



Evaluation of the Addressing Violence Against Women and Girls Through Football Programme

Final Report: Annexes

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This document contains the annexes to the *“Evaluation of the Addressing Violence Against Women and Girls Through Football Programme”* which is submitted as a separate document.

1. Further details on methodology

1.1. Household survey

Overview

In September – October 2017, a household survey was undertaken in both Kopsiro and Kisumu, essentially seeking to replicate the survey that was undertaken at the baseline (further details of this can be found in the baseline report for each location). The survey was conducted with adults from 150 households in Kopsiro, and 150 households in Kisumu, aiming for roughly equal proportions of participant and non-participant households (i.e. households with resident young people who took part in the programme) and of men and women.

Sampling approach

At baseline, lists of households were generated with the help of community mobilisers and village elders, and then households were randomly selected - evenly distributed according to participation or non-participation of young people resident in the household. Community mobilisers assisted in identifying participant and non-participant households, based on the young people that had been recruited to the programme at the point of the survey.

At endline, given the large number of young people registered in the programme across the cohorts, we consolidated a list of all participants in each site and then generated a random sample to visit. The sample was 15% above the required number (75) to cater for refusal and non-availability of respondents. Appointments were made to secure the availability of selected participants who were willing to be interviewed. As a result most participants were available at the time their households were visited. However, those still unavailable despite the appointments were considered as refusals and were replaced by the 15% extra participants in the sample. This was the case in Kisumu due to work commitments of urban dwellers.

For non-participant households there was a lack of a reliable sampling frame, as was the case at baseline. There were large number of non-participant households spread across difficult terrain in Mt Elgon and congested slums in Kisumu. Given this scenario and due to time constraints, every 5th household was selected for interview in order to reduce the time spent to access households. Where an eligible non-participant respondent was unavailable, a fifth household was selected – counting from the selected household where the non-participant was not found.

Survey enumeration was undertaken by four trained data collectors, supported by the data collection lead. All participants were provided with information about the purpose of the study and gave their informed consent to participate (see Annex 6 for the survey tool which details the information provided). Given the sensitive nature of some of the topics being discussed, we implemented strict protocols about privacy, to ensure the protection of participants. All respondents were informed that they could stop their participation at any time.

Survey instrument

The survey instrument was based on the questionnaire used at baseline, which aimed to collect information on behaviour, attitudes and empirical expectations. Question phrasing was kept consistent to ensure comparability of results at baseline and at endline; however, at endline we substantially reduced the number of questions, to focus on issues that were prioritised by the programme.¹ Additional questions were added relating to exposure to the programme, and participants' thoughts and experiences of the programme. In relation to some prevalence indicators, we also added a small number of questions that explored respondents' perspectives on change.

¹ This was necessary to ensure that sufficient data collection time was available for qualitative data collection.

Data analysis

Data entry and analysis was undertaken by a statistician based in Kenya. Analysis was done in SPSS, to generate summary statistics disaggregated by sex and participant status. Chi-squared tests were used to analyse the extent to which there has been a significant change between baseline and endline. However, given the sample size of course these should be interpreted with caution – this is discussed further in the limitations section below.

1.2. FGDs and IDIs

Qualitative, semi-structured Focus Group Discussions (FGDs) and In-Depth Interviews (IDIs) were conducted with adults and young people from Kisumu and Mount Elgon.

Sampling approach

The endline evaluation employed a purposive sampling approach, aiming to capture a range of views from the community, including youth participants (across different cohorts and special groups, and different ages), community members (including both those who had been exposed to the programme and those who had not been engaged with the programme), service providers (health centre staff, police officers and teachers), community leaders (including religious leaders and elders), government officials, and project staff. Due to resource constraints, the decision was taken to prioritise Kopsiro and Kisumu for qualitative data collection; therefore, in Kapsokwony we undertook a limited number of FGDs (with young people). The sample is summarised in Table 1.1 below

Table 1.1. Overview of qualitative sample in Mount Elgon and Kisumu

	Mount Elgon	Kisumu
IDIs	14	14
Service providers (teachers, police, healthcare workers)	7	7
Government	3	2
Community leaders	3	3
Other programmes operating	1	2
FGDs	18	16
Young people	12	9
Adults	6	7

An additional nine remote phone interviews were undertaken with staff associated with the programme, from British Council, Premier Skills and Exp. This included both Field Officers.

Topic guides

As well as discussing participants' perceptions of the programme, the FGDs and interviews focussed on gaining insights relating to the outcome-level change in the ToC. In line with the contribution analysis approach detailed in Section 2, for each outcome, the questions sought to investigate:

- What, if anything, has changed in relation to this outcome since the start of the programme?
- Why has it changed? We sought to investigate the role of the programme in relation to other factors that might have contributed to the outcome, and also explain how and why the programme has contributed (or failed to contribute) to change.

We aimed to discuss no more than five outcomes with each category of respondent, in order to ensure sufficient time to cover the topics in depth. This meant that not all of the topics were covered with all stakeholder groups, with implications for the level of triangulation possible.

Informed consent and assent

All participants were provided with information about the interview or FGD and how the data would be used. They were also asked for their permission to record the session and informed that they

could stop at any time or choose not to answer questions. The tools, including information provided, are included in annexes 7 and 8.

Data analysis

The interviews and FGDs were coded in Dedoose according to the coding tree included in Annex 10. Thematic analysis of transcripts was done by two members of the evaluation team, one of whom led on Kisumu and one of whom led on Mount Elgon, to ensure that findings were generated separately before being brought together to reflect on the programme as a whole.

1.3. Outcome harvesting

Outcome harvesting is a highly participatory approach for gathering evidence of outcomes (i.e. changes in actions, attitudes, activities, relationships, policies, or practices). It does not measure progress towards predetermined outcomes, but rather collects evidence of what has changed from programme ‘change agents’, and works backwards to determine how a programme has contributed to these changes. The approach is recommended when the focus is on understanding what has changed in complex contexts – USAID chose it as one of five approaches particularly suited for M&E in dynamic, uncertain situations.

The lead evaluators conducted two outcome harvesting workshops prior to community data collection, with coaches from Mount Elgon and from Kisumu. This helped to maximise the participation of and insights gained from community coaches, ensuring it was possible to capture a broad spectrum of intended and unintended outcomes in a cost-efficient and participatory manner. It also allowed us to capture examples observed by coaches of ‘girls claiming their rights’ – a key outcome for the programme.

Following the outcome harvesting workshops, the evaluation team compiled ‘outcome stories’ developed by the workshop participants, which were shared with programme staff for their review and comments. Where relevant, IDI and FGD topic guides were revised to allow key outcome stories to be validated or explored further with community members and other relevant stakeholders.

1.4. Monitoring data

Prior to data collection, a desk review was conducted, covering all available programme monitoring data collected since the midline evaluations. Monitoring data comprised:

- Registers and observation records from the sessions with young people, incorporating quantitative and qualitative data.
- Qualitative Focus Group Discussions (FGDs) with young people, conducted periodically throughout the cohort.
- Various quantitative monitoring activities conducted with coaches and young people to monitor their attitudes, knowledge, skills and confidence. These include an attitudes ‘agree-disagree’ activity, a knowledge quiz, and pre- and post-training questionnaires completed by coaches (which also collects some qualitative observations).zAn end of cohort assessment activity with young people and coaches, incorporating quantitative and qualitative data.
- Pre- and post-training assessments completed by duty bearers
- Transcripts of community conversations that took place at community events.
- Qualitative and quantitative observational data from minutes of implementation, steering committee and Gender Technical Working Group meetings.
- Statistics from police, health centres, counsellors and internal records on reported cases of violence.

2. Further details on Mount Elgon and Kisumu contexts

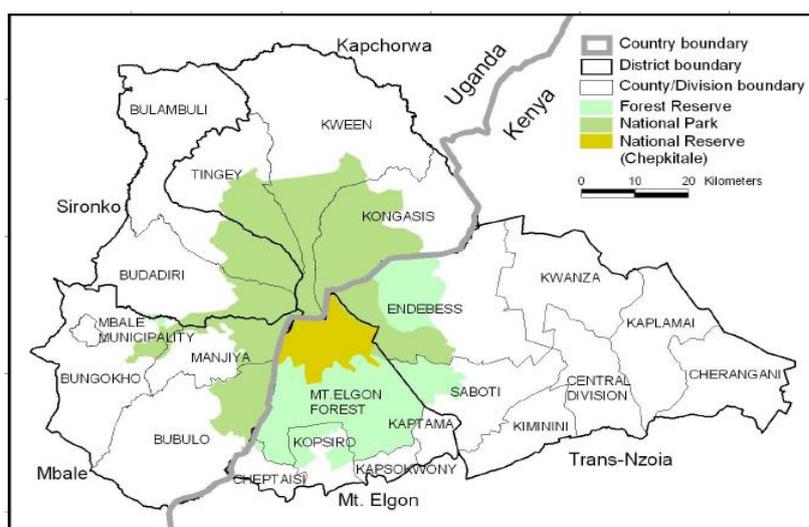
2.1. Mount Elgon

Mount Elgon within the Western Region of Kenya was identified as the pilot location for the programme due to its significant social challenges and recent history of violent conflict.

The Mount Elgon region covers parts of Bungoma and Trans Nzoia Counties in Western Kenya (see Figure 2) and straddles the foothills of Mount Elgon, which rises up to 4,321 meters above sea level. The sub-county is divided into four wards, namely Kapsokwony, Kaptama, Kopsiro and Cheptais, which are further sub-divided into 16 locations and 40 sub-locations. Most of the population – estimated at 172,377 (KNBS, 2009) – live in the southern part, which is more fertile, compared to the northern part which is higher in altitude and almost entirely covered by forests.

The population in the sub-county is multi-ethnic; however, the Sabaot account for 60%. The Sabaot are a sub-tribe of the Kalenjin, and are comprised of the Bok, Someek, Bongomek, Ogiek, Sabiny and the Koony sub-dialects/tribes. The sub-tribes stem culturally from one community, but are geographically separated. The Ogiek, who account for about 20% of the Sabaot, occupy the northern and higher part of the sub-county and mainly engage in herding and foraging in the forest, while the rest (making up 80%) have settled on the lower slopes in the south of the district and are mainly agro-pastoralists. Other communities living in the in the region are the Bukusu and Teso, among others.

Figure 1.1: Map of the Mount Elgon Region (IUCN, 2011)



Mount Elgon is a post-conflict zone, having suffered intermittent ethnic violence since Kenya gained independence in 1963. The area was seriously affected by the post-election violence that followed the disputed presidential elections in December 2007 and was the site of an armed insurgency by the Sabaot Land Defence Force (SLDF) that began in 2005. The SLDF militia ran a parallel administration in the region and levied “taxes” on the local population, which

were enforced through violence and the threat of violence. Many families were displaced during the conflict.

The project was conducted in the Kapsokwony and Kopsiro wards. Kapsokwony town serves as the administrative headquarters of Mount Elgon Sub-County and hence has a growing urban population made up of migrant workers. The population is rather diverse with the majority being the local Sabaots while minority ethnic groups, such as Teso and Bukusu, are also present. The town’s infrastructure includes health facilities, schools, piped water, a motorable murrum road, police station, mobile court, a variety of shops with supplies, among others. Dwelling structures within the town centre are fairly modern compared to those in the countryside, which exhibit traditional structures.

Kopsiro, on the other hand, is located at a higher elevation on the slopes of Mount Elgon compared to Kapsokwony. The terrain in Kopsiro is mountainous with volcanic soils. Kopsiro is a rural dwelling site situated within the larger Chebyuk settlement scheme. The residents belong mainly to the Sabaot sub-groups and their main preoccupation is farming and livestock keeping. Kopsiro was the

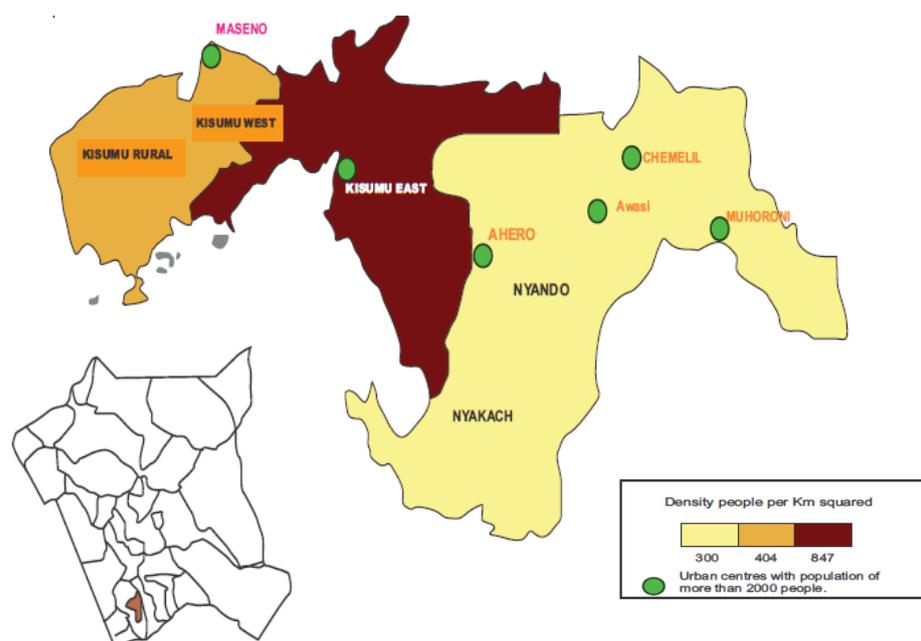
epi-centre of the 2007/2008 violence in Mount Elgon over land ownership. The infrastructure in Kopsiro is poorly developed with virtually no motorable road during the rainy season. There is however, a health facility, schools and a police station. The dwelling structures are mainly made of local materials.

2.2. Kisumu

Kisumu County is located in Nyanza region of Kenya and borders Lake Victoria to the west, Siaya, Vihiga and Nandi to the North, Kericho to East and Homa Bay to the South. The county has seven sub-counties: Kisumu East, Kisumu West, Kisumu Central, Seme, Nyando, Muhoroni and Nyakach. The economic activities are farming, livestock keeping, fishing and small scale trading. It is believed that the county has a potential mineral wealth of limestone.²

The population of the county according to the 2009 Population and Housing Census was estimated at 968,909 people, with 474,687 males and 494,222 females.³ The dominant ethnic group is Luo, with significant pockets of Kisii, Luhya, Nubians and Asians living in urban areas. Kisumu City comprises 40% of the county's population, while the remaining 60% of residents are distributed in other towns including Awasi, Ahero, Muhoroni, Chemelil and Maseno.⁴

Figure 2.2. Map of Kisumu County



Source: Kisumu County Gender Mainstreaming Strategic Plan

It is estimated that the county's deprived child population is 45% and 1 in 5 children under 18 have lost one or both parents. Children under the age of 5 years are at risk of malnutrition including acute and severe malnutrition. Almost half of the child population (46%) aged between 5–14 years are reported to be engaged in child labour. 42% of women aged 15–49 years old are married before their 18th birthday and 24% of these early marriages are of adolescent girls aged 15–19 years.⁵

² CRA. 2012. Kenya County Fact Sheet. Nairobi: Commission for Revenue Allocation.

³ KNBS. 2013. Statistical Abstract 2013. Nairobi. Kenya National Bureau of Statistics.

⁴ KIRA. 2014. Kisumu Secondary Data Review. Kenya Inter-Agency Rapid Assessment.

⁵ Ibid.

The project was conducted in Obunga and Nyalenda informal settlements, known locally as slums, which are located within Kisumu Central sub-county. The sub-county is inhabited mainly by urban workers who provide labour and attendant services in Kisumu City. The population density in the sub-county is about 5,165 persons per square metre making it the most densely populated part of Kisumu County. Obunga and Nyalenda are inhabited by low-income earners who perform blue-collar jobs. The two slums are separated from each other by the central business district of Kisumu City.

Health facilities, schools and police stations are within easy reach. Although the county government has made some progress towards improving infrastructure, the slums are still characterised by poor roads, inadequate access to piped water, poor lighting, and poor sanitation and hygiene. Dwelling structures in Obunga are mud-walled shanties with corrugated iron sheet roofing materials, while in Nyalenda there is a mixture of shanties and modern housing.

3. Further details on concepts in the ToC

Impact: “Reduced violence, particularly against women and girls, and more peaceful community relations”

The programme primarily focused on reducing violence against women and girls (VAWG), which both formal statistics and initial FGDs with young people suggest is a huge problem in the targeted communities.⁶ Initial FGDs before and during the baseline also suggested that boys in the area are subject to high levels of violence (including parental abuse in the home), and there are also high levels of wider community conflict. VAWG in the context of the programme is therefore understood as a sub-set of gender-based violence, which is in turn a sub-set of wider community violence; both of which the programme is also attempted (although less directly) to address (see Fig 3.1). The programme specifically aimed to address the following types of violence:

1. Intimate partner violence (mainly towards girls and women)
2. Abuse and rape by wider community members (mainly affecting girls)
3. Wider community violence (affecting all community members)

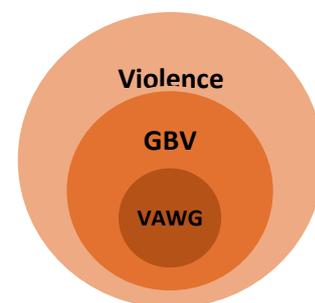


Figure 3.1. Venn diagram of violence

Outcome 1: “Boys and men model positive masculinities”

It was hoped that through participating in the programme, boys would start to question assumptions about the relationship between violence and masculinity – moving away from associations of masculinity with violence or dominance over women, and towards more positive associations of masculinity with sport, respect for girls and women and non-violence.

Outcome 2: “Youth participants and coaches hold more equitable attitudes about VAWG and girls rights, and act as community role models”; and **Outcome 5: “Wider community members and duty bearers hold more equitable attitudes and demonstrate more equitable behaviours in relation to VAWG and girls rights, and stigma towards survivors reduces”**

These outcomes are about attitudes, beliefs and social norms relating to VAWG and gender; as well as the stigma faced by victims of VAWG. There are a number of attitudes that the programme has specifically aimed to change:

1. Attitudes about the acceptability of the various forms of violence the programme is aiming to reduce (see above):
 - Intimate partner violence
 - Rape
 - Wider community violence
2. Attitudes about girls’ sexual and reproductive rights, for example:
 - How far girls should be involved in the choice about when and whether to marry and have children
 - At what age girls should marry and have children
 - The acceptability of girls and women refusing sex when their partner wants it
3. Attitudes about girls’ economic rights, for example:
 - At what stage girls should finish school
 - Whether boys and girls should be educated equally
4. Attitudes about girls’ political and social rights, such as:
 - What role girls and women should play in community decision making
5. Attitudes about masculinity, including:

⁶ This scoping work was undertaken by the British Council in advance of the Nairobi Theory of Change workshop in February 2015.

- Whether violence is positively associated with masculinity
- Whether dominance over women is positively associated with masculinity

A USAID report on “stigma” defines it as a particular form of “deeply discrediting” attitude, resulting in the “reduction of a person or group from a whole and usual person to a tainted, discounted one” (Goffman (1963) in Nyblade and MacQuarrie, 2006). This report views *discrimination* as “the negative acts that result from stigma and that serve to devalue and reduce the life chances of the stigmatised”. In the context of the programme, the stigma attached to VAWG has an influence on whether girls are able to claim their rights (Outcome 6). Measuring stigma involves looking at:

- Attitudes about the level of responsibility girls and women have for violence experienced by them (i.e. how far is violence judged to be their fault?)
- Attitudes about shame associated with VAWG (i.e. whether respondents would feel ashamed if they were raped or beaten by their partner; or ashamed if someone in their family became pregnant because of rape)

Outcome 4: “Improved social cohesion”

“Social cohesion” is a broad term that can encompass a wide variety of ideas. For example, the OECD defines a “cohesive” society as one which “works towards the well-being of all its members, creates a sense of belonging and promotes social mobility” (OECD, 2011). The British Council Culture and Development Toolkit defines community cohesion more narrowly in terms of “individuals and groups who have diverse backgrounds and beliefs finding common ground, acting together peacefully and with respect, and recognising that with diversity comes strength” (Itad, 2014).

