

Monitoring tools from the Kenya Timz programme

**About this document:** This document compiles several monitoring tools designed for the *Addressing Violence Against Women and Girls Through Sport* (Kenya Timz) programme (see [here](https://www.itad.com/projects/addressing-violence-against-women-and-girls-through-sport/) for more details). They were developed by Itad, to support the programme in monitoring change on an ongoing basis, feeding into the [logframe](https://itad.com/wp-content/uploads/2018/10/VAWG-Logframe.pdf) and the [final evaluation](https://itad.com/reports/evaluation-of-the-addressing-violence-against-women-and-girls-through-football-programme/). We have made these tools publically available for the use of other sport-for-development programmes, who may be grappling with similar challenges around how to measure change. Please feel free to use and adapt them. If you have any questions about the tools, please contact [melanie.punton@itad.com](mailto:melanie.punton@itad.com). The final evaluation report contains some reflections on the programme’s monitoring and evaluation approach (Section 5.3), which may also be of interest.

|  |  |  |
| --- | --- | --- |
| **Which group?** | **Tool** | **What was it used for?** |
| **Young people** | 1. Youth agree / disagree tool | Monitoring the **attitudes** expressed by young people in relation to gender and violence. This was used in the first session young people attended, and then again in their final session, to monitor change. |
| 2. Youth assessment, confidence and life skills tool | Monitoring young people’s **confidence, self-esteem and life skills**. The tool was used in the first session that young people attended, and then again in their final session, to monitor change over time. The end of cohort tool also asks a series of questions about how young people found the programme. |
| 3. Youth Focus Group Discussion guide | Capturing **feedback** from young people about how they were finding the football and curriculum sessions. This was used periodically throughout each cohort, to feed lessons back into the programme. One key learning point is that it is difficult for coaches to use this tool effectively – ideally the focus groups should be conducted by someone outside of the programme (so young people feel comfortable giving honest feedback), and preferably someone trained in qualitative research methods and used to running focus group discussions. |
| **Coaches** | 4. Coaches’ training assessment form | Monitoring coaches’ **confidence** in delivering the programme, and capturing **feedback** on the coaches’ training courses. The tool was used before and after each training course, to monitor the success of the training and how the training had impacted coaches’ confidence. |
| 5. Coaches’ end of cohort / programme reflections | Monitoring coaches’ **confidence** in delivering the programme, and capturing their **feedback** on the programme as a whole. This was used at the end of the first cohort and again at the end of the programme. |
| **Community** | 6. Community event and community conversation record tool | Capturing **information about community events**, and **key points of discussion** between community members at ‘community conversations’ during the events. This was used at each community festival, to estimate the **number of participants** and capture **feedback** about the event, and also to understand the nature of the dialogue promoted by the programme and gain insights into community **attitudes** and **actions** participants agreed to take to address violence in their communities. |
| **Duty bearers (e.g. police, government, teachers, health care workers)** | 7. Meeting minute tool | Capturing **key discussion points** and **decisions** made in meetings with duty bearers, to track **if and how the programme was influencing** these groups. |
| 8. Outcome tracker tool | Documenting **actions** taken by decision makers, which programme staff felt had been influenced by the programme. This was used to track **programme influence over policy and practice change** (with documented outcomes verified by the endline evaluation). |

1. Youth Agree/Disagree Activity Tool

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Location** | *Location 1* ☐ | | *Location 2* ☐ | |
| **Date of session** |  | | | |
| **Day** | Tuesday ☐ | Thursday ☐ | | Saturday☐ |
| **Age of group** | 10-13 years old ☐ | 14-20 years old ☐ | | Mixed (10-20 years old)☐ |

**Instruction for coaches:**

Split the group into separate groups of males and females before you do the activity. Write the number of young people who agree and disagree with each statement in the table below, split by the number of males and females.

**Statements 1-7** should be used with **all** age groups. **Statements 8-10** should only be used with **older participants (aged 14-20).**

This form should be handed to the Field Officer.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Statement** | **Agree** | | **Disagree** | | **Not sure** | |
| Females | Males | Females | Males | Females | Males |
| 1. If a man is insulted, he should defend his name, with force if he has to.[[1]](#footnote-1) |  |  |  |  |  |  |
| 1. Girls have the same right as boys to study and finish school |  |  |  |  |  |  |
| 1. A man should have the final word about decisions in his home |  |  |  |  |  |  |
| 1. Women can be leaders in the community just as well as men can |  |  |  |  |  |  |
| 1. There are times when a woman deserves to be beaten |  |  |  |  |  |  |
| 1. If a man sees another man beating a woman, he should stop it |  |  |  |  |  |  |
| 1. If a girl is raped or defiled, it brings shame to her family |  |  |  |  |  |  |
| ***The following questions are for girls and boys aged 14-20 only.*** | | | | | | |
| **Statement** | **Agree** | | **Disagree** | | **Not sure** | |
| Females | Males | Females | Males | Females | Males |
| 1. A man and a woman should decide together whether and when to have children |  |  |  |  |  |  |
| 1. It is disgusting to see men acting like women |  |  |  |  |  |  |
| 1. A girl is to blame if she is raped or defiled |  |  |  |  |  |  |

2. Youth cohort assessment, confidence and life skills tool

Start of cohort assessment

|  |
| --- |
| **Introduction:**   * All the young people are given a set of 11 paper slips displaying a set of smiley face icons (see below), cut into slips, and a pencil or a pen. Girls are given icons printed on red paper and boys are given icons printed on green paper. * A voting box is set up at the front of the room. * Tell the young people that we want to find out how they feel about themselves and how confident they are. * The exercise involves putting vote cards into the box at the front of the room. Encourage the young people to be honest. Their vote will be secret and nobody else should see what they choose. * Explain the meaning of the different icons (very smiley means strongly agree, a bit smiley means kind of agree, a bit sad means kind of don’t agree, very sad means don’t agree at all, question marks mean don’t know). Check that the young people understand. * Read out each statement to the young people one at a time. Check to see if everyone understands the statement, and then ask them to take a slip of paper and circle the icon that fits best. Ask the young people to fold up the piece of paper so nobody else can see what they circled. * Young people then line up to put the slip of paper in the box. * The note taker / co-facilitator takes the slips out of the box and counts them up while the main facilitator reads out the next question. * The note taker / co facilitator clearly marks down the answers from the previous question while the young people are voting for the next question. |

**Before asking the questions, can you tell me what confidence means?** *(Facilitate a short discussion to ensure that everyone understands the meaning of ‘confidence.’)*

**Now I want you to think about how confident you feel doing the following things.**

1. I feel confident playing football with people of the other sex
2. I feel confident speaking up for myself and saying what I feel
3. I feel confident speaking out during group discussions
4. If I disagree with someone, I am confident to sort it out it without using violence
5. I feel confident to make decisions for myself

