 PM
11	no problem	5/21/2013 11:39 AM
12	I will not be able to attend the workshop which have made me who i am totally fear that.	5/21/2013 4:42 AM
13	i will not manage to get a job that will help me finance my upgrading course.	5/21/2013 3:36 AM
14	none	5/21/2013 1:40 AM
15	making my life to independent might be difficult at the beginning	5/20/2013 6:40 AM
16	starting life on my own outside the program and the fear of not fulfilling the expectations from family, friends and community	5/20/2013 6:39 AM
17	am afraid of facing challenges outside the world	5/18/2013 11:45 AM
18	I'm afraid of facing the world especially the challenges.	5/18/2013 11:39 AM

Q34 In order for the GGBC program to reach more disadvantaged youth, the program needs to become as self-sustaining as the youth it serves. How will you help sustain the GGBC program after you complete your tertiary education? Please mark all that apply.

Answered: 120 Skipped: 28



Answer Choices

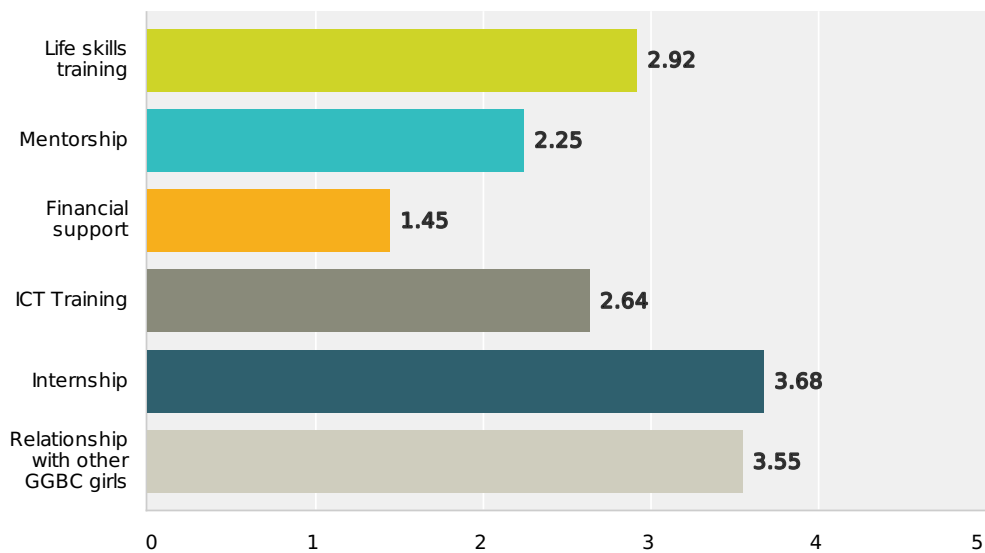
Responses

Will mentor other disadvantaged girls	67.50%	81
Will continue to "Give Back" to the community	70%	84
Will provide funding for the education of a needy child	50.83%	61
Will encourage my employer to support the program by providing scholarships and/or internships to girls in the GGBC program	41.67%	50
Will encourage my colleagues at work and professional friends to become mentors of GGBC girls or other disadvantaged youth.	60.83%	73
None of the above	0%	0
All of the above	30%	36

Total Respondents: 120

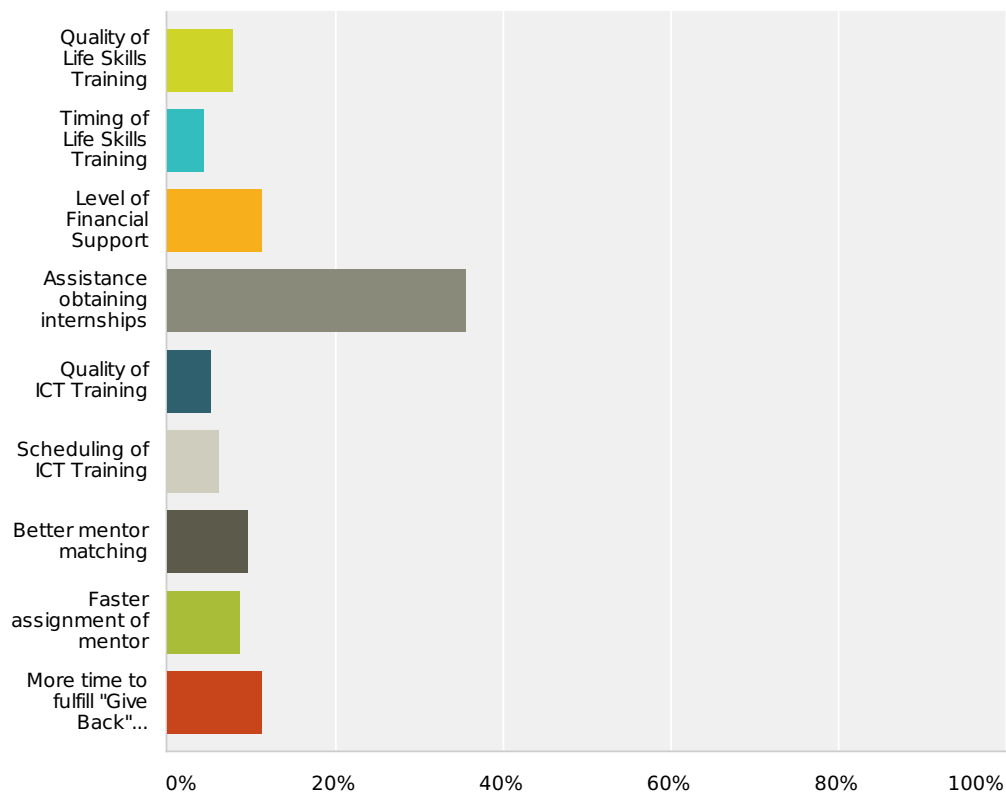
Q35 Based on your own experience, please rate the value of the following components of the GGBC program. Please select only ONE value per component.

Answered: 118 Skipped: 30



Q36 Based on your own experience, if you were able to improve one component of the GGBC program, what would it be? Please select just one answer.

Answered: 115 Skipped: 33



Answer Choices

Responses

Quality of Life Skills Training	7.83%	9
Timing of Life Skills Training	4.35%	5
Level of Financial Support	11.30%	13
Assistance obtaining internships	35.65%	41
Quality of ICT Training	5.22%	6
Scheduling of ICT Training	6.09%	7
Better mentor matching	9.57%	11
Faster assignment of mentor	8.70%	10
More time to fulfill "Give Back" commitments	11.30%	13

Total

115

Q37 Based on your answer to question 36, please explain how you would improve that component.

