1. Frontpage

Projektet skal have fokus på temaet for Danmarks Indsamling 2019: **Piger**

Projekttitel:	**Turudi Shule – Empowering Girls against Jaboya**	
Den danske ansøgende organisation:	VedvarendeEnergi / SustainableEnergy	
Evt. andre danske partner(e):		
Lokale partnerorganisation(er):	VIRED International	
Land:	Kenya	Landets BNI per indbygger: DKK 16.680/ind.
Projektstart-dato: juli 2019	Projektslut-dato: juli 2022	Antal måneder: 36 mdr.
Kontaktperson for projektet: Navn: Lars Jacobsen E-mail adresse: lj@ve.dk		
Ansøgt beløb fra Tilskudspuljen: 1.710.065	**Forbrug pr. projekt år: 570.021**	

Resumé

'Jaboya' er et begreb, der ofte bliver brugt i fiskersamfund langs med Lake Victoria i Kenya. Når fiskerne lander deres fangst, står kvinder parate til at aftage fiskene til videresalg. Det er mange steder normen, at fiskere som en del af betalingen kræver seksuelle ydelser fra specielt de yngre markedskvinder. Konkurrencen mellem kvinderne på markederne er tilmed blevet skærpet gennem årerne. Klimaforandringer og stadig øget befolkningspres har nemlig medført en nedgang i antal og størrelse på fisk. Derfor kæmpes der en hård kamp for at få del i fangsten. I stigende grad inddrages også helt unge piger, der forlader folkeskolen før eksamen (drop-outs). Adgang til hurtige penge på fiskerimarkedet tiltrækker skolepigerne, der for at få adgang til både marked og fisk tvinges til at deltage i den livsfarlige 'jaboya'-praksis med en meget høj risiko for at blive smittet med HIV. Områderne omkring Lake Victoria har de største forekomster af HIV i Kenya, og statistikker viser, at specielt piger mellem 15 og 18 år er udsatte.
'Turudi Shule – Empowering girls against Jaboya' projektet vil med udgangspunkt i to fiskelandingspladser og tilhørende communities dels synliggøre Jaboya-problemets omfang, dels gennem lokale forandringsagenter og NGO'er organisere interessenter på tværs af myndigheder, fiskere, fiskesælgere, skoler og kirker til at gennemføre holdningsændrende anti-Jaboya kampagner og anvise veje tilbage til enten skolen eller jobtræning for derved at bryde en ond spiral. Resultater fra pilotområderne vil tilgå resten af Homa Bay amt, og gennem et bredt netværk af kontakter vil projektet forsøge at påvirke lokale offentlige projekter til at støtte op om sagen gennem allokering af yderligere midler og ressourcer. Projektet vil arbejde for at etablere en permanent ramme for identificering, støtte og efteruddannelse af unge piger. Det anslås at ca. 60,000 mennesker vil blive direkte berørt at projektet.
Aktiviteterne falder inden for: (1) Uddannelse og mentor/praktikordninger for piger, der har forladt folkeskolen, (2) Lette adgangen til at drop-outs kan komme tilbage på skolen (3) Politisk fortalervirksomhed (4) Kommunikation af resultater og erfaringer til andre geografiske områder, offentlige myndigheder og andre interessenter.

28 september 2018

Dato — Ansvarlig person (underskrift)

Aarhus — LARS JACOBSEN, LEDER AF INTERNATIONAL AFDELING, VE

Sted — Ansvarlig person og position (blokbogstaver)

2. Application

A. THE PARTNERS

A.1 The Danish organisation – SustainableEnergy

SustainableEnergy (SE) has worked in Kenya since 2007 and been present in the Lake Victoria area since 2010. A larger Decentralisation and Climate Change Programme (DaCCA) headed by SE was launched in late 2015. The programme is implemented by a consortium of local Civil Society Organisations (CSOs). It operates at subnational levels with issues around adaptation to climate change and devolved governance focusing on rural farming and fishing communities. The programme was first supported under a frame agreement with the Danish Ministry of Foreign affairs (2014 to 2017) and has since January 2018 been funded under a programme agreement with CISU (2018 to 2019). A similar country programme is under implementation in Mozambique. Although the programme addresses the effects of decentralisation processes and climate change on the livelihood of rural communities it does not do so in isolation from other development challenges and therefore collaborates with a number of other local and international development actors.

The DaCCA programme, in particular, has enabled SE to build up a network of influential local CSOs respected at community levels and capable of exerting substantial pressure on local governments line agencies within climate change issues. The immediate CSO partners in the DaCCA consortium comprise of Osienala (expertise on the socio-economic problems and ecological challenges of the Lake Victoria environments), CREP (expertise on natural resources and social mobilisation), Umande Trust (expertise on community planning and organisational development) and SusWatch (lead coordinator and expertise on devolution and climate change adaptation). The DaCCA programme collaborates with and has access to key government decision-makers in Kisumu county and Homa Bay county (the latter being the location of this project).

Good adaptation examples from the community levels are lifted up to county authorities and used to influence budget allocations addressing climate change issues positively. Simultaneously, the advanced and comprehensive national legislation on devolution, public participation, and climate change investment intentions is used to influence duty bearers to step up to the challenge.

SE experiences in relation to the direct target group of this project (girls aged 15 to 18 years) include several projects in our partner countries (as well as in Denmark) concerned with awareness raising and mobilisation of youth. Until recently SE has been engaged in a variety of youth projects in Kenya, Mozambique, Mali, Burkina Faso, and Denmark providing our partners and us with valuable experience to tailor-make meaningful interventions to a younger audience.

SE's international strategy use environmental and/or climate change as its point of departure to address structural problems around inequality and resource allocation models. Where possible our interventions work with a hands-on approach by combining immediate tangible benefits for the target group with measures that seek to influence government strategies and policies. Using this as our constant point of departure we have gained experience in developing meaningful support mechanisms and understanding in detail where and how we most effectively can induce lasting change for vulnerable populations. SE's supported interventions always have an overall goal of leaving behind a more empowered, resilient, and vocal community capable of engaging local authorities in meaningful and constructive ways.

The same staff at SE who is responsible for the current Kenyan country programme will be responsible for the proposed project. This will ensure constant attention to local circumstances with an updated knowledge of movements of stakeholders residing in Homa Bay county. This local knowledge awareness provides the project with an ability to change approach according to emerging opportunities.

A.2 The Local Partner – VIRED International

The Victoria Institute for Research on Environment and Development (VIRED) International is a legal entity registered in Kenya by Office of the President in May 2000 (Reg. No: OP. 218/051/0049/1458) as a non-governmental organization with the mandate to address the growing poverty levels and environmental problems in both rural and urban areas especially in East and Central Africa. The institute seeks to use well planned scientific approaches to help resolve the rampant environmental degradation, deteriorating human health and unsustainable use of natural resources in East and Central Africa. The headquarters of VIRED International is located in Kisumu Town, Kisumu County along the Lake Victoria Basin, Kenya. Our **vision** is *to be a leading institution for research, information dissemination, capacity enhancement, consulting services and promotion of sustainable and better environmental conservation, natural resource management and livelihood improvements*. The **Mission** is *to work towards integrating environmental concerns into development programs in both urban and rural areas*. VIRED International is involved in conducting collaborative applied research, consultancy services and implementation of need-driven community-based projects that help to integrate Environmental Conservation and sustainable development. This is summarized in our motto: *"Bringing Science home to integrate Environment and Development."*

The operational strategies of the institute are applying scientific means to involve local communities, and other stakeholders in problem identification, information generation and dissemination and education as well as actively engage them in the designing, planning, and implementation of the desired interventions and initiatives from the grassroots level. VIRED international is led by a team of qualified and experienced professionals and manager under the guidance of a competent Board of Directors.

Since its establishment in 2000, the organization continues to implement numerous research and community-based support projects in collaboration with local, national and international development agencies such as LVBC/ EAC, USAID, FAO, UNDP, SIDA-SAREC, VICRES, the Royal Netherlands for Development (WOTRO). VIRED International also works in close collaboration with various national and county governments and line departments and universities, especially in LVB. The institute is a member of the NGOs and CBOs working in the LVB and has strong working collaboration with others in the EAC region. We enjoy excellent linkages and working relationships with various rural communities, urban centres and county government around the LVB and beyond and continues to develop and uphold unique operational niche in generating and dissemination of information as well as conduct training needs assessment and training for various organizations in LVB region.

A.3 The collaborative relationship and its further prospects

During the design phase of the DaCCA programme in 2015 partnerships were established with a selected group of CSOs based in Western Kenya. Among these was VIRED International. VIRED had over the past ten years earned a reputation as a recognised social and environmental organisation that frequently collaborates with both international and local partners. The organisation has both research and practical experience with working in and around fishing communities in Kisumu and Homa Bay counties.

Together with SE, VIRED participated in facilitating a number of programme design workshops and was later explicitly assigned to the task of mapping out the social fabric of a number of fishing communities living adjacent to Lake Victoria with a particular focus on the Sex for Fish (SFF) practice. Building on VIREDs detailed local knowledge a comprehensive feasibility study[1] of the causes and implications of the SFF practice was drafted.