The Theory of Change workshop conducted at the start of the programme suggested that this second definition was appropriate in the context of this programme – where the aim is to bring together different ethnic groups (as well as men and women), in order promote more peaceful relations between them. Measuring this outcome involved looking at:

- Community perceptions about levels of trust, tolerance and cooperation between different groups
- Prevalence of community conflict and violence

Outcome 6: “Girls are better able to claim their rights”

This outcome links to girls’ empowerment. At the 2015 Theory of Change workshop, the programme developed an understanding of empowerment drawing on UN definitions.⁷ Girls’ empowerment was defined by workshop participants as:

- Girls having the strength to stand alone.
- Girls having access to opportunities.
- Girls having the ability and voice to make decisions about their own lives.

This definition of empowerment encompasses social, economic, political, sexual and reproductive elements. For the purposes of measurement, Itad have defined several markers of these forms of empowerment, which will be measured through monitoring data and the evaluation.

1. Sexual and reproductive empowerment:

- 1.1. Girls are able to choose whether and when to marry and have children
- 1.2. Girls are able to choose whether and when to enter intimate relationships
- 1.3. Girls are able to choose whether and when to have sex with their partners

⁷ These specify five components of women and girls’ empowerment: (1) their sense of self-worth; (2) their right to have and to determine choices; (3) their right to have access to opportunities and resources; (4) their right to have the power to control their own lives, both within and outside the home; and (5) their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally. See (UNPOPIN n.d.; WHO n.d.; UNFPA n.d.; UN 1993).

1.4. Girls are able to report incidences of violence without fear of repercussions

2. Economic empowerment:

2.1. Girls are able to stay in school and complete their education

2.2. Girls are able to access opportunities (such as scholarships and youth funds)

3. Political and social empowerment:

3.1. Girls are able to participate in community events and decision making

Outcome 7: “Service providers are better coordinated and more responsive to VAWG”

The “responsiveness” of service providers and government stakeholders means two things in the context of this programme.

1. Service providers and government stakeholders at a community and county level responding better to violence – e.g. police and health staff following more appropriate and/or sensitive procedures for handling cases of VAWG; stakeholders working together more effectively to respond to VAWG in a joined-up manner.
2. Government stakeholders at a county and national level demonstrating change in relation to VAWG – e.g. the county government developing new policies or processes in order to punish VAWG more harshly or respond to it more effectively. Policy change is an incremental and often slow process, so we will examine changes in attitudes or behaviour as well as policy or practice change. For example, this might involve policy makers publically stating their support for more sensitive VAWG policies; or regularly attending project events and becoming more vocal and enthusiastic about VAWG issues.

Output 2: “Improved knowledge, confidence, self-esteem, behaviour and life skills among girls and boys, with boys modelling positive masculinities”

Improved knowledge, confidence, self-esteem and behaviour were measured as follows:

a. Knowledge on rights and responsibilities in relation to violence

- Young people demonstrate knowledge about what constitutes violence: not just physical violence, but also more subtle forms of violence (such as psychological violence, economic violence)
- Young people demonstrate knowledge about girls’ rights to live free of violence, and the laws that protect girls from violence
- Young people demonstrate knowledge about the effects of violence on girls

b. Confidence to fully participate in team sports and community activities

- Young people confidently participate in the football sessions
- Young people fully participate and speak up in the thematic sessions
- Young people play a leadership role in community events

c. Positive and respectful interactions between girls and boys;

- Boys and girls interact with each other at the football sessions and community events in a positive and respectful way: i.e. without physical or verbal conflict or bullying

d. Knowledge and confidence to challenge VAWG;

- Young people demonstrate knowledge of how to respond to cases of violence they encounter (for example where they can go for help)
- Young people demonstrate willingness to challenge violence when this is within their power (for example boys expressing willingness to challenge their peers when they behave inappropriately towards girls; girls expressing willingness to challenge boys who are pressuring them to have sex)

e. Life skills including relationships, negotiation, communication

- Young people demonstrating knowledge around core life skills: e.g. how to negotiate; ways to manage conflict without violence; how to communicate effectively.
- Young people's behaviour demonstrating life skills: e.g. successful use of skills in a role-play scenario or team activity

4. Qualitative sample

Tool	Group	Description	Location
Kisumu			
FGD	Girls aged 10-13 (8-10 participants)	Cohort 1 Young people who participated in the programme	Nyalenda
FGD	Girls aged 10-13 (8-10 participants)	Cohort 2 Young people who participated in the programme	Obunga
FGD	Young mothers (8-10 participants)	Special groups participants	Nyalenda
FGD	Older girls (8-10 participants)	Cohort 1 Older girls, 14+	Obunga
FGD	Boys aged 10-13 (8-10 participants)	Cohort 2 Young people who participated in the programme	Nyalenda
FGD	Boys aged 10-13 (8-10 participants)	Cohort 1 Young people who participated in the programme	Obunga
FGD	Out of school boys (8-10 participants)	Special groups participants	Obunga
FGD	Boys secondary (8-10 participants)	Cohort 2 Secondary School Young people who participated in the programme	Nyalenda
FGD	Adult men (8-10 participants)	Exposed – Community members that have participated in the programme through attending community festivals (including some that have participated specifically in community conversations)	Nyalenda
FGD	Adult women (8-10 participants)	Not exposed – Community members that have not participated in programme activities and do not have a child participating	Obunga
FGD	Adult men (8-10 participants)	Not exposed - Community members that have not participated in programme activities and do not have a child participating	Nyalenda
FGD	Adult women (8-10 participants)	Exposed - Community members that have participated in the programme through attending community festivals (including some that have participated specifically in community conversations)	Obunga
FGD	Adult men (8-10 participants)	Exposed - Community members that have participated in the programme through attending community festivals (including some that have participated specifically in community conversations)	Obunga
FGD	Adult women (8-10 participants)	Not exposed - Community members that have not participated in programme activities and do not have a child participating	Nyalenda
IDI	Teachers		Nyalenda
IDI	Teachers		Obunga
IDI	Chief		Nyalenda
IDI	Elders		Obunga
IDI	Religious leader		Obunga
IDI	Health worker from GBVRC		
IDI	Health workers from health centre		
IDI	Project counsellor		
IDI	Police		Nyalenda
IDI	Police		Obunga
IDI	Other programmes operating		
IDI	Other programmes operating		
IDI	County government stakeholders		
IDI	County government stakeholders		
IDI	County government stakeholders		

Mount Elgon			
FGD	Girls aged 10-13 (8-10 participants)	Cohort 1 Young people who participated in the programme	Kopsiro
FGD	Boys aged 10-13 (8-10 participants)	Cohort 1 Young people who participated in the programme	Kopsiro
FGD	Boys aged 10-13 (8-10 participants)	Cohort 3 Young people who participated in the programme	Kopsiro
FGD	Girls aged 10-13 (8-10 participants)	Cohort 3 Young people who participated in the programme	Kopsiro
FGD	Boys secondary (8-10 participants)	Cohort 3 Older boys (14+) who participated in the programme	Kopsiro
FGD	Older girls (8-10 participants)	Cohort 1 Older girls (14+) who participated in the programme	Kopsiro
FGD	Out of school boys (8-10 participants)	Special groups participants	Kopsiro
FGD	Young mothers (8-10 participants)	Special groups participants	Kopsiro
FGD	Girls aged 14+ (8-10 participants)	Cohort 1 Older girls who participated in the programme	Kapsokwony
FGD	Boys aged 10-13 (8-10 participants)	Cohort 3 Younger boys who participated in the programme	Kapsokwony
FGD	Young mothers (8-10 participants)	Cohort 3 Special groups participants	Kapsokwony
FGD	Boys aged 14+ (8-10 participants)	Cohort 1 Older boys (14+) who participated in the programme	Kapsokwony
FGD	Adult men (8-10 participants)	Exposed – Community members that have participated in the programme through attending community festivals (including some that have participated specifically in community conversations)	Kopsiro
FGD	Adult men (8-10 participants)	Exposed - Community members that have participated in the programme through attending community festivals (including some that have participated specifically in community conversations)	Kopsiro
FGD	Adult men (8-10 participants)	Not exposed - Community members that have not participated in programme activities and do not have a child participating	Kopsiro
FGD	Adult women (8-10 participants)	Exposed - Community members that have participated in the programme through attending community festivals (including some that have participated specifically in community conversations)	Kopsiro
FGD	Adult women (8-10 participants)	Not exposed – Community members that have not participated in programme activities and do not have a child participating	Kopsiro
FGD	Adult women (8-10 participants)	Not exposed - Community members that have not participated in programme activities and do not have a child participating	Kopsiro
IDI	Teachers		Kopsiro
IDI	Teachers		Kopsiro
IDI	Chief		Kopsiro
IDI	Elders		Kopsiro
IDI	Religious leader		Kopsiro
IDI	Health workers		Kopsiro
IDI	Health workers		Kopsiro
IDI	Project counsellor		Kopsiro
IDI	Police		Kopsiro
IDI	Police		Kopsiro
IDI	Other programmes operating		Bungoma
IDI	County government stakeholders		Bungoma
IDI	County government stakeholders		Bungoma
IDI	County government stakeholders		Bungoma

5. Recruitment criteria for focus groups and interviews

The following detail the guidance that was provided to the mobilisers who recruited participants for FGDs.

Organising focus groups with young people

- Focus groups **should**
 - Contain 8-10 young people
 - Include young people from different areas in the community
 - Include young people from different backgrounds and families with different levels of influence and income
 - Contain boys only, or girls only
- Focus groups **should not:**
 - Include several members of the same family
 - Include groups of friends
 - Include young people whose parents or family members are also taking part in a separate focus group
 - Mix up different genders or age groups

Organising focus groups with adults

Exposed community members were defined as: community members that have participated in the programme through attending community festivals (including some that have participated specifically in community conversations)

Not exposed community members were defined as: community members that have not participated in programme activities and do not have a child participating

- Focus groups **should**
 - Contain between 8-10 people
 - Include people from different areas in the community
 - Include people from different backgrounds and with different levels of influence in the community
 - Only include adults who have **children that are 10-20 years old**
 - Contain men only or women only
- Focus groups **should not:**
 - Mix up genders
 - Include several members of the same family
 - Mix up exposed (participating) and not exposed (have not participated)
 - Include too many people who are very powerful or influential in the community
 - Include people whose children/wards/spouses are also taking part in a separate focus group.
 - Include adults who do not have children that are 10-20 years old

Information provided at the point of recruitment

The following information was given to those people being recruited for FGDs at the point of recruitment:

Background to the research: This month, a group of researchers are coming to the community as part of the Premier Skills programme. The researchers aim to find out about the situation in the community – including around issues of violence and the role of women and girls in the community and what has changed in the past two years. The researchers are independent from the programme.

How will the research be used: The researchers will use this information to help understand what the situation is in the community and what has changed in the past two years. The information will be very valuable in informing future programmes, in this community and elsewhere

Logistics and compensation: The focus group will be held at [xxx location]. You will not be reimbursed for your participation but if you need to travel to get there, this could be covered. The focus group will last a maximum of two hours, and will make an important contribution to learning about the Premier Skills program.

Confidentiality: Everything you say in the focus group will be confidential. Your opinions will be used in the research, but your names will not be used. The research team won't tell anyone else in the community what you say. You don't have to answer any questions that you don't want to.

6. Survey tool

This annex contains the household survey tool for Kisumu. The demographic information was varied for Mount Elgon, but questions remained otherwise the same.

ENDLINE SURVEY ON ROLES, RELATIONSHIPS AND SOCIAL COHESION FOR THE PREMIER SKILLS PROJECT

HOUSEHOLD SURVEY QUESTIONNAIRE

Surveyor code

[Daniel 01; Sharon 02; Diana 03; Balentine 04; Onyango 05] / ____/

Questionnaire identification number

/ ____/ ____/ ____/

Location

[Nyalenda 01, Obunga 02] / ____/

Date

/ ____/ ____/2017

Start time of interview [use 12 hour clock]

/ ____/ ____/

End time of interview [use 12 hour clock]

/ ____/ ____/

Was the survey completed?

Yes No

If NO, please record the reason why:

continue in private

leave the house

(specify) _____

1. Consent withdrawn

2. Could no longer

3. Respondent had to

4. Other

Was consent gained to follow-up another day?

Yes No

Please record when you agreed to follow-up (date and time):

Instructions

Please note that:

- Interviews should only be conducted in a private setting.
- Only children younger than 2 years are permitted to be present.
- Where necessary and appropriate and with the consent of the respondent, you may use locations outside the household to conduct the interview in private (such as in a nearby field or at a local clinic, church or mosque).
- Interviewers should stop or change the subject of discussion if an interview is interrupted by anyone.
- If at any point the interview can no longer be continued in private, terminate the interview and record the reason above. Please ask the respondent's permission to return and arrange a day and time if they agree.
- Please **circle responses clearly** and if a respondent does not reply, circle 99. no response.

Ethical considerations

- **The physical safety of respondents and interviewers is paramount.** If the focus of the survey becomes widely known—either within the household or among the community—the topic of the interview may become known to a perpetrator of violence. For people experiencing violence, the mere act of participating in a study may provoke further abuse. This may place the respondent or the interview team at risk of violence, either before, during or after the interview.
- For this reason, and to enable the respondent to explain the study to others safely, the survey is framed as a Survey on Roles, Relationships and Social Cohesion. It should be explained that this will look at the different relationships and interactions (which may include violence) including those at community, household and individual level.

Preamble

My name is _____, and I am undertaking a survey for the Premier Skills program about Roles, Relationships and Social Cohesion in the community.

- **Firstly, please can you tell me if you are 18 years old or older?**
YES NO

If the respondent answers NO, thank the person for their time and move on.

- **Have you heard about the Premier Skills program?**
YES NO

If the respondent answers YES, ask:

- **Have any of the children living in your household participated in the British Council Premier Skills program?** *[note that they may need a prompt to ask about Kisumu Timz if that is how they refer to it]*

YES NO

If they answer YES and you are aiming to speak to parents of non-participants, thank the person and move on.

FOR THOSE WHO ANSWER YES, PLEASE ASK:

[ONLY FOR THOSE WITH CHILDREN PARTICIPATING]: When did the child start participating in the program?	1. a couple of years ago 2. last year 3. this year 99. no response
--	---

If they do not know, probe – “a couple of years ago, last year, this year?”

If the respondent answers NO then provide a short description of the program and proceed to consent process:

Premier Skills is a program that has been run by the British Council, ACORD and CSO Network, with other partners in the UK and Kenya. The program has been running football and education sessions with young people in Kisumu, trying to enhance social cohesion and teach them about issues including violence and relationships between men and women. It has also run events with the wider community. It aimed to enhance social cohesion and address attitudes and behaviours that give rise to high levels of violence against women and girls.

The researchers will use this survey to try and understand the different roles, relationships and social interactions of people in the community – at a community level, in the household and for individuals. It will also consider what kinds of violence happen around here. This will be used to help understand what has worked well about the program and what has not worked, to try and improve future programs.

With your permission, I would like you to ask you some questions about your views on some issues around the roles and relationships and interactions of the people around here. This will also include asking you some questions about your insights on the types of violence that may happen around here and what life is like. The interview will last not more than an hour.

Your participation is voluntary, and you may therefore refuse to answer any question or stop the interview at any time without suffering any consequences. You will receive no direct benefit from your participation in this study; however, if you choose to participate, you will be helping us to understand and try to address violence in the Kisumu area.

This interview is strictly confidential, and your name will at no time be associated with the information you are giving. In case there are terms you need to clarify, please do not hesitate to ask.

May I continue?

YES

NO

If NO, thank them for their time and move on.

If YES, proceed to completing consent process.

I. SOCIO-DEMOGRAPHIC CHARACTERISTICS

- | | | |
|-------------|---|--|
| 101. | Please confirm respondent's sex | <ol style="list-style-type: none"> 1. Male 2. Female |
| 102. | How old are you? | <ol style="list-style-type: none"> 1. Years /_____/ 99. No response |
| 103. | What is your marital status?

READ OUT OPTIONS | <ol style="list-style-type: none"> 1. Married 2. Single 3. Divorced 4. Widowed 5. Other _____ 99. No response |
| 104. | In total, how many children aged 5-18 years currently live with you? This includes both your own children and those that are not your own children but that live with you. Please tell me the number of girls and number of boys. | <ol style="list-style-type: none"> 1. Girls /____/ 2. Boys /____/ 99. Not applicable |
| 105. | Of the children that live with you (ages 5-18 years) how many of the girls are in school and how many of the boys are in school? | <ol style="list-style-type: none"> 1. Girls /____/ 2. Boys /____/ 99. No response |
| 106. | What is the highest level of education you have attained? By this, we mean completed. | <ol style="list-style-type: none"> 1. No school 2. Primary 3. Secondary 4. College 5. University 99. No response |
| 107. | What is your religion?

<i>[If they say "Christian", please ask if they are Catholic or Protestant]</i> | <ol style="list-style-type: none"> 1. Muslim 2. Catholic 3. Protestant 4. African traditional religion 5. No religion 6. Other (specify) _____ 99. No response |
| 108. | What is your main occupation?

DO NOT READ ANSWERS OUT

ONLY ONE ANSWER ALLOWED | <ol style="list-style-type: none"> 1. Professional/teacher/banker/accountant 2. Pupil/Student 3. Farmer/agriculture 4. Small scale business trader 5. Hair dresser (employee) 6. Waiter/bar manager, hotel etc. 7. Mechanic, factory worker, laborer 8. Other (specify) _____ 99. No response |
| 109. | What is your ethnic group? | <ol style="list-style-type: none"> 1. Luo 2. Luhya 3. Kisii 4. Nubian 5. Arab 6. Other (specify) _____ |

99. No response

II. SOCIAL COHESION

[Introduction]: The first thing we are interested in understanding is what it is like to live around here in this area of Kisumu

- 201.** Do neighbours in this area tend to know each other well?
1. Yes
2. No
3. Don't know
99. No response
- 202.** I'd like to ask you how much you trust people from various groups. Could you tell me for each group whether you trust them completely, trust them somewhat, or do not trust them:
- A. Your family**, do you trust them completely, trust them somewhat, or do not trust them?
- A1. Trust completely
A2. Trust somewhat
A3. Do not trust
A99. No response
- B. Your neighbours**, do you trust them completely, trust them somewhat, or do not trust them?
- B1. Trust completely
B2. Trust somewhat
B3. Do not trust
B99. No response
- C. People from your community**, do you trust them completely, trust them somewhat, or do not trust them?
- C1. Trust completely
C2. Trust somewhat
C3. Do not trust
C99. No response
- D. Other ethnic groups in Kisumu**, do you trust them completely, trust them somewhat, or do not trust them?
- D1. Trust completely
D2. Trust somewhat
D3. Do not trust
D99. No response
- 203.** In the past 6 months, has there been any conflict between different groups in your community?
1. Yes **[next question]**
2. No **[go to Q 205]**
3. Don't know **[go to Q 205]**
99. No response **[go to Q 205]**
- 204.** How often has this happened in the past 6 months? Please tell me whether it has happened often, sometimes or rarely?
1. Often
2. Sometimes
3. Rarely
4. Don't know
99. No response
- 205.** How often does conflict lead to physical violence between community members around here? Please tell me whether it happens Often, Sometimes or Never?
1. Often
2. Sometimes
3. Never
4. Don't know
99. No response
- 206.** In the past two years, has the amount of physical violence in this community increased, decreased or stayed the same?
1. Increased
2. Decreased
3. Stayed the same
99. No response

III. ATTITUDES TOWARDS GENDER ROLES AND WOMEN'S RIGHTS

[Introduction]: In this community and elsewhere people have different ideas about the roles of men and women. I would now like to ask you some questions about what happens in this community and what happens in your house.