Answered: 75 Skipped: 73

#	Responses	Date
1	By allocating more time, and see that the commitment is achievable.	6/3/2013 5:47 AM
2	All girls should access the ICT training	6/1/2013 9:11 AM
3	Through helping the program reach more qualified personnel to facilitate the traing.	5/31/2013 4:04 AM
4	Personally i will try to keenly get a good facilitator to lead the students through the ICT training	5/30/2013 10:44 AM
5	The program should seek to acquire internships for all members	5/30/2013 3:03 AM
6	this is because some of us are mostly in school	5/29/2013 5:35 AM
7	making sure that at least mot or all girls have full or partial internships	5/27/2013 9:41 AM
8	Be much responsible to the GGBC rules and regulations and to be able also give back to the other community which is much important.	5/27/2013 8:55 AM
9	I would suppose need to know the personality of each beneciary then look for a mentor of with the same personility and match them.	5/27/2013 8:27 AM
10	Getting more partners who are willing to provide the scholars with internships.	5/25/2013 9:19 AM
11	should financially support some commitments in order to encourage more commitment to Give Back Commitments.	5/24/2013 3:49 PM
12	Encourage the private sector to offer internships to girls	5/24/2013 12:02 PM
13	i think mentors should choose how old or young the mentee is so that they are free to communicate	5/24/2013 9:52 AM
14	I will try to have more connections with many companies and corporate bodies so that the girls can get intership their.	5/24/2013 9:20 AM
15	Get partner institutions in the girls' career areas to give internships	5/24/2013 8:32 AM
16	look for more financial partners to offer internsips	5/24/2013 8:12 AM
17	Give more life skills training especially to the youths as technology advances	5/24/2013 7:02 AM
18	look for ways to generate finance for the program in order to enable it support many girls	5/24/2013 6:03 AM
19	Most of us are from poor background and so not most of us knoiw where they should take the ICT training depending on where it is being offered, i would therefore prefer that they enroll those who are in long holiday who has not gone for ICT training in institutions that they preffer,all dat we have to do as beneficiaries who have not gone for the training is to inform them when we are in long holiday and place that we can do the course where the institutions are,i mean whether in Mombasa,Klsumu. https://www.surveymonkey.com/s.aspx?sm=o4vG%2fTC6TRD1gbqMFH3rxg%3d%3d	5/24/2013 3:13 AM
20	help girls to get more connections.	5/23/2013 12:46 PM
21	It is quite hard to ensure the workshop weekends fall at a time when all girls have less occupying school term calendars. I would enquire from all schools to know a most common good timing for most students.	5/23/2013 9:28 AM
22	ways of preventing hiv and aids	5/23/2013 6:03 AM
23	on internships i would try to connect with many organizations to help find internships for the girls. on mentorship i would look at the interest of both parties before allocating a mentor to someone	5/23/2013 3:24 AM
24	by allowing the mentee choose the mentor she wants	5/23/2013 2:30 AM
25	bring more organizations on board who can offer internships	5/22/2013 5:47 PM
26	By reaching out to many companies and organisation for internship opportunities to ensure that all girls and not just some,get internships.Its so unfair for some girls to receive internships while others do not get.	5/22/2013 11:52 AM

Global Give Back Circle Program Survey

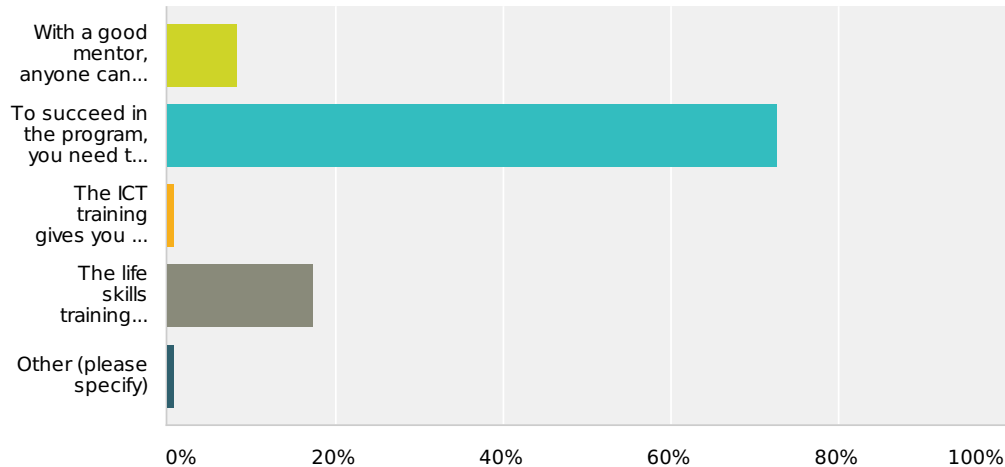
#	Responses	Date
27	Recruiting older girls as mentors	5/22/2013 11:33 AM
28	introducing several workshop for life skill training about different things in life. for example, early and forced marriage	5/22/2013 10:35 AM
29	I would accommodate girls who did not get a chance to get the training during the gap year	5/22/2013 8:53 AM
30	provide more opportunity for internships	5/22/2013 6:58 AM
31	would try to give them more clues on how to elevate poverty and corruption	5/22/2013 4:10 AM
32	by knowing the financial partners that are willing to help.	5/21/2013 3:13 PM
33	GIVING MORE OPTIONS TO THOSE WHO SINCERELY GET NONE FOR A LONG TIME.	5/21/2013 8:48 AM
34	managing my time wisely so that i can have enough time to give back	5/21/2013 8:46 AM
35	ensure that all members get access to internships in successful companies	5/21/2013 8:38 AM
36	Each school should have an Ict Lab	5/21/2013 5:02 AM
37	By giving each girl a chance to proof what they have gained by presenting thus giving the shy and preserved girls a chance to explore their potential	5/21/2013 4:42 AM
38	networking with other organisation to assist with vacancies	5/21/2013 4:25 AM
39	Not very sure, but I would think of a time when most girls can be more available for these trainings.	5/21/2013 3:58 AM
40	depending on the different period of breaks from school internships could be offered according to the amount of time one is free since some have long holidays while others have very short holidays.	5/21/2013 3:36 AM
41	Most of the girls find it difficult to get internships. Getting a database that would have girls who are pursuing similar courses together then asking the Companies that might need their skills to have them as interns would help.	5/21/2013 2:35 AM
42	apply for grants early enough	5/20/2013 5:44 PM
43	by providing recognized certificates.	5/20/2013 2:23 PM
44	Talk to different organisation to support the girls as they are trying to better their poor backgrounds and try to encourage girls to work hard to secure opportunities.	5/20/2013 1:55 PM
45	Helping the beneficiaries to get the appropriate internships on time.	5/20/2013 10:12 AM
46	working together with more organizations to offer internships.	5/20/2013 8:49 AM
47	i will regularly have a lot of workshop done by the girls	5/20/2013 7:37 AM
48	I would be for the idea that the life skills Training be held before the beneficiary graduates from high school.	5/20/2013 7:10 AM
49	GGBC is real growing and for that reason they need more funds to run the ever expanding need for funds	5/20/2013 6:40 AM
50	by creating more time on the trainings	5/20/2013 6:11 AM
51	ask KCDF to consider the girls who already graduated for the upcoming internships as they are the most vulnerable in terms of job search and they will help link the ones still in school by the time they get out of school	5/20/2013 5:10 AM
52	through group discussions where everyone opens up and gets time to share	5/20/2013 4:01 AM
53	By cooperating with companies, industries, organisations that offer internships.	5/20/2013 4:01 AM
54	Before assigning any mentor ask them if they want to commit themselves in this because some mentors are so busy they do not even reply emails	5/20/2013 3:06 AM
55	The syllabus should be reversed to be more inclusive on IT	5/20/2013 1:42 AM
56	through relating to more organisation	5/19/2013 2:08 PM
57	Many of us find it difficult to get interns	5/19/2013 12:32 PM
58	i would mentor other girls	5/19/2013 11:58 AM
59	Talk to more people in my network about offering internship opportunities to the girls	5/19/2013 10:09 AM