Based on VIRED's feasibility study and a necessary further narrowing of the scope and geographical coverage of the DaCCA programme the concerned fishing communities and the SFF topic was eventually

[1] Feasibility Study on No Sex for Fish (NSFF) Initiative in the Lake Victoria Basin, Kenya, Vired international, 25 March 2015

left out of the final programme design. Meanwhile the talents and experiences of VIRED and the continued urgency and importance of addressing the SFF problem had however become evident to all involved.

SE and its consortium partners have since the design phase kept a close contact with VIRED. The organisation was hired several times during 2016 and 2017 to undertake a number of learning evaluations and mid-term reviews. In an external capacity, Vired staff has supported the DaCCA programme in developing a more coherent approach especially to elements of monitoring and management.

The relationship between VIRED and SE will be further cemented through this project, and the spill-over effects concerning the methodologies and monitoring tools of the established DaCCA programme on the one hand and new socioeconomic in-sights of this project on the other hand will inevitably take place.

VIRED as an organisation in general and the attached personnel, in particular, will contribute with its high credibility with stakeholders in Homa Bay County, its tacit knowledge of the targeted communities and targeted area, its ability to negotiate and facilitate difficult encounters and meetings and its general project management experience.

SE will as a senior management member of the DaCCA programme ensure that established and tested programme approaches, tools and assets are where necessary benefitting the project. This, in particular, includes tools to structure the planning and execution of advocacy campaigns as well as advising on the use and interpretation of qualitative and quantitative monitoring methods.

SE's general programme management knowledge, administrative backup systems, and quality assurance routines will be applied continuously throughout the project period.

B. ANALYSIS OF THE INTERVENTION

B.1 Preparation of the intervention

Background data for the project 'Turudi Shule – Empowering Girls against Jaboya' has been collected in several tempi over a three year period. The design of the project is influenced by 1) the experiences of a previous US-funded 'No Sex For Fish' (NSFF) pilot project (short youtube video here); 2) by a feasibility study carried out for SE by VIRED in 2015/16 (please refer to section A3); 3) two independent studies conducted by Human security master students at Aarhus University, and 4) SE's own experiences from being present in Homa Bay county since 2014 with a climate change and decentralisation programme – unable to address the problems around young girls and the SFF practice.

With a substantial amount of quality background information and localized experience available, both organisations feel well equipped to make practical use of it now. VIRED has confirmed a keen interest in further combatting the Jaboya practice[2] and its dire consequences. Although it is a practice that has been around for generations it has over the past decade grown in scale and gained importance as livelihoods along the lake are adversely affected by both climate change and lake area population pressures. Proxy indicators confirm our interviews and observations at fish landing sites in county-specific statistics (HIV prevalence rates among young girls, number of pregnancies in primary school age group girls, number of primary school dropouts within the county).

During the implementation of the NSFF project, it became apparent that not only female fish traders are affected by the declining fish stock but also their extended families and in places whole communities. The fish selling business itself has become more and more competitive, and female fish traders and especially female school drop-outs from the poorest households with inadequate skills to find a job are vulnerable. Having large school drop-out rates and an unstructured school re-admission makes 15-18 years old girls

[2] Fishermen demanding sexual favors from female fish mongers before handing over the fish to them for further sale. The practice is on the increase and is referred to as Sex for Fish (SFF) or Jaboya.

particularly exposed to the Jaboya practice. Limited income generating alternatives and chances of pursuing education violate girls' rights, constrain their choices and impacts their ability to participate, contribute and benefit from personal and community development. The project furthermore showed (once again) that merely donating boats to targeted individuals only solved the problem for a few and only for a limited amount of time. Long-term maintenance cost, lack of professional training and other practicalities have today rendered several of the donated boats idle.

The complexities surrounding the Jaboya practice as seen through the lens of both 'sellers and buyers' were further studied and documented by two master students at Aarhus university working as interns to SE and VIRED[3]. Both dissertations, the methods applied and field work behind it was of a high sociological standard and received outstanding final marks. The field surveys and interviews especially managed to shed new light on the complex nature of the problem as well as suggesting possible mitigating solutions. As such the proposed project has access to plenty of background data and research and is, therefore, well informed and grounded in realities.

The in-depth feasibility study conducted by VIRED in 2015 has in connection with the preparation of this project been followed up in the two targeted beach landing sites. Local communities who had participated in several meetings during the feasibility study in 2015 confirmed that the problem is more present than ever and indicated their willingness to participate constructively and positively in future project activities. Further more detailed talks with schools and representatives from local authorities (education and social departments) and teen girls have influenced the intervention strategies of the project. The more extensive feasibility study commissioned by SE included detailed household surveys, focus group and individual interviews with key stakeholders, a socio-economic mapping of a number of beach communities and a simple impact and sustainability analysis of the previous US-funded NSFF project.

Building on its many relations and in-depth knowledge of the situation for the female school dropouts, VIRED has taken the lead in designing the intervention approaches, finding feasible sites and supplying detailed data for especially the stakeholder analysis. SE has led in the drafting of the proposal contributing with our knowledge from the county gained over the past three-year-long engagement with a number of local civil society organisation.

Apart from the affected communities, the county government, relevant line departments, and agencies, as well as concerned ward authorities, have expressed their support to and interest in participating positively in the proposed project.

[3] 'Sex-for-fish practice: Causes and implications related to household resilience to food insecurity in the Lake Victoria fishing communities in Kenya', Julie Boye Norup, April 2016.
'Sex for fish in the Lake Victoria basin: the overlooked causes of sex for fish and the role of non-governmental organisations in the dynamics of this transactional sex', Mary Hope Opiro, 2016.

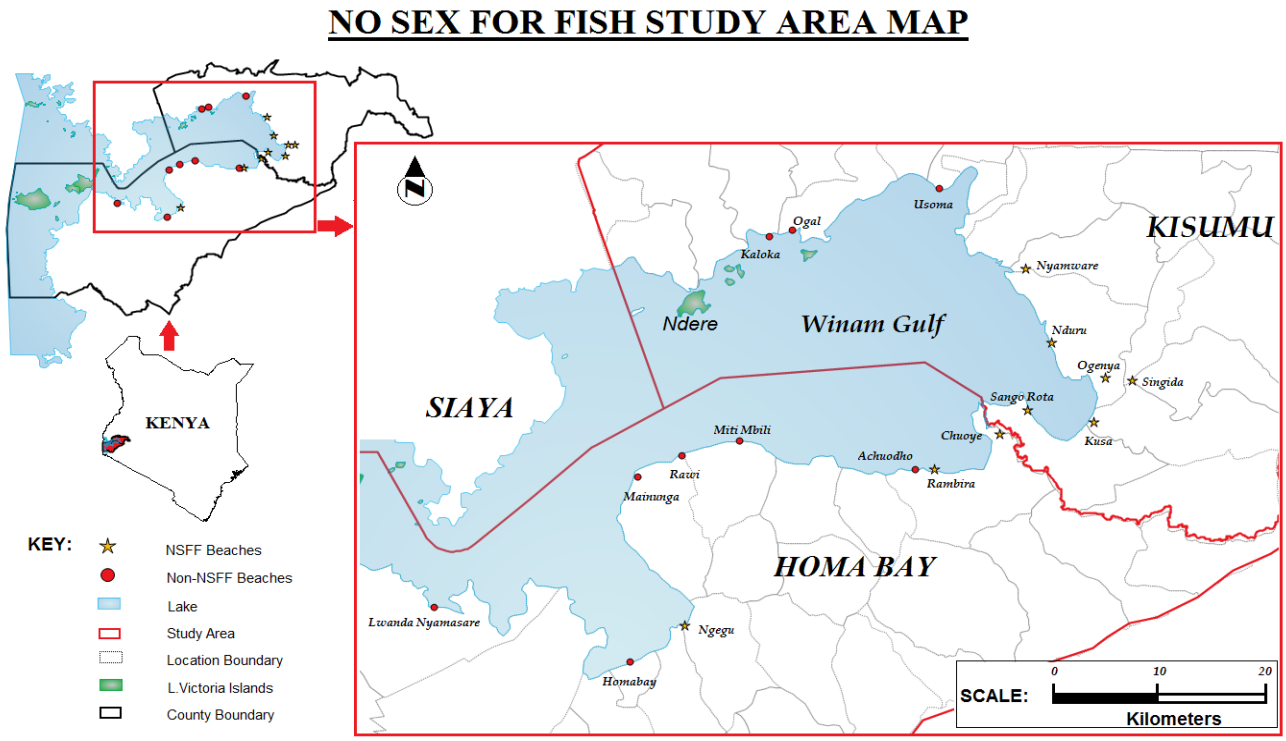


***Figure 1**: Map of surveyed beach communities*

Beach name	**Coordinates**		**Distance to nearest highway**	**Boats no. NSFF**	**Men**	**Women**	**Common activities**
Chuowe	0.32 185	34.7 7010	13	**3**	121	78	New beach- boat launched 19.3.15
Rambira	0.35 314	34.7 1432	3	**3**	234	411	New beach- boat launched 19.3.15
Ngegu	0.49 084	34.5 0176	2	**2**	33	70	New beach- boat launched 19.3.15
Rawi (Bala)	0.34 074	34.4 9943	25	**2**	80	120	New beach- boat launched 19.3.15
Mainunga	0.35 916	34.4 6186	28	**0**	192	236	Surveyed But no project yet
Lwanda Nyamasare	0.47 490	34.2 8798	1	**0**	126	84	Surveyed But no project yet
Achuodho	0.35 306	34.6 9807	1	0	107	10	Surveyed But no project yet
Homa Bay	0,52 293	34.4 5494	1	**0**	200	208	Surveyed But no project yet
Miti Mbili	0.32 745	34.5 4844	12	**0**	80	69	Surveyed But no project yet