Women and Decision Making and Economic Empowerment

[Introduction]: First I want to ask you about the role of women in household decision making

- 301.** In your personal view how often should a woman's opinion be considered in the management of household affairs?
Always, Sometimes or Never?
1. Always
2. Sometimes
3. Never
99. No response
- 302.** Thinking particularly about your house and what the situation is now, how often is a woman's opinion considered in the management of household affairs?
Always, Sometimes or Never?
1. Always
2. Sometimes
3. Never
99. No response
- 303.** Do you agree, partially agree or disagree with the following statements?
- a. A woman's most important role is to take care of her home and cook for her family.** Do you agree, partially agree or disagree?
- a. 1. Agree 2. Partially agree
3. Disagree 99. No response
- b. Changing diapers, giving the kids a bath, and feeding the kids are the mothers' responsibility.** Do you agree, partially agree or disagree?
- b. 1. Agree 2. Partially
agree 99. No response
3. Disagree
- c. A man always deserves the respect of his wife and children.** Do you agree, partially agree or disagree?
- c. 1. Agree 2. Partially agree
3. Disagree 99. No response
- d. It disgusts me when I see a man acting like a woman.** Do you agree, partially agree or disagree?
- d. 1. Agree 2. Partially
agree 99. No response
3. Disagree

Women's Political and Social Empowerment

[Introduction]: Now I want to ask you about the role of women in the community.

- 304.** How many of the girls around here are in school? All, Some or None?
1. All
2. Some
3. None
4. Don't know
99. No response
- 305.** Please could you let me know whether you agree, partially agree or disagree with the following statements.
- a. Women have the same right as men to do work other than domestic chores.** Do you agree, partially agree or disagree?
- a. 1. Agree 2. Partially agree
3. Disagree 99. No response

- | | | |
|---|---|---|
| <p>b. Women have the same right as men to stand for leadership positions. Do you agree, partially agree or disagree?</p> | <p>b. 1. Agree agree
3. Disagree</p> | <p>2. Partially
99. No response</p> |
| <p>c. Girls have the same rights as boys to study and finish school. Do you agree, partially agree or disagree?</p> | <p>c. 1. Agree
3. Disagree</p> | <p>2. Partially agree
99. No response</p> |

Women's Sexual and Reproductive Rights

[Introduction]: We are also interested in understanding how men and women make decisions about whether to have children.

- | | |
|---|---|
| <p>306. In your <u>personal</u> opinion, how much <u>should</u> a wife's opinion be taken into account when deciding how many children to have? A lot, Some or Not at all?</p> | <p>1. A lot
2. Some
3. Not at all
99. No response</p> |
| <p>307. We are also interested in knowing <u>what happens in your community</u> – in other families around here, how much <u>is</u> a wife's opinion taken into account when deciding how many children to have? A lot, Some or Not at all?</p> | <p>1. A lot
2. Some
3. Not at all
4. Don't know
99. No response</p> |
| <p>308. In your <u>personal</u> opinion, how much <u>should</u> a wife's opinion be taken into account when deciding whether to have sexual intercourse? A lot, Some or Not at all?</p> | <p>1. A lot
2. Some
3. Not at all
99. No response</p> |
| <p>309. We are also interested in knowing <u>what happens in your community</u> – around here - how much do you think a wife's opinion <u>is</u> taken into account when deciding whether to have sexual intercourse? A lot, Some or Not at all?</p> | <p>1. A lot
2. Some
3. Not at all
4. Don't know
99. No response</p> |

Child marriage

[Introduction]: We would also like to understand a bit about when girls get married in this community

- | | |
|---|--|
| <p>310. <u>In your opinion</u>, who <u>should</u> make the decision about when a girl should get married?</p> <p>READ THE OPTIONS OUT</p> <p>MULTIPLE RESPONSES <u>NOT</u> ALLOWED</p> | <p>1. Girl
2. Father
3. Mother
4. Elders
5. Other family member
6. Someone else</p> <hr style="width: 200px; margin-left: 0;"/> <p>99. No response</p> |
| <p>311. In this community, how often do girls get married before their 18th birthday? Often, Sometimes or Never?</p> | <p>1. Often
2. Sometimes
3. Never
4. Don't know
99. No response</p> |
| <p>312. In your opinion, at what age is it appropriate for a girl to get married?</p> <p>READ THE OPTIONS OUT</p> | <p>1. Younger than 15 years old
2. 15 – 17 years old
3. 18 years old and older
99. No response</p> |

IV. ATTITUDES TOWARDS AND EXPERIENCES OF VIOLENCE

[Introduction]: This part of our conversation will cover your experiences in society, particularly with regards to violence that might occur. Please rest assured that all of your answers will be kept confidential and you do not have to answer if you do not want to

- 401.** We would like to understand your personal experiences of violence. Have you experienced any form of physical violence from someone outside your home during the last 6 months?
1. Yes **[next question]**
2. No **[go to Q 404]**
99. No response **[go to Q 404]**
- 402.** Who was the perpetrator of the violence?
- READ THE OPTIONS OUT**
- MULTIPLE OPTIONS ALLOWED**
1. Neighbour
2. Person from the locality
3. Co-worker
4. Schoolmate
5. From the police
6. Someone from another clan or ethnic group
7. Someone else _____
99. No response
- 403.** How often do these types of violence happen to you? Often, Sometimes or Rarely?
1. Often
2. Sometimes
3. Rarely
99. No response
- 404.** During the last 6 months, have you ever been in a conflict with another community member where you had to hit them? Rest assured, your answers will be kept confidential – we are just trying to understand how often these things happen around here.
1. Yes **[Next question]**
2. No **[GO TO Q 406]**
99. No response **[GO TO Q 406]**
- 405.** How often are you involved in conflicts where you have to hit another community member? Often, Sometimes, Rarely or Never?
1. Often
2. Sometimes
3. Rarely
4. Never
99. No response
- 406.** We would like to understand your opinion on why conflicts might happen between different community members. Please could you let me know whether you agree, partially agree or disagree with the following statements.
- a.** It is OK for a man to use violence, if **someone insults his wife/girlfriend.** Do you agree, partially agree or disagree?
- a 1. Agree
2. Partially agree
3. Disagree
99. No response

<p>b. It is OK for a man to use violence, if someone insults a member of his family. Do you agree, partially agree or disagree?</p>	<p>b. 1. Agree agree 3. Disagree</p>	<p>2. Partially 99. No response</p>
<p>c. It is OK for a man to use violence, if someone insults him. Do you agree, partially agree or disagree?</p>	<p>c. 1. Agree 3. Disagree</p>	<p>2. Partially agree 99. No response</p>
<p>d. It is OK for a man to use violence, if someone steals something from him or his family. Do you agree, partially agree or disagree?</p>	<p>d. 1. Agree agree 3. Disagree</p>	<p>2. Partially 99. No response</p>
Rape/sexual violence		
<p>407. We also understand that sometimes in a community there can also be violence of a sexual nature, for example rape or attempted rape of women and girls, or inappropriate touching of women and girls. How often does this happen around here? Often, Sometimes or Never?</p>	<p>1. Often 2. Sometimes 3. Never 99. No response</p>	
<p>408. In the past two years, has sexual violence in this community increased, decreased or stayed the same?</p>	<p>1. Increased 2. Decreased 3. Stayed the same 99. No response</p>	
<p>409. Please could you let me know whether you agree, partially agree or disagree with the following statements.</p>		
<p>a. Sometimes men force women to have sex because men cannot control their sexual behaviour. Do you agree, partially agree or disagree?</p>	<p>a. 1. Agree 3. Disagree</p>	<p>2. Partially agree 99. No response</p>
<p>b. If a girl is raped or defiled, it brings shame to her family. Do you agree, partially agree or disagree?</p>	<p>b. 1. Agree agree 3. Disagree</p>	<p>2. Partially 99. No response</p>
<p>c. When a husband forces his wife to have sex she does not want, he is raping her. Do you agree, partially agree or disagree?</p>	<p>c. 1. Agree 3. Disagree</p>	<p>2. Partially agree 99. No response</p>
<p>410. In a situation where sexual violence occurs, in your opinion who is responsible?</p>		
<p>a. Are the perpetrator(s) responsible?</p>	<p>a. 1. Yes response 2. No 99. No</p>	
<p>b. Is the girl/woman responsible?</p>	<p>b. 1. Yes response 2. No 99. No</p>	
<p>c. Are the parents of the girl/woman responsible?</p>	<p>c. 1. Yes response 2. No 99. No</p>	
<p>d. Is the community responsible?</p>	<p>d. 1. Yes response 2. No 99. No</p>	
<p>411. Has anyone in your family ever been the victim of sexual violence?</p>	<p>1. Yes [next question] 2. No [Women go to Q 416, Men to Q 415] 99. No response [Women go to Q 416, Men to Q 415]</p>	

- 412.** If YES, when did this happen?
READ THE OPTIONS OUT
1. In the last month
 2. In the last six months
 3. In the last year
 4. More than a year ago
 5. More than 5 years ago
 6. Can't remember
 99. No response
- 413.** Do you know who the perpetrator was?
1. Yes [**next question**]
 2. No [**Women go to Q 416, Men to Q 415**]
 99. No response [**Women go to Q 416, Men to Q 415**]
- 414.** If YES please could you tell me which of these groups the perpetrator belongs to?
READ THE OPTIONS OUT
MULTIPLE OPTIONS ALLOWED
1. Neighbour
 2. Person from the locality
 3. Co-worker
 4. Schoolmate
 5. Police officer
 6. Boyfriend/husband
 7. Family member
 8. Gang member
 9. Stranger
 10. Someone else
-
99. No response
- Women: Go to Q 416**
Men: next question
- 415. [MEN only]** Do you know of any men in your family who have been accused or suspected of rape or other sexual assault acts?
1. Yes
 2. No
 99. No response
- SKIP TO NEXT SECTION, QUESTION 422**
- 416. [WOMEN only]** Do you know of any men in your family who have ever forced a woman to have sex with them or made them do something sexual that they did not want to do? Please be assured that this information is being kept confidential.
1. Yes
 2. No
 99. No response
- 417. [WOMEN only]** We would also like to understand your personal experience. In the past six months, have you had sex with someone because they threatened, pressured, forced, or hurt you? Please be assured that this information is being kept confidential.
1. Yes [**next question**]
 2. No [**SKIP to next section, Q 422**]
 99. No response [**SKIP to next section, Q 422**]
- 418. [WOMEN only]** If YES, please could you tell me which of these groups the perpetrator(s) fit into?
READ THE OPTIONS OUT
MULTIPLE ANSWERS ALLOWED
1. Neighbour
 2. Person from the locality
 3. Co-worker
 4. Schoolmate
 5. Police officer
 6. Boyfriend/husband
 7. Family member
 8. Gang member

- 9. Stranger
- 10. Someone else _____
- 99. No response

419. [WOMEN only] Did you ask anyone for help?

- 1. Yes **[go to next question]**
- 2. No **[go to Q 421]**
- 99. No response **[go to NEXT SECTION, Q 422]**

420. [WOMEN only] If YES, please can I ask you who you turned to for help?

DO NOT READ THE OPTIONS OUT

MULTIPLE OPTIONS ALLOWED

- 1. Husband/partner
- 2. Friends
- 3. Parents
- 4. Brother/Sister
- 5. Uncle or Aunt
- 6. Husband/Partner's Family
- 7. Neighbours
- 8. Health worker
- 9. Police
- 10. Priest
- 11. Elder
- 12. Other _____
- 99. No response

Then SKIP to next section, Q 422

421. [WOMEN only] If NO, please can I ask why you did not ask for help?

DO NOT READ THE OPTIONS OUT

MULTIPLE OPTIONS ALLOWED

- 1. Did not know who to ask
- 2. Fear of threats/consequences/more violence
- 3. Violence normal/not serious
- 4. Embarrassed/Ashamed
- 5. Afraid would not be believed or would be blamed
- 6. Afraid would end relationship
- 7. Afraid would lose children
- 8. Bring bad name to the family
- 9. Other _____
- 99. No response

Intimate partner violence

[Introduction]: Now, I'd like to discuss a different topic with you, because we would like to understand a bit about the relationship between husbands and wives in this community. Once again, let me assure you that your answers are completely confidential.

422. Sometimes a husband is annoyed by the things his wife does. Please could you let me know whether you agree, partially

- agree or disagree with the following statements?
- | | | |
|--|---|---|
| <p>a. A husband can hit or beat his wife, if she goes out without telling him. Do you agree, partially agree or disagree?</p> | <p>a.1. Agree
3. Disagree</p> | <p>2. Partially agree
99. No response</p> |
| <p>b. A husband can hit or beat his wife, if she neglects the children. Do you agree, partially agree or disagree?</p> | <p>b.1. Agree
3. Disagree</p> | <p>2. Partially agree
99. No response</p> |
| <p>c. A husband can hit or beat his wife, if she argues with him. Do you agree, partially agree or disagree?</p> | <p>c.1. Agree
3. Disagree</p> | <p>2. Partially agree
99. No response</p> |
| <p>d. A husband can hit or beat his wife, if she refuses sex with him. Do you agree, partially agree or disagree?</p> | <p>d.1. Agree
3. Disagree</p> | <p>2. Partially agree
99. No response</p> |
| <p>e. A husband can hit or beat his wife, if she does not cook properly. Do you agree, partially agree or disagree?</p> | <p>e.1. Agree
3. Disagree</p> | <p>2. Partially agree
99. No response</p> |
| <p>423. In the last 6 months, how often has a man in YOUR family hit or slapped his wife/partner/girlfriend? Would you say Often, Sometimes or Never?</p> | <p>1. Often
2. Sometimes
3. Never
4. Don't Know
99. No response</p> | |
| <p>424. In <u>OTHER</u> families around here, how often do men hit or slap their wives/partners/girlfriends? Often, Sometimes or Never?</p> | <p>1. Often
2. Sometimes
3. Never
4. Don't Know
99. No response</p> | |
| <p>425. In the past two years, has the amount of violence between husbands and wives or boyfriends and girlfriends in this community increased, decreased or stayed the same?</p> | <p>1. Increased
2. Decreased
3. Stayed the same
99. No response</p> | |
| <p>426. Please can I ask you whether you agree with the following statements. Please state whether you agree, partially agree or disagree.</p> | | |
| <p>a. A good wife obeys her husband even if she disagrees with him. Do you agree, partially agree or disagree?</p> | <p>a.1. Agree
3. Disagree</p> | <p>2. Partially agree
99. No response</p> |
| <p>b. If a man mistreats his wife, others outside the family should intervene. Do you agree, partially agree or disagree?</p> | <p>b1. Agree
3. Disagree</p> | <p>2. Partially agree
99. No response</p> |
| | <p>MEN: go to next question
WOMEN: SKIP to question 431</p> | |
| <p>427. [MEN only] We understand that relationships between men and women can sometimes be difficult. Please can I ask</p> | <p>1. Yes [Next question]
2. No [Go to Q 429]
99. No response [Go to Q 429]</p> | |

you to tell me if you have hit or slapped your wife/partner/girlfriend in the LAST 6 MONTHS? *Rest assured your answers will be kept confidential.*

- 428. [MEN only]** How often does this happen? Often, Sometimes or Rarely?
1. Often
 2. Sometimes
 3. Rarely
 4. Don't Know
 99. No response

Next question

- 429. [MEN only]** Can I also ask whether your wife/partner/girlfriend has hit or slapped you in the last 6 months?
1. Yes **[next question]**
 2. No **[SKIP to next section Q 501]**
 99. No response **[SKIP to next section Q 501]**

- 430. [MEN only]** How often does this happen? Often, Sometimes or Rarely?
1. Often
 2. Sometimes
 3. Rarely
 4. Don't Know
 99. No response

Then SKIP to next section, Q 501

- 431. [WOMEN only]** We understand that relationships between men and women can sometimes be difficult. How often in the LAST 6 MONTHS did your husband /partner/boyfriend do the following things to you? Please answer **often, sometimes or never.**

- a. Insulted you and made you feel bad about yourself.** Was it often, sometimes or never?
- | | |
|---|---|
| <ol style="list-style-type: none"> a. 1. Often 3. Never | <ol style="list-style-type: none"> 2. Sometimes 99. No response |
|---|---|

- b. Threatened to hurt you or someone you care about.** Was it often, sometimes or never?
- | | |
|---|---|
| <ol style="list-style-type: none"> b. 1. Often 3. Never | <ol style="list-style-type: none"> 2. Sometimes 99. No response |
|---|---|

- 432. [WOMEN ONLY]** In the LAST 6 MONTHS, has your husband or partner attacked you physically or sexually in any way, including hitting or slapping you?
1. Yes **[next question]**
 2. No **[SKIP to next section Q 501]**
 99. No response **[SKIP to next section Q 501]**

- 433. [WOMEN only]** How often in the LAST 6 MONTHS did your husband /partner do the following things to you: Please answer Often, Sometimes or Never

- a. Slapped you or thrown something at you that could hurt you.** Was it Often, Sometimes or Never?
- | | |
|---|---|
| <ol style="list-style-type: none"> a. 1. Often 3. Never | <ol style="list-style-type: none"> 2. Sometimes 99. No response |
|---|---|

- b. Pushed or shoved you.** Was it Often, Sometimes or Never?
- | | |
|---|---|
| <ol style="list-style-type: none"> b. 1. Often 3. Never | <ol style="list-style-type: none"> 2. Sometimes 99. No response |
|---|---|

- | | | |
|---|--|---|
| <p>c. Hit you with a fist or something that could hurt you. Was it Often, Sometimes or Never?</p> | <p>c. 1. Often
3. Never</p> | <p>2. Sometimes
99. No response</p> |
| <p>d. Kicked you or dragged you or beaten you up. Was it Often, Sometimes or Never?</p> | <p>d. 1. Often
3. Never</p> | <p>2. Sometimes
99. No response</p> |
| <p>e. Choked or burnt you on purpose. Was it Often, Sometimes or Never?</p> | <p>e. 1. Often
3. Never</p> | <p>2. Sometimes
99. No response</p> |
| <p>f. Threatened to use or actually used a weapon against you. Was it Often, Sometimes or Never?</p> | <p>f. 1. Often
3. Never</p> | <p>2. Sometimes
99. No response</p> |
- 434.** [WOMEN only] How often in the LAST 6 MONTHS did your husband /partner do the following things to you? Please answer Often, Sometimes or Never
- | | | |
|---|--|---|
| <p>a. Physically forced you to have sexual intercourse when you did not want. Was it Often, Sometimes or Never?</p> | <p>a. 1. Often
3. Never</p> | <p>2. Sometimes
99. No response</p> |
| <p>b. Made you accept to have sexual intercourse you did not want because you were afraid of what he might do. Was it Often, Sometimes or Never?</p> | <p>b. 1. Often
3. Never</p> | <p>2. Sometimes
99. No response</p> |
- 435.** [WOMEN only] The last time you experienced violence from your partner, did you ask for help?
1. Yes [**next question**]
2. No [**go to Q 437**]
99. No response [**SKIP to next section, Q 501**]
- 436.** [WOMEN only] If YES, who did you turn to for help?
- DO NOT READ THE OPTIONS OUT**
MULTIPLE OPTIONS ALLOWED
1. Friends
2. Parents
3. Brother/Sister
4. Uncle/Aunt
5. Husband/Partner’s Family
6. Neighbors
7. Health worker
8. Police
9. Priest
10. Elder
11.
Other _____
99. No response
- Then SKIP to next section Q 501**

- 437.** [WOMEN only] If NO, why did you not ask for help?
- DO NOT READ THE OPTIONS OUT**
- MULTIPLE OPTIONS ALLOWED**
1. Did not know who to ask
 2. Fear of threats/consequences/more violence
 3. Violence normal/not serious
 4. Embarrassed/ashamed
 5. Afraid would not be believed or would be blamed
 6. Afraid would end relationship
 7. Afraid would lose children
 8. Bring bad name to the family
 9. Other _____
 99. No response

Exposure to the Premier Skills programme

[Introduction]: We would like to understand a bit about how, if at all, you have interacted with the Premier Skills programme that is running here

- 501.** Please tell us in what way you have heard about or been involved in Premier Skills? Have you:
- | | | | |
|---|---------------------------|--------------|---------------|
| <p>a. listened to one or more of the radio shows?</p> | <p>a. 1. Yes response</p> | <p>2. No</p> | <p>99. No</p> |
| <p>b. attended one of the community road shows organised by Premier Skills program?</p> | <p>b. 1. Yes response</p> | <p>2. No</p> | <p>99. No</p> |
| <p>c. attended one or more of the community events or festivals run by the Premier Skills program?</p> | <p>c. 1. Yes response</p> | <p>2. No</p> | <p>99. No</p> |
| <p>d. [FOR THOSE WHO HAVE ATTENDED EVENTS ONLY] participated in one or more of the discussions among adults at the festivals or events?</p> | <p>d. 1. Yes response</p> | <p>2. No</p> | <p>99. No</p> |
| <p>e. been involved in another way (please specify)</p> | <p>e. 1. Yes response</p> | <p>2. No</p> | <p>99. No</p> |
- Please specify:*
-

502. Have you noticed any changes in this community as a result of the Premier Skills program? If so, please tell us what they are?