Global Give Back Circle Program Survey

#	Responses	Date
60	I would ensure that i assign mentors to mentees as soon as one is a member of the program.	5/19/2013 9:23 AM
61	i would link the beneficiaries with companies that offer internships.	5/19/2013 7:16 AM
62	Matching responsible girls with responsible mentors.	5/18/2013 11:39 AM
63	I would ensure that the girls are assigned mentors within one month of joining the program	5/18/2013 11:08 AM
64	I would strive best such that I talk to mentors to be early enough before more new girls are added in the program.	5/18/2013 11:07 AM
65	look for as many mentors as possible so that as soon as a girl joins the program she gets a mentor immediately	5/18/2013 10:10 AM
66	ensure that girls are grouped according to age and educational level during trainings	5/18/2013 10:10 AM
67	i will try to increase the financial support especially to those who reach only at diploma level so that they can also gain their degrees in their courses.	5/18/2013 9:32 AM
68	Looking for connection from employer or other companies to provide internship so that each girl is able to attain quality internship	5/18/2013 9:09 AM
69	i would assist every girl on obtaining internships from all the private sector partners	5/18/2013 8:57 AM
70	I would encourage more partners to involve in the program so as to help raise enough money to support the girls in their up keeps.	5/18/2013 7:19 AM
71	form more concrete relationships with companys that can offer internships to the girls	5/18/2013 6:06 AM
72	Allow participants to undertake ict courses near where they study	5/17/2013 10:35 AM
73	by giving them mentors once they have joined the programme	5/17/2013 9:39 AM
74	by making sure that each girl that is need of internship after their education can be able to secure one which could later lead to employment depending on the effort of the intern.	5/17/2013 9:34 AM
75	I would improve that by assignning a mentor as soon as a person joins GGBC	5/17/2013 6:02 AM

Q38 Based on your own experience, what is the most important lesson that you have learned from the GGBC program? Please select only one answer.

Answered: 121 Skipped: 27



Answer Choices	Responses	
With a good mentor, anyone can succeed in the program and lead a successful life.	8.26%	10
To succeed in the program, you need to be willing to study hard, commit to fulfilling your "Give Back" commitments, and be open to challenging yourself at every opportunity the program provides.	72.73%	88
The ICT training gives you the hard computer skills to excel in school and obtain employment	0.83%	1
The life skills training builds your confidence and self-esteem and empowers you to make smart decisions about your finances, studies and career.	17.36%	21
Other (please specify) Responses	0.83%	1
Total		121

#	Other (please specify)	Date
1	Everything is possible only if you believe in yourself and take a step for a new change	5/21/2013 4:43 AM

Q39 If you were not in the program, what do you think you would be doing right now? Please limit your answer to a couple of sentences.

Answered: 111 Skipped: 37

#	Responses	Date
1	I would have struggled with my primary education and afterwards look for any kind of job and invest the little i get to train myself on hairdressing.	6/3/2013 5:55 AM
2	I could be hassling to find on how i can get my school fees	6/2/2013 2:00 PM
3	I would be just another girl in the local university full of fear despite receiving financial assistance through a loan to cater for my tuition. Apart from that, I wouldn't have the joy of making an impact in my society and I would be deprived of the self gratification that comes from knowing that I am making the world a better place for somebody else. In addition, I wouldn't have met Becky, my dear mentor.	6/1/2013 9:15 AM
4	DOING SIMPLE JOB TO EARN A LIVING.	5/31/2013 10:39 AM
5	I could just be in the village because of luck of the opportunities the program provides.The program has been a stepping stone towards knowing my potential and making me know whom i am.	5/31/2013 4:10 AM
6	Since I have apoor financial background, my skills of hairdressing could earn me some money which could sustain me in doing other small businesses like opening a salon and advance slowly.	5/30/2013 10:45 AM
7	I would probably be married due to lack of finances for education.	5/30/2013 3:07 AM
8	Possibly at home doing daily chores. Working as a househelp.	5/29/2013 7:40 AM
9	i would still be helping the community because i used to do so before entering in the program.	5/29/2013 5:38 AM
10	I would probably be facing financial challenges while at university and would probably differ the course at some point or survive but with poor results due to divided attention	5/27/2013 9:46 AM
11	If I were not in the program I could have been married and forget about my education.	5/27/2013 8:55 AM
12	In terms of giving back I could have been still doing the same as now because I began giving back even before I became a beneficiary of GGBC.	5/27/2013 8:27 AM
13	working part time to raise money needed for college	5/26/2013 6:51 AM
14	I would just be idle at home,not knowing what to do with my life without teartary education.	5/25/2013 9:19 AM
15	a school drop out	5/24/2013 3:59 PM
16	I would be having difficulties with both my university fees and also give back commitments.Anyway,it's genuine to say that I'd be in a sea of problems, and far from my ambitions.	5/24/2013 3:58 PM
17	I would be probably trying to raise funds for my tertiary education	5/24/2013 12:06 PM
18	i could be in village farming and burning charcoal	5/24/2013 9:54 AM
19	I could have been married since I wasn't able to continue with my education.	5/24/2013 9:19 AM
20	I WOULD BE AT HOME WAITING UP FOE SOMEONE TO SUPPORT ME FINANCIALLY THROUGH MY TERTIRAY EDUCATION	5/24/2013 9:09 AM
21	working to get school fees	5/24/2013 8:34 AM
22	i would be in campius but wit a straal statusined financi	5/24/2013 8:15 AM
23	I think I would have joined a college to a course which will help me in my future	5/24/2013 7:04 AM
24	I would have difficulties in learning and at most I would not been a position to choose the career I would have wishes to do"the one I am taking"	5/24/2013 6:03 AM
25	i would av mean married	5/24/2013 3:23 AM
26	I may have probably not joined university. I wouldn't be clear on what I want to be in future and what I need to do for my society.	5/23/2013 9:32 AM