Table 1: Characteristics of surveyed beaches (Homa Bay) indicating planned pilot intervention sites (yellow)

B.2 Context of the project

"I see a future where every woman and every girl has the power, information, and means to shape her own destiny."
Dr. Natalia Kanem, UNFPA Executive Director
United Nations Population Fund

Homabay County located South West of Kisumu along the shores of Lake Victoria in western Kenya is home to around 1 million people. Three-quarters of the population are under 30 years old and about half is under 15 years. Lake Victoria is the world's second largest and Africa's largest freshwater lake (68,870 square kilometres). The socioeconomic importance of Lake Victoria to East Africa is associated with the fact that it is the largest inland water fishing sanctuary; a significant inland water transport link for the EAC Partner States; a source of water for domestic, industrial, and commercial purposes; a significant reservoir for hydroelectric power generation; a significant climate modulator; and a rich biodiversity sanctuary.

Figure 2: Map of the Lake Victoria Basin

The fishing industry is an integral part of Homabay's economy and forms a significant source of income and food for fishing communities around the lake. The effects of climate change and unsustainable agricultural practices have negatively affected livelihood robustness in the region. A negative spiral has pushed community members into unsustainable sand mining practices, deforestation of the hills adjacent to the lake and the general practice of overfishing.

In Homabay County the fishing sector together with agriculture are the most critical income earner for ordinary people. The sector is profoundly alienated along gender lines. Men are customarily involved in the actual fishing and are predominantly owners and operators of boats while women dominate the artisanal processing and selling of fish alongside doing home chores, and small income generating activities. Though social organization regards women as secondary actors in the fishing industry, their role is unquestionably essential since they add value to and preserve the prime catch.

Like other beaches on the shores of Lake Victoria, Ngegu and Rambira, the target locations for the proposed project, children are not often directly involved in fishing. However, high poverty rates drive youth to drop-out of schools who often join fishing full-time as cash earning activity. When adolescent girls drop out of school, it is frequently because of lack of school fees, early pregnancies or to take care of their siblings as their parents fend for the rest of the family. A significant number of these adolescent school dropout girls take up work in the fish landing sites to scale and clean fish, collect firewood and look after fish drying and smoking sites. Boys get involved in loading and offloading fish, washing nets, bisecting, smoking fish and casting nets.

Homabay County is leading in the prevalence of HIV Aids cases in Kenya. The problem is acute, particularly among fishing communities. Latest statistics indicate youth leading in spreading and transmitting HIV Aids. More than half (51%) of all new HIV infections in Kenya in 2015 occurred among adolescents and young people (aged 15-24 years), from 29% in 2013. Young women are almost twice as likely to acquire HIV Aids

as their male counterparts and accounted for 33% of the total number of new infections (23,312) in 2015. In comparison, young men accounted for 16% of all new HIV infections (12,464)

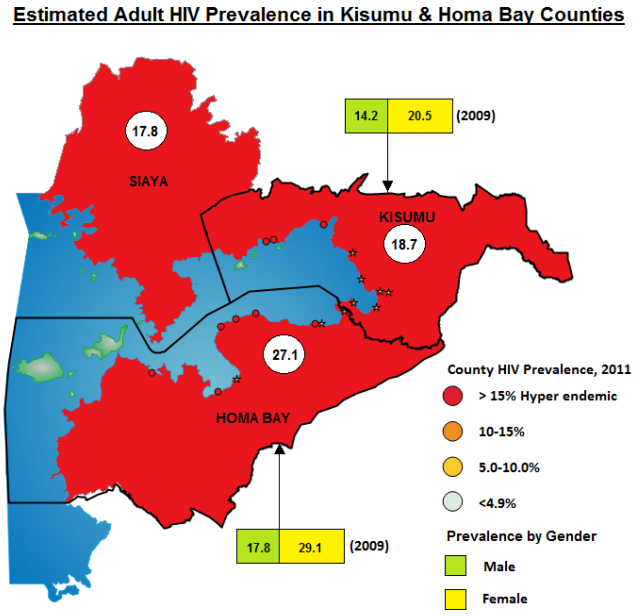


Figure 3: Average HIV figures in 3 counties adjacent to Lake Victoria

Various entities, i.e., govt, private and international players have provided support over time regarding poverty alleviation and HIV aids prevention. VIRED implemented the previous No Sex for Fish (NSFF) project and funded by various donor including the American Peace Corps, Turkish Development Corporation(TIKA) among others. It was designed to empower and support women in groups engaged in fishing industry by providing them with boats to competitively engage in the male-dominated trade; to stop the sex for fish practice, reduce the spread of HIV Aids and household poverty. The project targeted adult women leaving out adolescent school dropout girls.

B.3 Problem Analysis

School dropout is a phenomenon that has far-reaching negative consequences to an individual and the community as it leads to wastage of potential human resources necessary for development and to build an educated workforce. Despite the high enrollment in primary schools due to the introduction of free primary Education by the government in 2003, and the subsidized secondary education in 2008, high dropout rate, particularly in rural areas is an issue of concern. Some of the critical factors leading to dropout are poverty, lack of basic needs, insecurity, and disasters such as drought and famine. Socio-economic factors such as early marriages, pregnancy, and health status of household members (parents and children) result in the high dropout rate. Other causes are family instability, irregular school attendance, lack of proper guidance in school, negative peer influence, and enrolment of over-age children who fail to concentrate on schooling.

In Homabay County a majority of the population is employed in fishing and subsistence farming activities. The county depends on depleted fishing stocks and subsistence farming under a negative influence of changing weather patterns increasing poverty levels. Raising temperature will also have a significant impact on fisheries, alter water levels, mixing regimes, fish productivity, winds, and changes in the nutrient

dynamics which would completely alter the trophic structures of fish communities.[4]Floods frequently displace communities living in the lowlands.

The declining fish stock is not only affecting those directly involved in the sector but whole communities along the shores of Lake Victoria. The fishing industry has paradoxically transformed with many new entrants and stakeholders coming into the business because of lack of unemployment. The number and population of fishing communities and boats have increased immensely in beaches such as Rambira, Chuowe and Rawi and Ngegu. The fishing sector and selling of fish have become more and more competitive, and the Jaboya[5] practice is rapidly developing. Young girls dropping out of schools are inclined to join the practice due to limited alternatives and few choices.

Women fish traders and girls (both dropouts and from fishmongers' households) have been forced to engage in a Sex for Fish practice (SFF) or Jaboya a practice rampant in fishing beaches along Lake Victoria. The practice is widespread because visitors who come in droves and with large sums of money reside along the beaches for prolonged periods having left their spouses back at home. These men entice girls with money and goodies to abandon their studies for short-term benefits. Young girls are vulnerable to transactional sex in return for fish, money or gifts. These men include fishers, traders, motorbike taxi operators, also known as boda-boda riders. Boda Boda riders, give girls a free ride to and from school, buy lunch, take girls to salons, and even pay school fees among other things. It has to be noted that predators to these girls are adult men or caregivers who ought to be taking care of girls.

Adolecent girls experience numerous challenges which act separately or together to push them out of school and toward early sexual activity. Girls lack structured avenues to express themselves, learn and get advice for better decision making. School-related factors leading to girls' dropout include curricular that reinforce traditional gender stereotypes, inadequate sanitation facilities, lack of provision of sanitary towels and secluded places to attend to menstrual hygiene at school, sexual harassment by male teachers and classmates and insufficient female teachers as role models. Community-level barriers that affect children between ages 13 and 18 include lack of mentorship and role models in the community for the young girls to emulate. The dropouts lack people to voice their issues either due to apathy or inability to advocate for their rights. In other communities, village Baraza's have been used to shape opinion and change attitudes. The same will be introduced and managed well to reintegrate dropout girls to formal education. Other barriers are the collapse of traditional family networks that acted as fora for sex and reproductive health by the elderly. Family cluster factors identified that lead to girl school dropout includes low socioeconomic status, little support for education and low parental schooling, conflicts between work and school or support for the family, substance use and pregnancy among others.

Peer group pressure makes some pupils drop out of school. Peer group pressure makes pupils abandon school due to the bad influence of those who have dropped out of school. Some disciplined students influence others positively and act as role models for others to emulate. Such students should be used to motivate others in the school to remain in school through debates and discussions. Strong peer motivators amongst dropouts will be formed and strengthened to reach out to fellow drop-outs with a positive message to complete their formal education or pursue life skills from vocational education institutes.