(Circle any that are mentioned)

DO NOT PROBE OR READ OUT ANSWERS

MULTIPLE ANSWERS POSSIBLE

1. Change in **behaviour/practice** of **young people**
2. Change in **behaviour/practice** of community members
3. Changes in **attitudes** of **young people**
4. Changes in **attitudes** of **community members/duty bearers**
5. **Community members know more** about VAWG
6. Improvements in **services**
7. **Reduced violence** against **girls and women**
8. **Reduced violence** in the **community**
9. More **reporting** of violence
10. **Girls more empowered/claiming rights**
11. **No changes**
99. No response

Other (please make brief notes and continue over the page if needed).

We have now reached the end of our interview. I would like to thank you for taking the time to talk to me. Before we finish, do you have any questions for me

Note all questions below:

Thank them again.

[Please record the time at which the interviewed was ended on the first page]

END

QUESTIONS ASKED:

7. Focus group discussion tools

This annex contains the six FGD guides that were used in Kisumu, which were tailored for younger and older girls and boys and adult men and women. The tools used were the same in Mount Elgon, with the exception of the background information which made reference to Mount Elgon instead of Kisumu.

Younger girls (aged 10-13 years old)

Note: This is a guide, not a questionnaire. It indicates the areas to be covered and gives an idea of the order in which the topics will be addressed. The questions will not be asked in this exact format and interviewers may change the order and emphasis. Interviewers are also free to probe for relevant issues which emerge in discussion, even if these are not on our guide.

Researcher introductions

Introduce yourselves to the group, and run a short icebreaker. Include the following points in the introduction:

- We are working with the Premier Skills project, which is running a football project in this community aiming to reduce violence. You might also know it as Kisumu Timz.
- We are here to get your opinions about Premier Skills and also to talk about what the situation is like in the community.
- This is not a test and there are no right or wrong answers; it is just your opinions and experiences which we are interested in.
- We want to use your opinions to learn lessons about what worked well and what worked less well with the programme, so we can improve future programmes.
- It is OK if you all have different opinions in the group – we do not expect you to all agree about everything.
- The focus group will last about 2 hours.
- During this discussion, we won't be asking you to reveal personal things about yourself and you do not have to share anything you don't want to. We will not tell anyone what you have said here, including your parents or anyone else outside this room. However, if you do tell us about violence you have personally experienced, we will need to tell CSO Network.
- You don't have to answer any questions you don't want to, and you can stop or leave at any time.
- Do you have any questions before we start?

Please explicitly ask the young people the following, and check their understanding.

- We would like to audio record the interview to check that we have recorded your views correctly. Do you agree that we can audio record the interview? *(Ask them to put up their hands if they agree. If they disagree, they cannot participate).*
- Do you agree that we can use the information you give in our research and reports? We won't use your name. *(Ask them to put up their hands if they agree. If they disagree, they cannot participate).*
- Do you have any questions about the research, or concerns you would like to raise before we start?

Participants' introductions

Ask the participants to introduce themselves and record the following information:

- Name and age
- Class
- When they finished the Premier Skills programme (1 year ago, or recently)?

Life around here (start audio recording now)

Note: it is very important in this section to give girls the opportunity to talk spontaneously about violence but do not mention it yourself. Use the probes with discretion as you think appropriate.

What is life like for a girl of your age living in your community? (Probes: How is everyday life for you? What do girls like you do? Do people go to school? What do you do with yourselves?)

What are some of the bad things that happen to girls in this community? (Keep probing to get a list of bad things. For any violence mentioned, including sexual violence, explore what happens, girls' attitudes and feelings about what happens, and any feelings of stigma and shame. Some of the prompts:

- Why do you think this happens?
- What do young people do if this happens to them? Why do they do this?
- Would they tell anyone when this happened? Why/why not? Would they tell their parents?
- What would parents/other community members think/do if they knew? Would they treat them differently?)

Girls' rights

- **Practice / change:** When we came here two years ago, we found that lots of girls left school early. Has anything changed, or is this about the same?
 - a. [If things have changed] How has this changed? Why do you think this has changed?
 - b. [If things haven't changed, or not much] Why do you think girls drop out early?
- **Practice:** Around here, who makes decisions about when girls get married and have children?
- **Change:** Some / most of you said that [xxx decides]. Has this always been the case, or has anything changed in the last two years?
 - c. [If things have changed] How has this changed? (Probe: are girls more able to make these decisions?) Why do you think this has changed?
 - d. [If things haven't changed, or not much] Why do you think [xxx decides]?
- **Practice:** Around here, do girls ever take part in community events and decision making? (Probe: do you think girls are listened to by people in the community, for example elders and religious leaders?)
- **Change:** Some / most of you said that [girls do / do not take part in community events and decisions]. Has this always been the case, or has anything changed in the last two years?
 - e. [If things have changed] How has this changed? Why do you think this has changed?
 - f. [If things haven't changed, or not much] Why do you think girls are / aren't listened to?

Relationships between girls and boys

- How do girls and boys your age get on with each other around here? How do girls treat boys? How do boys treat girls? (Probes: Are boys ever violent or disrespectful towards girls, or are girls ever violent or disrespectful towards boys? What happens? When does this happen – e.g. on the way to school, at school, at home? How often does it happen?)
- **Change:** Reflecting on how things were two years ago / when you were in Class xx, has this changed?
 - [If things have changed] How has it changed? Why do you think this has changed?
 - [If things haven't changed] Why do you think boys and girls don't get on?

- **Attitudes:** You said that [*boys sometimes hurt girls / girls sometimes hurt boys*]. What do you think about this – do you think this OK? Why do you think this?

Reporting and stigma

If a boy or a man hurt a girl in this community, what would she do? Would she ask for help? Who would she ask? (*Don't prompt for specific types of violence, but link back to anything that was raised at the start of the focus group*)

- **Reporting:** Would she tell her parents? If not, why not? What would her parents do?
- **Stigma:** What would people in your community think if they knew what had happened? (*Probe: would they think about or treat the girl differently?*)
- **Role modelling:** What would you do if you knew a girl was being hurt by a boy or a man? (*Probe: would you tell anyone? What would you think about the girl?*)

Questions about the Premier Skills project

Now I want you to think about the Premier Skills programme. What was it like for you taking part in the programme?

- What did you like about taking part?
- Is there anything you didn't like?

[Ask this question only to participants who finished the project a year ago] We know you finished the Premier Skills programme some time ago. What has happened since then - have you been able to use any of the things you learned in the programme since you left?

Have you noticed any changes for the **young people** who have taken part in the programme that you haven't already mentioned? *Probe – positive changes, negative changes.*

- *[If things have changed]* Why do you think this has changed? What was it about the programme that made it change things for young people? [KEEP DIGGING!]
- *[If things haven't changed]* Why do you think the programme hasn't changed things for young people?

Now I want you to think about the **community** – have you seen any changes in the community since Premier Skills started, that you haven't already mentioned? *Probe – positive changes, negative changes.*

g. *[If things have changed]* Why do you think this has changed? What was it about the programme that made it change things for the community? [KEEP DIGGING!]

h. *[If things haven't changed]* Why do you think things in the community haven't changed?

Now I want you to think about what has changed for you since you took part in the programme? I want you to think about the most important thing / one thing that has changed for you since you joined Premier Skills. This could be a good thing OR it could be a bad thing, and it could be big or small.

- *Give the participants a moment to think about it. Then ask for some volunteers to tell the story of the most important thing.*
- *Probe to get more details: why did this change? Can you give an example? KEEP DIGGING!*

Conclusion

Is there anything else you want to say about the situation in this community?

Is there anything you want to ask us?

Polling booth activity

Instructions:

- Shut off the recorders.
- Tell the participants the following:

- *“The focus group is now over – thank you all very much for taking part.*
- *We now have an additional activity we would like to run. We would like to ask about your own personal experiences of different types of violence, but not in a way that will tell us who you are, your name, or give us your voice. This is to help us understand how many girls experience violence in this community, which is important for us to really understand the situation around here.*
- *This exercise is voluntary, and you can leave now if you don’t want to take part.*
- *The activity involves making marks on pieces of paper and putting them into an envelope.*
- *Your responses will be kept secret. Only the researchers will see them, and we will only look at the answers once everyone has gone home. You don’t have to answer any question that you don’t want to.*
- *We will give you all an envelope with different colours of paper in. Each piece of paper has a tick and a cross on it. (If necessary, draw a tick and a cross on a blackboard or piece of paper to make these symbols clear to the group). We will ask you different questions in turn. If the answer to the question is YES, circle the TICK. If the answer to the question is NO, circle the CROSS.”*
- Get the participants to sit around the room a little way apart from each other. If you think it helpful, you may wish to ask them to turn around so their backs are facing the centre of the room, to minimise the risk of them seeing what other people do.
- Give each participant an envelope with the different coloured cards in, and a pen.
- Ask the questions below in turn. For each question, tell the group:
 - *“Please take the [white / orange / red] card out of the brown envelope. Listen to the question and circle or mark the tick if the answer is yes, and the cross if the answer is no. Leave the card blank if you don’t want to answer. Once you have marked the card, put it back in the envelope.”*

In the past six months, have any boys from the community bullied or hurt you?

In the past six months, have any boys or men in the community pressured or forced you to do something you didn’t want to do?

- Collect the envelopes after all questions have been asked. Once the participants have left, the note-taker should look at the cards and record the numbers of respondents who answered yes, no and did not respond for each question.

Younger boys (aged 10-13 years old)

Note: This is a guide, not a questionnaire. It indicates the areas to be covered and gives an idea of the order in which the topics will be addressed. The questions will not be asked in this exact format and interviewers may change the order and emphasis. Interviewers are also free to probe for relevant issues which emerge in discussion, even if these are not on our guide.

A. Researcher introductions

Introduce yourselves to the group, and run a short icebreaker. Include the following points in the introduction:

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- This is not a test and there are no right or wrong answers; it is just your opinions and experiences which we are interested in;
- We want to use your opinions to learn lessons about what worked well and what worked less well with the programme, so we can improve future programmes;
- It is OK if you all have different opinions in the group – we do not expect you to all agree about everything;
- The focus group will last about 2 hours.
- During this discussion, we won't be asking you to reveal personal things about yourself and you do not have to share anything you don't want to. We will not tell anyone what you have said here, including your parents or anyone else outside this room. However, if you do tell us about violence you have personally experienced, we will need to tell CSO Network.
- You don't have to answer any questions you don't want to, and you can stop or leave at any time.
- Do you have any questions before we start?

Please explicitly ask the young people the following, and check their understanding.

- We would like to audio record the interview to check that we have recorded your views correctly. Do you agree that we can audio record the interview? *(Ask them to put up their hands if they agree. If they disagree, they cannot participate).*
- Do you agree that we can use the information you give in our research and reports? We won't use your name. *(Ask them to put up their hands if they agree. If they disagree, they cannot participate).*
- Do you have any questions about the research, or concerns you would like to raise before we start?

B. Participants' introductions

Ask the participants to introduce themselves and record the following information:

- Name and age
- Class
- When they finished the Premier Skills programme (1 year ago, or recently)?

C. Life around here (start audio recording now)

2. What is life like for a boy of your age living in your community? (*Probes: How is everyday life for you? What do young men like you do? Do you go to school? What do you do with yourselves?*)
3. What are some of the bad things that happen to young people in this community? (*Probe: bad things for BOYS and bad things for GIRLS*)
For any violence mentioned, including sexual violence, explore what happens, attitudes and feelings about what happens, and any feelings of stigma and shame. Use some of the following prompts:
 - *Why do you think this happens?*
 - *What do young people do if this happens to them? Why do they do this?*
 - *Would they tell anyone when this happened? Why/why not? Would they tell their parents?*
 - *What would parents/other community members think/do if they knew? Would they treat them differently?*

D. Social cohesion

4.
 - **Practice:** Is there any conflict in this community? Does this conflict ever lead to violence? (*Probes: What kind of conflict/violence? Which groups are in conflict?*)
 - **Change:** In the past two years, has there been any change in how often conflict happens in this community, or has it stayed about the same?
 - *[If things have changed] How has it changed? Why do you think this has changed?*
 - *[If things haven't changed, or not much] Why do you think this conflict happens?*
5. Imagine that a boy your age insulted another boy, and the boy who was insulted responded with violence.
 - **Attitudes:** Do you think the boy was right to respond violently to the boy who insulted him? Why/why not?
 - **Other situations where violence is OK?** Are there any situations where you think it's acceptable to use violence against other boys or men? Why / why not?
 - **Change in attitude:** Some of you / most of you said *[you feel that this is acceptable / unacceptable]*. Have you always felt like this or have your feelings changed in the past couple of years / since you were in Class xx?
 - *[If things have changed] How have your feelings changed? Why do you think your feelings have changed?*

E. Relationships and violence between girls and boys

6.
 - How do girls and boys your age get on with each other around here? How do girls treat boys? How do boys treat girls? (*Probes: Are boys ever violent or disrespectful towards girls, or are girls ever violent or disrespectful towards boys? What happens? When does this happen – e.g. on the way to school, at school, at home?*)
 - Reflecting on how things were two years ago / when you were in Class xx, has this changed?
 - *[If things have changed] How has it changed? Why do you think this has changed?*
 - *[If things haven't changed] Why do you think boys and girls don't get on?*

7. Imagine a boy and a girl your age are friends. The girl does something that makes the boy angry, and he slaps her.
- **Practice:** Does this kind of thing ever happen around here? (*Probe: what would most boys around here do if a friend made them angry?*)
 - **Attitudes:** Do you think the boy was right to do this? Why/why not?
 - **What they would do / role modelling:** Now I want you to think about what YOU would do if you knew a friend was hitting a girl, or if you knew a girl was being beaten? Why would you do this?
 - **Change in attitude:** Some of you / most of you said [*you feel that hitting a girl is acceptable / unacceptable*]. Have you always felt like this or have your feelings changed in the past couple of years / since you were in Class xx?
 - [*If things have changed*] How have your feelings changed? Why do you think your feelings have changed?

F. Questions about the Premier Skills programme

8. Now I want you to think about the Premier Skills programme. What was it like for you taking part in the programme?
- What did you like about taking part?
 - Is there anything you didn't like?
9. [*Ask this question only to participants who finished the project a year ago*] We know you finished the Premier Skills programme some time ago. What has happened since then - have you been able to use any of the things you learned in the programme since you left?
10. Have you noticed any changes for the **young people** who have taken part in the programme that you haven't already mentioned? *Probe – positive changes, negative changes.*
- [*If things have changed*] Why do you think this has changed? What was it about the programme that made it change things for young people? [KEEP DIGGING!]
 - [*If things haven't changed*] Why do you think the programme hasn't changed things for young people?
11. Now I want you to think about the **community** – have you seen any changes in the community since Premier Skills started, that you haven't already mentioned? *Probe – positive changes, negative changes.*
- a. [*If things have changed*] Why do you think this has changed? What was it about the programme that made it change things for the community? [KEEP DIGGING!]
 - b. [*If things haven't changed*] Why do you think things in the community haven't changed?
12. Now I want you to think about what has changed for you since you took part in the programme? I want you to think about the most important thing / one thing that has changed for you since you joined Premier Skills. This could be a good thing OR it could be a bad thing, and it could be big or small.
- *Give the participants a moment to think about it. Then ask for some volunteers to tell the story of the most important thing.*
 - *Probe to get more details: why did this change? Can you give an example? KEEP DIGGING!*

G. Conclusion

13. Is there anything else you want to say about the situation in your community, or about the programme?

14. Is there anything you want to ask us?

H. Polling booth activity

Instructions:

- Shut off the recorders.
- Tell the participants the following:
 - *“The focus group is now over – thank you all very much for taking part.*
 - *We now have an additional activity we would like to run. We would like to ask about your own personal experiences of different types of violence, but not in a way that will tell us who you are, your name, or give us your voice. This is to help us understand how many girls experience violence in this community, which is important for us to really understand the situation around here.*
 - *This exercise is voluntary, and you can leave now if you don’t want to take part.*
 - *The activity involves making marks on pieces of paper and putting them into an envelope.*
 - *Your responses will be kept secret. Only the researchers will see them, and we will only look at the answers once everyone has gone home. You don’t have to answer any question that you don’t want to.*
 - *We will give you all an envelope with different colours of paper in. Each piece of paper has a tick and a cross on it. (If necessary, draw a tick and a cross on a blackboard or piece of paper to make these symbols clear to the group). We will ask you different questions in turn. If the answer to the question is YES, circle the TICK. If the answer to the question is NO, circle the CROSS.”*
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- Give each participant an envelope with the different coloured cards in, and a pen.
- Ask the questions below in turn. For each question, tell the group:
 - *“Please take the [white / orange / red] card out of the brown envelope. Listen to the question and circle or mark the tick if the answer is yes, and the cross if the answer is no. Leave the card blank if you don’t want to answer the question. Once you have marked the card, put it back in the envelope.”*

P1. *In the past six months, have you been involved in a fight that involved physical violence?*

P2. *In the past six months, has anyone in the community ever threatened, pressured, forced or hurt you?*

- Collect the envelopes after all questions have been asked. Once the participants have left, the note-taker should look at the cards and record the numbers of respondents who answered yes, no and did not respond for each question.

Wrap up: Thank the participants for taking part in the focus group and remind them what the purpose of the group was and how we will use their opinions and views.

Tell them if they want to talk to us about any of things we have discussed today, we will stay around for 15 minutes after everyone has gone. They can also talk to Kevin Obware, from the programme if there is anything they would like to speak to him about. He can be reached on 0727230465. He can also be found at CSO Network offices within Lutheran Church Compound (opposite Nakumatt Mega City).

Older girls (aged 14+)

Note: This is a guide, not a questionnaire. It indicates the areas to be covered and gives an idea of the order in which the topics will be addressed. The questions will not be asked in this exact format and interviewers may change the order and emphasis. Interviewers are also free to probe for relevant issues which emerge in discussion, even if these are not on our guide.