**Now I want you to think about how much you agree with the following statements.**

1. I feel good about myself
2. I can work well with other people
3. I respect other people’s opinions and listen to what they have to say
4. If a boy or a man was hurting a girl I knew, I would do something to try and stop him
5. If a girl I knew had been raped, I would try to help and support her.
6. If someone was hurting me, I would feel able to ask for help

**Short discussion:** *Pick a few statements and tell the young people the results of the vote. For example you might say “most of you were very happy playing football with people of the other sex.” Or “quite a few of you are not confident to make decisions for yourself.” Then facilitate a short conversation with the young people about the results. For example you might say: “Does anyone want to talk about why they think this?” or “Could anyone explain why the voted the way they did?”*

End of cohort assessment

|  |
| --- |
| **Introduction:**   * All the young people are given a set of 14 paper slips displaying a set of smiley face icons (see below), cut into slips, and a pencil or a pen. Girls are given icons printed on red paper and boys are given icons printed on green paper. * A voting box is set up at the front of the room. * Tell the young people that we want to find out how they feel about the programme and how they feel about themselves since taking part in the programme. * The exercise involves putting vote cards into the box at the front of the room. Encourage the young people to be honest. Their vote will be secret and nobody else should see what they choose. * Explain the meaning of the different icons (very smiley means strongly agree, a bit smiley means kind of agree, a bit sad means kind of don’t agree, very sad means don’t agree at all, question marks mean don’t know). Check that the young people understand. * Read out each statement to the young people one at a time. Check to see if everyone understands the statement, and then ask them to take a slip of paper and circle the icon that fits best. Ask the young people to fold up the piece of paper so nobody else can see what they circled. * Young people then line up to put the slip of paper in the box. * The note taker / co-facilitator takes the slips out of the box and counts them up while the main facilitator reads out the next question. * The note taker / co-facilitator clearly marks down the answers from the previous question while the young people are voting for the next question. |

**The first three questions are about what you think about the programme.**

1. Thinking back over the last year and your time spent with Kenya Timz, how much have you liked taking part in the FOOTBALL sessions? Just think about the football sessions for now.
2. Now I want you to think about just the EDUCATION sessions, how much have you liked them?
3. Now I want you to think about how much you agree with this statement. I have learned a lot from the EDUCATION sessions.

**The next questions are about you and how you feel since taking part in the programme. Before asking the questions, can you tell me what confidence means?** *(Facilitate a short discussion to ensure that everyone understands the meaning of ‘confidence.’)*

**Now I want you to think about how confident you feel doing the following things.**

1. I feel confident playing football with people of the other sex
2. I feel confident speaking up for myself and saying what I feel
3. I feel confident speaking out during group discussions
4. If I disagree with someone, I am confident to sort it out it without using violence
5. I feel confident to make decisions for myself

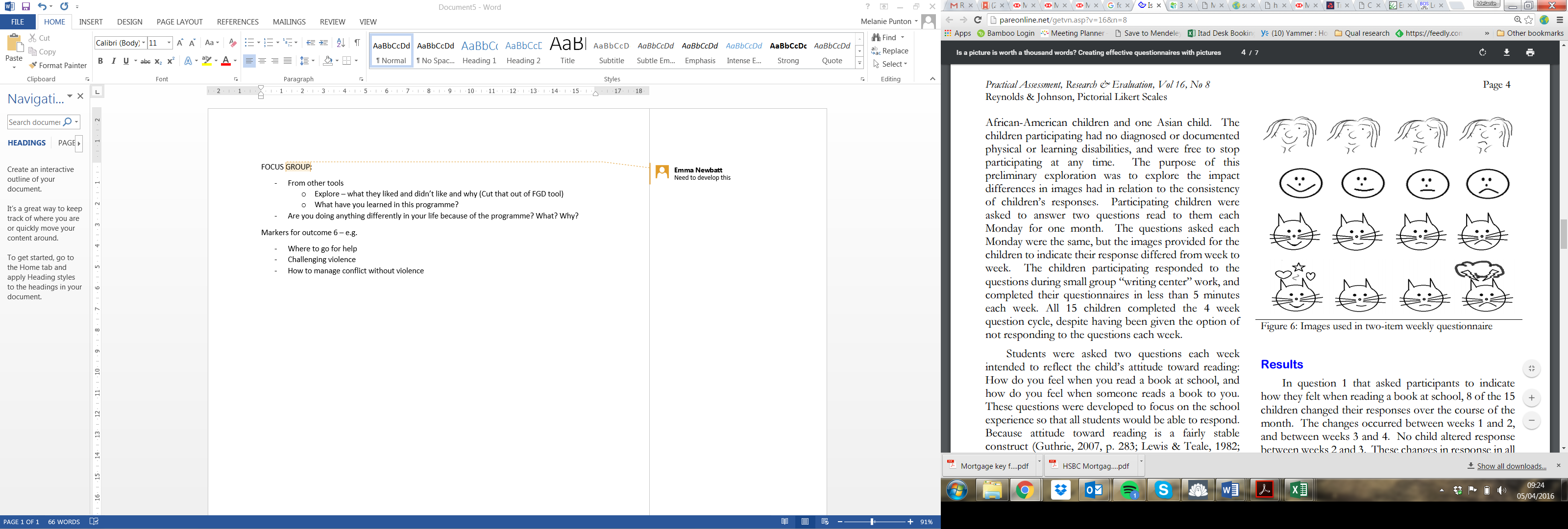
**Now I want you to think about how much you agree with the following statements.**

1. I feel good about myself
2. I can work well with other people
3. I respect other people’s opinions and listen to what they have to say
4. If a boy or a man was hurting a girl I knew, I would do something to try and stop him
5. If a girl I knew had been raped, I would try to help and support her.
6. If someone was hurting me, I would feel able to ask for help