Despite the National Government's commitment to providing Education for All (EFA), there has been a disconnect between policy-making and the county implementing organs when it comes to funding approved policies. Homabay County government lacks technical capacity, and resources to provide EFA. Educational institutions in Homabay County include Primary, Secondary schools and vocational training institutes like Mawego Technical and Homabay youth polytechnic. The education system at the National and county level lacks the capacity, systems, and resources to reintegrate teenage girls school dropout

[4] Lake Victoria Basin Climate Change Adaptation Strategy and Action Plan 2018-2023, USAID, April 2018
[5] Jaboya is Sex for Fish practice (SFF) or Jaboya in the local Luo language

cases back to school. At target location of Ngegu Beach, there are 4 Primary schools(Ngege, God Bondo, Kaura, and Obengle), and 3 secondary schools (God Bondo Muxed, Kuoyo Kochia, and Ombogo Girls'). The nearest tertiary college is Homabay Youth Polytechnic. In Rambira Beach there are 2 primary schools (Karabondi and Mirembe) and 2 secondary schools (Karabondi and Bidii). There are two polytechnics namely Mawego and Nyakongo.

In Homa Bay County, readmission of girls who drop out due to pregnancy is dismal. Previous research in the region has highlighted three main hurdles for girls going back to school: they are, school workers lack clarity about the re-entry procedure; teen mothers, their guardians, and their communities are oblivious to the rights of teen mothers to return to school; and the Ministry of Education has abandoned its mandate of monitoring teenage girls re-entry program.

Based on the above problem analysis, it is evident that adolescent school dropout girls need a concerted effort from all stakeholders to go back to school; acquire vocational skill; plus acquire sufficient reproductive health education to enable them to make informed decisions. Several efforts have been made to address the issue of teenage pregnancies and school dropouts. NIGEE (Nyanza Initiative For Girls' Education & Empowerment) Girls Empowerment Centre (GEC) is a programme working with Teen mothers in Kisumu which enrolls girls for vocational training and provides linkage to other services, including employment, internship, and volunteers.

Another program that has addressed teenage girls drop out in the region is STEP UP. It is a consortium that set out to understand the consequences of unintended pregnancy for adolescent girls' schooling in Homa Bay County. STEP UP successfully contributed to (1)A change in the negative attitudes of school principals, teachers, students, decision makers, and community members towards teenage pregnancy to a positive attitude of understanding and support, (2) An increase in the proportion of out-of-school girls re-entering school and (3) Multiple local innovations to support re-entry. Both these initiatives were however not done within the Sex-for-Fish locations where sexuality and reproductive health education is also needed. Other efforts have been made by KELIN (Kenya legal and Ethics Issues Network) which deals majorly with legal issues about HIV Aids.

In Kilifi, UNFPA in conjunction with the County Government and the International Centre for Reproductive Health (ICRH Kenya) have developed strategies of reducing adolescent pregnancies, investing in girl's education and enhancing participation of partners at all levels, from community members to schools and young people themselves.

A more holistic approach is therefore required to minimize dropout of girls from schools. The project will work with partners, including BMUs, county, and national governments, civil society, religious groups, and youth-led organizations, to reintegrate drop out girls back to school or pursue vocational skills training as well as access sexual and reproductive health information, counseling services to all at the target locations. The project will also work to create synergy with other beaches to enable those not directly involved to benefit from the achievements and the spillover effects which will be carried on by the partners especially the county governement.

B.4 Stakeholder analysis

The below matrix lists identified stakeholders and interest groups associated with the project. All are important for successful implementation of the project. However, the interest and power of the stakeholders vary. The colour codes are used to indicate the level of participation and importance to the project.

Primary stakeholders, Secondary stakeholders, Peripheral stakeholders

DB: Duty bearer. RH: Rights holder

	Stakeholder	Areas of concern	Connections	Interest in the project	Opposed to the project	
1	Ministry of Education at the National level	Education- policy, curriculum and national examinations. Management of Technical Training Institutes	Connected to politicians, other departments, donors, and projects dealing with dropouts.	Providing resources, and resource mobilization, setting standards and linkages to donors	Important stakeholder and is expected to cooperate.	DB
2	County Government - Ministry of Education and ICT, Ministry of Tourism, Culture, and Sports and Trade, industry, and investment	Village polytechnics, home-craft centers, farmers training centers, and childcare facilities; capacity building for the youth and school dropouts, Small Business, and County SaCCOs	Connected to County administration and leadership, politicians, and other departments in the County administration, can also directly connect with donors	Providing resources, resource mobilization and linkages to donors, monitor curriculum implementation, exams, and standards.	Expected to cooperate. Any form of resistance could be personal and ignorance of the universal free education	DB
3	Primary and Secondary Schools Management Boards and Youth polytechnics	Concerned with the daily management of schools, discipline issues, admission/dismissal cases	Connected to County education administration, the community and policy developers and research on youth and school dropout issues	Resource persons Institutions for admitting dropouts Allocating resources and implementing approved decisions	Supportive if well sensitized on reintegration of dropouts.	DB
4	National Department of Fisheries under the Ministry of Agriculture	NDF manages all fish landing sites	Linked to all BMUs and hence would be good for sustainability	Important resource persons, linkages to other departments	Expected to cooperate.	DB
5	Beach Management Unit (Registered boat owners fishermen, and fish traders)	Managing fisheries resources. Sensitizing members Security on the beach	Connected to all fishing communities, county administration and local National Department of Fisheries.	Can be used as change agents,	Expect to cooperate, Are key stakeholders	RH
6	Non-BMU members (Non registered Boatowners, traders, beach boys and girls)	These are people not registered with the BMU but operate on the beach, selling wares and doing odd jobs such as scaling fish, drying fish washing boats an nets among others	Connections to all fishing communities along the lakeshore	Can be used as change agents,	Expect to cooperate, Are key stakeholders	RH

7	Motorbike riders' associations	Transportation, The SACCOs manage rider members and able to suspend a member for indiscipline acts	Connected to community members	Can be used as change agents, able to advocate for girls rights	Expect to cooperate Are key stakeholders	RH
8	Kenya Legal and Ethics Issues Network (KELIN)	Legal issues in HIV Aids	Advocacy on legal issues, to judicial systems and HIV Aids practitioners	Resource persons, publication materials	Expected to cooperate.	RH
9	County Ministry of Health	Providing mobile VCTs and free reproductive health, preventive and curative services.	Connected to politicians, other departments, donors, and projects dealing with dropouts.	Providing resources, and resource mobilization, and linkages to donors	Important stakeholder and is expected to cooperate	DB
10	National AIDS Control Council (NACC), Homa Bay County	HIV Aids and STDs prevention and Reproductive Health education	Connected to County government, politicians, other departments, donors, and projects dealing with dropouts.	Are essential for providing resources, and resource mobilization and linkages to donors	Important stakeholder and is expected to cooperate	DB
11	Ward administrators and Chiefs/Assistant chiefs/Village elders	Facilitating and coordinating citizen participation in the development of policies and plans, and citizens security	Connected to the community and the county and national government	Are important links to decision makers and the public	Expected to be supportive	DB / RH
12	Church leaders, i.e. (parishes, diocese, and individual churches)	Advocacy and community mobilization	Connected to church organizations, local administration, the general public, communities	Are important links to decision makers and the Public. Are important in rights advocacy	Expected to be supportive	RH
13	KNUT/KUPPET	Teachers organizations	Connected to the teachers and advocate for teachers rights and concerns	Will be able to form stronger alliances advocating for policy change and dropout girls' rights	Important stakeholders	DB / RH
14	Networks and CSOs in Homa Bay, e.g., The DaCCA, STEP UP, NIGEE (Nyanza Initiative For Girls' Education & Empowerment)	Advocacy for adolescent girls' schooling and provides linkage to other services, including employment, internship, and volunteers	Connected to the civil society, county administration and departments, local and national networks	Will be able to form stronger alliances advocating for policy formulation and adoption for teenage girls and dropouts	Important stakeholders	RH
15	Financial institutions (SaCCOs)	Financial training, provision of savings loans	SaCCOs are connected to MSMEs, private members, and credit institutions	Providing soft loans for start-up capital	Expected to be supportive. Resistance may arise where underage girls	RH

					apply for a loan.	
16	Political support fund (CDF, Women rep office, Youth fund)	School fees for less privileged children in society-built schools and other facilities at schools.	Are important in providing bursaries for primary, secondary and university education	providing school fees and business start-up capital	Expected to be supportive. For school fees, business startup	RH
17	The media	They inform, train, sensitize and entertain.	Are important links to decision makers, politicians, the public when it comes to passing information	Are important links to decision makers and the public	Expected to be supportive	RH

DB- Duty bearer RH- Rights holder

The grid in the below figure organises the stakeholders according to their interest and power. 'Interest' measures to what degree they are likely to be affected or are concerned by the project or the change the project may cause. 'Power' measures the influence they have on the project or the policy, and to what degree they can help achieve or block the desired change.