Global Give Back Circle Program Survey

#	Responses	Date
27	I would be doing odd jobs to raise funds for my college fees.	5/23/2013 6:42 AM
28	doing teachin in collage	5/23/2013 6:06 AM
29	it's hard. my life could not have a meaning. my dreams could be doomed	5/23/2013 3:27 AM
30	I would not have been gone to college and maybe I would live to a miserable life due to lack of finances.	5/23/2013 2:32 AM
31	struggling to pay my education	5/22/2013 5:48 PM
32	I would be at the University but with difficulties with paying my University fee,food and accomodation because the helb loan given by the government is hardly enough to sustain a good university life.	5/22/2013 11:57 AM
33	i would have been living in a hard life time	5/22/2013 11:36 AM
34	Perhaps I could be married Could be doing manual work at home to support family Would be having very low self-eteem	5/22/2013 11:36 AM
35	I would have been a mother with at least 3 kids	5/22/2013 10:38 AM
36	I could be home helping my parent in their chores will searching for any opportunity of getting to next level.	5/22/2013 9:35 AM
37	I would be teaching in a school in my village so as to pass on what I learned in secondary school.	5/22/2013 8:56 AM
38	I would be skipping classes to go and find money to sustain me while in school	5/22/2013 7:04 AM
39	i would be in the university but with many challenges meeting my financial needs.	5/22/2013 6:47 AM
40	maybe i would be a primary teacher	5/22/2013 6:04 AM
41	difficulties in my education and survival when am in school i would probably have been impregnated due to desperation	5/22/2013 6:03 AM
42	I WOULD NOT BE IN UNIVERSITY PURSUING MY DREAM CAREER.	5/22/2013 5:48 AM
43	idle which results to early marriage	5/22/2013 4:58 AM
44	i would just be at home	5/22/2013 4:14 AM
45	i would be at home working in people's farms to raise some moneyfor nyself and my family	5/22/2013 1:34 AM
46	i would be hustling to get any decent job inorder to get daily bread.	5/21/2013 5:43 PM
47	I wouldn't have a focus in life	5/21/2013 3:31 PM
48	I cannot tell only God knows. Because life would be so different. maybe still schooling.	5/21/2013 3:16 PM
49	I Would have already dropped out of school.i think i would have opted for marriage as a way to survive in this tough life.	5/21/2013 2:47 PM
50	suffering digging unfruitlessly.	5/21/2013 2:23 PM
51	just at home.	5/21/2013 1:01 PM
52	Working hard for school fees	5/21/2013 12:41 PM
53	At home probably contemplating on a fundraising event for my university fees.	5/21/2013 12:26 PM
54	I would not be in university	5/21/2013 12:20 PM
55	i would still be studying but but ggbc has made me more focused	5/21/2013 11:41 AM
56	employed in a least sustaining job propably manual, to only facilitate the basic things again it is couldnt be a guarantee.	5/21/2013 10:17 AM
57	I would be stuggling to find someone to sponsor my tertiary education	5/21/2013 8:46 AM
58	i would be in campus i would be mismanaging my finances i would be spending my free time for entertainment instead of give back	5/21/2013 8:45 AM
59	I would be in campus studying under difficult conditions.	5/21/2013 7:52 AM
60	may not	5/21/2013 6:36 AM
61	Struggling to find school fees	5/21/2013 5:04 AM

Global Give Back Circle Program Survey

#	Responses	Date
62	I think i would be struggling to live	5/21/2013 4:43 AM
63	i would not be in school and even being in early marriage	5/21/2013 4:29 AM
64	I do not know...	5/21/2013 4:00 AM
65	I would be helping out in my former primary school.	5/21/2013 3:55 AM
66	maybe i would have gotten married and just a house wife doing peasant farming.	5/21/2013 3:46 AM
67	I would have had difficulties with my tertiary education. Most of my aspects as a person (emotional, spiritual,relationship, physical and intellectual) would not have been well developed as it has with the help of my mentor.	5/21/2013 3:18 AM
68	at home most of the time	5/21/2013 1:42 AM
69	I think I would be married with children	5/20/2013 5:50 PM
70	Married with kids if not for this program no one would have paid for my tertiary education	5/20/2013 2:31 PM
71	I would be at home maybe doing small jobs such helping in primary school and assisting my mother in the farm.	5/20/2013 2:04 PM
72	May be i would be looking for employment here and there and also having a great wish and many dreams such as to go to a tertiary institution to continue with my academics so as to help achieve my dreams. Thanks for letting be on the right path to achieving my future and life dreams.	5/20/2013 10:25 AM
73	offering voluntary service in different non-governmental organizations especially those organizations aiming to help disadvantaged children.	5/20/2013 8:51 AM
74	i would be at home	5/20/2013 8:08 AM
75	i would be no where just idling without anything begging or end up early marriage which will ruin my life i would totaly be nothing in this world.	5/20/2013 7:47 AM
76	I would be studying in a public university and working part time to raise funds to support me through my tertiary education.	5/20/2013 7:10 AM
77	I don't know maybe artisan work but not in education.this is because i had power to fund my education	5/20/2013 6:52 AM
78	I'd still be in campus, not doing any commitments	5/20/2013 6:41 AM
79	i would look for an employment as per my level f high school.then save some little money to further my studies.though it could have taken too long	5/20/2013 6:11 AM
80	Maybe i would have been married with several kids. i would have gone back to my home village since there is no one to help me. i would have lived a miserable life	5/20/2013 5:13 AM
81	I would be struggling with paying my school fees. I would have made a lot of wrong decisions.I would not be as confident as I am right now.	5/20/2013 5:06 AM
82	i would be in the streets doing nothing or even married	5/20/2013 4:06 AM
83	Nothing constructive	5/20/2013 4:05 AM
84	Be married staying @ home and raising my siblings	5/20/2013 3:09 AM
85	I would be at home doing very unconstructive activities	5/20/2013 1:46 AM
86	i would be stuck at home without money to go to university.	5/19/2013 2:23 PM
87	i might be working as a househelp somewhere,gotten married to get assistance	5/19/2013 2:11 PM
88	taking computer elsewhere	5/19/2013 12:45 PM
89	No i would because i couldnt get all skills.i could not have sufficient funds to complete my studies	5/19/2013 12:39 PM
90	i would be idle	5/19/2013 12:02 PM
91	In the university but really struggling with finances, depending only on HELB Loan.	5/19/2013 10:15 AM
92	I could be idling around because my parent could not be able to cater for my college fee.	5/19/2013 9:23 AM

Global Give Back Circle Program Survey

#	Responses	Date
93	i would be pursuing my degree program still because i was incorporated into the the program at my second year of my study. however, it wouldnt be an easy sail as it is right now as through GGBC, i have learnt alot of lifeskills that are making my life easier day by day. The financial support is also a big boost to my studies. Thanks to GGBC.	5/19/2013 7:20 AM
94	Not sure	5/18/2013 3:34 PM
95	I would be at home or married off	5/18/2013 11:26 AM
96	I would be tutorin primary school kids at the school in my locality	5/18/2013 11:13 AM
97	I just cannot imagine myself without GGBC. More so after high school.I would simply be home with my mum or doing some small jobs.	5/18/2013 11:10 AM
98	a student at jkuat university,persuing my degree.	5/18/2013 10:47 AM
99	struggling to get money for school fees	5/18/2013 10:14 AM
100	giving back as i await an admission to the university	5/18/2013 10:14 AM
101	I would have looked for any available job so as to raise my university money but still also give back in mentoring other girls by joining some mentoring groups	5/18/2013 10:13 AM
102	i think i would still be not of much use in my life cbecause of the problem of finances and also lack of good decision making.	5/18/2013 9:36 AM
103	I would be at home waiting to join university and applying for a HELB loan. I would look for a small job to try and support myself financially.	5/18/2013 9:09 AM
104	i would be working while studying to support my university education.	5/18/2013 9:01 AM
105	I would be idling around at home doing nothing.I would be exposed to so many dangers like early pregnancy and many others.I wouldn't be having even the slightest idea of how a computer works.	5/18/2013 7:30 AM
106	probably would be still struggling to get my way to a university	5/18/2013 6:08 AM
107	I could be improving girls social life skills in my community through Trans-Nzoia Youth Sports(TYSA)	5/17/2013 4:05 PM
108	I could have dropped out of the college	5/17/2013 10:37 AM
109	I would still be in school due to fees areas I would not have had such an experience	5/17/2013 9:42 AM
110	i think i would have not been able to complete high school due to lack of financial support and i would just be at home living in the cycle of poverty.	5/17/2013 9:38 AM
111	If i were not in the program i would have been in school still but having alot of problem one of them being financial	5/17/2013 6:11 AM