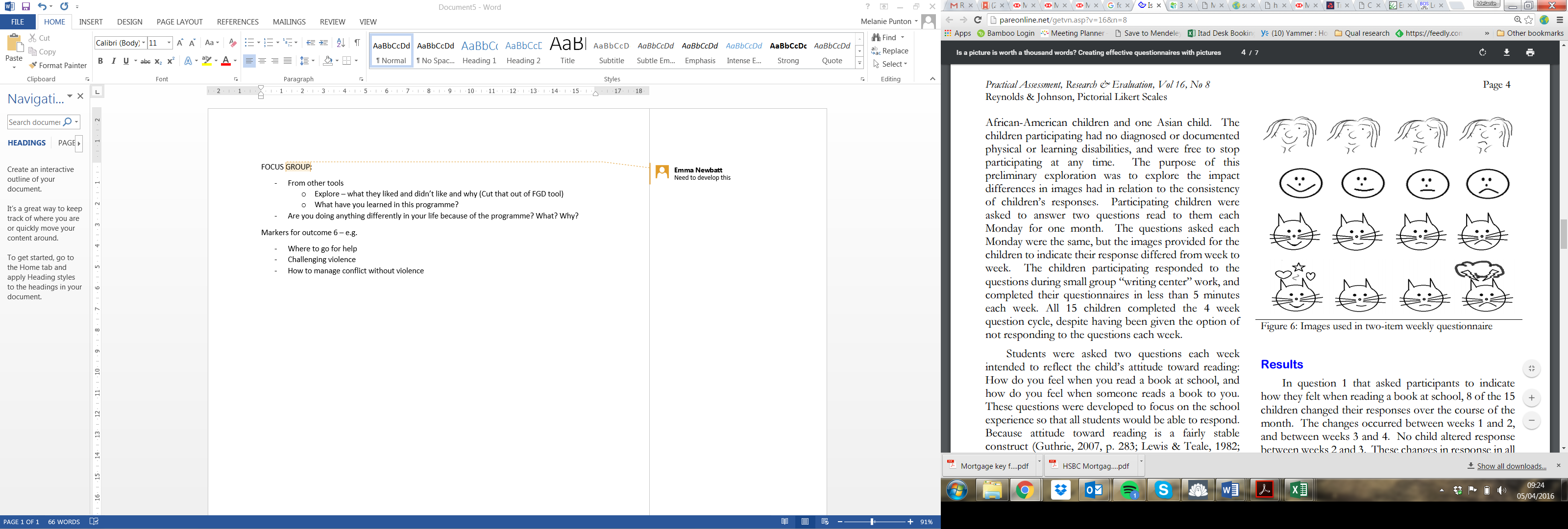
**Short discussion:** *Pick a few statements and tell the young people the results of the vote. For example you might say “most of you were very happy playing football with people of the other sex.” Or “quite a few of you are not confident to make decisions for yourself”*

*Then facilitate a short conversation with the young people about the results. For example you might say: “Does anyone want to talk about why they think this?” or “Could anyone explain why the voted the way they did?”*

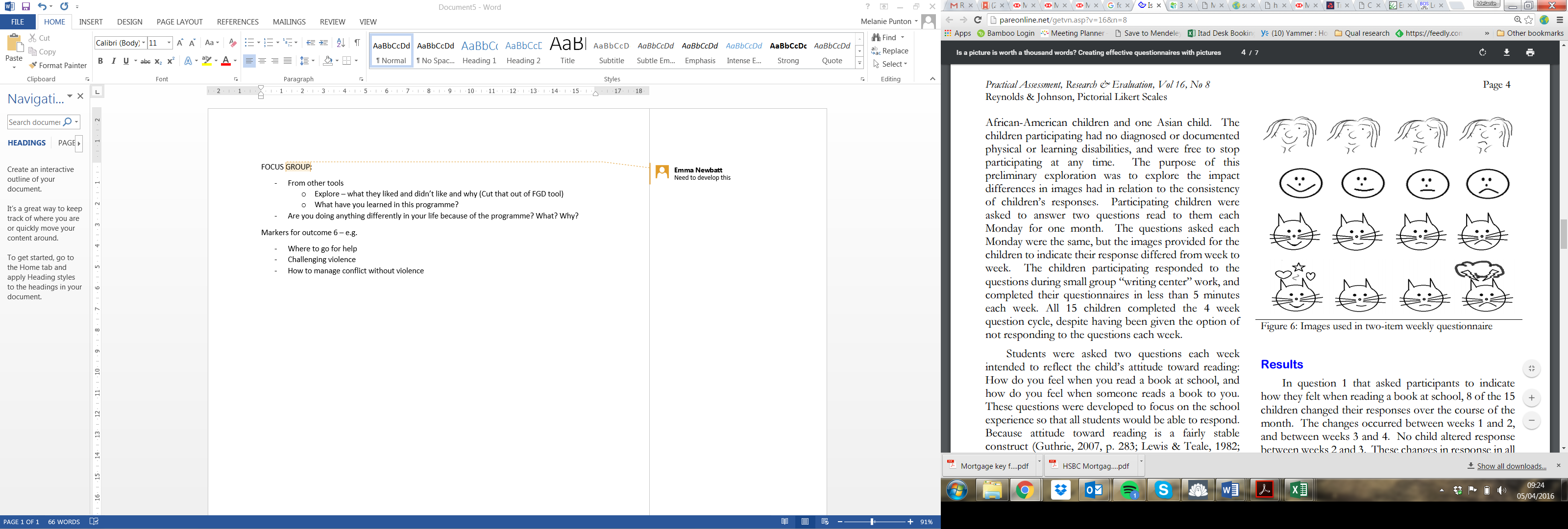
Smiley face icons for use with start and end of cohort assessment