Researcher introductions

Introduce yourselves to the group, and run a short icebreaker. Include the following points in the introduction:

- We are working with the Premier Skills project, which is running a football project in this community aiming to reduce violence. You might also know it as Kisumu Timz.
- We are here to get your opinions about Premier Skills and also to talk about what the situation is like in the community.
- We want to use your opinions to learn lessons about what worked well and what worked less well with Premier Skills, so we can improve in future.
- This is not a test and there are no right or wrong answers; it is just your opinions and experiences which we are interested in.
- It is OK if you all have different opinions in the group – we do not expect you to all agree about everything.
- The focus group will last about 2 hours.
- During this discussion, we won't be asking you to reveal personal things about yourself and you do not have to share anything you don't want to. We will not tell anyone what you have said here, including your parents or anyone else outside this room. However, if you do tell us about violence you have personally experienced, we will need to tell CSO Network.
- You don't have to answer any questions you don't want to, and you can stop or leave at any time.
- Do you have any questions before we start?

Please explicitly ask the young people the following, and check their understanding.

- We would like to audio record the interview to check that we have recorded your views correctly. Do you agree that we can audio record the interview? *(Ask them to put up their hands if they agree. If they disagree, they cannot participate).*
- Do you agree that we can use the information you give in our research and reports? We won't use your name. *(Ask them to put up their hands if they agree. If they disagree, they cannot participate).*
- Do you have any questions about the research, or concerns you would like to raise before we start?

Participants' introductions (do not audio record this information: record it on paper)

Ask the participants to introduce themselves and write down the following information:

- Name and age
- When they finished the Premier Skills programme (1 year ago, or recently)
- Who do they live with (parents or spouse)?

Life for girls (start audio-recorder here)

1. What is life like for a young woman of your age living in your community? (*Probes: How is everyday life for you? What do girls like you do? Do people go to school? What do you do with yourselves?*)
2. What are some of the bad things that happen to young women your age around here? (*Probes: don't mention 'violence' but if the participants do, probe for more details: who, what, when, how often, why?*)

Girls' economic, social/political, and reproductive rights

3.
 - **Practice / change:** When we came here two years ago, we found that lots of girls left school early. Has anything changed, or is this about the same?
 - a. *[If things have changed]* How has this changed? Why do you think this has changed?
 - b. *[If things haven't changed, or not much]* Why do you think girls drop out early?
4.
 - **Practice:** Around here, who makes decisions about when girls get married and have children?
 - **Change:** Some / most of you said that *[xxx decides]*. Has this always been the case, or has anything changed in the last two years?
 - a. *[If things have changed]* How has this changed? (*Probe: are girls more able to make these decisions?*) Why do you think this has changed?
 - b. *[If things haven't changed, or not much]* Why do you think *[xxx decides]*?
5.
 - **Practice:** Around here, do girls ever take part in community events and decision making? (*Probe: do you think girls are listened to by people in the community, for example elders and religious leaders?*)
 - **Change:** Some / most of you said that *[girls do / do not take part in community events and decisions]*. Has this always been the case, or has anything changed in the last two years?
 - a. *[If things have changed]* How has this changed? Why do you think this has changed?
 - b. *[If things haven't changed, or not much]* Why do you think girls are / aren't listened to?

Relationships between boys and girls, and intimate partner violence

6.
 - **Practice / change:** When we came here two years ago, we found that boys are sometimes violent or disrespectful towards girls. Has that changed over the past 2 years or are things about the same?
 - a. *[If things have changed]*
 - i. How has this changed? (*Probes: what happens? Which boys behave like this? When does this happen – e.g. on the way to school, at school, at home? Does this happen a lot in this community or is it quite rare?*)
 - ii. Why do you think this has changed?
 - b. *[If things haven't changed, or not much]* Why do you think this happens?
7. **[Depending on what is most appropriate, ask about girls and boys, or women and men, or both.]**
Imagine that a girl/woman disobeys her intimate partner and he gets angry and beats her.
 - **Practice:** Does this kind of thing ever happen around here? (*Probe: What would boys / men around here do if their intimate partner disobeyed them?*)
 - **Attitude:** Do you think the boy / man was right to do this? Why/why not?
 - **Community attitude:** Are there any situations where people around here would approve of a boy / man hitting his intimate partner? Why?
 - **Change in community attitude:** You said *[that people around here would approve / disapprove]*...have people always felt like this, or has it changed in the past two years?
 - *[If things have changed]* How has this changed? Why do you think this has changed?
 - **Change in practice:** In the past two years, has the level of violence within relationships in this community changed in any way or stayed the same?
 - *[If things have changed]* How has this changed? Why do you think this has changed?

- *[If things haven't changed]* Why do you think this violence happens?

Sexual violence

8. **[Depending on what is most appropriate, ask about girls and boys, or women and men, or both.]**

We know that sometimes a boy/man might demand sex when his intimate partner doesn't want it.

- **Practice:** what happens in this situation? What would the boy/man do?
- **Reporting:** We know sometimes a boy/man might force his intimate partner to have sex. If this happens, what should the girl / woman do? Why should she do this?
- **Attitudes:** Do you think boys / men have a right to have sex with their intimate partners even if they don't want it? Is it acceptable for a girl / woman to deny sex to her intimate partner? *[Probe: is it different for couples who are married? Is it acceptable for a wife to deny her husband sex?]*
- **Change (in attitudes):** Some of you / most of you said *[you feel that this is acceptable / unacceptable]*. Have you always felt like this or have your feelings changed in the past couple of years?
 - *[If things have changed]* How have your feelings changed? Why have your feelings changed?

9. We know in some communities girls are forced to have sex – for example by men in the community or by boys they know.

- **Practice:** Does this kind of situation ever happen around here, where girls are sexually attacked? Can you tell me a bit about what happens? *(Probe here: not just rape but also other forms of sexual violence - touching, undressing. Note that the perpetrator might include community member, a boy they know, or a boy they are in a relationship with)*
- **Change:** In the past two years, has there been any change in how often sexual attacks happen in this community, or has this stayed about the same?
 - *[If things have changed]* How has this changed? Why do you think this has changed?
 - *[If things haven't changed]* Why do you think this type of situation happens?

- ### 10.
- **Attitude (stigma):** Why do you think this kind of situation might happen? Whose fault do you think it is when this happens?
 - **Community attitudes (stigma):** What would happen to a girl who had been sexually attacked like this? Why?
 - What would other people in your community think if they knew what had happened? *(Probe: would they think about or treat the girl differently?)*
 - **Change (stigma)** You said *[that people around here would think... or treat the girl like...]* Have people always felt like this, or has this changed in the past two years?
 - *[If things have changed]* How has this changed? Why has this changed?

Services

- ### 11. If a girl was attacked by her partner or by a stranger, what should she do? (Including physical, sexual, emotional and verbal attacks, such as harassment)
- **Reporting:** Would girls ask for help? Who would they ask for help?
 - **Change (reporting):** Some of you / most of you said *[girls would / wouldn't ask for help]*. Has this changed at all in the past two years? *(Probe: are girls more likely to ask for help, or less likely, or about the same?)*
 - *[If things have changed]* How has this changed? Why do you think this has changed?

- *[If things haven't changed]* Why do you think people would not report?
- **Practice (reporting)** Would she go to the police? If not, why not?
- **Police responsiveness:** What do you think the police would do if she went to them for help? How would they treat her?
- **Practice (reporting)** Would she go to the clinic? If not, why not?
- **Health worker responsiveness:** What do you think the health workers would do if she went to them for help? How would they treat her?
- **Change (service responsiveness)** Have you seen or heard about any changes in the way police and health workers treat girls and women when they report violence?
 - *[If things have changed]* How has this changed? Why do you think this has changed?

Questions about the Premier Skills programme

12. Now I want you to think about the Premier Skills programme – it is also called Kisumu Timz. Can you tell me what kind of activities you have been involved in within your community?
What was it like for you taking part in the programme?
 - What did you like about taking part?
 - Is there anything you didn't like?
13. *[Ask this question only to participants who finished the project a year ago]* We know you finished the Premier Skills programme some time ago. What has happened since then – have you been able to use any of the things you learned in the programme since you left?
14. Have you noticed any changes for the **young people** who have taken part in the programme that you haven't already mentioned? (*Probe – positive changes, negative changes.*)
 - *[If things have changed]* Why do you think this has changed? What was it about the programme that made it change things for young people? [KEEP DIGGING!]
 - *[If things haven't changed]* Why do you think the programme hasn't changed things for young people?
15. Now I want you to think about the **community** – have you seen any changes in the community since Premier Skills started, that you haven't already mentioned? (*Probe – positive changes, negative changes.*)
 - a. *[If things have changed]* Why do you think this has changed? What was it about the programme that made it change things for the community? [KEEP DIGGING!]
 - b. *[If things haven't changed]* Why do you think things in the community haven't changed?
16. Now I want you to think about the most important thing that has changed for you since you joined the Premier Skills programme. This could be a good thing OR it could be a bad thing. It might be a small change or a big change.
 - Give the participants a moment to think about it. Then ask for some volunteers to tell the story of the most important thing.
 - Probe to get more details: why did this change? Can you give an example? KEEP DIGGING!

Conclusion

17. Is there anything else you want to say about the situation in your community, or about the programme?
18. Is there anything you want to ask us?

Polling booth activity

Instructions:

- Shut off the recorders.
- Tell the participants the following:

- *“The focus group is now over – thank you all very much for taking part.*
- *We now have an additional activity we would like to run. We would like to ask about your own personal experiences of different types of violence, but not in a way that will tell us who you are, your name, or give us your voice. This is to help us understand how many girls experience violence in this community, which is important for us to really understand the situation around here.*
- *This exercise is voluntary, and you can leave now if you don’t want to take part.*
- *The activity involves making marks on pieces of paper and putting them into an envelope.*
- *Your responses will be kept secret. Only the researchers will see them, and we will only look at the answers once everyone has gone home. You don’t have to answer any question that you don’t want to.*
- *We will give you all an envelope with different colours of paper in. Each piece of paper has a tick and a cross on it. (If necessary, draw a tick and a cross on a blackboard or piece of paper to make these symbols clear to the group). We will ask you different questions in turn. If the answer to the question is YES, circle the TICK. If the answer to the question is NO, circle the CROSS.”*
- Get the participants to sit around the room a little way apart from each other. If you think it helpful, you may wish to ask them to turn around so their backs are facing the centre of the room, to minimise the risk of them seeing what other people do.
- Give each participant an envelope with the different coloured cards in, and a pen.
- Ask the questions below in turn. For each question, tell the group:
 - *“Please take the [white / orange / red] card out of the brown envelope. Listen to the question and circle or mark the tick if the answer is yes, and the cross if the answer is no. Once you have marked the card, put it back in the envelope.”*

P1. *In the past six months, has your intimate partner ever hit or slapped you? Leave the card blank if you don’t have an intimate partner or you don’t want to answer the question.*

P2. *In the past six months, have you had sexual relations with someone because they threatened, pressured, forced, or hurt you? Leave the card blank if you don’t want to answer the question.*

- Collect the envelopes after all questions have been asked. Once the participants have left, the note-taker should look at the cards and record the numbers of respondents who answered yes, no and did not respond for each question.

Wrap up: Thank the participants for taking part in the focus group and final activity, and remind them what the purpose of the group was and how we will use their opinions and views.

Tell them if they want to talk to us about any of things we have discussed today, we will stay around for a while after everyone has gone. They can also talk to Kevin Obware from the programme if there is anything they would like to speak to him about. He can be reached on 0727230465. He can also be found at CSO Network offices within Lutheran Church Compound (opposite Nakumatt Mega City).

Older boys (aged 14+)

Note: This is a guide, not a questionnaire. It indicates the areas to be covered and gives an idea of the order in which the topics will be addressed. The questions will not be asked in this exact format and interviewers may change the order and emphasis. Interviewers are also free to probe for relevant issues which emerge in discussion, even if these are not on our guide.

A. Researcher introductions

Introduce yourselves to the group, and run a short icebreaker. Include the following points in the introduction:

- We are working with the Premier Skills project, which is running a football project in this community aiming to reduce violence. You might also know it as Kisumu Timz.
- We are here to get your opinions about Premier Skills and also to talk about what the situation is like in the community.
- We want to use your opinions to learn lessons about what worked well and what worked less well with Premier Skills, so we can improve in future.
- This is not a test and there are no right or wrong answers; it is just your opinions and experiences which we are interested in.
- It is OK if you all have different opinions in the group – we do not expect you to all agree about everything.
- The focus group will last about 2 hours.
- During this discussion, we won't be asking you to reveal personal things about yourself and you do not have to share anything you don't want to. We will not tell anyone what you have said here, including your parents or anyone else outside this room. However, if you do tell us about violence you have personally experienced, we will need to tell CSO Network.
- You don't have to answer any questions you don't want to, and you can stop or leave at any time.
- Do you have any questions before we start?

Please explicitly ask the young people the following, and check their understanding.

- We would like to audio record the interview to check that we have recorded your views correctly. Do you agree that we can audio record the interview? *(Ask them to put up their hands if they agree. If they disagree, they cannot participate).*
- Do you agree that we can use the information you give in our research and reports? We won't use your name. *(Ask them to put up their hands if they agree. If they disagree, they cannot participate).*
- Do you have any questions about the research, or concerns you would like to raise before we start?

Participants' introductions (do not audio record this information: record it on paper)

Ask the participants to introduce themselves and write down the following information:

- Name and age
- When they finished the Premier Skills programme (1 year ago, or recently)
- Who do they live with (parents or spouse)

C. Life for young men (start audio-recorder here)

19. What is life like for a young man of your age living in your community? (*Probes: How is everyday life for you? What do young men like you do? Do people go to school? What do you do with yourselves?*)
20. What are some of the bad things that happen to young people your age around here? (*Probes: bad things for YOUNG MEN and bad things for YOUNG WOMEN. Don't mention 'violence' but if the participants do, probe for more details: who, what, when, how often, why?*)

D. Social cohesion

21. • **Practice:** Is there any conflict in this community? Does this conflict ever lead to violence? (*Probes: What kind of conflict/violence? Which groups are in conflict?*)
- **Change:** In the past two years, has there been any change in how often conflict happens in this community, or has it stayed about the same?
- *[If things have changed] How* has it changed? *Why* do you think this has changed?
 - *[If things haven't changed, or not much] Why* do you think this conflict happens?

E. Relationships between boys and girls and intimate partner violence

22. • **Practice / change:** When we came here two years ago, we found that boys are sometimes violent or disrespectful towards girls. Has that changed over the past 2 years or are things about the same?
- a. *[If things have changed]*
 - i. *How* has this changed? (*Probes: what happens? Which boys behave like this? When does this happen – e.g. on the way to school, at school, at home? Does this happen a lot in this community or is it quite rare?*)
 - ii. *Why* do you think this has changed?
 - b. *[If things haven't changed, or not much] Why* do you think this happens?
23. Imagine that a woman disobeys her husband or intimate partner and he gets angry and beats her.
- **Practice:** Does this kind of thing ever happen around here?
 - What would men around here do if their wife or intimate partner disobeyed them?
 - **Attitude:** Do you think the man was right to do this? Why/why not?
 - **Community attitude:** What would other men expect you to do in this situation? Would they approve or disapprove of you beating your wife or intimate partner? (*If they would approve, ask what would happen if the man DIDN'T beat his wife?*)
 - Are there any situations where people would approve of a man hitting his wife or intimate partner? Why?
 - **Change in community attitude:** You said *[that people around here would approve / disapprove]...* have people always felt like this, or has it changed in the past two years?
 - *[If things have changed] How* has this changed? *Why* do you think this has changed?
 - **Change in practice:** In the past two years, has the level of violence within relationships in this community changed in any way or stayed the same?

- *[If things have changed]* How has this changed? Why do you think this has changed?
- *[If things haven't changed]* Why do you think this violence happens?

F. Sexual violence

24. [For this section, decide whether it is most appropriate to ask about boys or men, girls or women, or both]

We know that sometimes a boy/man might demand sex when his intimate partner doesn't want it.

- **Practice:** what happens in this situation? What would the boy/man do?
- **Reporting:** We know sometimes a boy/man might force his intimate partner to have sex. If this happens, what should the girl / woman do? Why should she do this?
- **Attitudes:** do you think boys / men have a right to have sex with their intimate partners even if they don't want it? Is it acceptable for a girl / woman to deny sex to her intimate partner? *[Probe: is this different for couples who are married? Is it acceptable for a wife to deny her husband sex?]*
- **Change (in attitudes):** Some of you / most of you said *[you feel that this is acceptable / unacceptable]*. Have you always felt like this or have your feelings changed in the past couple of years?
 - *[If things have changed]* How have your feelings changed? Why have your feelings changed?

25. We know in some communities girls are forced to have sex – for example by men in the community or by boys they know.

- **Practice:** Does this kind of situation ever happen around here, where girls are sexually attacked? Can you tell me a bit about what happens? *(Probe here: not just rape but also other forms of sexual violence - touching, undressing. Note that the perpetrator might include community member, a boy they know, or a boy they are in a relationship with)*
- **Change:** In the past two years, has there been any change in how often sexual attacks happen in this community, or has it stayed about the same?
 - *[If things have changed]* How has this changed? Why do you think this has changed?
 - *[If things haven't changed]* Why do you think this type of situation happens?

- ### 26.
- **Attitude (stigma)** Why do you think this kind of situation might happen? Whose fault do you think it is when this happens?
 - **Community attitudes (stigma):** What would happen to a girl who had been sexually attacked like this? Why?
 - What would other people in your community think if they knew what had happened? *(Probe: would they think about or treat the girl differently?)*
 - **Change (stigma)** You said *[that people around here would think.....]* Have people always felt like this, or has this changed in the past two years?
 - *[If things have changed]* How has this changed? Why has this changed?

G. Questions about the Premier Skills programme

27. Now I want you to think about the Premier Skills programme – it is also called Kisumu Timz. Can you tell me what kind of activities you have been involved in within your community?
What was it like for you taking part in the programme?
- What did you like about taking part?
 - Is there anything you didn't like?
28. *[Ask this question only to participants who finished the project a year ago]* We know you finished the Premier Skills programme some time ago. What has happened since then - have you been able to use any of the things you learned in the programme since you left?
29. Have you noticed any changes for the **young people** who have taken part in the programme that you haven't already mentioned? *(Probe – positive changes, negative changes.)*
- *[If things have changed]* Why do you think this has changed? What was it about the programme that made it change things for young people? [KEEP DIGGING!]
 - *[If things haven't changed]* Why do you think the programme hasn't changed things for young people?
30. Now I want you to think about the **community** – have you seen any changes in the community since Premier Skills started, that you haven't already mentioned? *(Probe – positive changes, negative changes.)*
- a. *[If things have changed]* Why do you think this has changed? What was it about the programme that made it change things for the community? [KEEP DIGGING!]
 - b. *[If things haven't changed]* Why do you think things in the community haven't changed?
31. Now I want you to think about the most important thing that has changed for you since you joined the Premier Skills programme. This could be a good thing OR it could be a bad thing. It might be a small change or a big change.
- *Give the participants a moment to think about it. Then ask for some volunteers to tell the story of the most important thing.*
 - *Probe to get more details: why did this change? Can you give an example? KEEP DIGGING!*

H. Conclusion

32. Is there anything else you want to say about the situation in your community, or about the programme?
33. Is there anything you want to ask us?

