

Holo Child Development Plan (2024-2028) for Spur Afrika Kenya

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Submission for

Global Development Practice Program

Harvard Extension School

DEVP S-599, Global Development Practice Capstone, Summer 2023

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20th August 2023

Acknowledgements

Thanks to the board of Spur Afrika Australia, who instructed me to develop this five-year development plan as an aid to future planning and communication between the Spur Afrika Kenya directors and operations and the Spur Afrika Australia board.

Particular thanks to members of the Spur Afrika Australia board (Rosalie and Simon) who have helped guide me through the plan's structure, and even more thanks to my classmates, lecturers and teaching assistants at Harvard Extension DEVP E-599.

It has been a particular pleasure and privilege to work with the Spur Afrika teams, both in Kenya and Australia, not just for this development plan but also for many years. Special thanks to the Spur Afrika Kenya directors (Patrick Achola and Susan Ojuki) and Kisumu team leadership (Andrew Onyango) who have granted the permission, time and information required for this development plan. The Spur Afrika Kenya team continues to inspire me with all the thought, consideration and deep knowledge that comes from community engagement as they have already displayed when building the Spur Afrika programs in Kibera and Holo. I hope this plan is a useful contribution to the further work of Spur Afrika.

Disclaimer: This development plan was created with the kind co-operation of Spur Afrika staff. However, this plan does not formally represent the views and plans of the Spur Afrika Kenya or Spur Afrika Australia organisations or individuals within the Spur Afrika organisations.

Biography

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Executive Summary

This development plan includes a review of the needs, requirements and provides a series of recommendations to meet the goals of an existing child development program established in 2021 by Spur Afrika in Holo, Western Kenya. Spur Afrika's goals are to enable and empower children to transform their own lives and the lives of their families and communities, mainly through advancement of education. Spur Afrika in Holo aims to partner with the community through community engagement, allowing Spur Afrika to be responsive to the local community and local conditions, such as addressing barriers to education, early pregnancy and ill health. Spur Afrika's vision is to transform the community, and replicate the transformation in multiple communities. To be successful, Spur Afrika will need to plan its future programs, resources, staff and skill requirements while maintaining flexibility to adapt the programs in response to community feedback and achieving sustainability outcomes.

Recommended initiatives in each of Spur Afrika Holo's Program Areas

Supporting the education of children, including direct support of education expenses

- Improve monitoring and reporting of school retention (section 7.2 Initiatives supporting the education of children currently in school)
- Continue to select a wide variety of students for supporting education expenses, in order to maximise return to the community (section 7.2 Initiatives supporting the education of children currently in school)
- Consider measuring attitudes to schooling and empowerment among school-age children whose education expenses are not directly supported by Spur Afrika. This measures effectiveness of the weekend program, and possible spillover effects from the education expense support program (section 7.2 Initiatives supporting the education of children currently in school)

Supporting school-age mothers who have left school

- Support the return of school-age mothers to education by directly supporting education expenses (section 7.3.1 Activity - Support the education expenses of five school-age mothers)
 - Monitor the experience of school-age mothers returning to school and liaise closely with schools who receive school-age mothers returning to education (see section)
 - Monitor the effectiveness of supporting the education expenses of school-age mothers returning to school or vocational education
- Develop a project plan for provision of childcare support for school-age mothers returning to education (section 7.3.2 Activity - Support childcare for school-age mothers returning to education). Consider the provision of childcare in current proposed building plans and consider seeking project partners.
- Consider survey instruments to measure empowerment of young women participating in Spur Afrika programmes (section 7.3.3 Activity - Empowerment of young women)

Supporting the health of children and their families

- Promote and subsidise health insurance coverage. Monitor effectiveness of health insurance subsidies, including adopted coverage, health insurance usage and healthcare experiences (section 7.4.1 Activity - Promote and subsidise health insurance)
- Conduct annual health surveys of children directly supported by Spur Afrika (Risks)

Community Engagement, Culture and Staff

- Addition of one to three staff at Holo is expected during 2024-2025. The availability of additional administrative capability at Holo will need to be developed among existing Holo staff members, or be a consideration when employing further staff in Holo (section 10.3 Staffing)

- Improve communication between Spur Afrika Australia and Spur Afrika Kenya to improve cultural understanding. Measures can include sharing of testimonials, reports of community engagement and regular five-year plans (section 7.5 Initiatives supporting community engagement)

1 Objective and Introduction

The main objective is the delivery of a five-year (2024-2028) development plan for Spur Afrika Kenya's child development program in the impoverished rural village of Holo, Kisumu County, Western Kenya (Figure 1). This five-year plan has been developed in response to a request by members of the Spur Afrika Australia board to gain a better understanding of the future needs and requirements of the Spur Afrika Kenya program in Holo.

Like other rural villages in Western Kenya, Holo has high levels of poverty and high rates of school discontinuation (Achola et al., 2021; Kenya National Bureau of Statistics, 2023c). Of particular concern, there is a high rate of young women ceasing school due to pregnancy (Sustainable Rural Initiatives SRI, 2022).

The development plan builds upon the existing child development program run by Spur Afrika in Holo. It is expected that the program in Holo will expand over the plan period. The expansion plan will provide a framework to improve the social and economic well-being of the Holo community, with a particular focus on the children and young people of Holo who are eligible for school.

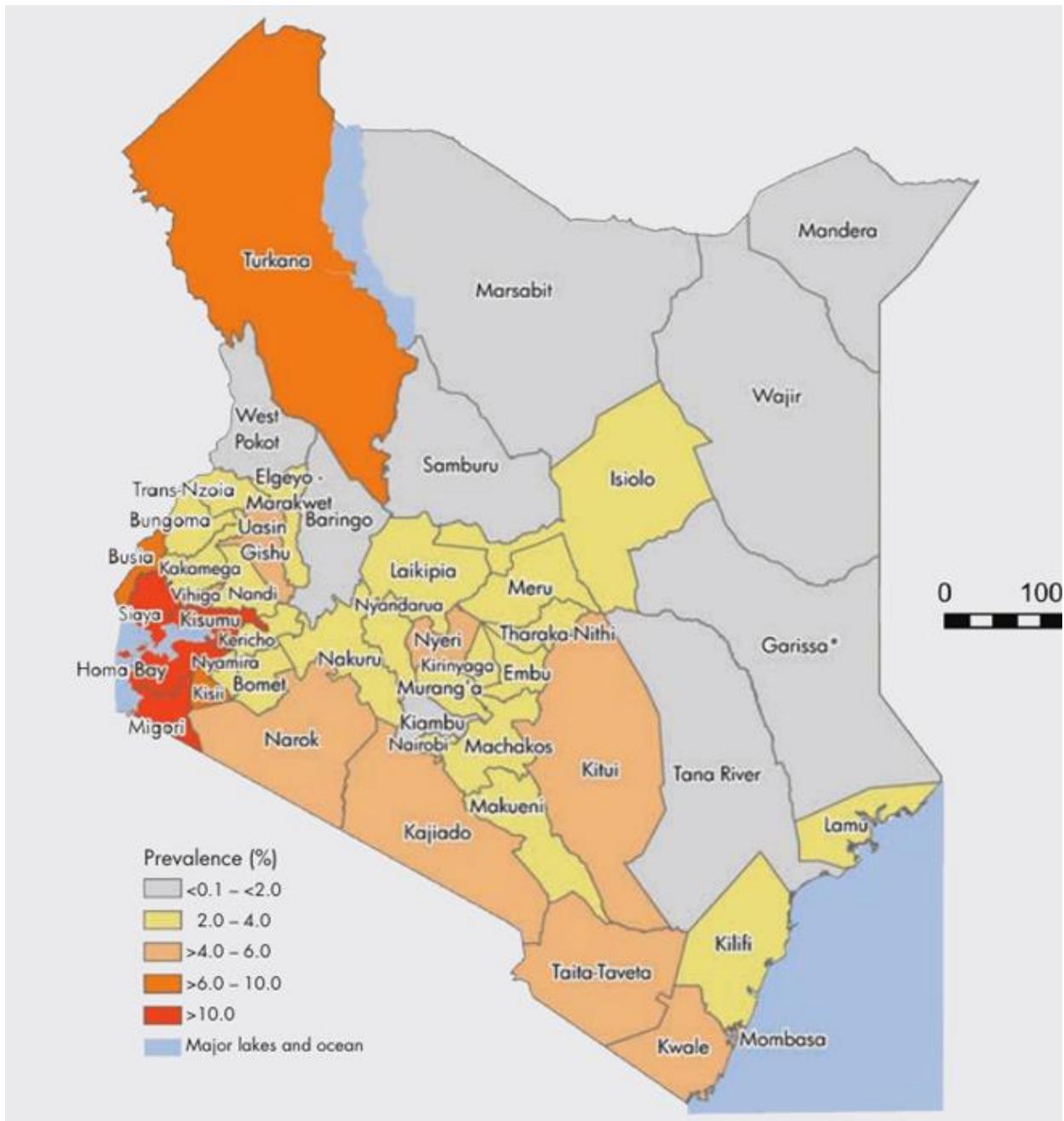


Figure 1 Map of Kenya. Holo is in Kisumu County, which is one the counties coloured on the left (west) side of the map and on the shores of Lake Victoria. The map colours indicate HIV prevalence (National AIDS & STI Control Programme, 2020)

1.1 Problem statement - the challenge of education in Holo

Spur Afrika Kenya has been working in Holo for the past two years, having previously supported the education of children living in the informal settlement (slum) of Kibera in Kenya's capital,

Nairobi. In 2021 Spur Afrika Kenya began to support the education of ten children in Holo, in 2023 Spur Afrika Kenya supports the education of thirty children in Holo.