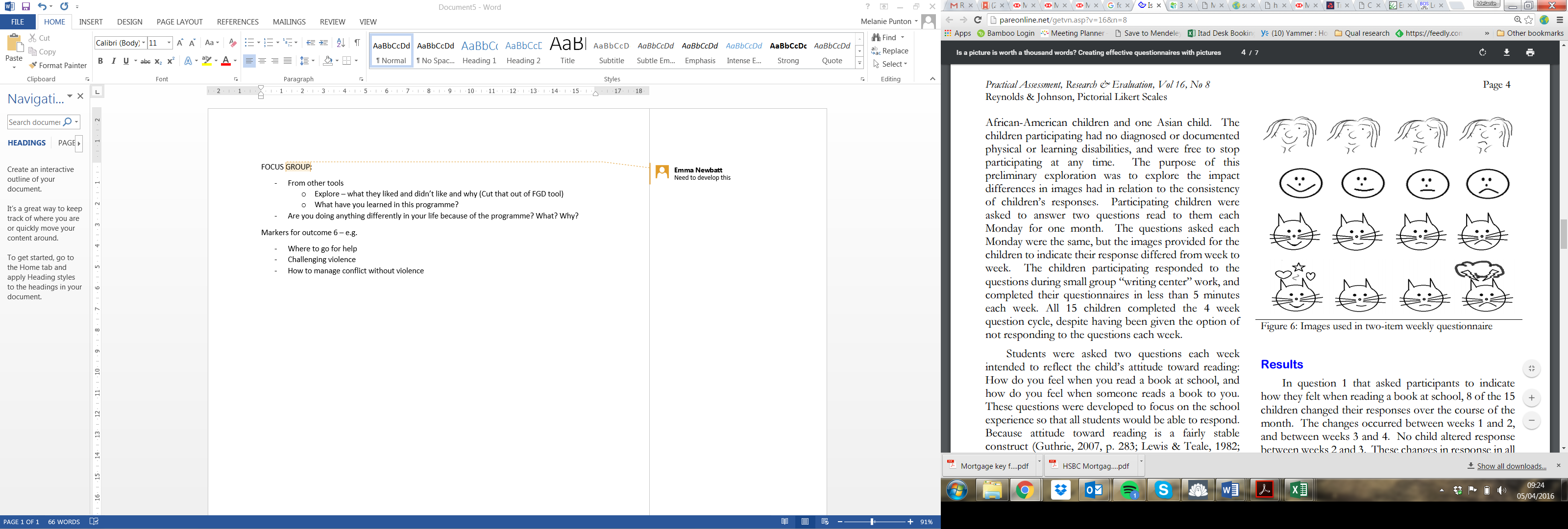
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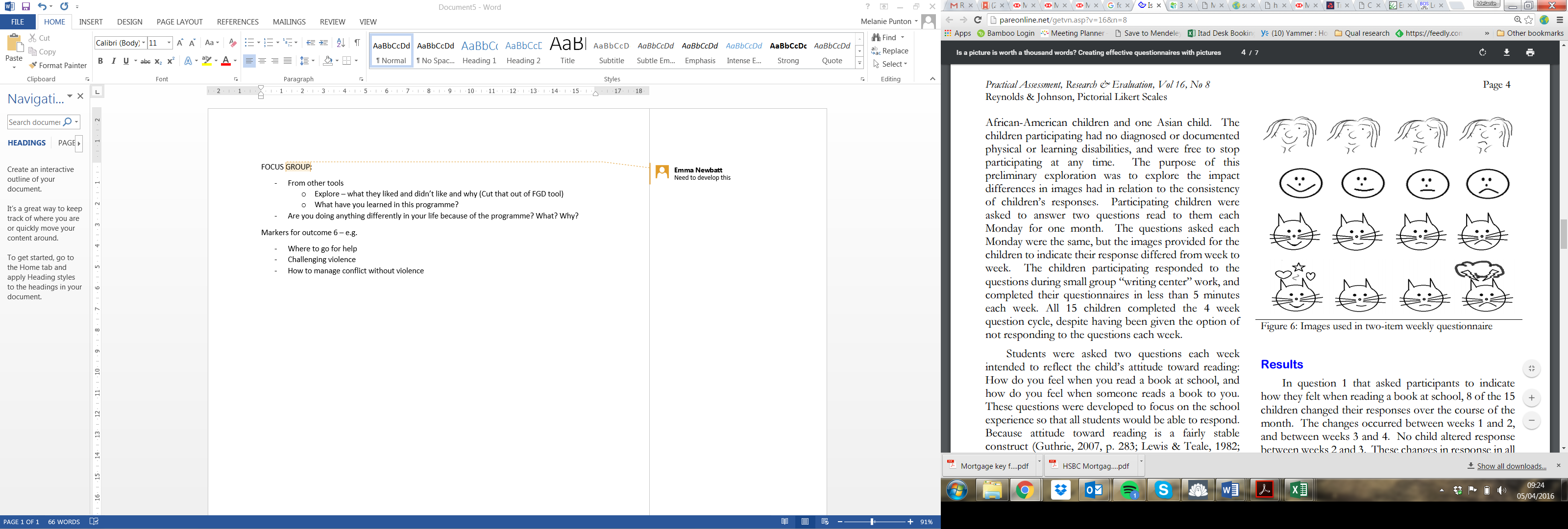
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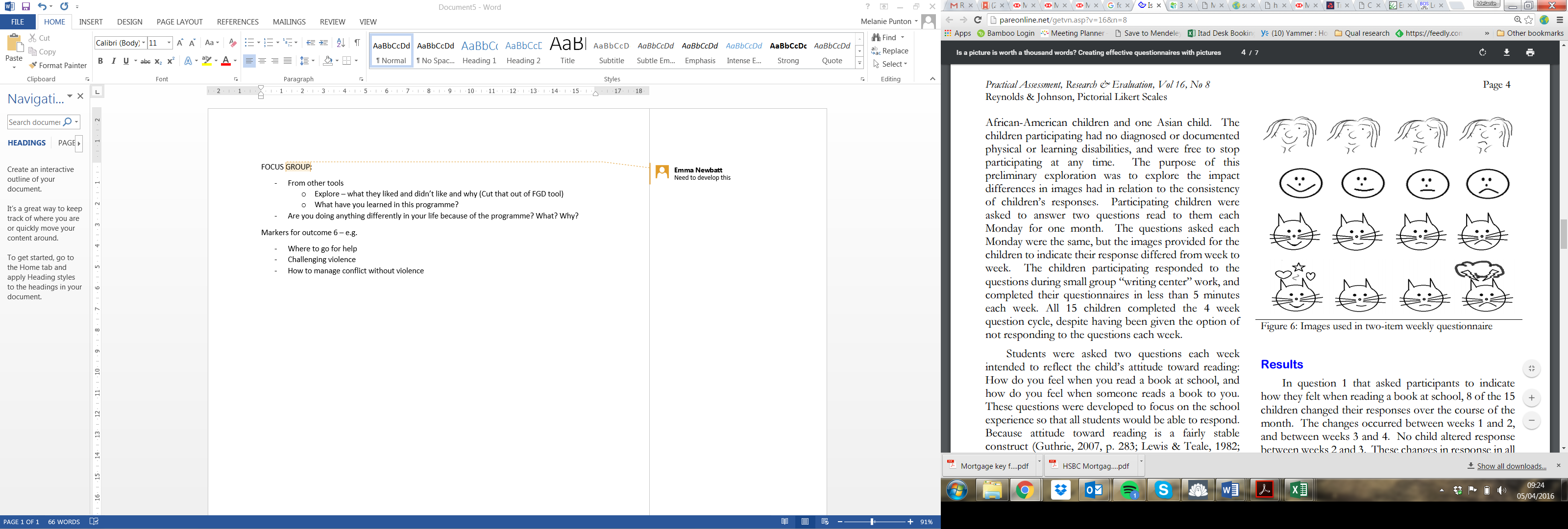
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3. Youth Focus Group Discussion guide

**Instructions:**

* At the end of every Block, you should gather a group of around 8-10 young people who have participated in the thematic curriculum together to discuss how they have found the sessions over the course of the Block.
* Each coach should talk to a group of young people *who take part on sessions on a different day to the coach* (so if the M&E lead coach facilitates the Thursday session, they should talk to young people who attend the Tuesday or Saturday sessions).
* When choosing young people for the focus groups, you should choose either: **older girls** (aged 14-20), **younger girls** (aged 10-13), **older boys** (aged 14-20) or**younger boys** (aged 10-13). This should help the young people feel comfortable talking freely around the other participants.
* An overall schedule (for which groups should be covered in each community per Block) will be provided by the Field Officer. The M&E lead coaches should discuss among themselves to ensure that the requisite groups are covered per Block.
* Please summarise the responses of participants underneath each question below, or on a separate sheet of paper.
* You will need some pieces of blank paper and some pens for question 6, and a box for the young people to put their responses in.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of coach running the focus group** |  | | | |
| **Date of focus group** |  | | | |
| **Location** |  |  | |  |
| **Block being discussed** |  | | | |
| **Age range of participants** | Older (14-20) | | Younger (10-13) | |
| **Sex of participants** | Girls | | Boys | |
| **Day the young people attend sessions**  **Day the young people attend sessions** | Tuesday | Thursday | | Saturday |

**Introduction: Tell the young people the following**

* This meeting is to discuss how you are finding the programme, what you like and don’t like about it, and what we can do better in future.
* It is OK if you all have different opinions in the group – I do not expect you to all agree about everything;
* You don’t have to answer any questions you don’t want to, and you can stop or leave at any time.
* Please feel free to give your true opinion – I will not tell the other coaches.
* If there is anything more that you want to say on any of the topics, in private, please come and talk to me at the end.