Q40 Where is your family originally from?

Answered: 121 Skipped: 27

Answer Choices	Responses	
Name:	0%	0
Company:	0%	0
Address 1:	0%	0
Address 2:	0%	0
City/Town:	Responses 94.21%	114
Province:	Responses 100%	121
ZIP/Postal Code:	0%	0
Country:	0%	0
Email Address:	0%	0
Phone Number:	0%	0

Total Respondents: 121

#	Name:	Date
	There are no responses.	
#	Company:	Date
	There are no responses.	
#	Address 1:	Date
	There are no responses.	
#	Address 2:	Date
	There are no responses.	
#	City/Town:	Date
1	Nairobi	6/3/2013 5:55 AM
2	kisumu	6/2/2013 2:00 PM
3	Nyeri	6/1/2013 9:15 AM
4	Kisii	5/30/2013 10:45 AM
5	Karumandi	5/30/2013 3:07 AM
6	Salama Town	5/29/2013 7:40 AM
7	meru	5/29/2013 5:38 AM
8	Nakuru	5/27/2013 9:54 AM
9	Embu	5/27/2013 9:46 AM
10	Kisumu	5/27/2013 8:55 AM
11	MWINGI	5/27/2013 8:27 AM
12	kisumu	5/26/2013 6:51 AM
13	Nakuru town	5/25/2013 9:19 AM
14	mandera	5/24/2013 3:59 PM
15	Nyeri	5/24/2013 3:58 PM

Global Give Back Circle Program Survey

#	City/Town:	Date
16	Ndori	5/24/2013 12:06 PM
17	nairobi	5/24/2013 9:54 AM
18	Kapenguria	5/24/2013 9:19 AM
19	NAKURU	5/24/2013 9:09 AM
20	Nairobi	5/24/2013 8:34 AM
21	Machakos	5/24/2013 7:04 AM
22	Nyahururu	5/24/2013 6:03 AM
23	Bondo	5/24/2013 3:23 AM
24	Kisumu	5/23/2013 9:32 AM
25	Muranga	5/23/2013 6:42 AM
26	nakuru	5/23/2013 6:06 AM
27	OLKALOU	5/23/2013 3:42 AM
28	Kisii	5/23/2013 3:27 AM
29	Nyeri	5/23/2013 2:32 AM
30	Kisii	5/22/2013 5:48 PM
31	Mwingi	5/22/2013 11:36 AM
32	Mandera	5/22/2013 10:38 AM
33	kitui	5/22/2013 9:35 AM
34	Kisumu	5/22/2013 8:56 AM
35	Kisumu	5/22/2013 7:04 AM
36	kericho	5/22/2013 6:47 AM
37	Naivasha	5/22/2013 6:04 AM
38	MURANG'A	5/22/2013 6:03 AM
39	NAKURU	5/22/2013 5:48 AM
40	garsen	5/22/2013 4:58 AM
41	Machakos	5/22/2013 4:14 AM
42	Webuye	5/22/2013 1:34 AM
43	kiambu.	5/21/2013 5:43 PM
44	Mwingi	5/21/2013 3:31 PM
45	nairobi	5/21/2013 3:16 PM
46	GITHUNGURI	5/21/2013 2:47 PM
47	nanyuki	5/21/2013 2:23 PM
48	Nairobi	5/21/2013 1:01 PM
49	Kisii	5/21/2013 12:41 PM
50	ELDAMA RAVINE	5/21/2013 12:26 PM
51	Kitale	5/21/2013 12:20 PM
52	nairobi	5/21/2013 11:41 AM
53	Sotik	5/21/2013 10:17 AM
54	oyugis	5/21/2013 8:46 AM

Global Give Back Circle Program Survey

#	City/Town:	Date
55	othaya	5/21/2013 8:45 AM
56	KITALE	5/21/2013 7:52 AM
57	githunguri	5/21/2013 6:36 AM
58	Kikuyu	5/21/2013 5:04 AM
59	Thika	5/21/2013 4:43 AM
60	kisumu	5/21/2013 4:29 AM
61	Makindu	5/21/2013 4:00 AM
62	Murang'a	5/21/2013 3:55 AM
63	Nyeri	5/21/2013 3:46 AM
64	Kericho	5/21/2013 3:18 AM
65	nairobi	5/21/2013 1:54 AM
66	chavakali	5/21/2013 1:42 AM
67	makueni;mulala	5/20/2013 5:50 PM
68	kajiado	5/20/2013 3:56 PM
69	mandera	5/20/2013 2:31 PM
70	Nairobi	5/20/2013 2:04 PM
71	Karuri	5/20/2013 10:25 AM
72	kisumu	5/20/2013 8:51 AM
73	Nairobi	5/20/2013 8:08 AM
74	yatta	5/20/2013 7:47 AM
75	KITUI	5/20/2013 7:10 AM
76	mumias	5/20/2013 6:52 AM
77	vihiga	5/20/2013 6:41 AM
78	siaya	5/20/2013 6:11 AM
79	kisii	5/20/2013 5:13 AM
80	Siaya	5/20/2013 5:06 AM
81	Muranga	5/20/2013 4:26 AM
82	nairobi	5/20/2013 4:06 AM
83	Garissa	5/20/2013 3:09 AM
84	ngong	5/20/2013 1:46 AM
85	kakamega	5/19/2013 2:23 PM
86	kapenguria	5/19/2013 2:11 PM
87	meru	5/19/2013 12:45 PM
88	Kitale	5/19/2013 12:39 PM
89	machakos	5/19/2013 12:02 PM
90	Chuka	5/19/2013 10:15 AM
91	Nyeri town	5/19/2013 9:23 AM
92	LUGARI	5/19/2013 7:20 AM
93	Meru	5/18/2013 3:34 PM

