

# THEORY OF CHANGE



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## THE NEED

### PROBLEM

Currently, one out of every two girls in Kenya will not complete secondary school<sup>1</sup>, yet education is an “enabling right” that impacts the realization of other human rights.

All around the world, very young adolescence (ages 10-14) is a time in a girl’s life where she experiences rapid physical, social, and emotional changes while being simultaneously exposed to increased risks to her rights and her wellbeing.<sup>2</sup>

In the rural Kenyan community served by Flying Kites, 100% of 727 very young adolescent girls surveyed in 2020 reported being affected by one or more issues related to: *access to menstrual pads, period shame, sexual assault, and early pregnancy.*

While research shows that the completion of secondary school has dramatic implications for a girl’s life outcomes – **without effective interventions and support systems in place– a girl’s future is at risk long before she even reaches secondary school**, threatening her right to education and health.

*Investing in girls “when it counts” – at this critical stage of their development – forms the basis of our work.*

### REASON

**Girls have a right to education.**

## THE WORK

### INPUTS

1. Girls United Clubs
2. Teacher Training
3. Gender-Based Violence (GBV) Initiative
4. Gender Equity Sensitization
5. Water, Sanitation, and Hygiene (WASH) & Menstrual Health Management (MHM) Resources
6. Secondary School Support

### PARTNERS

1. Public primary schools and their teachers
2. Expert & technical partners
3. Local and national government actors
4. Local communities

### MISSION

**We partner with teachers in rural Kenya to transform primary schools so that girls can thrive.**

## THE RESULTS

### OUTCOMES

1. **Sexual and Reproductive Health (SRH):** Increase in age-appropriate knowledge of SRH, MHM, and pregnancy prevention among girls.
2. **Social Networks:** Increased access to social networks through which girls feel safe and supported throughout primary school and into secondary school.
3. **Decision-Making:** Increased decision-making power among girls, especially concerning SRH choices.
4. **Leadership:** Increased involvement of girls in school and community leadership roles.
5. **Gender Equity:** Increase in the level of gender equitable attitudes among students – boys and girls – and teachers.
6. **Tech Literacy:** Increased capacity of teachers to utilize technology in the classroom and access digital resources that address SRH, MHM, GBV, and gender equity.
7. **GBV:** Increased utilization of child protection and GBV response services by girls, boys, parents, and teachers.
8. **WASH/MHM:** Increased access to MHM resources and facilities for WASH among girls in public primary schools.
9. **Secondary School:** Increased enrollment and graduation from secondary school by girls.

### GOAL

**Girls in rural Kenya realize their human rights by making informed choices about their bodies, their education, and their future.**

### VISION

**A world where girls can live healthy, self-determined futures.**

1. UNESCO’s VIEW Database, Global Education Monitoring Report (accessed, 6th February 2024).

2. Katharine McCarthy, Martha Brady, and Kelly Hallman, “Investing When It Counts: Reviewing the Evidence and Charting a Course of Research and Action for Very Young Adolescents,” 2016.

# INPUTS, ACTIVITIES & TARGET OUTCOMES



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## INPUT

## ACTIVITIES

## 5-YEAR TARGET OUTCOMES

### GIRLS UNITED CLUBS

- **Girls United Club Meetings** at school, at least 4 times each term.
- **GU Club Curriculum & Resources** on core themes of MHM, SRH, GBV, and Gender Equity.
- **GU Club Leader Training & Support**, including engagement with curriculum development, skill-building workshops, termly expense stipend, and involvement in MEL activities.
- **GU Digital** – contextualized digital videos & resources delivered using student tablets.
- **Resources for Girl-Centered Events**, including GU Sports & International Day of the Girl.

- **SRH:** 80% of very young adolescent (VYA) girls in our Network can demonstrate age-appropriate knowledge of SRH, MHM, and pregnancy prevention.
- **Social Networks:** 95% of VYA girls in our Network participate in GU Clubs.
- **Decision-Making:** 75% of VYA girls in our Network demonstrate an increase in decision-making power, especially concerning SRH choices.
- **Leadership:** VYA girls hold at least 33% of student leadership positions in schools.

### TEACHER TRAINING

- **Sensitization Workshops & Resources** on Gender-Transformative Classroom Management.
- **Technology Training Workshops**, including coaching & self-directed learning resources.
- **Access to Flying Kites Tech Resource Center** through weekly after-school Open House events inclusive of reliable internet and printing resources.
- **Access to Digital Library of Teaching Resources**, including teacher-recommended curricular resources and information on topics of MHM, SRH, GBV, and Gender Equity.

- **Gender Equity:** 75% of teachers demonstrate gender equitable attitudes.
- **Tech Literacy:** 80% of teachers reach proficiency in the use of basic technology devices (including government-issued tablets) and are able to access the national education curriculum and digital teaching resources with independence.

### GBV INITIATIVE

- **Zero-Tolerance for GBV Policy** incorporated into partnership MoUs.
- **Train & Position Child Protection Volunteers (CPVs)** as support resources at schools.
- **GBV-Focused Workshops & Resources** for school staff, teachers, and students.
- **Participate in Children’s Advisory Committee**, led by the Deputy County Commissioner.

**GBV:** At least 75% of GBV cases reported in Network Schools are documented and addressed through the Directorate of Children’s Services within 2 years of GBV program implementation.

### GENDER EQUITY SENSITIZATION

- **Facilitate Sensitization Workshops** on SRH and healthy relationships for all very young adolescent (VYA) students (boys & girls).
- **Engage & Involve Boys** in events and feedback sessions on issues of gender equity.
- **GU Digital Content** is available to all students (boys & girls) and teachers on school tablets.

**Gender Equity:** 75% of students and teachers demonstrate gender equitable attitudes.

### WASH & MHM RESOURCES

- **Deliver Menstrual Health Kits**, including pads & underwear, to all girls of menstruating ages.
- **Provide MHM Information & Resources** through GU Clubs & GU Digital.
- **Conduct School WASH Evaluations** based on UNICEF global guidance for WASH in Schools.
- **Construct & Refurbish WASH Facilities** through WASH Implementation Partner.

- **WASH:** 50% of Network Schools have WASH facilities that meet UNICEF global guidance standards by Year 5.
- **MHM:** 100% of menstruating girls in our Network receive Menstrual Health Kits.

### SECONDARY SCHOOL SUPPORT

- **Secondary School Scholarships** based on need (full or partial), including learning resources.
- **Term Break Mentoring Sessions & Workshops** led by GU Patrons for GU Club members enrolled in secondary school.
- **Menstrual Health Kits** and other resources delivered termly in connection with workshops.

**Secondary School:** 75% of girls who complete at least 1 year of GU Club participation, enroll and graduate from Secondary School.