



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	

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:

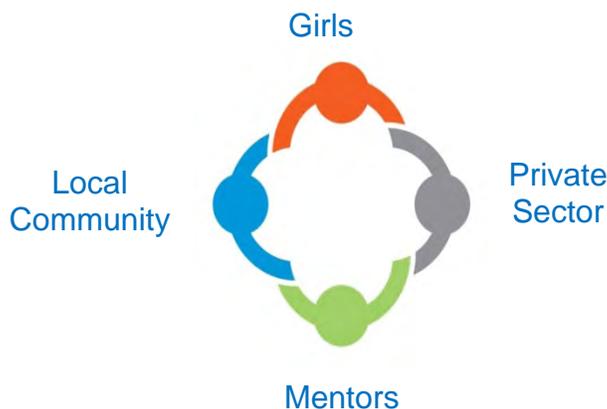
The Kenya Government sees the provision of education and training to all Kenyans as a fundamental ingredient for the overall development of the country and as a key factor in the achievement of the Vision 2030. The introduction of free primary education in 2003 increased the general enrollment and created 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.

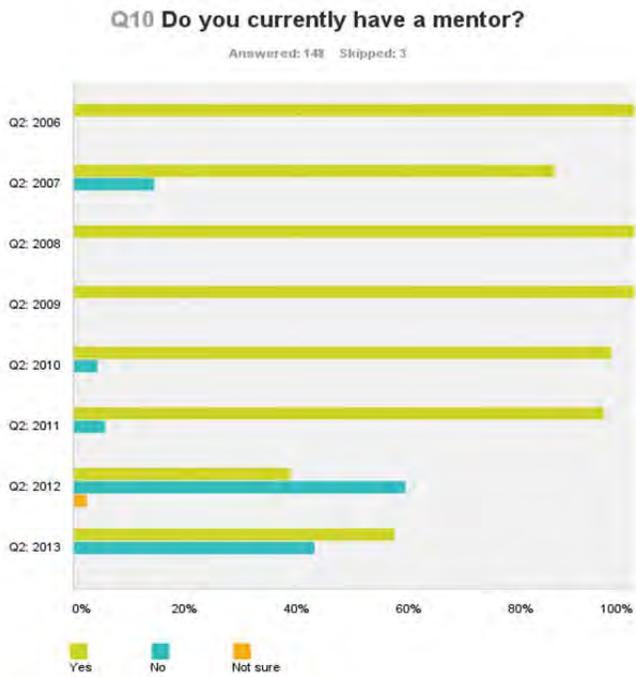


Table 1: Survey responses regarding mentorship among all beneficiaries, by cohort

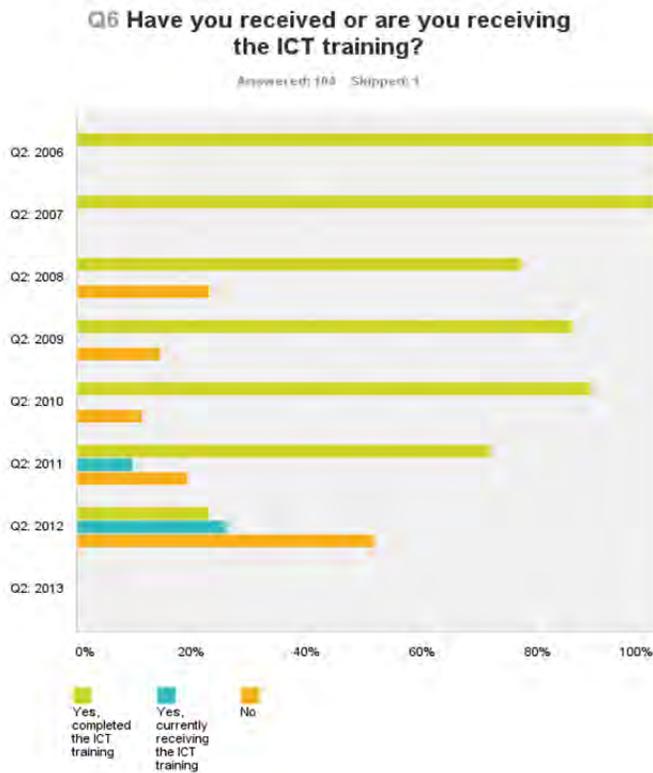


Table 2: Survey responses regarding ICT training among beneficiaries enrolled in tertiary education, by cohort.

- 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.