The primary means Spur Afrika Kenya supports education is by paying for study expenses (e.g. school fees). School education is not free in Kenya, school fees are payable at both primary and secondary school levels (Achola et al., 2021). In addition, Spur Afrika also addresses other barriers to progression of education, such as healthcare, menstrual health and relationship issues. In Kibera, these barriers are addressed using mentorship, facilitating access to healthcare and programs to address the life transition challenges facing young women and men (Kenda Agwona, 2021; Keng'ora, 2021; Koli, 2021; Ojuki, 2021). The Spur Afrika program in Holo is newer than the program in Kibera, has less staff and is working in a different (more remote, poorer and culturally distinct) environment compared to Kibera.

The problems faced by the school-age children living in Holo are significant. Holo is a rural village of 2,000 people in Kisumu West sub-county, Kisumu County, western Kenya. In Kisumu County overall, 36% of children live in households with absolute poverty (less than 3947 Kenyan Shillings 'KSh'/month, equivalent to USD 28) (Kenya National Bureau of Statistics, 2023c). In the context of poverty, there is considerable pressure for children to leave school to earn income and difficulty for families to pay school fees. However, income-earning opportunities for children in the rock quarries, charcoal kilns, agriculture, transport and fishing industries are low-value and often dangerous (Achola et al., 2021). Female workers in the fishing industry are working in a heavily gendered low-value part of the value chain which, in conjunction with highly asymmetrical gender power relationships and poverty, contributes to high rates of transactional and coercive sex and HIV (Mojola, 2011; Zulaika et al., 2019). Poverty, lack of opportunities, asymmetrical gender relationships and lack of access to reproductive health services contribute to an estimated 40% of schoolgirls in Kisumu leaving school due to pregnancy and early motherhood (Hagey et al., 2015; Sustainable Rural Initiatives SRI, 2022; Wolf et al., 2014). Illness, disability and death (including due to HIV) has contributed to household poverty, which further places pressure on children - both girls and boys - to leave school.

Spur Afrika Kenya in Holo response to these crises can be categorised into four goals and program areas:

1. Supporting the education of children currently in school, including paying for education expenses.
2. Supporting the health of children and their families.
3. Supporting school-age mothers who have left school due to pregnancy.
4. Community engagement.

These programs are open to the students and families of Holo. The 2023 budget for the Spur Afrika Holo program was 5,028,000 KSh (35,550 USD).

1.2 Development plan requirements

The development plan is required to provide clarity of the overall goals of the program, review the contributions from individual programs to the overall goals and facilitate communication between the operations in Spur Afrika Kenya to the board in Spur Afrika Australia.

- Assess needs, including expected needs for anticipated expansion of activity, with a view to impact both a greater number of children and school-age mothers in Holo and the wider Holo community.
- Review program ability to achieve desired goals
 - Review monitoring and evaluation (indicators) of current programs
 - Review evidence-base for current programs, particularly for the school-age mothers program, which is beyond Spur Afrika Kenya's core competencies.
 - Assess potential new program areas which can support current programs

2 Sponsoring Organisations

Spur Afrika Kenya, in partnership with Spur Afrika Australia (whose sole purpose is raising funds and providing a board of governance for Spur Afrika Kenya), has been working since 2009 to enable and empower children to transform their own lives and the lives of their families and community (*Spur Afrika*, 2023). Spur Afrika Kenya does this mainly by advancing education. Spur Afrika Kenya now directly supports the education costs of approximately 115 children in Kibera, an informal settlement of Nairobi, and 30 children in Holo (P. Achola, personal communication, June 2023).

Information about the Spur Afrika organisation in this section is according to personal communication with Spur Afrika Kenya directors and Spur Afrika Australia board members in 2022 and 2023, in addition to the consultant's experience and observations during visits to Spur Afrika Kenya operations in 2021 and 2023, Spur Afrika Australia board meetings in 2022 and 2023 and meetings between Spur Afrika Kenya directors and Spur Afrika board members in 2022 and 2023.

2.1 Spur Afrika Kenya

Spur Afrika Kenya is a dynamic, relatively small, organisation (see organisation chart, Appendix D). Spur Afrika's managing directors - and executive sponsors of this development plan - are Patrick Achola and Susan Ojuki. They have been with the organisation since its inception in 2009. They have conducted almost all the planning and organisation of operations, with some oversight from the Spur Afrika Australia board. Spur Afrika Kenya's ambition is to not only replicate its earlier successes in individual child education in Kibera to the new location in Holo and have a broad impact on the wider Holo community. Spur Afrika's ambition is to replicate the current Spur Afrika programs (in Holo and Kibera) to other towns in Kenya and beyond (P. Achola, personal communication, March 2023).

Spur Afrika Kenya has strong leadership which works hard to build relationships with both individuals and the community. The organisation has relatively weaker monitoring and evaluation processes.

Spur Afrika Kenya has built a strong, stable, small and relatively young team in its Kibera (Nairobi) office. Over a period of ten years, many of the Kibera team members have acquired skills - such as information technology skills and report writing - as well as an understanding of the culture of the organisation. The ability of Spur Afrika Kenya to replicate a similarly skilled and cohesive team in the physically remote regional city of Kisumu is still being tested. Spur Afrika Kenya team members - often a director - visit Kisumu every one to two months. The Spur Afrika Kenya directors communicate with the Spur Afrika Holo lead worker by telephone several times a week. The Spur Afrika Holo team is also supported by the Spur Afrika Kibera non-director workers, who provide advice on running the program, reporting, communications and media. The extent of the support provided by the Kibera team to the Holo team is estimated to be approximately 1.0 full-time equivalents (FTE).

Key members of the Spur Afrika Kenya organisation are:

1. Patrick Achola - director of Spur Afrika Kenya
Susan Ojuki - deputy director of Spur Afrika Kenya

The founders and leadership of Spur Afrika Kenya. Although the first, and major, site of operations are in the capital of Kenya, Nairobi, they both have been involved in the establishment and continuing week-to-week operations at the Holo site.

Patrick and Susan are very much involved in establishing relationships with the local Holo community, strategic direction and program implementation. Elements of the development plan which involve these factors affect Patrick and Susan directly. Furthermore, to implement plans in Holo, Spur Afrika draws upon human resources not only from the Holo Spur Afrika team, but also the Spur Afrika team in Nairobi.

2. Andrew Onyango - Spur Afrika Kenya lead worker in Holo

Andrew is the full-time worker and leader of the programs in Holo. He leads two other part-time Spur Afrika Kenya workers (1.0 FTE). Of the Spur Afrika workers he has the most regular day-to-day contact with the children and young people supported by Spur Afrika, the families, the wider community and officials at schools and village leadership.

Andrew and the team at Holo are required to execute the routine operations of the Spur Afrika programs. Andrew is a major source of information about the day-to-day running and aspirations of children, young people and family affected by the Spur Afrika program.

2.2 Spur Afrika main office in Kibera, Nairobi

Spur Afrika's Nairobi office has seven full-time staff, including the two managing directors who established Spur Afrika. Spur Afrika's core competencies (*Spur Afrika Programs*, 2023) are:

- Supporting education
- Mentorship - encouraging education and provide counselling
- Education and small-group discussions regarding life stage transition topics for young women and men, including relationships, self-esteem, hygiene and health
- Healthcare - through health insurance subsidies, partnerships to provide direct clinical care and preventative health education.

Spur Afrika Kenya has been largely successful in promoting education in Kibera, with most supported students completing high school and/or vocational education and a few going on to university education (P. Achola & S. Ojuki, personal communication, June 2023).