1. **I would like you to think back over the sessions you have attended for this Block****over the past [xx weeks/months]. This Block has been looking at [insert name of topic]. How have you been finding these sessions?**
2. **How have you been finding the football activities you have participated in during this time?**
3. **What have you liked most about the education sessions during this Block? Why did you like this aspect?**
4. **What have you not liked, or liked less, about the education sessions you have had for this Block? Why?**
5. **What has been the most important thing that you have learned in the sessions you have had for this Block?**
6. **What are some things that you would like to learn more about in future?**
7. **Now I would like you to think about the coaches who have been running your session, and write down some comments about how the coaches are doing. When writing your comments, think about what you like about the coaches and what you like less about them.**

**Do not write your name, so your comments will be anonymous. Please be open and honest as we will use what you say to improve the programme. Only me and the Field Officer will see these comments – your coach will not see them.** *[Once the young people have gone, copy or glue the comments on to a separate sheet to give to the Field Officer]*

4. Coaches training assessment survey

Pre-training survey

*Welcome to the Kenya Timz coaches’ training! This survey is to help us understand your learning needs and any expectations you have about the training.*

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Please read the questions and tick one answer.** **How confident do you feel at the moment about...** | | | |
| **Understanding the differences between child-centred learning and educator-centred learning** | | | |
| Very confident ☐ | Quite confident ☐ | Not very confident ☐ | Not confident at all ☐ |
| **Communicating to parents and the community about the Kenya Timz programme, and responding to any worries they have** | | | |
| Very confident ☐ | Quite confident ☐ | Not very confident ☐ | Not confident at all ☐ |
| **Delivering an education activity using child-centred learning** | | | |
| Very confident ☐ | Quite confident ☐ | Not very confident ☐ | Not confident at all ☐ |
| **Conducting monitoring and evaluation activities with young people to monitor the curriculum?** | | | |
| Very confident ☐ | Quite confident ☐ | Not very confident ☐ | Not confident at all ☐ |
| **Challenging taboos and myths around gender, sex, and violence against women and girls?** | | | |
| Very confident ☐ | Quite confident ☐ | Not very confident ☐ | Not confident at all ☐ |
| **Running a session for young people on their rights and responsibilities?** | | | |
| Very confident ☐ | Quite confident ☐ | Not very confident ☐ | Not confident at all ☐ |
| **Running a session for young people about gender and the differences between the roles of men and women in society?** | | | |
| Very confident ☐ | Quite confident ☐ | Not very confident ☐ | Not confident at all ☐ |
| **Running a session for young people on sex and sexual and reproductive health?** | | | |
| Very confident ☐ | Quite confident ☐ | Not very confident ☐ | Not confident at all ☐ |
| **Knowing what to do if a child comes to you and tells you that she or he is being abused?** | | | |
| Very confident ☐ | Quite confident ☐ | Not very confident ☐ | Not confident at all ☐ |
| **#**   1. **What three things do you most want to learn about during this training?** | | | |
| 1.  2.  3. | | | |
| 1. **Are there any parts of the training you are worried or concerned about?** | | | |
|  | | | |
| 1. **Please indicate your gender (optional)** | | | |
| * 1. Male ☐ Female ☐ | | | |

Post-training survey

*Thank you for taking part in this Kenya Timz curriculum training event! This survey is to help us understand what you have learned and how we can make the training better next time.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **What did you think about the training? Please only tick one answer for each statement.** | | | | |
| 1. **The training met my expectations** | | | | |
| * 1. Strongly agree ☐ | * 1. Agree ☐ | * 1. Not sure ☐ | * 1. Disagree ☐ | * 1. Strongly disagree ☐ |
| * 1. **Comments** | | | | |
| 1. **The training facilitators were high quality** | | | | |
| * 1. Strongly agree ☐ | * 1. Agree ☐ | * 1. Not sure ☐ | * 1. Disagree ☐ | * 1. Strongly disagree ☐ |
| * 1. **Comments** | | | | |
| 1. **The Coach Handbook is useful** | | | | |
| * 1. Strongly agree ☐ | * 1. Agree ☐ | * 1. Not sure ☐ | * 1. Disagree ☐ | * 1. Strongly disagree ☐ |
| * 1. **Comments** | | | | |
| 1. **The workshop environment (rooms, equipment etc) was comfortable and appropriate** | | | | |
| * 1. Strongly agree ☐ | * 1. Agree ☐ | * 1. Not sure ☐ | * 1. Disagree ☐ | * 1. Strongly disagree ☐ |
| * 1. **Comments** | | | | |
| 1. **I have acquired new knowledge and/or skills from taking part in the training** | | | | |
| * 1. Strongly agree ☐ | * 1. Agree ☐ | * 1. Not sure ☐ | * 1. Disagree ☐ | * 1. Strongly disagree ☐ |
| * 1. **Comments** | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. ***Please read the questions and tick one answer.******How confident do you feel now about...***   **Understanding the differences between child-centred learning and educator-centred learning** | | | |
| Very confident ☐ | Quite confident ☐ | Not very confident | Not confident at all ☐ |
| **Communicating to parents and the community about the programme, and reassuring them that it is not working against local culture** | | | |
| Very confident ☐ | Quite confident ☐ | Not very confident | Not confident at all ☐ |
| **Delivering an education activity using child-centred learning** | | | |
| Very confident ☐ | Quite confident ☐ | Not very confident | Not confident at all ☐ |
| **Conducting monitoring and evaluation activities with young people to monitor the curriculum?** | | | |
| Very confident ☐ | Quite confident ☐ | Not very confident | Not confident at all ☐ |
| **Challenging taboos and myths around gender, sex, and violence against women and girls?** | | | |
| Very confident ☐ | Quite confident ☐ | Not very confident | Not confident at all ☐ |
| **Running a session for young people on their rights and responsibilities?** | | | |
| Very confident ☐ | Quite confident ☐ | Not very confident | Not confident at all ☐ |
| **Running a session for young people about gender and the differences between the roles of men and women in society?** | | | |
| Very confident ☐ | Quite confident ☐ | Not very confident | Not confident at all ☐ |
| **Running a session for young people on sex and sexual and reproductive health?** | | | |
| Very confident ☐ | Quite confident ☐ | Not very confident | Not confident at all ☐ |
| **Knowing what to do if a child comes to you and tells you that she or he is being abused?** | | | |
| Very confident ☐ | Quite confident ☐ | Not very confident | Not confident at all ☐ |
| **#**   1. **Please write three things you liked about the training, and three things you didn’t like.** | | | |
| **I liked...**  1.  2.  3. | | **I didn’t like...**  1.  2.  3. | |
| 1. **Now that you’ve finished the training, do you have any worries about delivering the Kenya Timz curriculum to young people?** | | | |
|  | | | |
| 1. **Please indicate your gender (optional)** | | | |
| * 1. Male ☐ Female ☐ | |