Global Give Back Circle Program Survey

#	City/Town:	Date
94	Sultan-Hamud	5/18/2013 12:36 PM
95	nyahururu	5/18/2013 11:46 AM
96	Kitui,Embu	5/18/2013 11:42 AM
97	machakos	5/18/2013 11:26 AM
98	Homabay town	5/18/2013 11:13 AM
99	Bomet	5/18/2013 11:10 AM
100	webuye	5/18/2013 10:47 AM
101	kitale	5/18/2013 10:14 AM
102	makueni	5/18/2013 10:14 AM
103	kakamega	5/18/2013 10:13 AM
104	wote town.	5/18/2013 9:36 AM
105	NYERI	5/18/2013 9:09 AM
106	muranga	5/18/2013 9:01 AM
107	Nairobi	5/18/2013 8:47 AM
108	Kakamega	5/18/2013 7:30 AM
109	muranga	5/18/2013 6:08 AM
110	KITALE	5/17/2013 4:05 PM
111	Kitale	5/17/2013 10:37 AM
112	Nakuru	5/17/2013 9:42 AM
113	kangundo	5/17/2013 9:38 AM
114	Nyeri	5/17/2013 6:11 AM
#	Province:	Date
1	Thika	6/3/2013 5:55 AM
2	nyanza	6/2/2013 2:00 PM
3	Central	6/1/2013 9:15 AM
4	CENTRAL	5/31/2013 10:39 AM
5	Western province	5/31/2013 4:10 AM
6	Nyanza	5/30/2013 10:45 AM
7	Central	5/30/2013 3:07 AM
8	Eastern Province	5/29/2013 7:40 AM
9	eastern	5/29/2013 5:38 AM
10	Rift Valley	5/27/2013 9:54 AM
11	EASTERN	5/27/2013 9:46 AM
12	From Nyanza Province	5/27/2013 8:55 AM
13	EASTERN	5/27/2013 8:27 AM
14	nyanza	5/26/2013 6:51 AM
15	Rift Valley Province	5/25/2013 9:19 AM
16	North eastern	5/24/2013 3:59 PM
17	Central	5/24/2013 3:58 PM

Global Give Back Circle Program Survey

#	Province:	Date
18	Nyanza	5/24/2013 12:06 PM
19	machokas	5/24/2013 9:54 AM
20	Rift Valley	5/24/2013 9:19 AM
21	RIFT VALLEY	5/24/2013 9:09 AM
22	Nairobi	5/24/2013 8:34 AM
23	western	5/24/2013 8:15 AM
24	Eastern	5/24/2013 7:04 AM
25	Riftvalley	5/24/2013 6:03 AM
26	Nyanza	5/24/2013 3:23 AM
27	Nyanza	5/23/2013 9:32 AM
28	Central	5/23/2013 6:42 AM
29	r.valley	5/23/2013 6:06 AM
30	Nyandarua	5/23/2013 3:42 AM
31	Nyanza	5/23/2013 3:27 AM
32	Central	5/23/2013 2:32 AM
33	Nyanza	5/22/2013 5:48 PM
34	KAKAMEGA COUNTY	5/22/2013 11:57 AM
35	western	5/22/2013 11:36 AM
36	Eastern	5/22/2013 11:36 AM
37	North Easterni	5/22/2013 10:38 AM
38	Eastern province	5/22/2013 9:35 AM
39	Nyanza	5/22/2013 8:56 AM
40	Nyanza	5/22/2013 7:04 AM
41	RIFT VALLEY	5/22/2013 6:47 AM
42	RIFT-VALLEY	5/22/2013 6:04 AM
43	CENTRAL	5/22/2013 6:03 AM
44	RIFT VALLEY	5/22/2013 5:48 AM
45	coast	5/22/2013 4:58 AM
46	Eastern	5/22/2013 4:14 AM
47	Western province	5/22/2013 1:34 AM
48	central.	5/21/2013 5:43 PM
49	Eastern	5/21/2013 3:31 PM
50	nairobi	5/21/2013 3:16 PM
51	CENTRAL	5/21/2013 2:47 PM
52	rift valley	5/21/2013 2:23 PM
53	Nyanza	5/21/2013 1:01 PM
54	Nyanza	5/21/2013 12:41 PM
55	RIFT VALLEY	5/21/2013 12:26 PM
56	Western	5/21/2013 12:20 PM

Global Give Back Circle Program Survey

#	Province:	Date
57	nairobi	5/21/2013 11:41 AM
58	Rift Valley	5/21/2013 10:17 AM
59	nyanza	5/21/2013 8:46 AM
60	central	5/21/2013 8:45 AM
61	RIFTVALLEY	5/21/2013 7:52 AM
62	central	5/21/2013 6:36 AM
63	Central	5/21/2013 5:04 AM
64	Gatundu	5/21/2013 4:43 AM
65	kisumu	5/21/2013 4:29 AM
66	Eastern	5/21/2013 4:00 AM
67	Central	5/21/2013 3:55 AM
68	Central	5/21/2013 3:46 AM
69	Rift Valley	5/21/2013 3:18 AM
70	nairobi	5/21/2013 1:54 AM
71	western	5/21/2013 1:42 AM
72	Eastern	5/20/2013 5:50 PM
73	riftvalley	5/20/2013 3:56 PM
74	north eastern	5/20/2013 2:31 PM
75	Nyanza	5/20/2013 2:04 PM
76	Central	5/20/2013 10:25 AM
77	Nyanza	5/20/2013 8:51 AM
78	Nairobi	5/20/2013 8:08 AM
79	eastern	5/20/2013 7:47 AM
80	EASTERN	5/20/2013 7:10 AM
81	western	5/20/2013 6:52 AM
82	western	5/20/2013 6:41 AM
83	nyanza	5/20/2013 6:11 AM
84	Nyamira county	5/20/2013 5:13 AM
85	Nyanza	5/20/2013 5:06 AM
86	central	5/20/2013 4:26 AM
87	nairobi	5/20/2013 4:06 AM
88	NYANZA	5/20/2013 4:05 AM
89	North eastern	5/20/2013 3:09 AM
90	kajiado	5/20/2013 1:46 AM
91	kakamega	5/19/2013 2:23 PM
92	Riftvalley	5/19/2013 2:11 PM
93	eastern	5/19/2013 12:45 PM
94	RiftValley	5/19/2013 12:39 PM
95	Eastern	5/19/2013 12:02 PM

Global Give Back Circle Program Survey

#	Province:	Date
96	Eastern	5/19/2013 10:15 AM
97	Central	5/19/2013 9:23 AM
98	WESTERN	5/19/2013 7:20 AM
99	Eastern	5/18/2013 3:34 PM
100	Eastern	5/18/2013 12:36 PM
101	laikipia	5/18/2013 11:46 AM
102	Eastern	5/18/2013 11:42 AM
103	eastern	5/18/2013 11:26 AM
104	Nyanza	5/18/2013 11:13 AM
105	Rift Valley	5/18/2013 11:10 AM
106	western	5/18/2013 10:47 AM
107	rift valley	5/18/2013 10:14 AM
108	eastern	5/18/2013 10:14 AM
109	Kakamega	5/18/2013 10:13 AM
110	eastern	5/18/2013 9:36 AM
111	Central Kenya	5/18/2013 9:11 AM
112	CENTRAL	5/18/2013 9:09 AM
113	central	5/18/2013 9:01 AM
114	Nairobi	5/18/2013 8:47 AM
115	Western	5/18/2013 7:30 AM
116	central	5/18/2013 6:08 AM
117	RIFT-VALLEY	5/17/2013 4:05 PM
118	Riftvalley	5/17/2013 10:37 AM
119	Riftvalley	5/17/2013 9:42 AM
120	eastern	5/17/2013 9:38 AM
121	Central	5/17/2013 6:11 AM

#	ZIP/Postal Code:	Date
	There are no responses.	

#	Country:	Date
	There are no responses.	

#	Email Address:	Date
	There are no responses.	

#	Phone Number:	Date
	There are no responses.	

Q41 If there is anything else you would like to tell us, please do so in the space below.