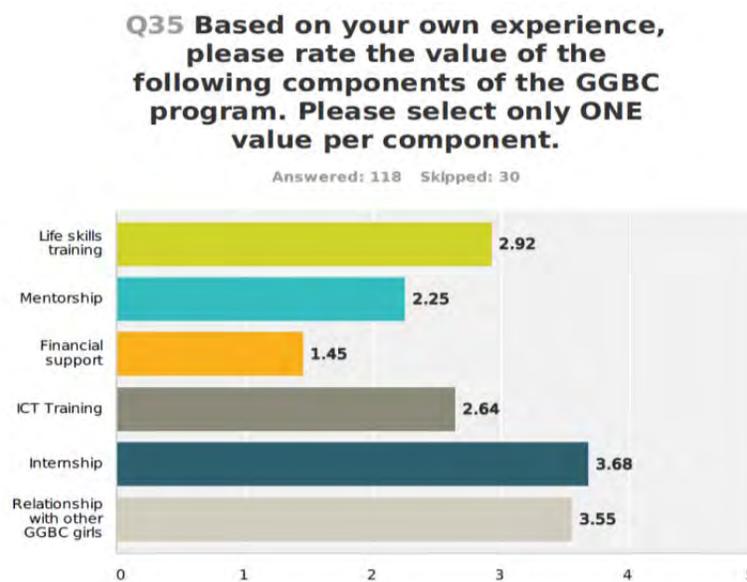


Table 3: Overall rating of GGBC Program elements from most important (1) to least important (6). Lower scores indicate higher rating.

- 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

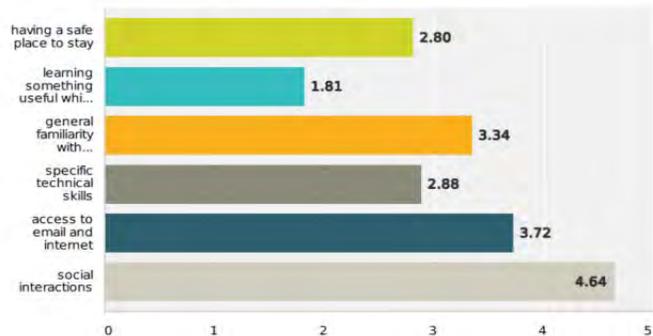


Table 4: Beneficiary rankings of value of ICT training. Lower scores indicate higher perceived importance.

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 – Evaluation Scope of Work

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.

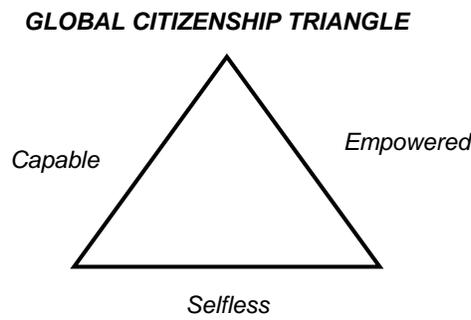
Through an elaborate monitoring and evaluation (M&E) system, the program tracks the beneficiaries’ empowerment by identifying ways through which beneficiaries give back to their communities, whether they are enabled to participate in tertiary education without disruptions; and whether they have a high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

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.

APPENDIX A

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.

Activity /	Timing	Prior to Arrival	WEEK 1: May 6-10	WEEK 2: May 13-17	WEEK 3: May 20-21	WEEKS 4-7
			6 7 8 9 10	11 12 13 14 15 16 17	18 19 20 21 22 23 24	
Introductory Meetings / Events						
Inception report		week of 4/22				
Launch Meeting with USAID			6			
Introductory meeting with KCDF			7			
Ambassador's reception			8			
GBBC Workshop - review of program pillars			9			
GBBC Workshop - annual renewal ceremony			10			
GBBC Workshop - life skills (reproductive health and lean-on circle)			11			
Mentor Event (Deloitte)				16		
Data Collection						
Review of secondary data			6-10	13-17		
Finalize research design			6-10			
Primary Data Collection						
Preparation of primary data collection instruments			7-10			
Field testing / revision of primary data collection instruments			9-10	12	21	
Beneficiary Focus Groups			9-10	12		
Interviews - USAID staff				14		
Interviews - KCDF / GGBC				15	17	
Interviews - mentors (phone and in person)			9	15	17	
Interviews - private sector				13	15	
Interviews - NGOs			11	15	17	
School visits			9			
Online Survey					17-24	
Analysis						
Analysis of secondary data			6-10	13-17		
Coding and analysis of qualitative primary data					17	
Statistical analysis of quantitative data					17-21	24
Report						
Preparation of Draft Report						24
Presentations to USAID and KCDF Staff					22-24	
Receipt of comments from USAID/KENYA						
Submission of Final Report						

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.