2.3 Spur Afrika in Holo, Kisumu (Western Kenya)

Spur Afrika Kenya commenced operations in Holo, its first branch office, in mid-2021. Holo is a small rural community (population 2,000) in Kisumu County, western Kenya, 375 km by road from Nairobi. Spur Afrika Kenya currently engages three staff in Holo, a lead worker and two part-time workers. The Holo lead worker, Andrew Onyango, grew up in Kisumu County and has previously worked in the Kisumu area for four years as a project assistant for HIV and gender-based violence prevention work with the Coptic church. Prior to working for Spur Afrika Holo the two part-time workers (a mother of two teenage daughters, and a recent male university graduate) have not previously worked in a development or education setting. The part-time worker and mother is a lifelong resident of Holo.

Spur Afrika Kenya's activities in Holo centre around four main program areas : supporting education, supporting healthy, supporting school-age mothers and community engagement (*Spur Afrika Annual Report 2022, 2023*).

1. Supporting the education of children currently in school, including payment of education expenses (A. Onyango & Keng'ora, 2022). As of mid-2023, Spur Afrika supports thirty school-age children in Holo by paying school fees, other education costs (e.g. uniforms, books), and sometimes other costs which impede a child's education.

In addition, individual and group mentorship is provided to promote education, provide counselling and explore barriers to education.

Spur Afrika in Holo visits the families of directly supported children to further promote education and explore difficulties. For example, Spur Afrika staff check to see if there are specific family health, living conditions or food poverty concerns and remediate if possible. The staff also visits the schools to arrange the payment of fees and as a source of monitoring child progress and have acted as an intermediary between schools and the families of supported children, as parents and school staff apparently have difficulty meeting at mutually agreeable times.

Spur Afrika Kenya's goal is to increase the number of children it directly supports by 10-20 per year.

2. Support the health of children and their families.

Both ill-health of a student and ill-health of a student's family can have severe impacts on a child's education. The education of a child with unwell (or even deceased) caregivers is also at risk, as it is more likely in those circumstances that a child is required to engage in economic activity.

Spur Afrika in Holo has supported intermittent free clinics for supported children, their families and the wider Holo community.

Spur Afrika has conducted community education programs in Holo schools, which includes health and healthy living topics. Topics have included hygiene, menstrual hygiene, relationships and dental hygiene.

3. School-age mothers program

In contrast to Kibera, there is a very high risk (40%) that a young girl in Holo will cease schooling as the result of pregnancy. Early motherhood presents a risk to Spur Afrika Kenya's program to further education. Early motherhood is also a major concern of the Holo community itself.

Currently, Spur Afrika Kenya runs ten-week programs twice a year for school-age mothers. Topics include teaching specific vocational skills and seeking the views of school-age mothers and their families regarding the barriers and solutions towards economic independence or further education. A few school-age mothers have used the vocational skills (e.g. soap-making and mat-making) that have been taught in the

program. One young mother has returned to school.

4. Community engagement

Embedded and essential to all the other programs is community engagement, which is essential when operating in a tightly-knit rural community with local traditional tribal leadership. Spur Afrika Kenya holds community meetings to guide its programs in Holo. Spur Afrika conducts a weekend activity program, open to all Holo children, as part of its community engagement.

2.4 Spur Afrika Australia

Spur Afrika Kenya's activities are supported by Spur Afrika Australia. Spur Afrika Australia's board provides much of Spur Afrika Kenya's governance. The vast majority of funding comes from Australia and is raised by the activities of the Australian board. Spur Afrika Kenya's activity transitioned from its original model fifteen years ago of providing food to the current model of educating and empowering school-age children during the period of its partnership with Spur Afrika Australia.

The Spur Afrika Australia board needs to be informed, advised, collaborate with and agree to major changes in operations. Spur Afrika Australia particularly needs to be informed of changes in fund-raising requirements and budget. Establishment of the Spur Afrika Holo program two years ago followed almost a year of project planning and proposals by Spur Afrika Kenya directors, with assistance from the Spur Afrika Australia director and myself (in a role resembling a project management assistant) and then sign-off from the Spur Afrika Australia board following review and revision. Meetings between the Spur Afrika Kenya directors, Spur Afrika Holo program lead worker, a Spur Afrika Australia director and myself continue to be held every one to two months. Subsequent changes to the program - particularly those requiring changes in structure, funding, assets or significant changes in function - have followed a similar pattern of development of a proposal by the Spur Afrika Kenya directors (in consultation with a

Spur Afrika Australia director and myself) before review, revision and subsequent sign-off by the Spur Afrika Australia board. Typical time from Spur Afrika Holo project proposal to approval by the board is three months.

In the short-term, within 2024, Spur Afrika Australia expects to see continued expansion of Spur Afrika core-competency activities such as direct support of education expenses and healthcare. Spur Afrika Australia also expects in the short-term that the team in Holo forms a relatively independently functioning unit which does not require extensive operational oversight from the Spur Afrika office in Kibera (Nairobi). This would be an important milestone both in sustainability of the program in Holo, and evidence that Spur Afrika has a model which could potentially be replicated across multiple sites in the longer-term future.

In the longer-term (two to five years), Spur Afrika Australia expects Spur Afrika Kenya to demonstrate the effectiveness of programs which have to date been outside their core competency of Spur Afrika. Such as the programs to support the return of school-age mothers to school or training. Spur Afrika Australia understands that this is a new program area for Spur Afrika, and so will require evolution and adaptation of the program in response to community feedback and engagement.

Spur Afrika Australia does not expect that the education, poverty and social challenges in Holo will be resolved over the next five - or even ten - years. Spur Afrika Australia expects that continued support in Holo for education, health and social needs will be required for more than ten years.

The Spur Afrika Australia board is culturally and geographically distinct from the other Spur Afrika stakeholders. The board are all second-generation East Asian migrants to Australia. They are all university graduates, mostly ten to fifteen years post-graduation, in fields of accounting, healthcare, commerce and law. Of the seven board members, two have development project experience outside the Spur Afrika organisation. Three board members have visited Kenya (each having visited multiple times, or even more than ten times), just one has visited Holo. The current and previous Spur Afrika board members have, when they have visited Kenya, conducted

training for the Spur Afrika Kenya team on topics such as team building, psychological health and safety, influence of personalities on workplace communication, developing strategy and project management topics such as monitoring and evaluation and writing project proposals.

There are sometimes challenging cultural differences between Spur Afrika Kenya operations and Spur Afrika Australia board. For example, Spur Afrika Kenya program leads often express a desired impact of building community and interdependence. In Swahili, these concepts are described as ‘harambee’ and ‘utu’; ‘utu’ is the Swahili form of the Nguni Bantu term ‘ubuntu’. The Spur Afrika Kenya board members, often of a more accounting or healthcare background, tend to place more emphasis on more easily measurable outcomes, such as number of patients seen or children graduating from high school.

3 Community Description

3.1 Administration

Politically, Holo is part of Kisumu County (formerly part of Nyanza province), the nearest regional city is also called Kisumu. Kisumu County is further divided into constituencies (sub-counties) and wards. Holo belongs to the Kisumu West constituency and West Kisumu ward, where it is represented by a member of parliament, Rozaah Akini Buyu and member of the county assembly, Kennedy Ouko (*County Assembly of Kisumu, 2023; The Kenyan Parliament Website, 2023*). Just as important is the tribal structure, through which much of the administration occurs. The people of Holo are of the Luo ethnicity. Holo belongs to the Kawango sub-clan, the Kokulo clan and the Lower Kadongo sub-location of the West Kisumu location (ward). Tribal power is decentralised to the clan level, and patriarchal (Carotenuto, 2006). For administrative issues, Spur Afrika Kenya first talks to the clan elder, who then talks to the assistant chief, and then to the senior chief of the Kokulo clan.

The community of Holo village have tight connections with each other and the village leadership. The village leadership communicates frequently with the Spur Afrika Kenya team.

The leadership facilitates the communication of community priorities and concerns to Spur Afrika Kenya (such as the plight of young school-age mothers) and mobilises members of the community for meetings with Spur Afrika Kenya staff e.g. assisting with decisions in allocation of Spur Afrika resources.

3.2 Economics

Major economic activities in Holo are mixed agricultural (particularly maize), fishing from the nearby Lake Victoria and quarry/stonework (*About Kisumu West NG-CDF Social-Economic*, 2023; Muyekho et al., 2014; Opondo et al., 2023).