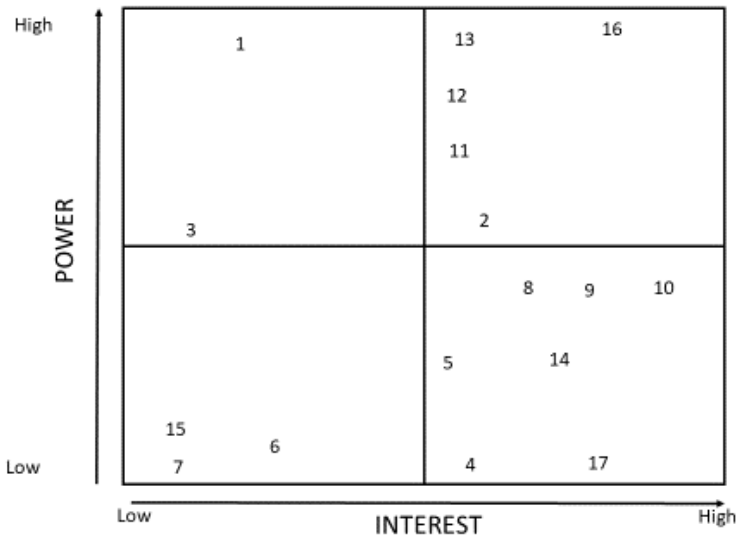


Figure 4: Power diagram

The analysis shows what organisations and interest groups the project first and foremost will engage and bring on board: County Government (2) BMU (5) traditional and church leaders (11 and 12) CSO networks (14) SACCOs (15) the media (17) and schools and universities (3).

C. DESCRIPTION OF THE INTERVENTION

C.1 Target group and the participants

The primary target group in this project is the adolescent school dropout girls' aged 15-18years. The dropout may have been caused by several factors including pregnancy and lack of fees or disciplinary cases. The girls will be identified from the targeted communities around Rambira and Ngegu fish landing beaches.

The selection criterions are girls aged 15-18 years of age who dropped out of school without completing primary education i.e primary eight or secondary education form 4 certificate and who either engages in the Jaboya practice or is judged to be in a high risk group likely to engage in the future. While the intensity of the project will be highest in Rambira and Ngegu, girls and youth in other fish landing sites in Homa Bay County at large will simultaneously be targeted through less intensive campaign and networking activities inspired from the learnings and findings at Rambira and Ngegu.

The **secondary target group** are formal and informal opinion and decision makers in Homa Bay County. These include immediate families of adolescent school drop outs, schools where the girls dropped out from, and employers of the targeted girls.

Final beneficiaries are adolescent girl dropouts, their families and communities. Final beneficiaries are also departments and line agencies in Homa Bay County who will benefit from results and models developed in the project.

The final beneficiaries are estimated to be app. 60,000 individuals from the immediate surrounding of the target project site, i.e., 33,000 from Wang'chieng Ward where Rambira beach is located and 27,000 from Kochia Ward where Ngegu beach is located. Other beneficiaries are the landing beaches in Homabay County and beyond who will be reached through Radio programmes and other campaign activities.

As described in section A.2, the local partner VIRED has worked with related themes in the target area for several years. The NSFF project has focused on gender issues, and through this work, VIRED has obtained credibility and legitimacy in the target area and is known for its participatory approach and granting influence and responsibility to the involved partners and target groups.

C.2 The intervention's objectives and success criteria (indicators)

Overall objective: *Valuable contributions are made to improve opportunities for adolescent school dropout girls to return to school/ vocational training thereby enabling them to earn a meaningful livelihood within sustainable fishing cooperatives and/or other income-generating activities in Homa Bay County.*

Immediate objective: *1. Attitudes towards drop-out adolescent girls and the SFF practice have changed within communities, local government and BMU authorities, due to awareness raising and advocacy campaigning by change agents/role models. Changes are clearly seen at Rambira and Ngegu beaches with spill-over effects to neighboring fishing communities.*

2. Adolescent school drop-out girls 15 to 18-years of age in Rambira and Ngegu beaches have been supported to complete formal education or vocational training.

3. An institutional framework in Homa Bay county made up of various stakeholders and government departments to advocate for the retention of girls in school and to address issues of adolescent school drop-out girls have been facilitated and empowered

Indicators and means of verification

Objective	Indicators/success criteria	• Means of verification
ATTITUDES 1) *Attitudes towards drop-out adolescent girls and the SFF practice have changed within communities, local government and BMU authorities, due to awareness raising and advocacy campaigning by change agents/role models. Changes are clearly seen at Rambira and Ngegu beaches with spill-over effects to neighboring fishing communities.*	**1.A** Communities, BMUs and ward authorities play an increasingly important role in supporting adolescent girl drop-outs	• Interviews with officials • Minutes from the Multi-stakeholder Platform meetings • On-site observations
	1.B Organised women from fishing communities, fishermen and MC drivers act as change agents	• Training materials designed, and encounters recorded Participant lists from training sessions
	1.C 'Jaboya change agents' are respected in the local communities and regularly consulted by ward and BMU representatives	• On-site observations and qualitative interviews
	1.D Rules and policies for readmitting drop-outs are enforced more effectively	• On-site observations and interviews
ACTION *2) Adolescent school drop-out girls 15 to 18-years of age in Rambiru and Ngegu beaches have been supported to complete formal education or vocational training*	**2.A** At least 50% of the directly involved girls have been readmitted to schools or has established small sustainable and promising businesses.	• School attendance registers • Number of formal and informal business start-ups
	2.B At least 50% of girls who has completed a vocational training are in the process of starting up a business or have found an occupation elsewhere	• Number of girls completing vocational training • Number of girls getting placement/volunteers • Number of girls employed/engaged in a business/trade
	2.C The county budgets and Community Integrated Development Plans (CIDP) see an increase in allocated support for drop-out girls	• Annual county and ward budgets
SUSTAINMENT *3) An institutional framework in Homa Bay county made up of various*	**3.A** A Multi-stakeholder Platform comprising of GO and NGO representatives meets regularly	• Minutes from meetings • Joint decisions carried out

stakeholders and government departments to advocate for the retention of girls in school and to address issues of adolescent school drop-out girls have been facilitated and empowered	**3.B** Other donors are attracted to address the Jaboya practice and the teenage drop-out problem	• Allocations to the region and sector from other donors

C.3 Results (outputs) and project activities

Goals	Expected results (outputs)	Activities
To achieve goal 1 **ATTITUDES**: *Attitudes towards drop-out adolescent girls and the SFF practice have changed within communities, local government and BMU authorities, due to awareness raising and advocacy campaigning by change agents/role models. Changes are clearly seen at Rambira and Ngegu beaches with spill-over effects to neighboring fishing communities.*	1.1. Communities increasingly support and have an awareness of reproductive health and environmental issues addressing drop-out girls to go back to school/undertake vocational training activities	1.1.1 Inception phase: baseline surveys conducted inception meetings with key stakeholders. 1.1.2 2 annual anti-Jaboya advocacy campaigns carried out and evaluated for impact targeting key stakeholders 1.1.3 and 1.1.4 Organize 4 street theatres per year and weekly radio broadcasts to sensitize the community on project activities 1.1.5 Monthly reproductive health sensitization meetings at local baraza's, churches and schools. 1.1.6 and 1.1.8 Development and production of branded messages on reflectors, stickers (on shops, boats, motorbikes) reproduce other relevant materials 1.1.7 Public actions are doing clean-up campaigns, e.g. on world environmental days.
	1.2. BMU's and ward authorities are active in reintegrating dropout girls to school and VETs	1.2.1 Monthly village barazas are organized by the BMU and local leaders with facilitated workshops and debates 1.2.2 2 outreach activities in neigbouring fishing communities done by BMU members.
	1.3 County Government and school communities sensitized to follow-up on girl drop-out issues and re-integration needs	1.3.1 Sensitization workshops using e.g. annual drama, music festivals to compose and create awareness. 1.3.2 Meetings and targeted advocacy campaigns aimed at influencing the annual county budget and county members attitudes

To achieve goal 2: **ACTION** *2) Adolescent school drop-out girls 15 to 18-years of age in Rambiru and Ngegu beaches have been supported to complete formal education or vocational training*	2.1 Drop-out school girls identified and action plan for re-entering either school or vocational training drafted.	2.1.1 Drop out adolescent girls identified and sensitized 2.1.2 Individual plans drafted and agreed upon
	2.2 50% of the dropouts have been re-admitted to schools or vocational training courses	2.2.1 11 schools (primary and secondary) and 3 VET institutions identified and sensitized 2.2.2 Meetings held with school boards and parents and tutor/ change agent assigned to each student. MoU signed. 2.2.3 Formalize readmission or linkage of dropout girls to VETs
	2.3 A framework of change agents and supportive peers are set up and working.	2.3.1 Identification of respected change agents 2 x 5 local change agents recruited (Boda Boda rider, BMU, Teacher, environmentalist, reproductive health staff) 2.3.2 2 workshops to develop a plan and strategy for change agents 2.3.3 10 change agents hired on a daily basis for a total of 300 days 2.3.4 A chairperson is appointed to head the Multi-stakeholder Platform. 2.3.5 4 Peer groups formed and their capacity build 2.3.6 and 2.3.7 Exchange visits for change agents and peer groups to other fishing communities.
To achieve goal 3: **SUSTAINMENT** *3) An institutional framework in Homa Bay county made up of various stakeholders and government departments to*	3.1 Multi-stakeholder platforms comprising of community leaders, LAs, and larger social networks established and functional.	3.1.1 6 meetings organized at the BMU to discuss tasks and own up the project (representatives from key stakeholders identified and engaged in the platform) 3.1.2 5 meetings in each of the first two years and 2 meetings in the last year held with multi-stakeholder platform members.

advocate for the retention of girls in school and to address issues of adolescent school drop-out girls have been facilitated and empowered	3.2 Key stakeholders from neighbouring communities with fish landing sites participate in debating and networking workshops based on experiences of the project	3.2.1 Workshops organized for members orientation 3.2.2 Organize 4 annual exchange visits the last two years of the project to neighboring BMUs for information sharing 3.2.3 Quarterly meetings with target BMUs to share and monitor progress

C.4 Strategy: How does the intervention cohere?