Polling booth activity

Instructions:

- Shut off the recorders.
- Tell the participants the following:
 - *“The focus group is now over – thank you all very much for taking part.*
 - *We now have an additional activity we would like to run. We would like to ask about your own personal experiences of different types of violence, but not in a way that will tell us who you are, your name, or give us your voice. This is to help us understand how many girls experience violence in this community, which is important for us to really understand the situation around here.*
 - *This exercise is voluntary, and you can leave now if you don't want to take part.*
 - *The activity involves making marks on pieces of paper and putting them into an envelope.*

- *Your responses will be kept secret. Only the researchers will see them, and we will only look at the answers once everyone has gone home. You don't have to answer any question that you don't want to.*
- *We will give you all an envelope with different colours of paper in. Each piece of paper has a tick and a cross on it. (If necessary, draw a tick and a cross on a blackboard or piece of paper to make these symbols clear to the group). We will ask you different questions in turn. If the answer to the question is YES, circle the TICK. If the answer to the question is NO, circle the CROSS."*
- Get the participants to sit around the room a little way apart from each other. If you think it helpful, you may wish to ask them to turn around so their backs are facing the centre of the room, to minimise the risk of them seeing what other people do.
- Give each participant an envelope with the different coloured cards in, and a pen.
- Ask the questions below in turn. For each question, tell the group:
 - *"Please take the [white / orange / red] card out of the brown envelope. Listen to the question and circle or mark the tick if the answer is yes, and the cross if the answer is no. Leave the card blank if you don't want to answer the question. Once you have marked the card, put it back in the envelope."*

P1. *In the past six months, have you been involved in a fight that involved physical violence?*

P2. *In the past six months, have you ever had to hit or slap your intimate partner? Leave the card blank if you don't have an intimate partner or don't want to answer the question*

P3. *In the past six months, have you ever threatened a girl or forced her to do something she didn't want to do?*

- Collect the envelopes after all questions have been asked. Once the participants have left, the note-taker should look at the cards and record the numbers of respondents who answered yes, no and did not respond for each question.

Wrap up: Thank the participants for taking part in the focus group and remind them what the purpose of the group was and how we will use their opinions and views.

Tell them if they want to talk to us about any of things we have discussed today, we will stay around for 15 minutes after everyone has gone. They can also talk to Kevin Obware, from the programme if there is anything they would like to speak to him about. He can be reached on 0727230465. He can also be found at the CSO Network offices within Lutheran Church Compound (this is opposite Nakumatt Mega City)

Adult women

Note: This is a guide, not a questionnaire. It indicates the areas to be covered and gives an idea of the order in which the topics will be addressed. The questions will not be asked in this exact format and interviewers may change the order and emphasis. Interviewers are also free to probe for relevant issues which emerge in discussion, even if these are not on our guide.

A. Researcher introductions

Introduce yourselves to the group. Include the following points in the introduction:

- We are working with Premier Skills, which is running a football project in this community aiming to reduce violence. It is also sometimes known as Kisumu Timz.
- We are here to research what life is like for girls in this community, and the relationships between different people in the community and in the household. We also want to hear your opinions on the programme if you know about it.
- We want to use your opinions to learn lessons about what worked well and what worked less well with the programme, so we can improve future programmes
- This is not a test and there are no right or wrong answers; it is just your opinions and experiences which we are interested in;
- It is OK if you all have different opinions in the group – we do not expect you to all agree about everything;
- The focus group will last about 2 hours.
- All the research is confidential and we will not reveal your name or personal details to anyone outside the research team. Whatever you say, it won't be discussed with anyone else in the community.
- You don't have to answer any questions you don't want to, and you can stop or leave at any time.
- Do you have any questions before we start?

Please explicitly ask the participants the following, and check their understanding.

- We would like to audio record the interview to check that we have recorded your views correctly. Do you agree that we can audio record the interview? *(Ask them to put up their hands if they agree. If they disagree, they cannot participate).*
- Do you agree that we can use the information you give in our research and reports? We won't use your name. *(Ask them to put up their hands if they agree. If they disagree, they cannot participate).*
- Do you have any questions about the research, or concerns you would like to raise before we start?

B. Participants' introductions

Please can you all introduce yourselves?

- Name and age
- Occupation

Please tell us how you have heard about or been involved in the Premier Skills programme. *(Ask them to put their hands up and record the number of people who answer yes to each question)*

- a) Have any of the children living in your household participated in the programme?
- b) Have you attended one or more of the community events or festivals run by the Premier Skills program (in the schools)?
- c) [FOR THOSE WHO HAVE ATTENDED EVENTS ONLY] Have you taken part in one or more of the discussions among adults at the festivals or events?

- d) Have you listened to one or more of the Premier Skills radio shows?
- e) Have you attended one of the road shows (in the market) organised by Premier Skills program?
- f) Have you been involved in the Premier Skills another way (please specify)?

C. Life for girls and women

- 15.
- What is life like for girls and women living in your community?
 - What are some of the bad things that happen to girls and women around here? (*Probes: Don't mention 'violence' but if the participants do, probe for more details: who, what, when, how often, why?*)
 -

D. Girls' economic, social/political, and sexual/reproductive rights

- 16.
- **Practice / change:** When we came here two years ago, we found that lots of girls left school early. Has anything changed, or is this about the same?
 - *[If things have changed]* Why do you think this has changed?
 - *[If things haven't changed, or not much]* Why do you think girls drop out early?
 - **Attitude:** What do you think about this situation? (*Probe: do they think this is acceptable or not?*)
- 17.
- **Practice:** Around here, do girls ever take part in community events and decision making? (*Probe: do you think girls are listened to by people in the community, for example elders and religious leaders?*)
 - **Change:** Some / most of you said that *[girls do / do not take part in community events and decisions]*. Has this always been the case, or has anything changed in the last two years?
 - a. *[If things have changed]* How has this changed? Why do you think this has changed?
 - b. *[If things haven't changed, or not much]* Why do you think girls are / aren't listened to?

E. Intimate partner violence

18. Imagine that a woman disobeys her intimate partner and he gets angry and beats her.
- **Practice:** Does this kind of thing ever happen around here? (*Probe: What would boys / men around here do if their intimate partner disobeyed them?*)
 - **Attitude:** Do you think the man was right to do this? Why/why not?
 - **Community attitude:** Are there any situations where people around here would approve of a man hitting his intimate partner? Why?
 - **Change in community attitude:** You said *[that people around here would approve / disapprove]...have people always felt like this, or has it changed in the past two years?*
 - *[If things have changed]* How has this changed? Why do you think this has changed?
 - **Change in practice:** In the past two years, has the level of violence within relationships in this community changed in any way or stayed the same?
 - *[If things have changed]* How has this changed? Why do you think this has changed?
 - *[If things haven't changed]* Why do you think this violence happens?

F. Sexual violence

19. We know that sometimes a man might demand sex when his intimate partner doesn't want it.
- **Practice:** what happens in this situation? What would the boy/man do?

- **Reporting:** We know sometimes a man might force his intimate partner to have sex. If this happens, what should the woman do? Why should she do this?
 - **Attitudes:** do you think men have a right to have sex with their intimate partners even if they don't want it? Is it acceptable for a woman to deny sex to her intimate partner? *[Probe: is this different for couples who are married? Is it acceptable for a wife to deny her husband sex?]*
 - **Change (in attitudes):** Some of you / most of you said *[you feel that this is acceptable / unacceptable]*. Have you always felt like this or have your feelings changed in the past couple of years?
 - *[If things have changed]* How have your feelings changed? Why have your feelings changed?
20. We know in some communities girls are forced to have sex – for example by men in the community or by boys they know.
- **Practice:** Does this kind of situation ever happen around here, where girls are sexually attacked? Can you tell me a bit about what happens? *(Probe here: not just rape but also other forms of sexual violence - touching, undressing. Note that the perpetrator might include community member, a boy they know, or a boy they are in a relationship with)*
 - **Change:** In the past two years, has there been any change in how often sexual attacks happen in this community, or has it stayed about the same?
 - *[If things have changed]* How has this changed? Why do you think this has changed?
 - *[If things haven't changed]* Why do you think this type of situation happens?
- 21.
- **Attitude (stigma):** Why do you think this kind of situation might happen? Whose fault do you think it is when this happens?
 - How would most parents react if their daughter told them she had been sexually attacked? Why?
 - **Community attitudes (stigma):** What would happen to a girl who had been sexually attacked like this? Why?
 - What would other people in your community think if they knew what had happened? *(Probe: would they think about or treat the girl differently?)*
 - **Change (stigma)** You said *[that people around here would thin...]* Have people always felt like this, or has this changed in the past two years?
 - *[If things have changed]* How has this changed? Why has this changed?

G. Services

22. If a girl was attacked by her partner or by a stranger, what would her parents do? *(Probe: would they take her to get help? Who from?)*
- **Practice (reporting)** Would she go to the police? If not, why not?
 - **Police responsiveness:** What do you think the police would do if she went to them for help? How would they treat her?
 - **Practice (reporting)** Would she go to the clinic? If not, why not?
 - **Health worker responsiveness:** What do you think the health workers would do if she went to them for help? How would they treat her?
 - **Change (service responsiveness)** Have you seen or heard about any changes in the way police and health workers treat girls and women when they report violence?
 - *[If things have changed]* How has this changed? Why do you think this has changed?

H. Questions about the Premier Skills project

23. What do you know about the Premier Skills project? What do you think about the project?
24. What did you like about the programme / the activities you took part in?
25. Was there anything you didn't like?
26. Overall, do you think the programme was successful? Why / Why not? [KEEP DIGGING!]
27. Have you noticed any changes for the **young people** who have taken part in the programme that you haven't already mentioned? (*Probe – positive changes, negative changes*)
 - a. *[If things have changed]* Why do you think this has changed? What was it about the programme that made it change things for young people? [KEEP DIGGING!]
 - b. *[If things haven't changed]* Why do you think the programme hasn't changed things for young people?
28. Have you seen any wider changes in the **community** as a result of the programme that you have not already mentioned? (*Probe – positive changes, negative changes.*)
 - a. *[If things have changed]* Why do you think this has changed? What was it about the programme that made it change things for the community? [KEEP DIGGING!]
 - b. *[If things haven't changed]* Why do you think things in the community haven't changed?
29. Has the programme changed anything for **you personally**? (*Probe: Has it made you think about things differently? Has it increased your knowledge about VAWG or girls rights?*)
 - a. *[If things have changed]* Why do you think this has changed? What was it about the programme that made it change things for you? [KEEP DIGGING!]
 - b. *[If things haven't changed]* Why do you think the programme hasn't changed anything for you?

I. • Conclusion

30. Is there anything else you want to say about the situation in your community, or about the programme?
31. Is there anything you want to ask us?

Wrap up: Thank the participants for taking part in the focus group and remind them what the purpose of the group was and how we will use their opinions and views.

Tell them if they want to talk to us about any of things we have discussed today, we will stay around for 15 minutes after everyone has gone. They can also talk to Kevin Obware, from the programme if there is anything they would like to speak to him about. He can be reached on 0727230465. He can also be found at the CSO Network offices within Lutheran Church Compound (this is opposite Nakumatt Mega City)

Adult men

Note: This is a guide, not a questionnaire. It indicates the areas to be covered and gives an idea of the order in which the topics will be addressed. The questions will not be asked in this exact format and interviewers may change the order and emphasis. Interviewers are also free to probe for relevant issues which emerge in discussion, even if these are not on our guide.

A. Researcher introductions

Introduce yourselves to the group. Include the following points in the introduction:

- We are working with Premier Skills, which is running a football project in this community aiming to reduce violence. It is also sometimes known as Kisumu Timz.
- We are here to research what life is like for girls in this community, and the relationships between different people in the community and in the household. We also want to hear your opinions on the programme if you know about it.
- We want to use your opinions to learn lessons about what worked well and what worked less well with the programme, so we can improve future programmes
- This is not a test and there are no right or wrong answers; it is just your opinions and experiences which we are interested in;
- It is OK if you all have different opinions in the group – we do not expect you to all agree about everything;
- The focus group will last about 2 hours.
- All the research is confidential and we will not reveal your name or personal details to anyone outside the research team. Whatever you say, it won't be discussed with anyone else in the community.
- You don't have to answer any questions you don't want to, and you can stop or leave at any time.
- Do you have any questions before we start?

Please explicitly ask the participants the following, and check their understanding.

- We would like to audio record the interview to check that we have recorded your views correctly. Do you agree that we can audio record the interview? *(Ask them to put up their hands if they agree. If they disagree, they cannot participate).*
- Do you agree that we can use the information you give in our research and reports? We won't use your name. *(Ask them to put up their hands if they agree. If they disagree, they cannot participate).*
- Do you have any questions about the research, or concerns you would like to raise before we start?

B. Participants' introductions

Please can you all introduce yourselves?

- Name and age
- Occupation

Please tell us how you have heard about or been involved in the Premier Skills programme. *(Ask them to put their hands up and record the number of people who answer yes to each question)*

- g) Have any of the children living in your household participated in the programme?
- h) Have you attended one or more of the community events or festivals run by the Premier Skills program (in the schools)?
- i) [FOR THOSE WHO HAVE ATTENDED EVENTS ONLY] Have you taken part in one or more of the discussions among adults at the festivals or events?
- j) Have you listened to one or more of the Premier Skills radio shows?

- k) Have you attended one of the road shows (in the market) organised by Premier Skills?
- l) Have you been involved in the Premier Skills another way (please specify)?

C. Life for girls

- 32.
- What is life like for girls and young women living in your community?
 - What are some of the bad things that happen to young women around here? (*Probes: Don't mention 'violence' but if the participants do, probe for more details: who, what, when, how often, why?*)

D. Girls' economic, social/political, and reproductive rights

- 33.
- **Practice / change:** When we came here two years ago, we found that lots of girls left school early. Has anything changed, or is this about the same?
 - *[If things have changed]* Why do you think this has changed?
 - *[If things haven't changed, or not much]* Why do you think girls drop out early?
 - **Attitude:** What do you think about this situation? (*Probe: do they think this is acceptable or not?*)
- 34.
- **Practice:** Around here, who makes decisions about when girls get married and have children?
 - **Change:** Thinking back to two years ago, has anything changed in relation to WHO DECIDES when girls marry or have children, or are things about the same? (*Probe: are girls more able to make these decisions?*)
 - *[If things have changed]* How has this changed? Why do you think this has changed?
 - *[If things haven't changed, or not much]* Why do you think this hasn't changed (much)?
 - **Attitude:** Who do you think SHOULD made these decisions? Why?

E. Social cohesion

- 35.
- **Practice:** Is there any conflict in this community? Does this conflict ever lead to violence? (*Probes: What kind of conflict/violence? Which groups are in conflict?*)
 - **Change:** In the past two years, has there been any change in how often conflict happens in this community, or has it stayed about the same?
 - *[If things have changed]* How has it changed? Why do you think this has changed?
 - *[If things haven't changed, or not much]* Why do you think this conflict happens?
 - **Intimate partner violence**
36. Imagine that a woman disobeys her husband or intimate partner and he gets angry and beats her.
- **Practice:** Does this kind of thing ever happen around here?
 - What would men around here do if their wife or intimate partner disobeyed them?
 - **Attitude:** Do you think the man was right to do this? Why/why not?
 - **Community attitude:** What would other men expect you to do in this situation? Would they approve or disapprove of you beating your wife or intimate partner? (*If they would approve, ask what would happen if the man DIDN'T beat his wife?*)
 - Are there any situations where people would approve of a man hitting his wife or intimate partner? Why?
 - **Change in community attitude:** You said *[that people around here would approve / disapprove]...* have people always felt like this, or has it changed in the past two years?
 - *[If things have changed]* How has this changed? Why do you think this has changed?

- **Change in practice:** In the past two years, has the level of violence within relationships in this community changed in any way or stayed the same?
 - *[If things have changed]* How has this changed? Why do you think this has changed?
 - *[If things haven't changed]* Why do you think this violence happens?

Sexual violence

37. We know that sometimes a man might demand sex when his wife or intimate partner doesn't want it.
- **Practice:** what happens in this situation? What would the man do?
 - **Reporting:** We know sometimes a man might force his wife or intimate partner to have sex. If this happens, what should the woman do? Why should she do this?
 - **Attitudes:** do you think men have a right to have sex with their wives or intimate partners even if they don't want it? Is it acceptable for woman to deny sex to her husband or intimate partner? *[Probe: is it different for couples who are married? Is it acceptable for a wife to deny her husband sex?]*
 - **Change (in attitudes):** Some of you / most of you said *[you feel that this is acceptable / unacceptable]*. Have you always felt like this or have your feelings changed in the past couple of years?
 - *[If things have changed]* How have your feelings changed? Why have your feelings changed?
38. We know in some communities girls are forced to have sex – for example by men in the community or by boys they know.
- Attitude (stigma): Why do you think this kind of situation might happen? Whose fault do you think it is when this happens?
 - How would most parents react if their daughter told them she had been sexually attacked? Why?
 - Community attitudes (stigma): What would happen to a girl who had been sexually attacked like this? Why?
 - What would other people in your community think if they knew what had happened? *(Probe: would they think about or treat the girl differently?)*
- Change (stigma) You said *[that people around here would think.....]* Have people always felt like this, or has this changed in the past two years?
- *[If things have changed]* How has this changed? Why has this changed?

Questions about the Premier Skills project

39. What do you know about the Premier Skills project? What do you think about the project?
40. What did you like about the programme / the activities you took part in?
41. Was there anything you didn't like?
42. Overall, do you think the programme was successful? Why / Why not? *[KEEP DIGGING!]*

- 43.** Have you noticed any changes for the **young people** who have taken part in the programme that you haven't already mentioned? (*Probe – positive changes, negative changes*)
- [If things have changed]* Why do you think this has changed? What was it about the programme that made it change things for young people? **[KEEP DIGGING!]**
 - [If things haven't changed]* Why do you think the programme hasn't changed things for young people?
- 44.** Have you seen any wider changes in the **community** as a result of the programme that you have not already mentioned? (*Probe – positive changes, negative changes.*)
- [If things have changed]* Why do you think this has changed? What was it about the programme that made it change things for the community? **[KEEP DIGGING!]**
 - [If things haven't changed]* Why do you think things in the community haven't changed?
- 45.** Has the programme changed anything for **you personally**? (*Probe: Has it made you think about things differently? Has it increased your knowledge about VAWG or girls rights?*)
- [If things have changed]* Why do you think this has changed? What was it about the programme that made it change things for you? **[KEEP DIGGING!]**
 - [If things haven't changed]* Why do you think the programme hasn't changed anything for you?

I. Conclusion

- 46.** Is there anything else you want to say about the situation in your community, or about the programme?
- 47.** Is there anything you want to ask us?

Wrap up: Thank the participants for taking part in the focus group and remind them what the purpose of the group was and how we will use their opinions and views.

Tell them if they want to talk to us about any of things we have discussed today, we will stay around for 15 minutes after everyone has gone. They can also talk to Kevin Obware, from the programme if there is anything they would like to speak to him about. He can be reached on 0727230465. He can also be found at the CSO Network offices within Lutheran Church Compound (this is opposite Nakumatt Mega City)

8. In-depth interview tools

This annex contains the IDI guides that were used in Kisumu, which were tailored different groups of stakeholders. The tools used were the same in Mount Elgon, with the exception of the background information which made reference to Mount Elgon instead of Kisumu.

Background information provided to all interviewees

Introductions and procedures:

- Interviewers should introduce themselves and explain what the interview will involve and how long it will last, including:
 - We are independent researchers working with the Premier Skills programme to understand about the situation around here including with regards to violence against women and girls.
 - We want to use your opinions to learn lessons about what has worked well and what has worked less well with the Premier Skills program, to learn lessons for future programs
 - This is not a test and there are no right or wrong answers; it is just your opinions and experiences which we are interested in.

Consent and confidentiality:

- Explain that the interviews will be written up, but that we are interviewing a number of people and that responses will be aggregated and will not be linked back to them.
- Explain that any individual responses will be kept confidential to the team and they should feel comfortable to speak freely
- Gain consent for participation and for recording (if applicable). Researcher should sign consent form to confirm they have provided the information.

Service providers: Teachers

Background to the interviewee

1. Please could you give us a brief overview of your role and how long you have been here in Kisumu?
2. Have you been involved with the Premier Skills programme? If so, how?

Girls in school

3. **Practice / change:** When we came here two years ago, we found that lots of girls left school early. Has anything changed, or is this about the same?
 - *[If things have changed]* Why do you think things have changed?
 - *[If things haven't changed, or not much]* Why do you think girls drop out early?