Holo is in one of the poorer areas of Kenya. Many depend on subsistence agriculture, fishing and small-scale trade. 36% of the population in Kisumu County (which includes both urban and rural areas) lives in absolute poverty (consumption less than 28 USD/month/adult), compared to 17% in Nairobi (Kenya National Bureau of Statistics, 2023c). 28% of children in Kisumu County live in food poverty (food consumption less than 15.85 USD/month/adult) (Kenya National Bureau of Statistics, 2023c). The rural area of Holo is poorer than Kisumu County in general, with more use of wood or charcoal as cooking fuel, more earth floors, more grass roofs, more mud/wood walls and more unimproved sanitation (toilets) in Holo's ward (West Kisumu) than Kisumu County generally (Kenya National Bureau of Statistics & Society for International Development, 2013). Particularly at risk of poverty are the 23% of children in the area who are 'orphans and other vulnerable children (OVC)' who have lost one or more parents or have a chronically unwell parent/household member (Kenya National Bureau of Statistics & Society for International Development, 2013; National AIDS & STI Control Programme, 2014a).

3.3 Education

Many children drop out of school at primary school level. Those that complete primary school education have a low transition rate, 82% in Kisumu overall, to secondary school (Oviti, 2021),

the transition rate is lower among children from poorer households (Mutisya et al., 2015). Secondary school education completion rates are low in West Kisumu ward compared to Kisumu County or Kenya generally (Kenya National Bureau of Statistics & Society for International Development, 2013). Nationally, there is an approximately five to fifteen percent attrition rate in each of the four years of senior school education (Appendix A). Reasons for children leaving school include the cost of schooling, poverty, ill health and gender-specific issues (Achola et al., 2021; Demirgüç-Kunt et al., 2022; Henzan et al., 2022; Sustainable Rural Initiatives SRI, 2022).

3.4 Gender

Young women face particular challenges with completing primary and secondary school education. Some estimate that 42% of young women cease school education as the result of pregnancy (Sustainable Rural Initiatives SRI, 2022). Recently, a study in Western Kenya has shown yearly pregnancy rates in later senior school of 5-11% per year. Alarming, there are high rates of physical and sexual violence against young women, with the proportion of non-consensual sex at sexual debut of between 60-80% (Mason et al., 2013; Zulaika et al., 2022).

Kenyan adolescent women face barriers when accessing modern contraception, including social stigma from health care providers (Hagey et al., 2015). Access for adolescents to reproductive health information and services in Kisumu is poor (Mutea et al., 2020). Even when accessible, young Kenyan women try to hide or avoid the use of contraceptives, to the detriment of medication effectiveness (Hagey et al., 2015; Wolf et al., 2014). There has been a high prevalence of HIV among adolescents aged 15-19 years (National AIDS & STI Control Programme, 2014b).

Menstruation in young Kenyan adolescents, compounded by unhygienic school latrines, is a source of fear, inattention during class, absence from class and shame from peers, e.g. due to soiling of clothes (Alexander et al., 2018; Mason et al., 2013). Menstrual pads, costing approximately 100 KSh/1 USD per packet of eight, are often unaffordable for school-age girls with little access to money, considering 36% of families live on less than 1 USD per adult per

day and only 25% of menstruating women are willing to pay 0.01 USD or more for a menstrual pad (Kenya National Bureau of Statistics, 2023c; Phillips-Howard et al., 2015). 10% of fifteen-year old girls in western Kenya reported using transactional sex to purchase sanitary products (Zulaika et al., 2019).

The overall desired goals of Spur Afrika programs are enabling children and young adults to transform their own lives and the community and to build the community. These goals are shown in Figure 2 as blue circles in the bottom-right of the diagram.

Education, particularly of school-age children, establishment of values which encourage children to strengthen their community, engaging community in decision-making and removing health barriers to education form part of a ‘virtuous circle’ in Figure 2, reinforcing each other and reducing poverty. The theory of change in Figure 2 hypothesises that poverty and early motherhood are barriers for school-age children to continue or resume education, and both perpetuate poverty. Assisting school-age mothers return to education requires specific measures.

Spur Afrika Kenya’s aims to achieve these goals in Holo through four programs (Figure 3):

1. Supporting the education of children currently in school
2. Supporting school-age mothers who have left school due to pregnancy
3. Supporting the health of children and their families
4. Community engagement

The theory of change described in Figure 3 is described in more detail in the following subsections. Each subsection describes the program’s problem statement, theory of change and brief description of the development plan.

Self-perpetuating high levels of absolute poverty, low transition rates in education, gender inequity in education opportunity due to early pregnancy in the rural community of Holo (western Kenya)

Opportunity: If Spur Afrika Kenya - in partnership with the Holo community - expands its child support program in Holo to reduce barriers to education for those at risk of discontinuing education, it will enable children and young adults - potentially including children not directly subsidised by the program - to transform their own lives and contribute back to their community

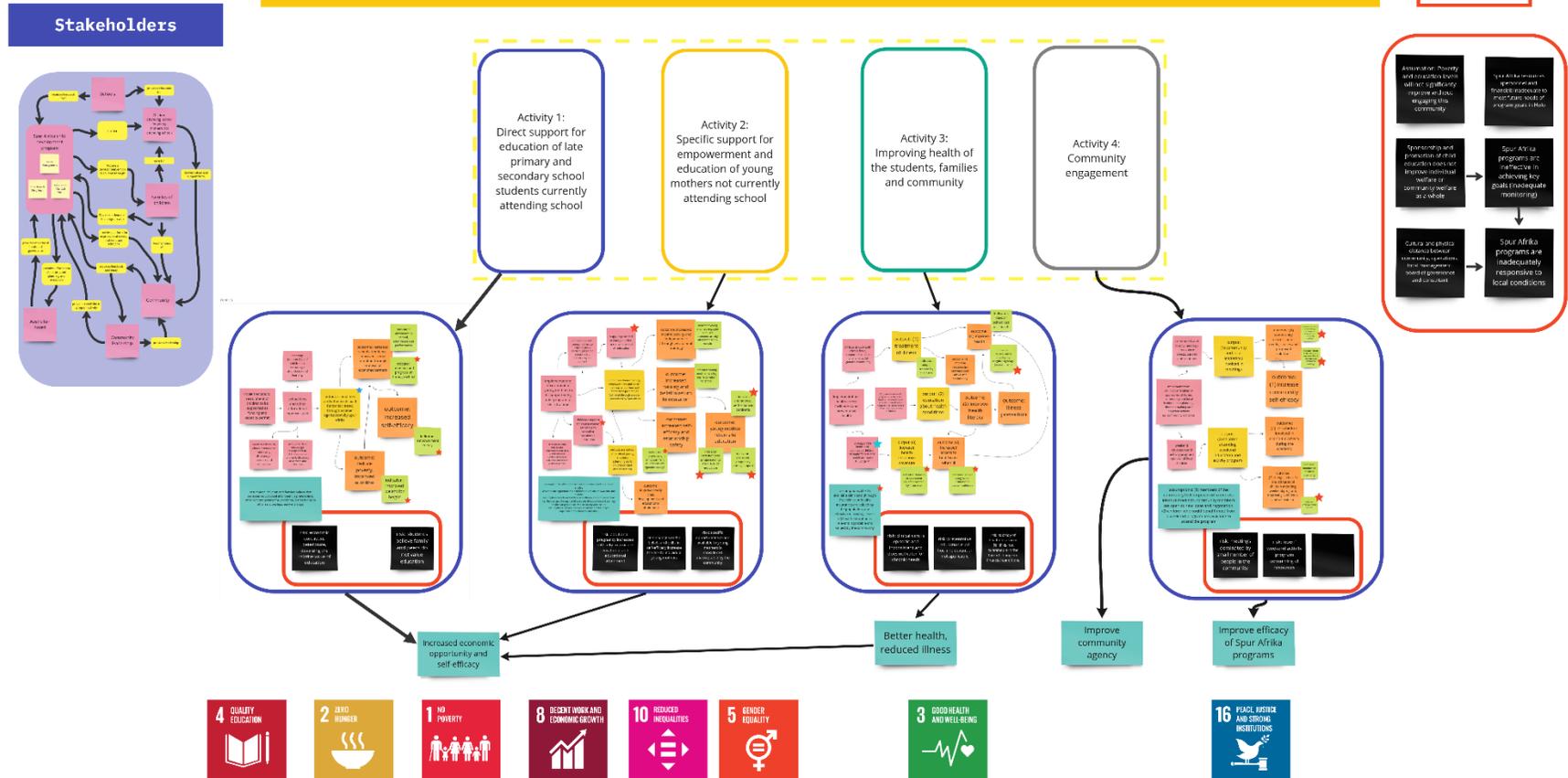


Figure 3 Theory of Change as a logical framework (red stars indicate focus of this development plan)

4.1 Supporting the education of children currently in school

Problem statement

The transition rate from primary school to secondary school is low (82%) in Kisumu, and lower among children from the Holo area and poorer households (Kenya National Bureau of Statistics & Society for International Development, 2013; Mutisya et al., 2015; Oviti, 2021).