The strategy of the proposed project builds on the *Theory of Change (ToC)* illustrated in the figure 5 below on the next page:

Turudi Shule - empowering girls against Jaboya				
OVERALL OBJECTIVE	*Valuable contributions are made to improve opportunities for adolescent school dropout girls to return to school/ vocational training thereby enabling them to earn a meaningful livelihood within sustainable fishing cooperatives and/or other income-generating activities in Homa Bay County.*			**ASSUMPTIONS**
IMMEDIATE OBJECTIVES	1) Attitudes towards drop-out adolescent girls and the SFF practice have changed within communities, local government and BMU authorities, due to awareness raising and advocacy campaigning by change agents/role models. Changes are clearly seen at Ngegu and Rambiru beaches with spill-over effects to neighbouring fishing communities. agents/role models.	2) Adolescent school drop-out girls 15 to 18-years of age in Rambiru and Ngegu beaches have been supported to complete formal education or vocational training.	3) An institutional framework in Homa Bay county made up of various stakeholders and government departments to advocate for the retention of girls in school and to address issues of adolescent school drop-out girls have been facilitated and empowered.	1. Formal and informal leaders acknowledge the size and seriousness of the SFF problem. 2. School authorities wish to play a constructive part in readmitting drop-outs. 3. Other active social players from the NGO and GO spheres wish to share knowledge and participate in a joint movement against the SFF practice.
OUTPUTS	1.1 Communities increasingly support dropout girls to go back to school/undertake vocational training activities and have an awareness of reproductive health and environmental issues	2.1 Drop-out school girls identified and action plan for re-entering either school or vocational training drafted.	3.1 Multi-stakeholder platforms comprising of community leaders, LAs, and larger social networks established and functional.	
	1.2 BMU's and ward authorities are active in reintegrating dropout girls to school and VETs	2.2 50% of the dropouts have been re-admitted to schools or vocational training courses	3.2 Key stakeholders from neighbouring communities with fish landing sites participates in xx debating and networking workshops based on	
	1.3 County Government sensitized and aware of girl drop-out issues and school re-integration needs	2.3 A framework of change agents and supportive peers is set up and working.		
INTERVENTIONS	**Preventative measures, cluster 1:** Public and government / county space influenced through targeted advocacy campaigns against the Jaboya practice challenging attitudes on age limits of female friends and consequences of relationships. Recruitment of male and female change agents and trainers. Working directly with role model teachers. Engagement and collaboration with relevant departments and line agencies e.g. beach management units, health / HIV officials, social/educational dept. on Reproductive health and HIV education. Inspirational Networking activities with neighbouring fishing communities	**Investigation and presentation of alternatives, cluster 2**: Organisation of peer groups into supportive units. Establishment of 'Jaboya free' fishing value chains. Networking efforts with like-minded and sympathetic institutions pooling support into fewer directions. Back to school or vocational education. Group formation at village and church level. Mentorship programmes/Apprentice training Inspirational Networking activities with neighboring fishing communities	**Investigation and presentation of alternatives cluster 3:** Small grants (supporting mentors and equiping vocational training institutions) and group loans. Equipment and material support. Income generating activities e.g. Tailoring, gardening, beekeeping, hairdressing, fish pond management, baking etc.Inspirational Networking activities with neighboring fishing communities	
BARRIERS	Early teen pregnancies, failing cultural and family ties leading to insufficient HIV and reproductive health education for children and youth, gender stereotyping and lack of role models amongst male and female teachers. Local laissez faire attitude amongst opinion makers and low awareness of the negative consequences of the jaboya practice. Local dissent is too feeble and disorganized to push for a change	Weak and often non-existent or un-coordinated supportive structures from peer groups, sympathizers and local authorities to assist one out of a Jaboya practice and back into an educational system (completion of primary or a specific vacational training)	Few lucrative concrete income generating alternatives exist for the target group	
PROBLEM	Poverty, inadequate skills in income generating activities and unstructed school readmission makes 15-18 year old girls vulnerable to the jaboya practice. Limited income generating alternatives and chances of pursuing education violates girls rights, constrain their choices and impacts their ability to participate, contribute and benefit from personal and community development			

Figure 5: Diagram: Theory of Change

The ToC diagram provides and overview of the interventions, outputs and outcomes that can empower drop out adolescent girls, create awareness among communities and authorities to support girls being re-admitted to schools or include them in vocational training. The ToC is not meant to be prescriptive, but to map the multiple pathways to tackling the challenges drop out girls have. The ToC has inspired the design of the LFA and the selection of methods and strategy described in the following section.

C.4.1 The Methods and strategy of Implementation

The methods of implementation are based on a participatory approach which involves dropout adolescent girls, the communities where they come from, local authorities and BMUs. This section describes the methods of implementation and argues why the selected methods and strategy are the most appropriate for achieving the best possible results to achieve the objective of the project.

Organisation of the project

The participatory approach is illustrated in the below organogram where all stakeholders are present. Roles and responsibilities are further described.

The chair to the MsP will be a County Education Officer judged to be a best fit option for the position as the project will be implemented in two different sub-counties with various stakeholders in the community, sub-county, and county levels. The chair needs mandate and authority to work across administrative boundaries and line departments.

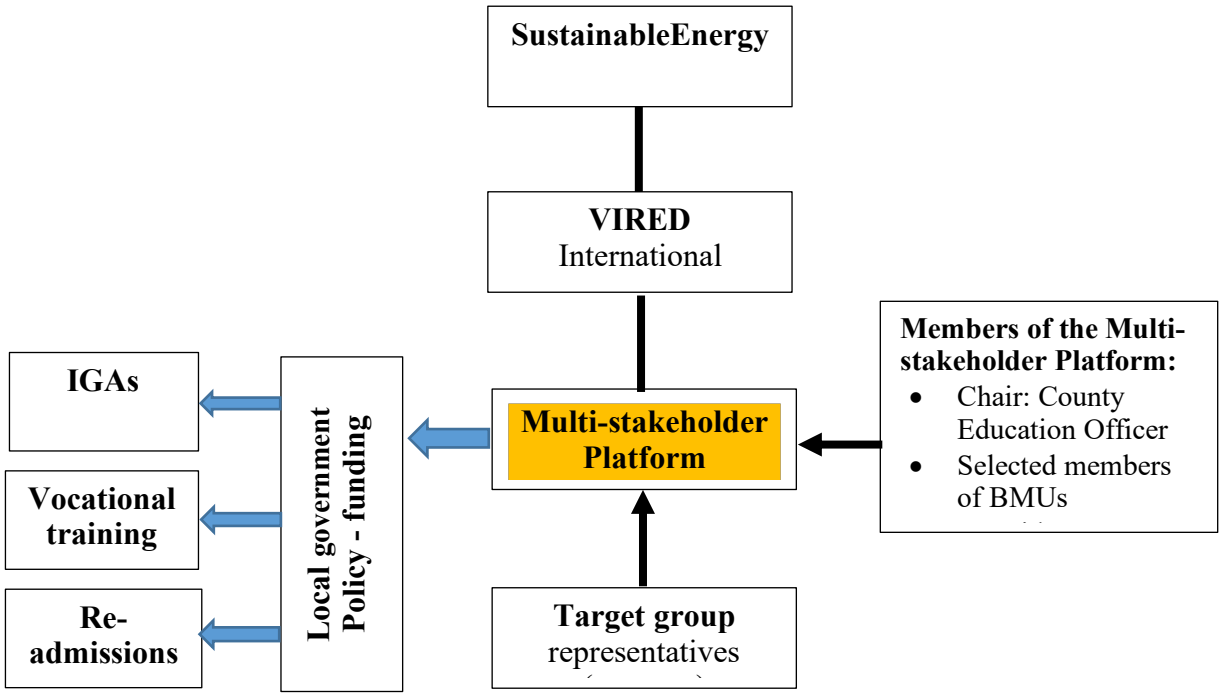


Figure 6: Organisation and management of the project

Local involvement and active participation are the best chance to ensure ownership, a continuation of activities, and sustainability in the partnerships established in the project. In order to ensure a high degree of local participation, SE and VIRED will build a close partnership with identified drivers of change. Moreover, the activities will be planned and coordinated in a **Multi-stakeholder Platform (MsP)** comprising of key actors identified in the stakeholder analysis (identified in green in section B.4)**.** The proposed project builds on an approach of creating strong cooperations between the local government, communities, the target group, and their mentors. The **MsP** will be crucial in the project and will be a close counterpart for SE and VIRED.