Prevalence of violence and reporting

4. We are interested in looking at different types of situations in which violence occurs in Kisumu. One of these is the violence in intimate relationships. From your perspective, does this happen a lot around here?
 - **Change in practice:** In the past two years, has violence within intimate relationships in this community changed in any way or stayed the same?
 - *[If things have changed]* How has this changed? Why do you think this is so?
 - *[If things haven't changed]* Why do you think this violence happens?
5. We are also interested in understanding what happens in the community if there are instances of sexual violence – so for example, girls being sexually attacked. From your perspective, does this happen a lot around here?
 - **Change:** Reflecting back to 2 years ago, does this kind of situation happen more often now, less often, or about the same?
 - *[If things have changed]* Why do you think this has changed?
 - *[If things haven't changed]* Why do you think this type of situation happens?

6. In this community, what would most girls and women do if they were attacked by their partner or a stranger? *Probe – what the girl might do next, for example whether she would seek help and where from; if they wouldn't go for help, why not?*
 - **Change (reporting):** Reflecting back to two years ago, are girls and women more likely to ask for help, or less likely, or about the same?
 - *[If things have changed]* Why do you think this has changed?
 - *[If things haven't changed]* Why do you think girls would not report?
 - **Community attitudes (stigma):** How would the community respond if they knew what had happened? How would they treat her? (*Probe: what would they think about a girl who had been sexually attacked? Would they treat her differently?*)

Capacity

7. How does this school respond to cases of violence against girls? For example, if a girl came to you after being assaulted, what would happen next?
 - What would you advise her to do?
8. Has the way that you deal with cases of violence against girls changed in the past two years? If so, how?
 - *[If things have changed]* What has changed? Why has this changed?
 - *[If things have not changed]* Why do you think this is so?
9. How do you work together or coordinate with other services, like the police or health centres, in addressing or preventing violence against women and girls?
 - Compared to two years ago, has coordination improved, got worse, or stayed the same?
 - *[If things have changed]* How have things changed? Can you give us an example? Why do you think things have changed?
 - *[If things have not changed]* Why do you think this is so?
10. What is your perspective on how cases of violence against women and girls are dealt with by the police, health centres and other services in this community? What is working well, and what is working less well?
 - Compared to two years ago, have the services available to girls in Kisumu improved, got worse, or stayed the same?
 - *[If things have changed]* What has changed? Why do you think this has changed?
 - *[If things have not changed]* Why do you think this is so?
11. What is the county government currently doing as part of the response against violence against women and girls, and for prevention? How much is violence against women and girls a priority for the county government?
 - Compared to two years ago, has the response by the county government in preventing and addressing VAWG improved, got worse, or stayed the same?
 - *[If things have changed]* What has changed? Why do you think this has changed?
 - *[If things have not changed]* Why do you think this is so?

Interaction with the programme

12. Have you been involved in any of the training or sessions run by the Premier Skills programme? If so, what did you think of them?
 - What did you think was good about the sessions?
 - Was there anything you didn't like, or anything that could have been improved?

13. Has the training changed anything for you personally about the way that you or your colleagues deal with women and girls who have experienced violence?
- *[If things have changed]* What was it about the programme that contributed to this change?
 - *[If things haven't changed]* Why do you think the programme hasn't changed anything for you?
14. Have you seen any wider changes in the **community** as a result of the programme that you have not already mentioned? *Probe – positive changes, negative changes.*
- *[If things have changed]* Why do you think things have changed? What was it about the programme that contributed to the change?
 - *[If things haven't changed]* Why do you think things in the community haven't changed?
 - Overall, do you think the programme was successful? *Probe – Why or Why not?*
15. The programme is now coming to an end. What do you think will happen when it stops?
- *Probe: Will any of the changes they have talked about be sustained? Or will things return to the way they were?*
16. We are hoping to generate learning for future programmes – are there any ways that you think the programme could have been improved?

Service providers: Police

Background to the interviewee

1. Please could you give us a brief overview of your role and how long you have been here in Kisumu?

2. Have you been involved with the Premier Skills programme? If so, how?

Prevalence of violence and reporting

3. How often is there violence between community members in Nyalenda and Obunga – from your perspective does this happen a lot around here?

- **Change in practice:** Reflecting back to two years ago, has violence between community members changed in any way or stayed the same?
 - *[If things have changed]* How has this changed? Why do you think this is so?
 - *[If things haven't changed]* Why do you think this violence happens?

4. We are interested in looking at different types of situations in which violence occurs in Kisumu. One of these is the violence within intimate relationships. From your perspective, does this happen a lot around here?

- **Change in practice:** In the past two years, has violence within intimate relationships in this community changed in any way or stayed the same?
 - *[If things have changed]* How has things changed? Why do you think this is so?
 - *[If things haven't changed]* Why do you think this violence happens?
- What do you think about this? Do you think there are any situations where it's acceptable for a man to hit his intimate partner?
- Over the last two years, have your feelings about this changed or stayed the same? Why?

5. We are also interested in understanding what happens in the community if there are instances of sexual violence – so for example, girls being sexually attacked. From your perspective, does this happen a lot around here?

- **Change:** Reflecting back to 2 years ago, does this kind of situation happen more often now, less often, or about the same?
 - *[If things have changed]* Why do you think this has changed?

- *[If things haven't changed]* Why do you think this type of situation happens?

6. In this community, what would most girls do if they were sexually assaulted? *Probe – what the girl might do next, for example whether she would seek help and where from; if they wouldn't go for help, why not?*

- **Change:** Reflecting back to 2 years ago, are girls more likely to ask for help, less likely, or about the same?
 - *[If things have changed]* Why do you think this has changed?
 - *[If things haven't changed]* Why do you think girls would not report?
- **Community attitudes (stigma):** How would the community respond if they knew what had happened? How would they treat her? *(Probe: what would they think about the girl, would they treat her differently? Would the community / elders take informal action?)*

7. In this community, what would most girls and women do if they were attacked by their partner or a stranger? *Probe – what the girl might do next, whether she would seek help and where from; if they wouldn't go for help, why not?*

- **Change:** Reflecting back to 2 years ago, are girls and women now more likely to ask for help, less likely or about the same?
 - *[If things have changed]* Why do you think this has changed?
 - *[If things haven't changed]* Why do you think girls would not report?
- **Community attitudes (stigma):** How would the community respond if they knew what had happened? How would they treat her? *(Probe: what would they think about a girl who had been sexually attacked? would they treat her differently?)*

Capacity

8. What is the policy/protocol of the **police** in responding to cases of violence against women and girls?

- For example, if a woman or girl came to report an assault, what would happen next?
- How would the case be dealt with in the legal system? What would happen?

9. Has the way cases of violence against women and girls are dealt with changed in the past two years?

- *[If things have changed]* What has changed? Why has this changed?
- *[If things have not changed]* Why do you think this is so?

10. How do you work together or coordinate with other departments, organisations or services in addressing or preventing violence against women and girls?

- Compared to two years ago, has coordination improved, got worse, or stayed the same?
 - *[If things have changed]* Can you give us an example of what's changed? Why do you think this is so?
 - *[If things have not changed]* Why do you think this is so?

11. What is the county government currently doing as part of the response against violence against women and girls or for prevention? How much is violence against women and girls a priority for the county government?

- Compared to two years ago, has the response by the county government in preventing and addressing VAWG improved, got worse, or stayed the same?
 - *[If things have changed]* What has changed? Why do you think this has changed?
 - *[If things have not changed]* Why do you think this is so?

Interaction with the programme

12. Have you been involved in any of the training or sessions run by the Premier Skills programme? If so, what did you think of them?

- What did you think was good about the sessions?

- Was there anything you didn't like, or anything that could have been improved?
13. Has the training changed anything for you personally about the way that you or your colleagues deal with women and girls who have experienced violence?
- *[If things have changed]* What has changed? What was it about the programme that contributed to this change?
 - *[If things haven't changed]* Why do you think the programme hasn't changed anything for you?
14. Have you seen any wider changes in the **community** as a result of the programme that you have not already mentioned? *Probe – positive changes, negative changes.*
- *[If things have changed]* Why do you think things have changed? What was it about the programme that contributed to the change?
 - *[If things haven't changed]* Why do you think things in the community haven't changed?
 - Overall, do you think the programme was successful? *Probe – Why or Why not?*
15. The programme is now coming to an end. What do you think will happen when it stops?
- *Probe: Will any of the changes they have talked about be sustained? Or will things return to the way they were?*
16. We are hoping to generate learning for future programmes – are there any ways that you think the programme could have been improved?

Service providers: Healthcare workers

Background to the interviewee

1. Please could you give us a brief overview of your role and how long you have been here in Kisumu?
2. Have you been involved with the Premier Skills programme? If so, how?

Prevalence of violence and reporting

3. We are interested in looking at different types of situations in which violence occurs in Nyalenda and Obunga. One of these is the violence within intimate relationships. From your perspective, does this kind of thing ever happen around here?
 - **Change in practice:** In the past two years, has violence within intimate relationships in this community changed in any way or stayed the same?
 - *[If things have changed]* How has this changed? Why do you think this is so?
 - *[If things haven't changed]* Why do you think this violence happens?
4. We are also interested in understanding what happens in the community if there are instances of sexual violence – so for example, girls being sexually attacked. From your perspective, does this happen a lot around here?
 - **Change:** Reflecting back to 2 years ago, does this kind of situation happen more often now, less often, or about the same?
 - *[If things have changed]* Why do you think this has changed?
 - *[If things haven't changed]* Why do you think this type of situation happens?
5. In this community, what would most girls and women do if they were attacked by their partner or a stranger? *Probe – what the girl might do next, for example whether she would seek help and where from; if they wouldn't go for help, why not?*
 - **Change (reporting):** Reflecting back to two years ago, are girls and women more likely to ask for help, or less likely, or about the same?
 - *[If things have changed]* Why do you think this has changed?
 - *[If things haven't changed]* Why do you think girls would not report?

- **Community attitudes (stigma):** How would the community respond if they knew what had happened? How would they treat her? (*Probe: what would they think about a girl who had been sexually attacked? Would they treat her differently?*)

Capacity

6. What is the policy/protocol of your **health centre** on responding to cases of violence against women and girls? For example, if a woman or girl came to you after being assaulted, what treatment or care would she receive?

- Has the way that you deal with cases of violence against women and girls changed in the past two years or stayed about the same?
 - *[If things have changed]* What has changed? Why has this changed?
 - *[If things have not changed]* Why do you think this is so?

7. What is your perspective on how cases of violence against women and girls are dealt with by the police? What is working well, and what is working less well?

- Compared to two years ago, have the services provided by the police improved, got worse, or stayed the same?
 - *[If things have changed]* Why do you think things have changed?
 - *[If things have not changed]* Why do you think this is so?

8. How do you work together or coordinate with other departments, organisations or services in addressing or preventing violence against women and girls?

- Compared to two years ago, has coordination improved, got worse, or stayed the same?
- *[If things have changed]* How have things changed? Can you give us an example? Why do you think things have changed?
- *[If things have not changed]* Why do you think this is so?

9. What is the county government currently doing as part of the response against violence against women and girls or for prevention? How much is violence against women and girls a priority for the county government?

- Compared to two years ago, has the response by the county government in preventing and addressing VAWG improved, got worse, or stayed the same?
- *[If things have changed]* What has changed? Why do you think this has changed?
- *[If things have not changed]* Why do you think this is so?

Interaction with the programme

12. Have you been involved in any of the training or sessions run by the Premier Skills programme? If so, what did you think of them?

- What did you think was good about the sessions?
- Was there anything you didn't like, or anything that could have been improved?

13. Has the training changed anything for you personally about the way that you or your colleagues deal with women and girls who have experienced violence?

- *[If things have changed]* What has changed? What was it about the programme that contributed to this change?
- *[If things haven't changed]* Why do you think the programme hasn't changed anything for you?

14. Have you seen any wider changes in the **community** as a result of the programme that you have not already mentioned? *Probe – positive changes, negative changes.*

- *[If things have changed]* Why do you think things have changed? What was it about the programme that contributed to the changes?
- *[If things haven't changed]* Why do you think things in the community haven't changed?
- Overall, do you think the programme was successful? *Probe – Why or Why not?*

15. The programme is now coming to an end. What do you think will happen when it stops?

- *Probe: Will any of the changes they have talked about be sustained? Or will things return to the way they were?*

16. We are hoping to generate learning for future programmes – are there any ways that you think the programme could have been improved?

Government

Background to the interviewee

1. Please could you give us a brief overview of your role and how long you have been here in Kisumu?

2. Have you been involved with the Premier Skills programme? If so, how?

Prevalence of violence and reporting

3. We are interested in looking at different types of situations in which violence occurs in Kisumu – particularly in Nyalenda and Obunga. One of these is the violence against women and girls. From your perspective, does this happen a lot around here?

- Compared to two years ago, has the amount of violence changed in any way or stayed the same?
 - *[If things have changed]* How has things changed? Why do you think this is so?
 - *[If things have not changed]* Why do you think this is so?

Capacity

4. What activities is your department currently doing in terms of either prevention of violence against women and girls, or responding to cases of violence against women and girls?

- Have your activities or focus areas changed at all in the past two years or stayed the same?
 - *[If things have changed]* How have things changed? What caused these changes?
 - *[If things have not changed]* Why do you think this is?

5. Does the county government have a specific policy and budget for issues of violence against women and girls? What is it *[Probe – what kinds of violence are covered? Who does the policy apply to? How does this link to national policies?]*

- Has the policy or funding available changed in the last two years, or stayed the same?
 - *[If the policy has changed]* What has changed? Why do you think this changed?
 - *[If things have not changed]* Why do you think this is so?

6. What is your perspective on how cases of violence against women and girls are dealt with by the front line service providers (for example, healthcare workers and the police) in Kisumu? What is working well, and what is working less well?

- Compared to two years ago, have the services for women and girls improved, got worse, or stayed the same?
 - *[If things have changed]* Why do you think things have changed?
 - *[If things have not changed]* Why do you think this is so?

7. What are the mechanisms for coordination between different organisations – for example, schools, police and health centres – in responding to cases of violence against women and girls?

- Compared to two years ago, has coordination improved, got worse, or stayed the same?
 - *[If things have changed]* How have things changed? Can you give an example? Why do you think things have changed?
 - *[If things have not changed]* Why do you think this is?

8. What other activities are going on in these communities, related to girls' rights or preventing or responding to violence against women and girls? (*for example, other programmes, other community activities, strategies/policies, community leaders/champions*)

- What are these initiatives or programmes doing?
- How have they contributed to any changes in the communities in relation to girls' rights or VAWG?

Interaction with the programme

9. Have you been involved in any of the training or other activities run by the Premier Skills programme? If so, what did you think of them?

- What did you think was good?
- Was there anything you didn't like, or anything that could have been improved?

10. Has participation in the programme activities changed anything for **you personally** in terms of the way that you think or act in relation to violence against women and girls or are things about the same?

- *[If things have changed]* How have things changed for you? What was it about the programme that contributed to this?

11. Have you seen any other changes in the way that the **government and services** are working to prevent or respond to violence against women and girls as a result of the programme?

- *[If things have changed]* How have things changed? Why do you think things have changed? What was it about the programme that contributed to the changes?
- *[If things haven't changed]* Why do you think things haven't changed?

12. Have you seen any wider changes in the **community** as a result of the programme that you have not already mentioned? *Probe – positive changes, negative changes.*

- *[If things have changed]* How have things changed? Why do you think things have changed? What was it about the programme that contributed to the changes?
- *[If things haven't changed]* Why do you think things in the community haven't changed?
- Overall, do you think the programme was successful? *Probe – Why or Why not?*

13. The programme is now coming to an end. What do you think will happen when it stops?

- *Probe: Will any of the changes they have talked about be sustained? Or will things return to the way they were?*

14. We are hoping to generate learning for future programmes – are there any ways that you think the programme could have been improved?

Community leaders

Background

First, we would like to know a bit about you and the situation around here in Nyalenda/Obunga.

1. Overall, what is life like for girls in the community here in Nyalenda/Obunga? What are some of the bad things that happen to girls in this community?

- I want you to think back to what life was like for girls in the community two years ago, compared to now. Has anything changed for girls since then?
 - *[If things have changed]* What has changed? Why do you think this has changed?
 - *[If things have not changed]* Why do you think this is?

Girls claiming their rights

2. **Practice / change:** When we came here two years ago, we found that lots of girls left school early. Has anything changed, or is this about the same?

- *[If things have changed]* How has this changed? Why do you think this is so?

- *[If things haven't changed, or not much]* Why do you think girls drop out early?
- **Attitudes:** From your point of view, when should girls and boys finish school (*probe: differences*)?
 - Have you always felt this way or have your feelings about this changed over the last two years? Why?
- 3. Around here, who makes decisions about when girls get married and have children?
 - **Change:** Thinking back to two years ago, has anything changed in relation to WHO DECIDES when girls marry or have children, or are things about the same? (*Probe: are girls more able to make these decisions?*)
 - *[If things have changed]* Why do you think this has changed?
 - *[If things haven't changed, or not much]* Why do you think this hasn't changed (much)?
 - From your point of view, who should decide when girls get married or have children?
 - Over the last two years, have your feelings about this changed or stayed about the same? Why?

Attitudes and prevalence of violence

4. We are interested in looking at different types of situations in which violence occurs in Kisumu – one of these is violence between community members in Nyalenda and Obunga – from your perspective does this happen a lot around here?
 - **Change in practice:** Reflecting back to two years ago, has violence between community members changed in any way or stayed the same?
 - *[If things have changed]* How has this changed? Why do you think this is so?
 - *[If things haven't changed]* Why do you think this violence happens?
5. We are also interested in violence within intimate relationships. From your perspective, does this kind of thing ever happen around here?
 - **Change in practice:** In the past two years, has violence within relationships in this community changed in any way or stayed the same?
 - *[If things have changed]* How has things changed? Why do you think this is so?
 - *[If things haven't changed]* Why do you think this violence happens?
 - What do you think about this? Are there any situations where it's acceptable for a man to hit his partner?
 - Over the last two years, have your feelings about this changed or stayed the same? Why?
6. We are also interested in understanding what happens in the community if there are instances of sexual violence – so for example, girls being sexually attacked. From your perspective, does this happen a lot around here?
 - **Change:** Reflecting back to 2 years ago, does this kind of situation happen more often now, less often, or about the same?
 - *[If things have changed]* Why do you think this has changed?
 - *[If things haven't changed]* Why do you think this type of situation happens?
7. In this community, what would most girls do if they were attacked by their partner or a stranger? *Probe – what the girl might do next, for example whether she would seek help and where from; if they wouldn't go for help, why not?*
 - **Change (reporting):** Reflecting back to two years ago, are girls more likely to ask for help, or less likely, or about the same? Who would girls ask for help?
 - *[If things have changed]* Why do you think this has changed?
 - *[If things haven't changed]* Why do you think girls would not report?
 - **Community attitudes (stigma):** How would the community respond if they knew what had happened? How would they treat her? (*Probe: what would they think about a girl who had been sexually attacked, would they treat her differently?*)

8. What other activities are going on in these communities, related to girls' rights or preventing or responding to violence against women and girls? *(for example, other programmes, other community activities, strategies/policies, community leaders/champions)*
 - What are these initiatives or programmes doing?
 - How have they contributed to any changes in the communities in relation to girls' rights or VAWG?