One reason for low transition and high transition rates in school is the cost of education. Payment of school fees is a major source of worry among Kenyan adults. 27% of adults report being somewhat worried and 55% being very worried about payment of school fees. This is particularly the case for adult women and those living in rural areas. 47% of adult females reports paying school fees as the most worrying financial issue (vs 30% of men), and 42% of adults in rural areas report paying school fees as being the most worrying financial issue (vs 31% of urban) (Demirgüç-Kunt et al., 2022).

Theory of change

Cash transfers to households of adolescents in Western Kenya has improved school retention, reduced transactional sex, delayed pregnancy and improved the effects of other sexually transmitted infection (STI) prevention measures (Cho et al., 2018; Duflo et al., 2015). Education itself, including staying in school, is thought to protect young women from early marriage, teenage pregnancy and sexual harms (Mason et al., 2013). Improved education of women and later marriage is also associated with increased contraceptive use and reduced unmet contraceptive needs (Kenya National Bureau of Statistics, 2015), perhaps through reduced age disparity, greater female empowerment and enhanced economic opportunities (Banerjee & Duflo, 2012; Hagey et al., 2015). Each year of additional education improves economic opportunity for children overall (Banerjee & Duflo, 2012).

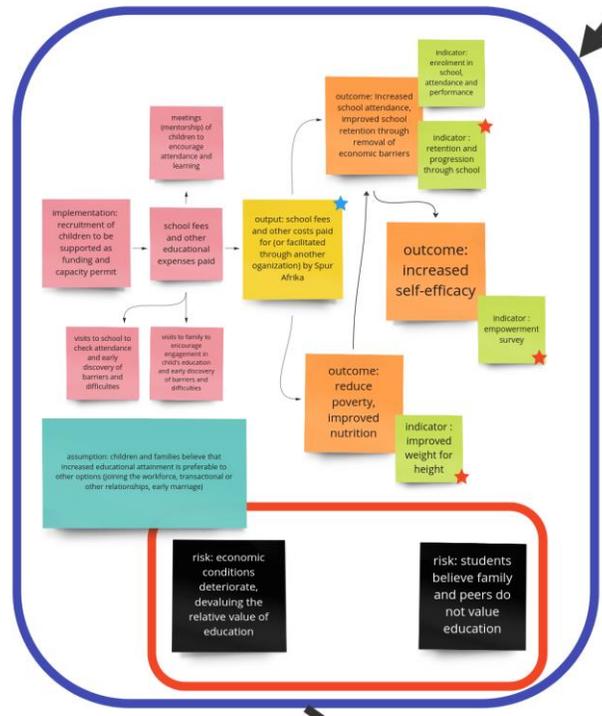


Figure 4 Theory of Change for financial support of education

Supporting the education of school-age children through paying for education expenses is a core competency of Spur Afrika Kenya. Spur Afrika provides direct financial support for education of late primary and secondary school students currently attending school, conditional upon the student continuing to attend school. These payments are a form of ‘conditional cash transfer’. Support of education expenses has been a major feature of Spur Afrika’s program for more than ten years in Kibera, Nairobi. Spur Afrika Kenya augments its education support program with activities such as mentorship and coaching of the students and meetings with the families of the students (Figures 3 and 4).

Development plan

This development plan will review and provide recommendations for the education support program, with a particular focus on resources required to expand the current education support program in Holo, and reviewing the indicators used to monitor progress of this program in Holo.

4.2 Supporting school-age mothers who have left school due to pregnancy

Problem statement

The school-age girls of Holo, like other young women in rural Kisumu, have high rates of pregnancy. The time and cost commitments of taking care of young children - added to the cost of attending school - cannot be borne by either the young student mother from a poor household or other similarly poor members of the family who need time for income-generating activities (IDinsight, 2022; Mutea et al., 2020). Together with the social stigma from teachers and other students against school-age mothers attending school (IDinsight, 2022), there is a high risk of school-age mothers discontinuing school and not returning to school education. The interruption to education reduces career opportunities, weakens economic empowerment, perpetuates poverty and increases the risk of early marriage and unequal relationships (Mutea et al., 2020).

School-age mothers in Holo themselves report that education expenses are the main barrier to returning to education, particularly in the context of just struggling to survive (personal communication and interviews, January 2023). They also express that a lack of appropriate childcare is also a barrier to continuing education. If families provide childcare, then it denies those family members the opportunity to earn their own income (P. Achola and S. Ojuka, personal communication, June 2023).

Theory of change

There is evidence from the global north of positive outcomes from encouraging school-age mothers back to school, though there is a lack of evidence specific to the Kenyan or east African context (IDinsight, 2022). Childcare (in the global north) helps school-age mothers return to school and graduate from school (Crean et al., 2001). Provision of supportive and quality childcare can help break intergenerational cycles of poverty. Provision of quality childcare in impoverished Kenyan settings can improve the school performance of young children (J. Howard et al., 2020).

Spur Afrika Kenya’s current program to support the school-age mothers of Holo aims to interrupt the descent of school-age mothers into poverty by increasing economic opportunity and empowerment. This is currently done through ten-week programs to teach vocational skills, explore barriers to return to education (with a view to problem-solving) and improve self-esteem, empowerment and skills to plan future pregnancies (Figures 3 and 5).

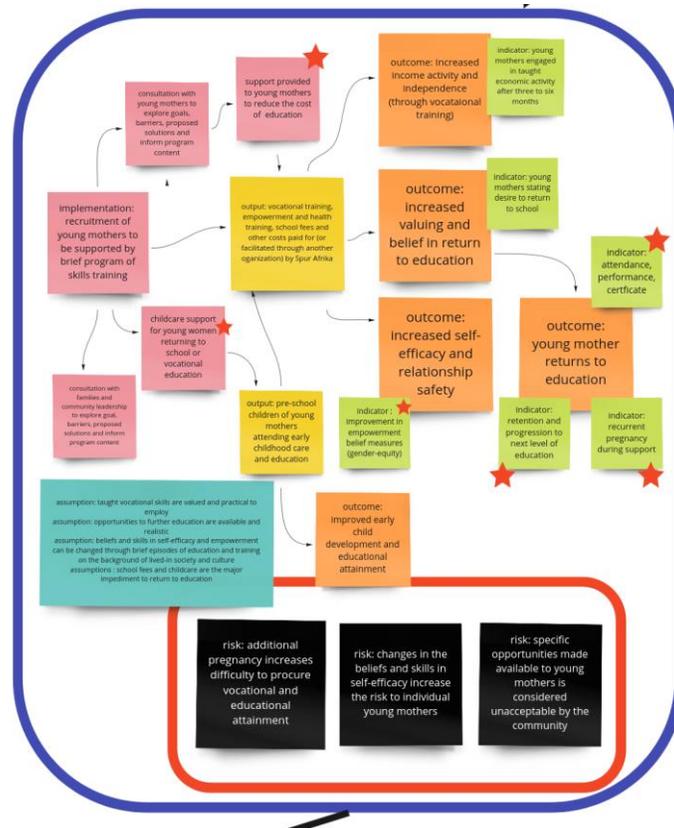


Figure 5 Theory of Change for support of school-age mothers

Spur Afrika Kenya’s support of school-age mothers in Holo is a relatively new initiative for Spur Afrika, with which it has little experience. Spur Afrika’s operations in Kibera do not operate a program for school-age mothers as there are other - dedicated and specialised - organisations to fulfil that role. Those dedicated and specialised services are not yet available in Holo, although the prevalence of early motherhood in school-age girls is greater in Holo than in Kibera. To meet the unmet need of school-age mothers and to gain further insight into the situation of school-age girls in Holo, Spur Afrika established a school-age mothers support program. Supporting school-age mothers has not previously been a core competency of Spur Afrika Kenya, and hence will be

challenging for Spur Afrika. Spur Afrika Kenya will need to learn new skills in working with school-age mothers and their community to collaboratively explore the barriers and solutions towards further education, vocational skills and modern family planning. Spur Afrika Kenya will need to be prepared to monitor the outcomes of the program and responsively adapt the program to support the desired outcomes. This process is likely to require extensive consultation and could benefit from partnerships with organisations already experienced in the field of school-age mothers.