Communities: Change agents based within targeted communities play a role in changing attitudes and breaking taboos are important for the success of the project. Concerned community leaders, households and traditional leaders will be active in awareness raising through anti jaboya campaigns, information of alternatives using different sensitization instruments like Forum theatre (Interactive role play), consultations by change agents, information campaigns, etc.

Beach Management Units: The BMU's are crucial and key players in understanding the fishing communities and the jaboya practice. The BMU is a grassroots organisation that works to spearhead effective, efficient and sustainable participation of fisherfolk and other stakeholders in managing fisheries resources. The BMU has duly elected officials to run the affairs of the landing site on behalf of the fishing community and have connections to all fishing communities along the lakeshore involved in fishing. Members of BMU's boards come from all sides of the sector: the fishermen, fishmongers, boat owners, fish market operators, and other businesses present on the landing sites. The BMU's link up to the county administration and local representatives of the National Department of Fisheries. The BMU will be strongly represented in the **MsP.** The role of the BMU representatives will have a liaison role between the local government, the target group and the fishing communities. The BMUs in the target areas (fish landing sites: Rambira and Ngegu) have taken a great interest and has been crucial in mapping the magnitude of the problem addressed in the proposed project.

Local government: The proposed project builds on an approach of creating strong cooperation between the local government and the **MsP** in addressing the challenge of adolescent drop out girls. The County government and relevant line departments have been positive and taken an interest in the project design. They will be key in strengthening the policy for the area and is given priority in funding of activities as part of the CIDP (County Integrated Development Plan) process.

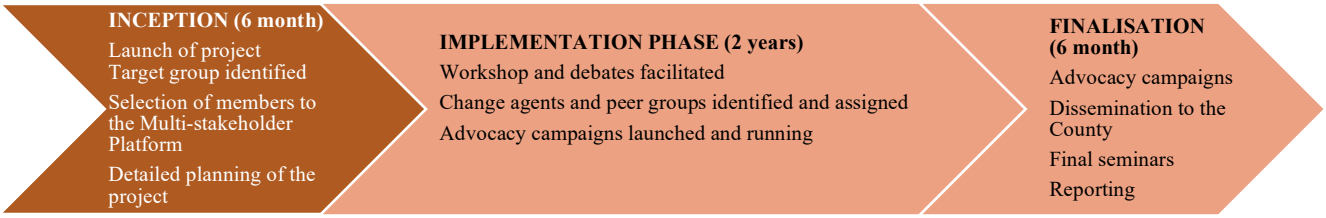
Advocacy: Advocating for the local County Government and department of education to act to solve the problem of adolescent drop out girls by raising awareness on the various challenges will be an important element of this project. The advocacy activities directed at the County Government will include advocating for 1) raising the issue through **MsP** activities 2) urging the department of education and reproductive health to raise the problem in County assembly sessions and relevant committees, 3) participate in the annual hearings when the county budget is debated and prioritized. Key players in the advocacy campaigns will be the **MsP**, church leaders, CSO networks, the DaCCA programme, KNUT (teachers organisation) and village leaders, chiefs, etc.

Dissemination: securing a broad outreach of the challenges addressed by this project as well as the possible solutions in both radio broadcast public events, theatre happenings and social media will facilitate bringing the high rates of adolescent dropouts on the political agenda and urge the local authorities to take responsibility and address the problem. In a broader context, the model developed in the project will be disseminated to other geographical areas and counties working with problems of school dropouts through workshops and seminars with key stakeholders.

Gender equality: The added value in this project will be to contribute to the debate of gender and the inequality between boys and girls when it comes to the limited income generating alternatives and chances of pursuing education for girls which violates girls' rights, constrain their choices and impacts their ability to participate, contribute and benefit from personal and community development.

C.4.2 Timeline of the project

The project is divided up into 3 phases: inception, implementation, and finalisation.



The described phases allow for adjustments and integration of activities in the different phases as an exact timeframe is difficult to predict. However, detailed planning will be done in the inception phase where activities in subsequent phases are detailed after consultations with key stakeholders.

C.4.3 Linkages to interventions in the North

Results and stories emerging from the project will feed directly into SE's communication strategy and various communication platforms. The current information and awareness creation activities in Denmark target both general members of SE, our donors the youth wing of SE (YoungEnergy) as well as a wider Danish public. Results and stories from this project will contribute to highlight the many complexities of current climate changes in central Africa, often impacting groups of people that only few Danes has ever offered a thought. The project will provide valuable contributions to SE's effort of including local perspectives into global perspectives whenever possible.

C.5 Phase-out and sustainability

Problems related to adolescent drop out girls, SFF and poverty, will still be vast and complex after 3 years of implementation. However, this project will lay a strong foundation in addressing attitude and behavioural changes that confine school dropouts to SFF. The successful early establishment of the Multi-stakeholder Platform (MsP) will be crucial for the long-term sustainability of the project. Combining key local stakeholders and government line departments and ministries to form MsP will facilitate aspects of sustainability into the target communities. The creation of new alliances between government officials and civil society will be formalized through the MsP and will further contribute to the robustness of the intervention. Investing in quality and relevance of the alliance and its ability to influence the agenda will affect decision makers at all levels. The emphasis on dissemination and outreach from several communication platforms to the girls, key stakeholders and the County Government will increase the sustainability of the project by securing a solid base of participants in future activities. Also, the use of social media in awareness-raising and advocacy will still be in place long after the project closure. A final dissemination conference is scheduled where all main stakeholders will participate. The theme of this conference will be to share experiences and lessons learned and discuss how to maintain an expected momentum in the whole of Homa Bay County.

	Sustainability promotion during implementation
Financial	• Influencing relaxation of the requirements of the government bursaries, youth funds and Women Enterprise Fund from the devolved funds (CDF, Youth Fund and Women Enterprise fund) • The exploration of access to devolved funds for school dropouts in cooperation with the County Government, plus an agreement that more funds will be set aside to support adolescent school drop-outs after project completion.
Institutional	• Establishment and strengthening of a Multi-stakeholder Platform to support the continuation of the project. • Establishment of strong networks with key line departments and CSOs to support post project implementation. • Dissemination of information by the Multi-stakeholder Platform will increase the outreach, local ownership, and results that are deeply rooted in the target group.

Social	• Actively addressing the challenge facing adolescent school drop-outs between many actors in the fish value chain during implementation by ensuring equal participation of all groups. • Girls peer groups will continuously highlight the plight of drop-outs and other vulnerable girls. • The awareness created by the project will still be relevant long after the project is gone. • The identified change agents from the communities will continue to carry out their duties • The school going girls (formerly school dropouts) will act as role models to future school drop-outs.
Political	• Establishing cooperation (through the MsP) with other CSOs and stakeholder to advocate the County Government for more relaxed requirements for the devolved funds and re-admitting teen mothers into schools and vocational training. • Advocating the County Government for enforcement of existing policies favourable to drop-out girls
Environmental	• Enhanced awareness and knowledge of the environment and the effects of climate change among the target group through the training. • Prioritization of green IGA and climate-friendly business activities, e.g. by integrating into the work plans and the sharing of experiences.

SE and VIRED will be present in the county also after the end of the project and will be capable of following up on foreseen and unforeseen longer-term impacts of the project.

The experiences of the project will be gathered in the bi-annual progress reports by VIRED's coordinator. The reports will be compiled into a main final report by SE who is overall responsible for the systematising of the experiences and lessons learned. The experiences will be used by both organisations in their continued work with vulnerable groups living along the shores of the lake.

C. 6 Prerequisites and risks

Output	Assumption / Prerequisite	Strategy to meet the assumption
Objective 1	Formal and informal leaders acknowledge the size and seriousness of the SFF problem.	Community leaders, village chiefs, families, BMU's and key stakeholders are involved from the beginning of the project. Change agents and the Multi-stakeholder Platform will play an active role in awareness raising and in advocacy campaigns.
Objective 2	School authorities wish to play a constructive part in readmitting drop-outs.	Integrating a dialogue approach focusing on the magnitude and the gender inequality of the problem. Enforcement of existing policies in favour of drop out girls. Involvement of line departments and members of the county council in advocating for girls' rights.
Objective 3	Other active social players from the NGO and GO spheres wish to share knowledge and participate in a joint movement against the SFF practice.	Mobilisation and awareness raising of CSOs, CSO network and government officials in focusing on the problem. Mobilisation of members of the County Assembly to address the problem. The drop out girls and the activities formulated in the project are given priority in the CIDP and budgets.

As part of the established monitoring system the realization of all assumptions are given full attention during project implementation.