5. Coaches’ End of Cohort / programme Reflections Form

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| This form is designed to record your experience with the Kenya Timz programme. This information will help us to understand how you have found the programme, what has worked well, and what has worked less well. We will not ask you to give your name, so please answer honestly – the information you provide will be very important in improving the programme going forward. | | | | | | | |
| **1. Please read the questions below and tick one answer. Please provide a brief comment to explain your answer.** | | | | | | | |
| ***1.a. How confident do you feel about...Delivering football coaching to young people?*** | | | | | | | |
| Very confident ☐ | | Quite confident ☐ | | Not very confident ☐ | | Not confident at all ☐ | |
| Please provide reasons for your answer | | | | | | | |
| ***1.b. How confident do you feel about...Delivering football coaching that is inclusive of both boys and girls?*** | | | | | | | |
| Very confident ☐ | | Quite confident ☐ | | Not very confident ☐ | | Not confident at all ☐ | |
| Please provide reasons for your answer | | | | | | | |
| ***1.c. How confident do you feel about...Delivering football coaching that is inclusive of young people at all levels of football ability?*** | | | | | | | |
| Very confident ☐ | | Quite confident ☐ | | Not very confident ☐ | | Not confident at all ☐ | |
| Please provide reasons for your answer | | | | | | | |
| ***1.d. How confident do you feel about...Mentoring, guiding and encouraging young people?*** | | | | | | | |
| Very confident ☐ | | Quite confident ☐ | | Not very confident ☐ | | Not confident at all ☐ | |
| Please provide reasons for your answer | | | | | | | |
| ***1.e. How confident do you feel about...Planning, managing and delivering football events in the community?*** | | | | | | | |
| Very confident ☐ | | Quite confident ☐ | | Not very confident ☐ | | Not confident at all ☐ | |
| Please provide reasons for your answer | | | | | | | |
| ***1.f. How confident do you feel about...Running a session for young people about conflict and violence?*** | | | | | | | |
| Very confident ☐ | | Quite confident ☐ | | Not very confident ☐ | | Not confident at all ☐ | |
| Please provide reasons for your answer | | | | | | | |
| ***1.g. How confident do you feel about...Running a session for young people on issues faced by women and girls in the community?*** | | | | | | | |
| Very confident ☐ | | Quite confident ☐ | | Not very confident ☐ | | Not confident at all ☐ | |
| Please provide reasons for your answer | | | | | | | |
| ***1.h. How confident do you feel about...Talking to other adults about sexual violence?*** | | | | | | | |
| Very confident ☐ | | Quite confident ☐ | | Not very confident ☐ | | Not confident at all ☐ | |
| Please provide reasons for your answer | | | | | | | |
| ***1.i. How confident do you feel about...Running a session for young people about sexual violence?*** | | | | | | | |
| Very confident ☐ | | Quite confident ☐ | | Not very confident | | Not confident at all ☐ | |
| Please provide reasons for your answer | | | | | | | |
| ***1.j. Are there any sessions you feel uncomfortable running? Please give details.*** | | | | | | | |
|  | | | | | | | |
| **2. Please read the statements below and choose one option, according to whether you strongly agree, agree, disagree, strongly disagree or are not sure. Please provide a brief comment to explain your answer.** | | | | | | | |
| ***2.a. I have acquired new knowledge and/or skills from taking part in the programme.*** | | | | | | | |
| Strongly agree ☐ | Agree ☐ | | Not sure ☐ | | Disagree ☐ | | Strongly disagree ☐ |
| Please provide reasons for your answer | | | | | | | |
| ***2.b. I have felt adequately supported to perform my role as a coach in the programme.*** | | | | | | | |
| Strongly agree ☐ | Agree ☐ | | Not sure ☐ | | Disagree ☐ | | Strongly disagree ☐ |
| Please provide reasons for your answer | | | | | | | |
| ***2.c. I have experienced challenges in my roles as a coach in the programme.*** | | | | | | | |
| Strongly agree ☐ | Agree ☐ | | Not sure ☐ | | Disagree ☐ | | Strongly disagree ☐ |
| Please provide reasons for your answer | | | | | | | |
| ***2.d. I have changed my attitudes as a result of taking part in the programme.*** | | | | | | | |
| Strongly agree ☐ | Agree ☐ | | Not sure ☐ | | Disagree ☐ | | Strongly disagree ☐ |
| ***Which of your attitudes have changed, if any?*** | | | | | | | |
|  | | | | | | | |
| ***2.e. I have changed my personal behavior as a result of taking part in the programme.*** | | | | | | | |
| Strongly agree ☐ | Agree ☐ | | Not sure ☐ | | Disagree ☐ | | Strongly disagree ☐ |
| ***What have you done differently as a result of taking part in the programme?*** | | | | | | | |
|  | | | | | | | |
| ***2.f. The young people have benefitted from taking part in Kenya Timz*** | | | | | | | |
| Strongly agree ☐ | Agree ☐ | | Not sure ☐ | | Disagree ☐ | | Strongly disagree ☐ |
| Please provide reasons for your answer | | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***2.g. The community has reacted well to the programme*** | | | | | |
| Strongly agree ☐ | Agree ☐ | Not sure ☐ | | Disagree ☐ | Strongly disagree ☐ |
| Please provide reasons for your answer | | | | | |
| **3. What have you liked about taking part in the programme? What have you disliked?** | | | | | |
| **Liked…** | | | **Disliked…** | | |
| **4. Please write up to three things that went well during the programme, and three things went less well** | | | | | |
| **Went well…**  1.  2.  3. | | | **Went less well…**  1.  2.  3. | | |

|  |  |
| --- | --- |
| **5. What changes would improve the Kenya Timz programme going forward?** | |
|  | |
| **6. Do you have any other comments on the Kenya Timz programme?** | |
|  | |
| **7. Please indicate your gender** | |
| Male ☐ | Female ☐ |
| **8. Please indicate your location** | |
|  |  |