Development plan

This development plan will recommend monitoring and evaluation of program effectiveness, e.g. indicators for empowerment, and make recommendations for sub-programs in support of the school-age mothers support program, particularly providing education expense support to school-age mothers and provision of childcare.

4.3 Supporting the health of children and their families

Problem statement

Poor health of a child or a child's family is a barrier to education and using learnt skills (Henzan et al., 2022). Ill health of a student affects school attendance and ability to concentrate and study (Ngao & Musyoka-Kamere, 2013). A child with poor health may even be assigned more unpleasant manual tasks by a family, as the family may consider investment in the education of an unhealthy child not worthwhile (Almond & Mazumder, 2013; Ayalew, 2005; Pitt et al., 2005; UNESCO et al., 2020).

Concern about the economic shock caused by unexpected medical emergencies is significant among Kenyan adults. 66% of Kenyan adults are very worried about not being able to pay medical costs in case of serious illness and 21% are somewhat worried. Unexpected medical

costs are the most worrying financial issue of 33% of Kenyan adults (Demirgüç-Kunt et al., 2022). Only the cost of school is a more common source of most significant worry.

Spur Afrika Kenya's own historical experience of supporting children in Kibera is that the education of supported children can be directly and suddenly threatened by the onset of ill health of a significant household family member.

Theory of change

Supporting health and healthcare has two major goals:

- Goal 1- Improving the health and health literacy of the children and families supported by Spur Afrika
- Goal 2 - Mitigating the effects of financial shock caused by medical illness, and reducing the fear of financial shock caused by medical illness.

These goals can be supported by (Figures 3 and 6):

- Assessing healthcare needs and improving access to healthcare through regular and episodic (e.g. annual or twice annual) direct provision of healthcare arranged by Spur Afrika (Goal 1)
- Improving access to healthcare education through direct provision of healthcare arranged by Spur Afrika (Goal 1)
- Improving access to healthcare through supporting health insurance (Goals 1 and 2)

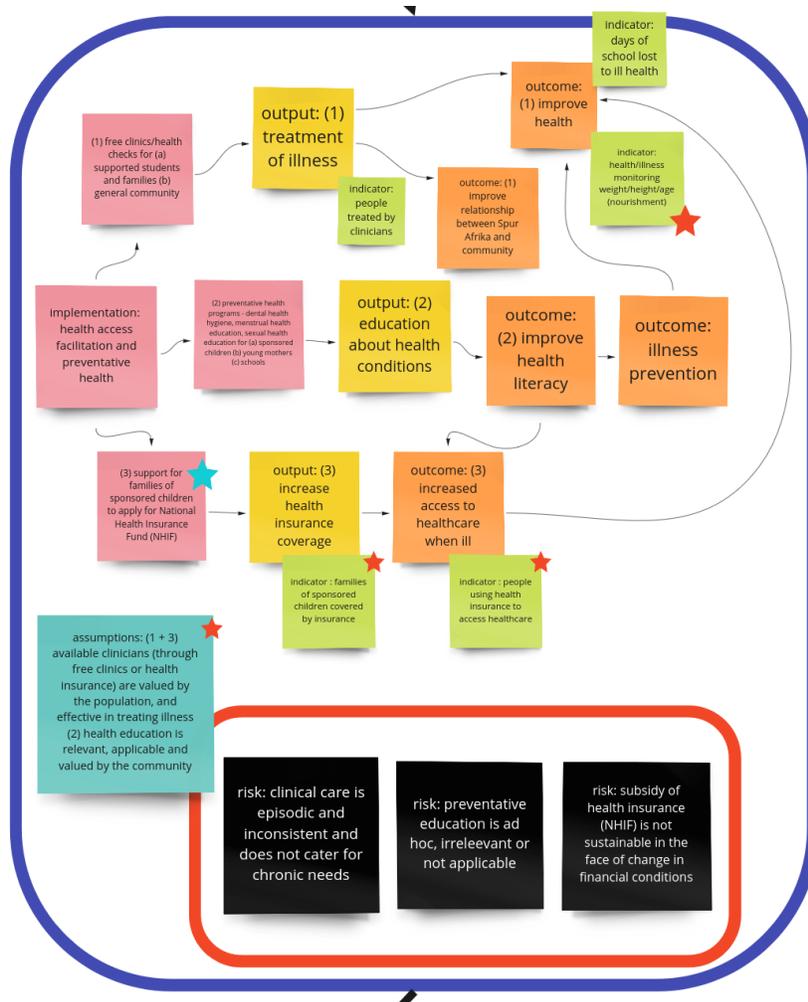


Figure 6 Theory of Change for support of health

Direct provision (or arranging direct provision) of healthcare and healthcare education for residents of Holo also has the effect of improving relationships between a community and Spur Afrika Kenya.

Spur Afrika Kenya is experienced in providing or arranging healthcare services and supporting health insurance in its operations in Kibera, i.e. supporting healthcare is a core competency of Spur Afrika Kenya. However, the required conditions, e.g. relationships with healthcare providers, and adaptation of the healthcare program took place over many years in Kibera. The healthcare program is relatively underdeveloped in Spur Afrika Holo. Currently Spur Afrika in Holo arranges the provision of ad hoc episodic medical care and directly provides some preventative healthcare education, e.g. dental hygiene and menstrual health, in Holo.

Development plan

This development plan will:

- Recommend expansion of the healthcare support program in Holo, including arranging direct provision and supporting health insurance

4.4 Community engagement

Problem statement

Although there have been many research, development and aid programs in Western Kenya, including Kisumu County, many of these programs have been of a relatively transient, sometimes even extractive, nature without community engagement (Prince, 2013; Van Anda et al., 2022).

In addition, Holo is a relatively small East African village community where there are strongly hierarchical relationships, high levels of collectivism (Hofstede Insights, 2021) and everyone knows everyone else's business. People in the village tend to act together (rather than individually) and in accordance with mutually understood values. If individuals doubt that Spur Afrika programs are in accord with community values, then there is a risk that those individuals will not cooperate or be involved in Spur Afrika programmes. Furthermore, if Spur Afrika's actions are not seen to be consistent with community values, there is potential danger to both Spur Afrika property and staff (Sariola, 2023).

Theory of change

If Spur Afrika Kenya has community engagement in development of programs, then it will (Figures 3 and 7):

1. Give voice to the community, improving self-efficacy
2. Improve the relationship between Spur Afrika Kenya and the Holo community
3. Improve the quality of programs by revealing problems and solutions which are socially and culturally relevant

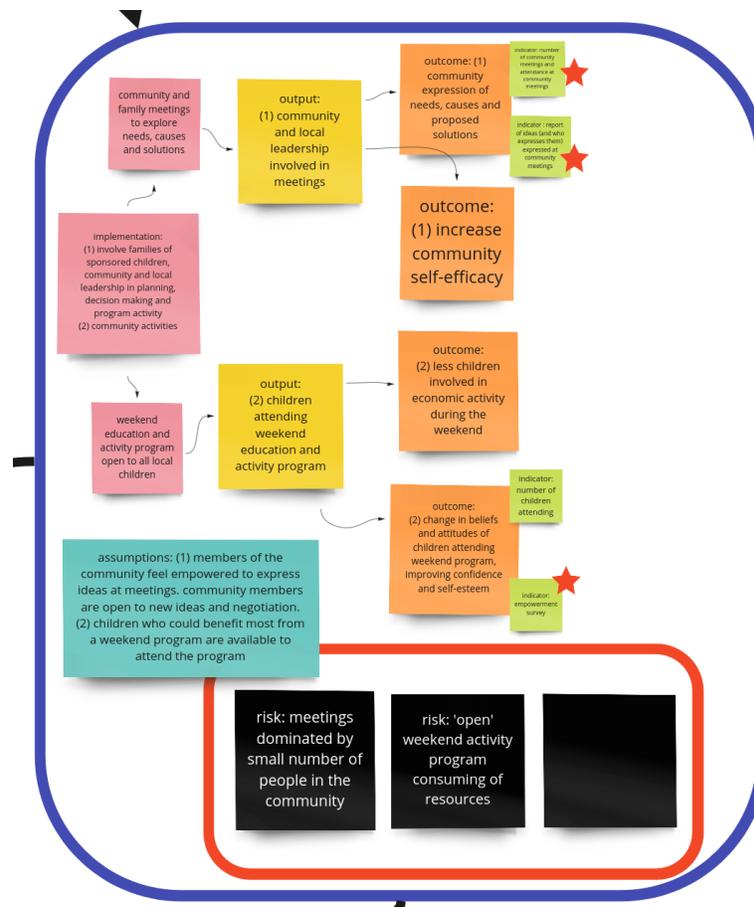


Figure 7 Theory of Change for community engagement

Community engagement in the design and conduct of development programmes can improve program effectiveness (Fuchs et al., 2019; O’Meara et al., 2011). Improvement is in part due to a replacement of a knowledge ‘deficit’ (characterised by knowledge being presumed to be held only by the ‘elite’) to a broadening of the epistemological foundations of the program (Chang, 2019; Sariola, 2023).