Interaction with the programme

9. **Have you been involved in any of the activities run by the Premier Skills programme? If so, what did you think of them?**
 - What did you think was good? Was there anything you didn't like, or anything that could have been improved?
10. **Has the programme changed anything for you personally in terms of the way that you think or act in relation to violence against women and girls or are things about the same?**
 - *[If things have changed]* How have things changed for you? What was it about the programme that contributed?
 - *[If things haven't changed]* Why do you think the programme hasn't changed anything for you?
11. **Have you noticed any changes in the young people who have taken part in the programme?** *Probe – positive changes, negative changes.*
 - *[If things have changed]* What has changed? Why do you think this has changed? What was it about the programme that contributed to change for young people?
 - *[If things haven't changed]* Why do you think young people haven't changed?
12. **Have you seen any wider changes in the community as a result of the programme that you have not already mentioned?** *Probe – positive changes, negative changes.*
 - *[If things have changed]* What has changed? Why do you think this has changed? What was it about the programme that contributed to the change?
 - *[If things haven't changed]* Why do you think things in the community haven't changed?
13. **The programme is now coming to an end. What do you think will happen when it stops?**
 - *Probe: Will any of the changes they have talked about be sustained? Or will things return to the way they were?*
14. **We are hoping to generate learning for future programmes – are there any ways that you think the programme could have been improved?**

Other programmes operating

Background to the interviewee

1. Please could you give us a brief overview of your role and how long you have been here in Kisumu?
2. What activities is your organisation undertaking in the Kisumu area, in relation to violence against women and girls? *[Probe for details of what they are doing, who they are working with, how long they have been working in Kisumu, what they are specifically doing in Nyalenda and Obunga, what the overarching goals are]*
3. Have you heard about the Premier Skills Programme?
 - What do you know about it?
 - What do you think about it?

Prevalence of violence and reporting

4. We are interested in looking at different types of situations in which violence occurs in Kisumu – particularly in Nyalenda and Obunga. How often is there violence between community members – from your perspective does this happen a lot around here?

- **Change in practice:** Reflecting back to two years ago, has violence between community members changed in any way or stayed the same?
 - *[If things have changed]* How has this changed? Why do you think this is so?
 - *[If things haven't changed]* Why do you think this violence happens?
5. We are also interested in understanding the situation with regards to the violence in intimate relationships. From your perspective, does this kind of thing ever happen around here?
- **Change in practice:** In the past two years, has violence within intimate relationships in this community changed in any way or stayed the same?
 - *[If things have changed]* How has this changed? Why do you think this is so?
 - *[If things haven't changed]* Why do you think this violence happens?
6. **Change (reporting):** Reflecting back to two years ago, if women and girls experience violence do you think they are now more likely to ask for help, or less likely, or about the same?
- *[If things have changed]* Why do you think this has changed?
 - *[If things haven't changed]* Why do you think girls would not report?

Capacity

7. What is your perspective on how cases of violence against women and girls are dealt with by the front-line service providers (for example, healthcare workers and the police) in Kisumu? What is working well, and what is working less well?
- Compared to two years ago, have the services for women and girls improved, got worse, or stayed the same?
 - *[If things have changed]* How have things changed? Can you give an example? Why do you think things have changed?
 - *[If things have not changed]* Why do you think this is so?
8. What are the mechanisms for coordination between different organisations – for example, NGOs, police and health centres – in responding to cases of violence against women and girls?
- Compared to two years ago, has coordination improved, got worse, or stayed the same?
 - *[If things have changed]* Can you give us an example of what's changed? Why do you think this has changed?
 - *[If things have not changed]* Why do you think this is so?
9. What is the county government currently doing as part of the response against violence against women and girls or for prevention? How much is violence against women and girls a priority for the government?
- Compared to two years ago, has the response by the county government in preventing and addressing VAWG improved, got worse, or stayed the same?
 - *[If things have changed]* How have things changed? Why do you think things have changed?
 - *[If things have not changed]* Why do you think this is so?
10. Does the county government have a specific policy and budget for issues of violence against women and girls? What is it *[Probe – what kinds of violence are covered? Who does the policy apply to? How does this link to national policies?]*
- Has the policy or budget changed in the last two years, or stayed the same?
 - *[If the policy has changed]* What has changed? Why do you think this changed?
 - *[If things have not changed]* Why do you think this is so?
11. What other activities are going on in these communities, related to girls' rights or preventing or responding to violence against women and girls? *(for example, other programmes, other community activities, strategies/policies, community leaders/champions)*
- What are these initiatives or programmes doing?

- How have they contributed to any changes in the communities in relation to girls' rights or VAWG?

Interaction with the programme

12. The goal of the Premier Skills programme in Kisumu has been to reduce violence against women and girls in Nyalenda and Obunga. What do you think about this?

- Overall, do you think the programme has been successful? *Probe – Why or Why not?*

13. Have you or your organisation coordinated with the Premier Skills program since it has been operating in Kisumu?

- *[If they have coordinated]* How have you coordinated? What have been the results of any joint working?
- *[If they have not coordinated]* Why not?

14. Have you been involved in any of the activities or training run by the Premier Skills programme? If so, what did you think of them?

- What did you think was good? What could have been improved?

15. Have you seen other changes as a result of the programme that you have not already mentioned? *Probe – positive changes, negative changes.*

- *[If things have changed]* Why do you think this has changed? What was it about the programme that contributed to the change?

16. The programme is now coming to an end. What do you think will happen when it stops?

- *Probe: Will any of the changes they have talked about be sustained? Or will things return to the way they were?*

17. We are hoping to generate learning for future programmes – we would be interested in your perspective on what you thought was good about the programme, but also any ways that you think the programme could have been improved?

9. List of monitoring data consulted

Tool
Session observation sheets
Register
Knowledge quiz
Agree-disagree activity (young people)
Agree-disagree activity (coaches)
Youth endline programme assessment, confidence and life skills tool
Youth end of cohort FGD
Coaches' training pre- and post-questionnaires
Coaches' end of cohort questionnaire
Reports of violence from health centres and police and programme
Community festivals report and minutes of community conversations
Duty bearers' training pre- and post-questionnaires
Meeting minutes: Gender TWG, Implementation Meetings, Steering Committee Meetings
Exp monitoring data

10. Coding tree

- Rights
 - Situation in terms of different rights – including actions taken to improve rights.
 - Economic (inc. school)
 - Social and political
 - SRH (inc. child marriage)
 - Attitudes in relation to
 - Economic (inc. school)
 - Social and political (inc. child marriage)
 - SRH (inc. child marriage)
- Violence
 - Situation in terms of different types of violence
 - IPV
 - Sexual
 - Marital rape
 - Community
 - Harassment
 - Attitudes in relation to
 - IPV
 - Sexual
 - Marital rape
 - Community
 - Harassment
 - Reporting violence
 - Stigma and shame
- Policy and practice
 - Service availability / responsiveness / quality
 - Coordination
 - Policies (including funding)
- Capacity (output level, across all populations)
 - Knowledge and awareness
 - (Life) skills and confidence
- Modelling behaviour
 - Coaches as role models
 - Men and boys modelling positive masculinities
 - Girls and women as role models
- General perceptions on the programme
 - Positive
 - Negative
 - Neutral
- Contextual information
 - Enablers
 - Barriers
 - Other programmes / features of the context
- Contribution (cross code examples of change where there is an explicit contributing factor noted)
 - Project – how and why
 - Other

11. Itad code of ethical principles and rules of conduct

All researchers attended a sessions on child protection during their training, and signed up to the Itad code of ethical principles and rules conduct included here.

A. Background

This Code of Conduct sets a standard to which all Itad staff, consultants and partners ('Itad evaluators') will comply when undertaking research as part of Itad evaluations.

Itad evaluators operate in accordance with international human rights conventions and covenants to which the United Kingdom is a signatory, regardless of local country standards. They also take account of local and national laws, including the laws of Kenya. The conduct of Itad evaluators is characterised by the Itad General Principles and Values as attached at **Annex 1**.

Itad evaluators are asked to sign and date the declaration at the end of this Code, and return a copy to Itad before performing any activities in connection with the VAWG programme.

B. VAWG and Child Protection

The British Council is responsible for implementation of the Dfid-funded VAWG programme. Its partners, include Itad and ACORD. Itad is responsible for undertaking an evaluation of the programme which includes household surveys, focus group discussions and individual interviews. Evaluation activities will involve children and youth, with the main beneficiaries defined as between the ages of 10 and 20.

The British Council and Itad ('we') believe that child protection requires everyone to take responsibility. We recognise that the care and welfare of children is paramount and that all children have the right to protection from all types of harm, including physical, sexual or emotional harm, and from neglect or bullying. We acknowledge that bullying is a category of abuse, and maintain that bullying of any kind is not acceptable.

All children and youth participants have a right to be protected from abuse regardless of their age, gender, disability, culture, language, racial origin, religious beliefs or sexual orientation.

The VAWG programme recognises that there is a fundamental duty of care towards all children we engage with, including a duty to protect them from abuse. We achieve this through compliance with UK and Kenyan child protection laws, as well as by adherence to the United Nations Convention on the Rights of the Child (UNCRC) 1989. As such, the programme defines a child as anyone who has not reached their 18th birthday (UNCRC 1989) irrespective of the age of majority in the country where a child is, or their home country.

C. Code of Conduct for Itad Evaluators in the VAWG Programme

1. Reporting Concerns

Reporting welfare and safety concerns is of particular importance within the VAWG programme.

We encourage any Itad evaluator, researcher, enumerator, coach, coach educator, adult, parent or guardian, youth participant, or child with concerns about the background or behaviour of a person involved with the programme or with concerns about the welfare or safety of a programme youth participant or child to inform the **Field Officer in Kisumu, Kevin Obware**, through the following contacts : [0727230465](tel:0727230465) (telephone number) or kevin.obware@acordinternational.org, who will share this with ACORD, the British Council and the relevant authorities.

Inaction is not an option if you have concerns about the welfare of a child or young person. If a child needs immediate medical treatment, you should call relevant authorities and tell them it is a child protection issue, and immediately notify the Field Officer of the actions you have taken.

If you do receive a disclosure from a child, follow the steps below.

- Listen to what the child is telling you and take it seriously
- Reassure the child that they did nothing wrong but do not promise anonymity. Instead, let the child know that you may be required to report what they are sharing with you.
- Explore what the child is telling you.
- Make brief factual notes, including the date, time and place of the conversation.
- *Report the conversation to the Field Officer in Kisumu* who will take down the details in writing and inform ACORD (a British Council implementing partner) to discuss with the Child Protection Manager at ACORD and British Council as well as inform any relevant authorities.

2. General Rules

Child protection code of conduct for the VAWG programme⁸

ALWAYS:

- Consider child protection when arranging or participating in an event or trip where children are present
- Be aware of situations which may present risks for children and take appropriate actions
- Plan and organise your monitoring and evaluation activities and the place you are working so as to minimise risks and comply with this Code
- Ensure that a culture of openness exists when, for example, surveying respondents to enable any issues or concerns to be raised and discussed.
- Ensure a sense of accountability so that poor practice or potentially abusive behaviour does not go unchallenged
- As far as possible, be visible when working with children
- Consider your physical appearance. Adults working with children should dress appropriately for the task undertaken
- In accordance with section 1 above (Reporting Concerns) report any concerns you may have about the protection or wellbeing of a child or children to the *Field Officer in Kisumu*, who will share this with ACORD and the British Council
- Observe confidentiality and do not talk about any situations of actual or suspected abuse that occur except in accordance with this Code. This is necessary to protect the privacy of those involved.

NEVER:

- Hit or otherwise physically assault or abuse children
- Act in ways meant to shame, humiliate, belittle or degrade children or otherwise perpetrate any form of emotional abuse
- Act in ways that may be abusive or may place a child at risk of abuse
- Show differential treatment, or favour particular children to the exclusion of others
- Use language or make suggestions which are inappropriate, offensive or abusive
- Spend excessive time alone with children away from others
- Develop relationships with children which could in any way be seen as exploitative or abusive
- Do things for children of a personal nature that they can do for themselves
- Develop intimate and/or sexual relationships with children

⁸ Based on British Council VAWG Programme Code of Conduct 2015 and incorporating the Save the Children Code of Conduct 2003.

- Behave physically in a manner which is inappropriate or sexually provocative.
- Use language, make suggestions or offer advice which is inappropriate, offensive or abusive.
- Condone, or participate in, behaviour of children which is illegal, unsafe or abusive.
- Pay for sexual services, of any kind, at any time, with anyone under the age of 18 years old, even if the age of sexual consent in the country is under 18 years.
- Expose children to pornographic materials in electronic or any other form
- Permit children to take part in activities that are illegal, unsafe or abusive
- Take or condone the taking of illegal drugs or drink alcohol when working with children (or prior to contact)
- Sleep in the same bed or room as a child with whom you are working
- Invite, or allow, a programme participant into your home or transport a child alone in a car
- Enter a child's private home unless there is a responsible adult present
- Use personal e-mail accounts, social networking sites, mobile phones or other means of communication to contact children. Always use business e-mail accounts and copy in parents when sending out communication to children
- Take photos of children during programme activities without prior written permission from the parent/guardian
- Let allegations go unreported, including any made against you
- Agree to keep confidential any information relating to the abuse of a child. You should always follow the procedures for reporting concerns (section 1 above).
- Discriminate against, show differential treatment, or favour particular children to the exclusion of others.

This is not an exhaustive or exclusive list. The principle is that you should avoid action or behaviour which may constitute poor practice or potentially abusive behaviour.

In general it is inappropriate to:

- *spend excessive time alone with children away from others*
- *take children to your home, especially where they will be alone with you*

3. Rules specifically related to research and evaluation by Itad Evaluators

In following the general rules above and the Itad General Principles & Values at Annex 1, Itad evaluators should particularly ensure they comply with the following specific rules when conducting evaluation activities under the VAWG programme⁹:

- Conduct consent and interviewing procedures with sensitivity to children's specific needs.
- Children must give their agreement to participate, but consent is required from appropriate adults. This will be undertaken by the community mobilisers using the form at **Annex 3** to this Code. The checklist is a guide but you should ensure it is tested in the community to ensure it is understood and suitable.
- You must provide children and their parent or guardian with information about the activity (such as focus group discussion or household survey interview) in a manner appropriate to their culture and education.
- In particular, you should inform participants how information and data obtained from them will be used, processed, shared and disposed of, prior to obtaining consent.
- You should make sure that children know they can stop or withdraw from an interview or activity at any time.
- Use an independent advocate to represent the views of children if there is any doubt about the protection provided by their guardian.

⁹ Schenk, Katie and Jan Williamson. 2005. Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and Resources. Washington, DC: Population Council.

- Avoid efforts to unduly influence participation by the use of incentives. If incentives are used, they should be in line with local living standards.
- Interview procedures should reflect the need to protect the children and adolescents' best interests. Consult with community members to determine appropriate practices.
- Discussions should be held with local community members, including children and adolescents, whenever possible. Community meetings at different stages of the information-gathering activity can serve a variety of purposes, including sensitization, review, and interpretation. These discussions can serve the dual purpose of improving adherence to ethical standards and improving the quality of the information gathered.
- Sensitive personal data should be anonymised so that it cannot be traced to its source. Sensitive personal data includes (a) the racial or ethnic origin of the data subject, (b) his political opinions, (c) his religious beliefs or other beliefs of a similar nature, (d) his physical or mental health or condition, (e) his sexual life, (f) the commission or alleged commission by him of any offence, or (i) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.
- All data and information gathered during the evaluation will be treated as confidential and should be protected by the proper use of passwords and other security measures (such as keeping manuscript interview notes in a secure location). You also have an obligation to protect data and systems by following up-to-date recommendations to avoid damage from viruses and other malicious programs.

Declaration

I understand that by signing this document, I am confirming that I have received training on child protection and that I understand and agree to follow the Itad Code of Conduct set out in this document (including its annexes).

I understand that failure to follow the code of conduct set out above may result in termination of my contract as an Itad evaluator within the VAWG programme.

Itad Evaluator signature

Name	
Date	
Signature	

Annex 1: Itad General Principles & Values

- **Principle 1: Independence and impartiality of the researchers**
Itad evaluators are independent and impartial. Any conflicts of interest or partiality will be made explicit.
- **Principle 2: Avoiding Harm**
Itad evaluators will ensure that the basic human rights of individuals and groups with whom they interact are protected. This is particularly important with regard to vulnerable people.
- **Principle 3: Child protection**
Itad follows the code of conduct established by Save the Children (2003) which covers awareness of child abuse, minimizing risks to children, reporting and responding where concerns arise about possible abuse. Itad evaluators will obtain informed consent from parents or caregivers and from children themselves. Children will not be required to participate even if their parents' consent.
- **Principle 4: Treatment of Participants**
Itad evaluators are aware of differences in culture, local customs, religious beliefs and practices, personal interaction and gender roles, disability, age and ethnicity, and will be mindful of the potential implications of these differences when planning, carrying out and reporting on evaluations.
- **Principle 5: Voluntary participation**
Participation in research and evaluation should be voluntary and free from external pressure. Information should not be withheld from prospective participants that might affect their willingness to participate. All participants have a right to withdraw from research/ evaluation and withdraw any data concerning them at any point without fear of penalty.
- **Principle 6: Informed consent**
Itad evaluators will inform participants how information and data obtained will be used, processed, shared, disposed of, prior to obtaining consent.
- **Principle 7: Ensuring confidentiality**
Itad evaluators will respect people's right to provide information in confidence, and must ensure that sensitive information cannot be traced to its source. They will also inform participants about the scope and limits of confidentiality.
- **Principle 8: Data security**
Itad is registered under the UK Data Protection Act 1998, and has a Data Protection Policy which includes procedures on data retention and confidentiality. Itad evaluators will guard confidential material and personal information by the proper use of passwords and other security measures. Itad evaluators have an obligation to protect data and systems by following up-to-date recommendations to avoid damage from viruses and other malicious programs. Plus, there is a duty to state how data will be stored, backed-up, shared, archived and (if necessary) disposed.
- **Principle 9: Sharing of findings**
Itad evaluators are responsible for the clear, accurate and fair written and/ or oral presentation of study limitations, findings and recommendations.

If at any stage you have any questions, please feel free to contact an Itad member of staff (contact details provided)

Annex 2: CONSENT CHECKLIST AND RECORD

Explain the project and the reason for the evaluation activity to each participant or group of participants. This should be done in a manner appropriate to their culture and education. Please use the Itad evaluation and project information sheet provided.

Then run through this checklist to establish understanding and sign as the Itad evaluator in respect of each interview or focus group discussion.

1. Has somebody else explained this project and the reasons for this interview to you? **Yes/No**
2. Do you understand what this project and this interview are about? **Yes/No**
3. Do you understand how the information you share with us will be used? **Yes/No**
4. Are you happy to take part? **Yes/No**
5. If any answers are 'no' or you don't want to take part, you should leave this interview and not participate.

Location of interview:

Names of Participants:

Print Name of Itad Evaluator:

Sign

Date

Thank you for your help

Annex 3: Parent/guardian consent form for the Kisumu Timz evaluation

This form should be completed by the community facilitator for all under-18s participating in focus group discussions.

Background to the research: This month, a group of researchers are coming to the community as part of the Kisumu Timz programme. The researchers aim to find out about violence in the community and how it affects young people. The researchers are independent from the Kisumu Timz programme, so taking part in the research will not affect how the programme team work with your child/guardian. The researchers will be returning at the end of the programme to see what the programme has done and whether anything has changed.

How will the research be used: The researchers will use this information to understand what kinds of violence are happening in the community. This will help the Elgon Timz programme to know what the main issues are and use this to advise them in what to do.

Logistics and compensation: The focus group will be held at _____ (*location*). The researchers will provide them with bread and soda.

Confidentiality: Everything the young person says in the focus group will be confidential. Their opinions will be used in the research, but their names will not be used. The research team won't tell anyone else in the community what they say. They also don't have to answer any questions that they don't want to.

Sign here to confirm that the parent/guardian has been told about the purpose of the research and has agreed that their child/ward can take part

Signature: _____

Date: _____



We want the resources invested in international development to have the greatest possible impact on people's lives. We provide the insight and ideas to ensure that they do.

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