Possible external risks outside the influence of the project include:
1) Political unrest**:** Local and national elections during the project period may prompt local unrest within the project area. Ethnic tensions may if they openly erupt delay parts of the implementation plan. The local partner, VIRED, is well aware of the risk and has experience with in early stages of local conflict to negotiate space for a continuing conflict with neutral activities.
2) Corruption: Corruption in all levels of society is still on the increase. SE follows the situation closely and has upgraded its controlling functions towards partners and their interaction with local authorities. Our joint code of conduct and a zero tolerance to corruption in whatever form it takes has been reiterated to partners.
3) Extreme weather events caused by ongoing climate change: The area is experiencing gradually changing weather patterns. Should more extreme events occur prompting larger migrations into the area this will naturally for a limited period of time delay project implementation.

D. PROJECT ORGANISATION AND FOLLOW UP

D.1 Division of roles in implementation of the intervention

D.1.1 Overall responsibilities

SustanableEnergy is overall responsible for the project including the administration and control of funds, monitoring, reporting, systematization of experiences and contact to CISU. As SE's DaCCA programme has its administrative headquarter in Kisumu (2 to 3 hours' drive from the locations of the project) the programme's Administration and Finance Unit will handle all financial transactions with VIRED. VIRED will on written request be reimbursed for expenditures needed for the implementation of the project. Apart from securing a closer control of the correct usage of funds the arrangement will save substantial amounts of transaction costs.

VIRED International will provide a qualified project manager (presented in section D.1.2), who will be responsible for coordination, reporting, approval of members of the Multi-stakeholder Platform, contact and consultation with fishing communities, the local government, schools and key stakeholders on inputs to the project as well as for planning and implementation of training courses and advocacy campaigns. The project manager will be SE's first contact point to the project. The two organisations, VIRED International and SE, as well as the individuals presented below have successfully worked together before on other assignments. Other VIRED assets that the project will benefit from include office space, secretarial services and administrative and accounting services.

D.1.2 Key personal

VIRED International

Serena Adhiambo Adede Nasongo will be the overall project manager of the project. She holds a Ph.D. in Social and behavioral Sciences from the University of Amsterdam, The Netherlands and a Post graduate Diploma in Education from Kenyatta University. Ms. Nasongo has more than 15 years of experience in development research, lecturing and project management. Serena has a vast experience working in rural communities. Her particular expertise is in developing and implementing programs that provide socio-economic solutions to communities' problems. Serena has a proven record of accomplishment to develop and implement community-centric programs designed to strengthen community groups, enhance economic opportunities, and promote community participation. Serena has several years of work experience in the region and is fluent in the local language.

Ms. Nasongo has a profound understanding of the complexities of the presented project and has previously been involved in similar projects both as a researcher and a practitioner. Ms. Nasongo was the teamleader

on the 'no sex for fish' feasibility study and will be the eyes and ears and main driver of the project. Ms. Nasongo will be supported by Mr. Tom Ben Otieno the Finance Manager at VIRED International and the board members who have experience in a wide range of fields.

Realtime evaluator and process consultant
Mr George Onyango will be an external facility attached periodically to the programme. Mr. Onyango has more than 15 years of experience as a process consultant supporting complex inter-disciplinary development programmes. Mr. Onyango holds an MSc from Nairobi university and works as a consultant with evaluations, reviews and staff trainings. Mr. Onyango will particularly be responsible for undertaking periodic participatory reviews of the ToC, keeping track and documenting difficult to measure process goals and providing independent advice on any strategic adjustments of the project. Mr. Onyango will engage with the project on a semiannual basis over a period of 10 days.

SustainableEnergy
Lars Jacobsen will be SE's project manager and overall responsible for the project and linking up to CISU, to internal resource persons at SE, to VIRED international and to the process consultant / real-time evaluator. Mr. Jacobsen is currently the head of SE's international department and has in this capacity participated on several missions to the DaCCA programme in Western Kenya. Previous to that he has held a number of positions as an adviser to Danida, to the EU and to private Danish consulting companies posted on both long and short term assignments to eastern and southern African and Asian countries. He holds an MSc in Natural resource management and an MBA in conflict mediation and has more than 20 years of experience working with development assistance.

The Quality Assurance team will comprise of in-house technical expertise from Mr. Finn Tobiesen (programme and country coordinator for Kenya) and financial and administrative expertise from SE's controller and accountant Mr. Jens Christian Jensen. The QA team will follow the project closely and will in connection with DaCCA programme reviews visit the project to discuss progress and advise on challenges encountered. SE's Communication's department will ensure a professional reach to the Danish public informing about project and its results.

D.2 Monitoring and evaluation in project implementation

Monitoring principles for the project will where relevant follow the guidelines for monitoring of SE's frame programme in Kenya and Mozambique[6]. Working within a difficult and complex theme with a project designed to deliver a change in attitudes, mindsets and gender inequalities amongst people living in abject poverty requires a fine-tuned monitoring and management apparatus. Monitoring tools and methods applied under point 1 to 3 described below encourages a curious and subtle approach from project implementers. The engagement of an external process consultant will encourage a real-time learning and adjustment approach systematically reflecting on incoming qualitative and quantitative data from the field.

SE's tested monitoring system comprise of procedures around

1. **Logging progress within the agreed logical framework**. This entails reporting against stipulated indicators at output and outcome levels. This ensures a focus on result-based reporting rather than blind activity-based reporting. Adjustments to the project plan and budget can be done locally at activity levels. From output levels and up this will only be made in consultation and agreement with SE. Thorough reporting based on own templates will take place annually, simpler reporting focusing on quantifiable results, assumption monitoring and risk assessments takes place every 6 months. A simple baseline survey conducted during the early days of the inception period will be used as the point of departure when discussing and interpreting subjective monitoring data stemming from field observations, collection of most

[6] 'Monitoring of the Frame Programme', SustainableEnergy, February 2017.

significant change stories and focus group interviews. VIRED in a close collaboration with the process consultant is held responsible for accurate and timely LFA reporting indicating verifiable sources.

2. **Reflecting upon the Theory of Change** of the project and the underlying preconditions and assumptions that the project builds on will take place every 4 to 6 months and be aided by an experienced local process consultant working in close collaboration SE and VIRED programme staff. The process consultant is already part-time contracted by SE in connection with the monitoring of the larger climate change programme in the region and is therefore tested and well-known to us. Identified necessary changes to the ToC will be reflected into revisions of the LFA and the budget. The process consultant in close collaboration with VIRED and SE is responsible for the ToC workshop facilitation and monitoring.

3. **General process monitoring** will follow SE's monitoring wheel and ensure that the eye is primarily kept on the outcome level. The wheel comprises of sets of reflection questions to project implementers within well-defined areas and feeds on information from LFA and ToC monitoring, field observations and interviews. The wheel is divided into 5 sections investigating:

a) the registered and perceived appropriateness of the delivery of "enablers" from SE to its partners,
b) partners' ability or desire to respond to the support,
c) partners' ability to transform the support into meaningful and relevant programme interventions/target group support,
d) the target groups ability or desire to adopt, replicate or refine the programme interventions, onto finally
e) the registration of the real and perceived livelihood changes at the level of the target group.

Data for the monitoring wheel is collected primarily during SE's biannual review visits to the project. Considerations around attribution versus contribution are handled outside this monitoring scheme in specific reflective sections of the annual project progress. SE in close collaboration with VIRED and the process consultant is responsible for general process monitoring.

4. **Financial monitoring** follows the guidelines of the DaCCA programme. Day to day finance monitoring will take place from the local administrative set-up of the programme (one full-time bookkeeper + one assistant) supported by SE's financial controller operating from SE HQ. The controller will in connection with his scheduled annual DaCCA programme visits combine these with providing any necessary financial management input to the Turudi Shule project.

3. Budget summary

Budgetresumé:		**valuta**
Angiv de samlede omkostninger (dvs. både bidrag fra Tilskudspuljen og andre bidrag)	1.710.065	d.kr
Heraf er bidrag fra Tilskudspuljen	1.710.065	d.kr
Heraf eventuelle andre finansieringskilder, herunder organisationens eller partnerens eventuelle egne bidrag	0	d.kr
Angiv de samlede omkostninger i lokal valuta	27.019.027	KES
Angiv anvendt kurs	1 d.kr = 15.80 KES*	

*Source: http://www.oanda.com/currency/converter/ September 2018

Hovedbudgetlinjer:	Samlet budget	Finansieringsplan	
		Heraf Tilskudspuljen	Heraf andre
1. Aktiviteter	916.795	916.795	
2. Investeringer	10.000	10.000	
3. Udsendte medarbejdere	0	0	
4. Lokale medarbejdere	282.000	282.000	
5. Lokal administration	82.000	82.000	
6. Projekttilsyn	148.470	148.470	
7. Ekstern evaluering	0	0	
8. Budgetmargin (min 6% og maks. 10% af 1-8)	143.927	143.927	
9. Projektudgifter i alt (1-8)	1.583.192	1.583.192	
10. Revision i Danmark	15.000	15.000	
11. Subtotal (9 + 10)	1.598.192	1.598.192	
12. Administration i Danmark (maks. 7% af 11)	111.873	111.873	
13. Total	1.710.065	1.710.065	