Involving the community through meaningful participation helps empower the community by providing information, giving the community power to make decisions and giving the community responsibility for allocation of resources (M. Howard, 2019).

Development plan

This development plan will recommend changes to monitoring and reporting of Spur Afrika's community engagement activities.

5 Stakeholder (Partner) Engagement & Management

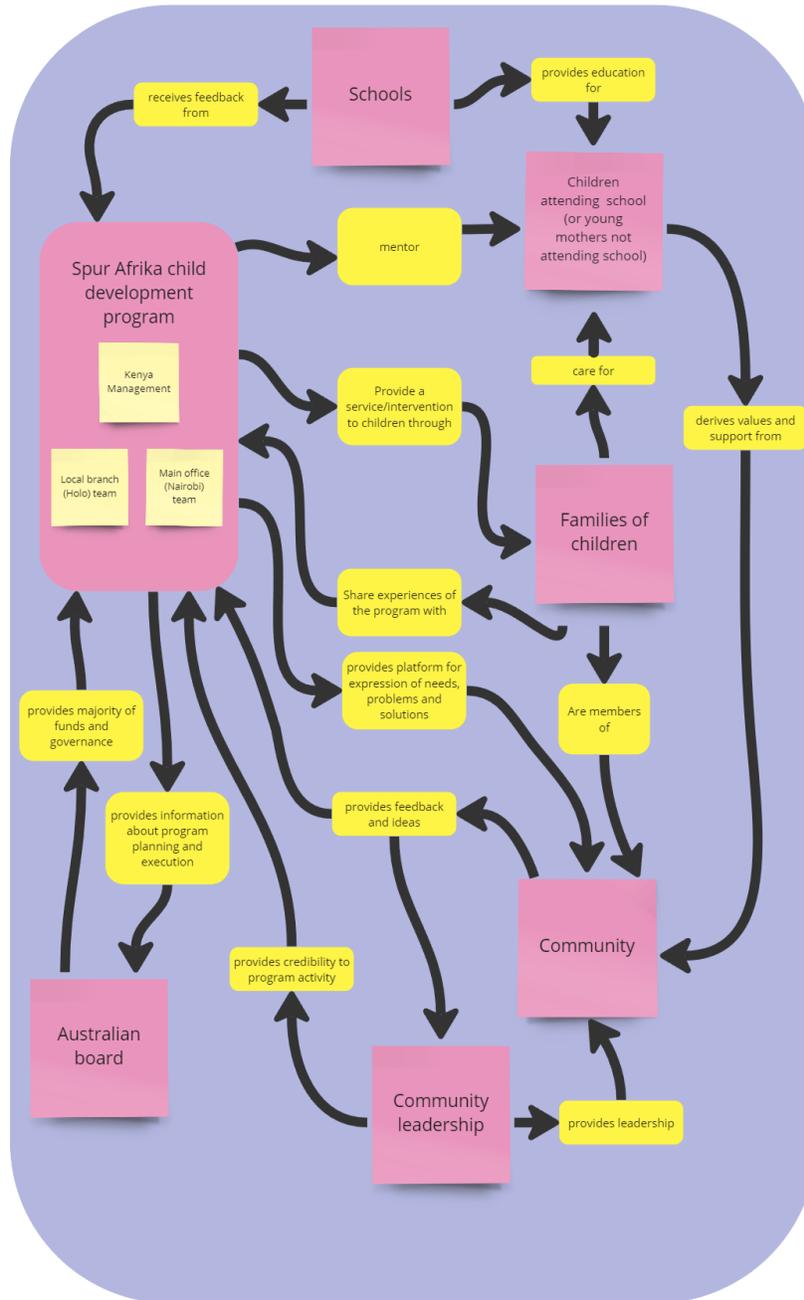


Figure 8 Main stakeholder relationships

The primary stakeholders relevant to the development plan are (1) school-age children attending school (2) school-age mothers not attending school (3) families of school age children (4) the

Holo community and leadership (5) local schools (6) local government (7) the Spur Afrika Australia board (Figures 8, 9).

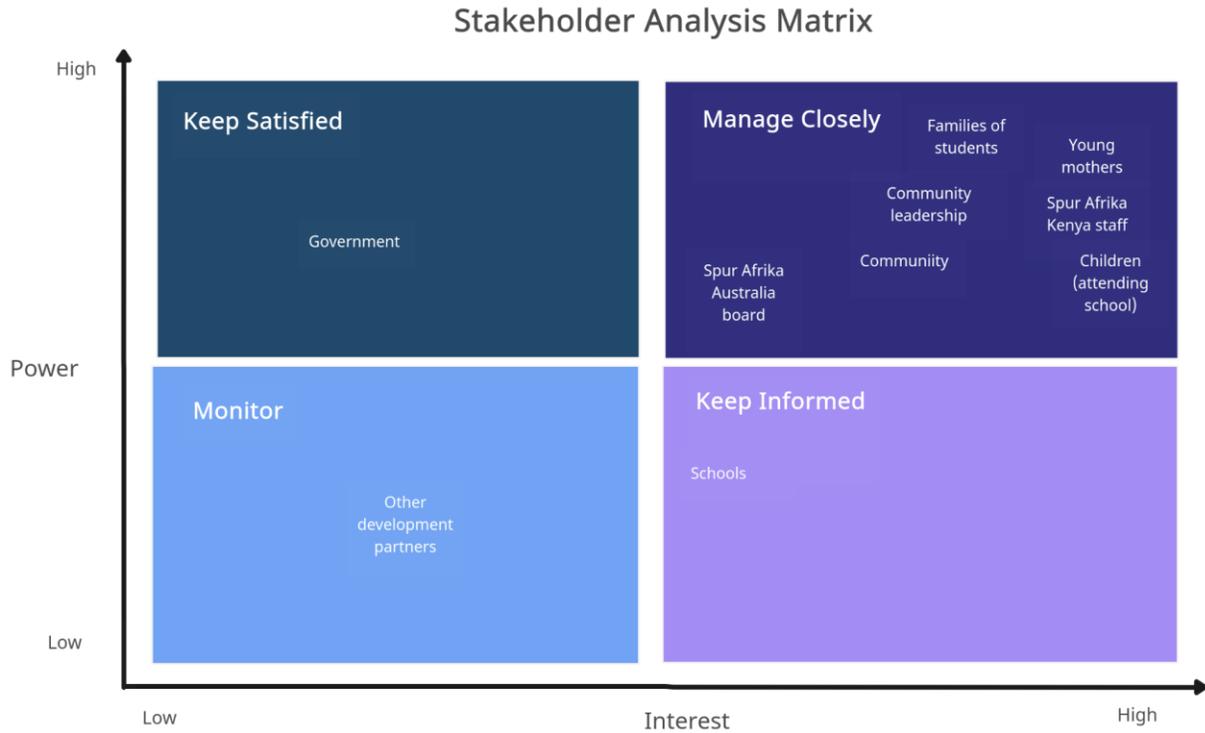


Figure 9 Stakeholder analysis matrix

5.1 School-age children

The relationship between Spur Afrika and school-age children needs to be managed closely (Figure 9). Holo team and Spur Afrika Kenya management regularly interact with the children of Holo. Particularly the school attendance and performance of those children already supported to attend school. Mentoring is conducted to encourage the students to continue schooling. If a student’s interest in schooling is waning, this needs to be detected as early as possible, so that barriers and solutions can be identified as soon as possible.

School-age children are the intended and most direct beneficiaries of Spur Afrika Kenya’s programs. Have relatively little power in decision-making, as subservient to families, but

involvement and participation is necessary for the program to succeed. The students might be interested in continued schooling, or at some times, might not be!

Spur Afrika Kenya in Holo also runs weekend activity programs to engage and motivate school-age children whose education expenses are not supported by Spur Afrika Kenya. The reason for the weekend activity programs is partly for community engagement, partly to teach values which encourage further education in the wider Holo school-age children and partly to provide an opportunity for children engage in a weekend activity other than an economic activity such as breaking rocks (making ballast).

5.2 School-age mothers not attending school

The relationship between Spur Afrika and school-age mothers needs to be managed closely if the school-age mothers program is to succeed (Figure 9).