***Thank you very much for your feedback.***

6. Community event and Community Conversations Record Tool

|  |
| --- |
| **Instructions:**  This tool should be used at each community event. It should be used:  • To record some **information about the event itself**.  • To record notes of the **community conversations.**  The tool contains different sections for the note taker for the female group to use and the note-taker for the male group to use. The pages should be separated and given to the different note takers who are recording the conversations.  The tool is designed to capture:   * **Information** about each group * The discussion that the women and the men have in **separate groups** * The **key issues** that each group decides to present back * The **whole group discussion**   Each note taker should aim to capture the conversation as comprehensively as possible – continue onto additional paper if required. For the whole group discussion, please note down [F] or [M] for each point to show whether the statement was from a man or a woman. |

**Background information about the Community Event**

|  |  |  |
| --- | --- | --- |
| **Name of person completing the form** |  | |
| **Name and short description of event** |  | |
| **Date of event** |  | |
| **Location** |  | |
| **Number of people attending the event** |  |  |
| *Total number of people (estimate):*  *How many of these people come regularly to events? (estimate)*  *How many of these people do you think are new? (estimate)* | |
| **Did any important people attend? List their names and roles** |  | |
| **In general, what went well at the event today?** *(consider things like: attendance, organization, atmosphere, engagement and response of community, interactions of young people)* | | |
|  | | |
| **What went less well at the event today, and could be improved in future?** *(consider things like: attendance, organization, atmosphere, engagement and response of community, interactions of young people)* | | |
|  | | |

**Community Conversation 3: SEPTEMBER: Notes for Facilitators**

**The objective of the story used in this event is to get participants to dialogue on:**

* Sexual violence in their communities;
* The stigma that surrounds rape and sexual violence and how this affects access to services (both health, psychosocial and legal);
* Challenges in reporting this to the police/health centres. Critical is to get the community members to talk about reasons why they do not report and understand the reporting process for sexual violence

# Structure of the conversation:

* Story telling in separate gender groups as a trigger [Note: Story can also be written down]: 5 minutes
* Small group discussion of story and questions in separate gender groups: 15 minutes
* Large group discussion in separate gender groups: 25 minutes
* Nomination of persons to present and identification of issues to be presented to other group: 15 minutes
* Discussion with other group: 15 minutes

# Part 1: Welcome (All)

* Welcome participants
* Introduce the facilitator and note-taker. If there are more than 15 community members present it will take too long for everyone to introduce himself or herself.
* Establish ground rules, including that the facilitator is neutral; and
* Divide participants into male and female groups, explaining that these groups provide an opportunity for males and females to discuss things separately but will meet up together at the end of the Conversation.
* Once the participants are in the separate gender groups inform them that you will start the conversation by reading them a story that will form the basis of the discussions.

***Story****: Sera is a 15 year old girl; she is in Form 1 in a nearby secondary school. As the eldest child in the family, her parents are so proud of her achievements in school. Her father, whenever he is out drinking with his friends, always says how she will be the first graduate in their clan.*

*Over the last three weeks, Sera’s mother has noticed that Sera’s behaviour in the family has changed. She is unusually quiet, cries a lot and does not want to talk to her mother; yet they used to be very close. One day Sera’s mother sent Sera to her aunt. Sera likes her aunt. Her aunt’s children have grown up and left home and she always has time for Sera. It is a hot day and when Sera arrives at her aunt’s house, her aunt offers Sera a soda and tells Sera to sit down and rest before she returns home. Her aunt chats to Sera and suddenly Sera burst into tears. Her aunt asks Sera “What is the matter, I can see something is disturbing you.” Sera tells her aunt that about four weeks ago when she was home alone after her mother had gone to the market – an uncle who has been living with them raped her. He told her not to tell anyone or he would harm her.*

1. Ask ‘Do situations like what happened to Sera happen in our community?’
2. Ask, “What do you think will be the reaction of Sera’s family members when they learn that she was raped by an uncle? Why do you think they will react like this?”
3. Ask, “What will be the reaction of her friends and community members when they hear that Sera was raped? Why do they react like this?”
4. How do we react when a similar incident like Sera’s happens to someone in our community?

**Facilitators:** After discussing the reactions of the various groups, please ask participants to think through how community reactions to cases of sexual violence affect the survivors of such acts.

1. Ask, “What are the implications of these reactions for the girl?”
2. Ask, “Within our community what normally happens to perpetrators of such acts?”
3. Ask, ‘What can we do as communities to ensure that survivors of sexual violence receive help and the perpetrators do not go and do the same thing to another girls or woman?’
4. Explain that Sera shared her story 4 weeks after she was raped. Ask, “What will happen to Sera in terms of her accessing support services from the health centre or the police if she decides to report the perpetrator?
5. After hearing the comments of the community members explain the following information on how to report violence:

**Reporting Sexual Violence**

* Any person who has experienced sexual violence needs to receive medical attention and then report to the police, with support within 72 hours of sexual violence happening.
* Any person who has experienced sexual violence should not wash or change clothes prior to attending the health centre/hospital and police station; they should wash after medical examination and treatment. The clothes worn, especially inner wear, should be wrapped in Khaki envelope or paper, not polythene paper or newspapers, and taken to the police station as evidence.
* Every person who reports sexual violence to the police station will need to go to the health centre/hospital so that a P3 form can be completed. When attending the health centre/hospital, a person will need to undergo a general medical examination. If it is a child or young person consent for a medical examination to be conducted must be given by the parent or the care giver
* A person who has experienced sexual violence will be referred by the health centre/hospital to a counsellor who will offer support.

# Part 3: Nomination of persons to present and identification of issues to be presented to other group

* **Male Group:** The group chooses two men who will present the following to the females when they come together.
* The four main things that have been discussed.
* Three actions that the men can take to address the stigma that girls and women who have been raped face.
* **Female Group:** The group chooses two women who will present the following to the males when they come together.
* The four main things that have been discussed.
* Three actions that the women can take to address the stigma that girls and women who have been raped face.

# Part 4: Male and females together in one group

* The females present the three things that have been discussed by females and the three actions that women propose to take to prevent stigma to the large group.
* Remembering the ground rules, a brief discussion takes place on whether or not the males agree with the females.
* The males present the three things that have been discussed by males and the three actions that men propose to take to prevent stigma to the large group
* Remembering the ground rules, a brief discussion takes place on whether or not the males agree with the females.