Answered: 54 Skipped: 94

#	Responses	Date
1	I REALLY APPRECIATE GGBC FOR YOU GREAT CONCERN TO LESS DISADVANTAGED CHILDREN. GOD BLESS YOU.	5/31/2013 10:39 AM
2	I woul like to apologise for the late submission of the survey.	5/30/2013 10:45 AM
3	Thankyou !!	5/30/2013 3:07 AM
4	none.	5/29/2013 5:38 AM
5	I would like to give my thaks to all KCDF and the USAID members for their financial support, may God bless them all thank you.	5/27/2013 8:55 AM
6	-I think, since now that GGBC has male beneficiaries, the evaluations, surveys, trainings and other activities should incorporate us because we also need to be empowered and gain those skills. -I also need to have, it has been long and I haven't gotten. Thank you.	5/27/2013 8:27 AM
7	I would just like to pass my gratitude to everyone who has contributed in time and fortune to support the program because if it weren't for God and them,my life would be valueless and worthless. Thank you GGBC!!!	5/25/2013 9:19 AM
8	I appreciate for being in the program and Am grateful since I can be able to finish my education. Thanks to GGBC for I can be able to assist other girls in our community.	5/24/2013 9:19 AM
9	I AM GLAD TO BE PART OF THIS EMPOWERING PROGRAM	5/24/2013 9:09 AM
10	tank you to ggbc for all te support	5/24/2013 8:15 AM
11	Am requesting for a mentor please even from outside Kenya.Am very sorry for giving late response ma phone had a problem and so i didn't have it. I also want to say thank for the survey because i know it will bring some changes in the programme that will help us as beneficiaries.Bye.	5/24/2013 3:23 AM
12	Thanks you for conducting this survey to know what we the beneficiaries feel about the program. And much appreciation to the program and all its supporters both in kind and in cash. It is changing lives.	5/23/2013 9:32 AM
13	A beneficiary requires a second chance, we all make mistakes and it through the mistakes we learn, dropping them will not help.	5/23/2013 2:32 AM
14	I am glad I have participated in this survey.Thumbs up for having organised it.	5/22/2013 11:57 AM
15	I really appreciate the program and tanx alot	5/22/2013 10:38 AM
16	GGBC has been of great impact in moulding the person I am today.	5/22/2013 8:56 AM
17	The survey also helps us to evaluate ourselves in relation to GGBC. therefore it is a noble and good work	5/22/2013 7:04 AM
18	THANK YOU FOR YOUR SUPPORT.	5/22/2013 5:48 AM
19	Provide technical skills like tailoring to the disadvantaged girls who cannot make it for high level studies due to their abilities.	5/22/2013 4:14 AM
20	I just wish to thank the GGBC program for the help they have given me and the other girls enabling us to develop into empowered women	5/22/2013 1:34 AM
21	i would kindly request the program to please concider me and the rest of the girls undertaking diploma courses and willing to further their studies to degree level. personally i am passionate about my studies and the course i just completed that is diploma in community development and social work and would be grateful if you would sponsor me to a degree course. lastly, i would request if the program would assist us by getting internship. personally i have finished my diploma course and so far it has become very difficult to get internship and am just staying at home idle. thanks.	5/21/2013 5:43 PM
22	AM DEEPLY GREATFUL FOR THIS PROGRAMM.	5/21/2013 2:47 PM

Global Give Back Circle Program Survey

#	Responses	Date
23	GGBC and all the supporters God bless you. This is a saviour and we promise to continue supporting other needy children.	5/21/2013 2:23 PM
24	my view on pregnancy issue is that GGBC to support the girl and not the child, instead of kicking out the girl. people have planned their lives differently and maybe there are those who wish to have kids in campus before their lives are full of activities.	5/21/2013 8:45 AM
25	I am very grateful for what GGBC is doing to my life.	5/21/2013 7:52 AM
26	You are the best thing that have ever happened in my life for making my dream of what i ever wished to pursue come true.A thank you will never be enough for what you have done in my life.	5/21/2013 4:43 AM
27	THANK YOU FOR GIVING ME THE WINGS TO FLY HIGH!!!!!!! OWE LINDA A LOT IN MY FUTURE	5/21/2013 4:29 AM
28	I am grateful to USAID and other organizations that have supported girl-child education through GGBC. To all those involved, thank you! God bless you.	5/21/2013 4:00 AM
29	Thanks to the Global Give Back Circle for giving me wings to fly.	5/21/2013 3:18 AM
30	20yrs to come poverty will have gone down by 40%if ggbc continues like this please keep up	5/20/2013 5:50 PM
31	I hannah Nungari am so glad and humbly request to take thgis opportunity to give thanks to USAID - KENYA and GGBC for the sponsorship in my academics and every activity withing the program such as mentorship program life skills.More also for teaching us on the idea of the give bck commitment and this teaches that its worth to give back to our community in one way or another. Thank you and thank you once more. All I can do say is GOD BLESS USAID-KENYA and GGBC.	5/20/2013 10:25 AM
32	GOD BLESS YOU AND THANK YOU FOR ALLOWING ME TO BE GGBC GIRL.	5/20/2013 7:47 AM
33	Thank you very much for what you are doing to that needy persons in our society.I does not matter the type of the house you are leaving in,the type of you are driving nor the type of cloths you are using,but one thing matters;what you did to that child that was entrusted into your hands. may the LORD bless you.	5/20/2013 6:52 AM
34	This is a wonderful program. God bless you all	5/20/2013 6:41 AM
35	thank you so much for the support.my God bless all everyone concerned with GGBC.	5/20/2013 6:11 AM
36	the most challenging fact is the job search,kindly if we can find a way of being connected to the job market we wil appreciate.thank you	5/20/2013 5:13 AM
37	THANK YOU FOR SUPPORTING US. GOD BE WITH YOU.	5/20/2013 4:05 AM
38	I just want to say am grateful for all GGBC has done for me.Am honored to be a member of GGBC	5/19/2013 2:23 PM
39	i love ggbc.	5/19/2013 12:45 PM
40	to start the program in rural areas so that those disadvantaged girls in rural areas can get access to it.	5/19/2013 12:02 PM
41	I would love to appreciate greatly having been chosen a member of Global Give Back Circle among other students we schooled with.In return i will ensure that i help as many young girls as possible in the best way i can.	5/19/2013 9:23 AM
42	I am very much grateful! God bless you!	5/18/2013 3:34 PM
43	I very much thank all those who have worked hard to keep us in the programme,my mentor and the entire GGBC team.Thanks lot and God bless you all.	5/18/2013 11:42 AM
44	Ggbc has not only benefited the lives of beneficiaries but their families as well	5/18/2013 11:26 AM
45	The GGBC program is a cycle that requires all members to give what they can to change a life. I am looking forward to the day I will be a benefactor	5/18/2013 11:13 AM
46	GGBC has had a great impact in lives of many girls and deserves appreciation.Thanks a lot to all that participate in the program's success.God Bless.	5/18/2013 11:10 AM
47	Thankyou for the support towards my education and in building me to a better person	5/18/2013 10:14 AM
48	thanks a lot as you have given me a a chance to say what i feel about the program	5/18/2013 10:13 AM
49	please assist the boys to have their own GGBC because i believe that what we get from the program is equally important to the boys.	5/18/2013 9:01 AM

Global Give Back Circle Program Survey

#	Responses	Date
50	I want to take these opportunity to send my regards to all those who made these program a success it has really made a change in many lives especially to me.It has made me realize the sense of giving back to the society.Thank you so much.	5/18/2013 7:30 AM
51	Be blessed for supporting vulnerable girls	5/17/2013 10:37 AM
52	thankyou so much for financing me and enabling me clear my university course God bless	5/17/2013 9:42 AM
53	this program is so important to us and has given so many girls an opportunity to appreciate life and dream of a bright future.	5/17/2013 9:38 AM
54	Well done to this opportunity you have given to us less fortunate people.May God grant you mercy to continue with ths work	5/17/2013 6:11 AM

Annex F: The geographic diversity of the GGBC girls compared to Kenya as a whole

by Okwach Abagi

The latest census, carried out in 2009 revealed that Kenya has a population of **38.6 million people**. Currently, Kenya's population is estimated to have hit slightly over 40 million. At the time of this survey, the population statistics reveal more than two out of every five persons were found to be under the age of 15 - making about 43% of the total Kenyan population. Going by the current trend it is expected that by the year 2030, Kenya's population will grow to about 65.9 million. The following table outlines Kenya's population distribution by province, as per the census conducted in 2009 and released in 2011.

Kenya Wide Population Distribution				GGBC Beneficiaries		
Province / (% of HIV Prevalence*)	Total (Millions)	No. of Women	No. of Men	No. Girls	No. Boys	% of Girls by Region
Total National	38.6	19.4	19.2			
Nairobi	3.1	1.5	1.6			
Central (4.6%)	4.4	2.2	2.2	190	7	35.18
Coast (4.2%)	3.3	1.7	1.6	25	2	4.63
Eastern (3.5%)	5.7	2.9	2.8	88	2	16.27
North Eastern (3.5%)	2.3	1.2	1.1	19	3	3.51
Nyanza** (13.9%)	5.4	2.8	2.6	115	5	21.29
Rift Valley (4.7%)	10.0	5.0	5.0	59	3	10.93
Western (6.6%)	4.3	2.2	2.1	36	3	6.66
Others				06	3	1.11
				538	28	
				566		

Source: 2009 Kenya Population and Housing Census. Kenya National Bureau of Statistics, 2010.

*Source: Kenya DHS 2008/2009.

**Luo Nyanza has 74 girls and 2 boys. % of girls = 13.70; while Kisii Nyanza has 41 girls and 0 boys. % of girls = 7.59.

Rift Valley has the highest population (at 25.9%) followed by Eastern (14.8%), Nyanza (14.0%), Central (11.40%), Western (11.14%), Coast (8.54%) and North Eastern (5.96%).

The GGBC program is a national intervention, which ideally is expected to reflect "the face of Kenya" in terms of distribution of the beneficiaries. With the program focus on disadvantaged vulnerable young people, OVC in particular, it is also expected to focus on regions that are affected more with HIV/AIDS, when recruiting the beneficiaries. The table indicates that 35.18% of the beneficiaries come from Central province, followed by Nyanza province with 21.29%, Eastern with 16.27% and Rift Valley with 10.93%. Western and Coast provinces have more than 4.0% of the beneficiaries, while North Eastern has 3.5% of the beneficiaries.

Over half of the beneficiaries under the GGBC program originate from only two provinces of Central and Eastern provinces despite the fact that there could be more orphans/vulnerable disadvantaged children in other regions, for example, in Nyanza and Western provinces in particular, which have high HIV prevalence.

Annex G: Contractor Response

KCDF FEEDBACK AND PLANS GOING FORWARD

Evaluation Recommendation	KCDF'S RECOMMENDATION
1. Improve the timeliness of program benefits by assigning mentors to beneficiaries within six months of their entering the program	Having engaged with all aspects of the GGBC programme and reflected on the successes and the challenges, we think there is a strong case going forward, to re-think the design of some of the elements of the programme, with a view to ensuring it becomes more decentralized and rooted among a wider group of stakeholders, including the utilization of the inert capacity in local communities where the girls either originate from or are continuing their studies. We would like to ensure the beneficiaries do not disconnect with the realities in the contexts they have come from. We think this will enhance their ability to engage with the arising issues of their communities.
2. Develop and implement a marketing strategy to expand the number of domestic and international mentors and private sector support for GBBC	This will naturally create a wider recruitment base for financial support, mentors and fast track the speed of matchmaking of mentors with mentees, since it would be happening simultaneous from several points. It will widen the ownership of the programme, and increase the opportunities for engagement. In that scenario, KCDF will need to ensure increased capacity and coordination in each of those mentor recruitment bases, in addition to matchmaking from the global and the existing high recruitment centers like Nairobi as the capital city. With the increased numbers of students, and the different contexts that exist in different parts of the country, KCDF is also aware that there will be cases when other approaches of mentorship will be considered, some of which have already been tried by other actors in the country. For example, the approach of group mentorship is working quite well in some programmes that we have visited and would want to borrow from what is working well.
3. If a decision is made by USAID/Kenya to extend funding for the program, the mission may wish to consider including in the grant agreement either a provision to cost-share, gradually phase out funding to KCDF over the life of the grant, or include a different provision to further increase the probability that the GGBC program in Kenya will continue after USAID's contract extension expires.	KCDF is set up and structured in such a way that it generates resources over time, to go into its programmes including the Girl Child Programme, whose engagement goes back to 2003. Due considerations of sustainability of both programme and core funding for KCDFs work, the efforts to build an endowment are main streamed, as well as engagement in the broad promotion of philanthropy in Kenya as a core programme of our work. In addition, we also have several investment strategies to grow resources for our key priority areas of work including the support to disadvantaged girls. Consequently, it would not be favorable to put a condition for KCDF to raise resources for a specific programme. Should USAID consider extending funding to the GGBC programme, KCDF will be able to translate the lessons learnt so far and some of the valuable recommendation from this evaluation to continuously adapt the programme towards sustainability and greater impact including the scaling up and quality delivery.