# Closure

* The facilitator summarises and recaps key issues to allow community members present to clarify their positions, or to add remaining thoughts.
* As part of closure, the facilitator asks the community members present to share any examples of actions that they have taken (if any) as a result of the pledges taken or participation in earlier community events. He/she then takes note of examples of actions shared.

|  |  |  |
| --- | --- | --- |
| **Community pledge** | | |
| Please ask the community members to report any actions that they have taken as a result of pledges made in earlier events. Note them down here | | |
|  | | |
| Ask whether any of the participants would be willing to stand up and pledge to take action to tackle violence against women and girls in the community. Record the number of men and women that report being willing to take this pledge. | | |
| *Women* | Yes | No |
| *Men* | Yes | No |

**Community Conversation Record: Female Group**

|  |  |  |
| --- | --- | --- |
| **Part 1: Information about the group** | | |
| **Date of festival** |  | |
| **Location of festival** |  |
| **Topic being discussed in conversation** |  | |
| **Name of facilitator and note taker** |  | |
| **Number of women in group** |  | |
| **Part 2: Record of discussions with female group**  Please use this box to note down as much detail as possible about the discussion held within **the female only group.** Please note down any questions asked by the facilitator, and the responses of the participants. Continue on to additional sheets if needed. | | |
|  | | |
| **Part 3: Key issues to be presented to the other group**  Please use this box to note down the key issues that the women decided to present to the other group. | | |
|  | | |

**Male Group**

|  |  |  |
| --- | --- | --- |
| **Part 1: Information about the group** | | |
| **Date of festival** |  | |
| **Location of festival** |  |  |
| **Topic being discussed in conversation** |  | |
| **Name of facilitator and note-taker** |  | |
| **Number of men in group** |  | |
| **Part 2: Record of discussions with male group gender groups**  Please use this box to note down as much detail as possible about the discussion held within **male only group.** Please note down any questions asked by the facilitator, and the responses of the participants. Continue on to additional sheets if needed. | | |
|  | | |
| **Part 3: Key issues to be presented to the other group**  Please use this box to note down the key issues that the men decided to present to the other group. | | |
|  | | |

**Whole Group**

|  |
| --- |
| **Part 4: Record of group discussion and any actions agreed**  Please use this box to note down as much detail as possible about the discussion held with the whole group**.** Please note down [F] or [M] to show whether the statement was from a female or a male community member. Continue on to additional sheets if needed. Please note down any actions community members agree to take. |
|  |

7. Meeting Minutes Template

|  |  |  |
| --- | --- | --- |
| **Date of meeting:** |  |  |
| **Location of meeting:** |  |  |
| **Type of attendees:** | Government  Police  Healthcare workers  Elders  Other community/religious leaders  Coaches  Others (please specify)  ………………………………………………………………………………………. | |
| **Did anyone particularly notable attend?** | No  Yes  Details: ………………………………………………………………………………….……………………………….. | |
| **Gender of attendees:** | Number of men: | Number of women: |
| *[Please file this form alongside the attendance record from the meeting]* | | |

**What was the purpose of the meeting?** *Briefly describe what the meeting was about. What did it hope to achieve?*

**Did any important government or community stakeholders attend? If so, who?**

**Were actions from the last meeting discussed? If so, what actions have been taken since the last meeting, and by who?** *Summarise what actions have been taken since the last meeting, and who has done them. Has there been any progress? If there are any signs of improved coordination between stakeholders, note this here.*

**What was discussed at the meeting?** *Use this space to take minutes or summarise the discussion. Include details of advocacy messages or evidence around VAWG discussed during the meeting [continue onto additional sheets if needed]*

**What was agreed at the meeting, and by who?** *Summarise any actions or commitments that were decided, and who agreed to do them*

**How do you think the meeting went, and how did people react?** *Summarise your thoughts about and reactions to the meeting – e.g. were people involved and engaged? Was it calm? Was there any shouting? Did people seem interested? Do you have any worries about what will happen next?*

8. Outcome Tracker tool

**When should I complete an Outcome Tracker?**

Whenever you become aware of an action…

* …taken by **a decision maker you are targeting for change** by the Kenya Timz project…
* **…**that you think has been **influenced by the project**…
* …and that is **linked to the outcomes the project aims to achieve**.

You should **not** complete an Outcome Tracker to record programme activities, **only** the actions of decision makers who the programme aims to influence.

**Who is a decision maker?**

A decision maker is an individual with the power to make decisions about issues relating to the Kenya Timz project (such as VAWG policies, or resources to create more opportunities for girls). Decision makers may sit at a community, county or national level. Decision makers include county officials, national government stakeholders, and other NGOs and CSOs running programmes in the area.

**What types of action should I record?**

Here are some examples:

* A county official who you have been working with, who publicly states their support for more legislation to tackle VAWG.
* A national government official becoming more vocal and enthusiastic about coordination to reduce VAWG, after attending a project event.
* A representative of an international NGO who you have been talking to, stating they plan to integrate a football element into their programme in order to tackle negative attitudes towards girls and women

It doesn’t matter if the Kenya Timz project was not the **only** reason the decision maker changed their behaviour. In fact, it is more likely that the project is just one of many contributing factors to making an action happen – this is fine.

**How should I fill in the Outcome Tracker and what should I do with the completed form?**

* Please include as much information as possible. The question and answer boxes are useful to provide basic information of the change you have observed, but a detailed written response for each question is the most important part.
* If you observe a small amount of change in decision maker behaviour, don’t wait for more significant change before completing an Outcome Tracker. All signs of change are important – large or small. You can complete another Outcome Tracker later if more significant change occurs, and this will help you track change over time.
* The Outcome Tracker can be completed by hand or in electronic format. The Field Officer should enter the results into the spreadsheet template. The Outcome Tracker can also be completed directly into the spreadsheet template if this is easier.

**Outcome Tracker**

***A record of decision-maker actions that relate to Kenya Timz project results***

**Tracker number:**

**Name of decision maker/organisation that took the action:**

**Date of tracker form completion:**

**1.** Background

**What did the decision maker do?** *Briefly describe the action taken. Include dates, and detail about the sequence of events leading up to the action. Indicate if this story follows on from a previous Outcome Tracker*

**2.** What happened?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **What type of action is it? What is the targeted decision maker doing differently?** | | | | |
| Attitude change (e.g. increase in commitment or enthusiasm) | Increase in funding for VAWG or other relevant services | Policy or programme change | Policy implementation or service change | Other (please detail below) |

*Details:*

|  |  |  |
| --- | --- | --- |
| **At what location did the action take place?** *Please tick the most suitable box, and describe the location of the action below.* | | |
| Community level (state which community) | County level | National level |

*Details:*

|  |  |  |  |
| --- | --- | --- | --- |
| **Who is responsible for what happened/ who took the action?** *Please tick the most suitable box, and describe the government organisation/individual responsible below.* | | | |
| National government representative | County government representative | CSO or NGO | Other (please indicate below) |

*Details:*

**3.** How did it happen?

**Which of your project activities contributed to the action? Why do you think these activities made a difference?**

**Do you have any independent evidence of the action and that your project activities contributed to the action? Please detail below and attach.** *e.g. minutes of meetings; press cuttings; copies of emails or correspondence from key government actors. Refer to Minutes of Meetings template if relevant.*

**What have you learnt from this example? Will you do anything differently from now on as a result?**

1. Note – the majority of these statements are adapted from the [Gender Equitable Men Scale](https://www.c-changeprogram.org/content/gender-scales-compendium/gem.html), and were designed to monitor the specific attitudes the programme hoped to influence. [↑](#footnote-ref-1)