The school-age mothers of Holo have expressed strong interest in the goals of increased independence and empowerment through school or vocational education. Ten to twenty school-age mothers attend twice yearly Spur Afrika programs held every six months. At these programs, many school-age mothers expressed their interest in returning to school and training. Some girls have already returned to school, or commenced vocational training such as motor vehicle mechanics. The general Holo community supports those interests.

The school-age mothers have power over the success of the program. They need to participate, to provide feed-back and appropriate potential solutions and engage in any programs which help achieve their goals.

5.3 Families of supported children

For Spur Afrika Kenya to support schooling, Spur Afrika needs the interest and permission of the family to apply for funding and support. The relationship between Spur Afrika and families of

supported children needs to be managed closely (Figure 9). Spur Afrika Kenya visits families at their home to assess the household situation and encourage the families to support their child's education.

The household plays an important role in supporting education. It provides the most immediate environment of a school-age child. Household family members are an important source of information regarding individual circumstances of the child. Those circumstances strongly influence the educational or emotional growth of the child.

Households express intense interest in Spur Afrika paying for education. As mentioned earlier, concern about the ability to pay for education is the most common source of worry for Kenyan adults. Households seem to have less interest in talking with the schools about their child's progress, perhaps because teacher meeting times conflict with the times when the mother of the household goes to the local market to earn income. Spur Afrika Kenya staff members report only about 30% of caregivers attend 1-on-1 meetings with school teachers, to the disappointment of the teachers at school. Sometimes Spur Afrika Holo staff act as an intermediary between the families of students and the schools.

5.4 Community and community leadership

The relationship between Spur Afrika and the Holo community needs to be closely managed (Figure 9). The people of Holo need to be informed and consulted for Spur Afrika activities, and expectations managed. Better yet, the people can be partners in Spur Afrika programs.

Households/families are members of the community, which in a rural village context, has a culture with norms, values and expectations. These aspects of community have an effect on both students and their families.

The community is also a relatively stable, tightly connected society, with expectations made of individual members. The people of Holo are also hierarchical (and often tribal and patriarchal, although there is also female leadership).

The community and community leadership has a high level of interest in the activities of Spur Afrika, with the goal of improving the welfare of the children in Holo and the community more generally. Parents of children, village leadership and the wider community attends meetings with Spur Afrika, helps make choices (such as selection of children for direct education expense support) and provides credibility to the Spur Afrika programs. The community has made requests from other non-governmental organisations for assistance to the community, though with apparently relatively little success so far.

The people of Holo - particularly through its leadership - have made requests of Spur Afrika e.g. to support school-age mothers who have left school. If the community and the community does not grant approval to the programs, the programs - and even the physical presence - of Spur Afrika cannot continue in Holo.

5.5 Schools

Schools need to be kept informed of Spur Afrika's activities (Figure 9). Schools have an interest in Spur Afrika activities but relatively little power over the core activity of Spur Afrika Kenya helping families pay for education expenses. The exception is when Spur Afrika supports school-age mothers to return to school, for reasons which are described in more detail below.

Spur Afrika, in supporting child education, interacts with the local schools. The children of Holo have a small choice of schools at both primary and secondary levels.

Schools have an overall goal of enrolling students (a source of revenue) who are successful in their education. Spur Afrika pays school fees, which sometimes involves negotiation, and also

acts as an intermediary between the school and the parents, as mentioned in section 5.3 Families of supported children’.

Spur Afrika requires the permission of schools to provide some sub-programs in schools, such as dental hygiene and other health prevention education programs. Schools appreciate having these external services provided by Spur Afrika Kenya.

School headmasters and teachers have more power over programs directed towards supporting school-age mothers returning to school. Although school-age mothers are entitled to return to school under Kenyan law, there are barriers at school as the result of social stigma, as will be described in section Risks’. In this circumstance, Spur Afrika Kenya needs to work closely with the school to support school-age mothers return to school.

5.6 Spur Afrika Kenya staff

Spur Afrika Kenya staff have an intense interest, and power, over the Spur Afrika Holo programs and any development plan involving those programs. Any changes affect their work activity, their interactions with other stakeholders and how they perceive their overall goals will be affected. All changes need to be enacted by Spur Afrika Kenya staff, and so they hold power over the program. The Spur Afrika staff need to be closely managed (Figure 9). Staff need to be informed - and their views considered - of plans for future activity, they need to be partners in the activity and their expectations need to be managed.

Spur Afrika Kenya staff, other than their own individual interest, appear well motivated and aligned towards the overall mission of the organisation to enable children to improve their own lives and contribute back to the community.

Spur Afrika staff can be classified in broadly three groups, staff primarily working Holo, staff primarily working in the base office of Kibera, Nairobi, and the managing directors. The Holo staff and directors have a direct interest in the activities of Holo. The staff in the base office of

Kibera also have an interest, as their resources and time are called upon, currently estimated to be equivalent to one full-time equivalent (FTE), to aid activities in Holo.

5.7 Spur Afrika Australia board

The relationship between Spur Afrika Kenya and Spur Afrika Australia needs to be closely managed (Figure 9). The Spur Afrika Australia board provides, and raises, much of the funding for Spur Afrika Kenya. Spur Afrika Australia also provides much of the governance for Spur Afrika Kenya, and sometimes expert advice. The Spur Afrika Australia board needs to be satisfied that the Spur Afrika Kenya operations are in accordance with overall direction.

Spur Afrika Australia, partly through governance and particularly through funding, has considerable power over the activities of Spur Afrika Kenya. Level of interest is high, though the Spur Afrika Australia board are not direct financial beneficiaries of Spur Afrika Kenya's activities, and all of the activities of the Spur Afrika Australia board are done on a voluntary basis.

The Spur Afrika Australia board has an overall goal of Spur Afrika being successful in the mission statement of enabling children through education to contribute back to their community. Spur Afrika Australia is interested in the Spur Afrika being sustainable in its demands of staff and resources. Spur Afrika Australia has a goal of anticipating future costs to plan future fundraising.

5.8 Kenyan Government

Spur Afrika needs to keep the local government satisfied (Figure 9). The local government has the power to stop Spur Afrika Kenya operations, but comparatively little interest in Spur Afrika Kenya's activities. The local government has expressed some interest in Spur Afrika's activities,

e.g. by attending Spur Afrika meetings, but has little ability to support those activities in a material sense.

Spur Afrika Kenya's programs help fulfil local government goals where the local government itself has inadequate resources to fulfil those goals. The goals of Spur Afrika programs are in alignment with the goals of local government. From the Kisumu West website:

“From the general development perspective, the constituency is making a positive upward trend. However, it is not evenly distributed mainly due to history. North West Kisumu and West Kisumu Wards [that were originally part of the rural constituency] still lagged behind up to two years ago. However, the sitting MP has put great emphasis to ensure that the two wards catch up with the rest of the wards. Much attention is put on roads, education and electrification...the key areas of the economic focus by sitting M.P include: Enterprise development and industrialization, education and infrastructure.” (*About Kisumu West NG-CDF Social-Economic, 2023*)

5.9 Other development partners in the Holo community

Many research and development efforts have taken place in Western Kenya. Through published reports they have been a valuable source of information about the challenges facing Western Kenyan communities, and potential solutions. Development programs, particularly with a focus on HIV prevention and treatment, continue to operate in the Kisumu County area.

Currently there are no other regular development partners working with the Holo community. According to the stakeholder analysis matrix, the power and interest of other development partners in Holo is low. However, other development partners - such as healthcare providers - complement the skills and resources that Spur Afrika brings to Holo. After identifying gaps in service delivery, Spur Afrika Kenya plays a role in encouraging and partnering with other development partners in providing services to the Holo community. Currently, Spur Afrika

enlists the help of the private non-government Coptic Hospital in providing outreach clinics to the Holo community.

6 Opportunities & Risks

The following sub-sections describe the potential opportunities available to Spur Afrika Holo's programs, and the high-level risks to Spur Afrika Holo this development plan will address.

6.1 Opportunities

1. Building the people of Holo - individually and as a community - through improved effectiveness of Spur Afrika programs
2. Review and communication of Spur Afrika Kenya's medium-term strategic vision to Spur Afrika Australia to improve understanding of vision and subsequent understanding and communication regarding future proposals.
3. Demonstration of Spur Afrika's ability to replicate its previous success in Kibera to empower children and the community in Holo and potentially other communities in Kenya and beyond.

6.2 Program risks

1. Program ineffectiveness

Programs as currently exist may not be adequate to meet program goals or community expectations (Figure 10).

Appropriate program effectiveness monitoring is required to ensure that programs deliver the expected results and enable mitigation of the risk. Spur Afrika Kenya already monitors programs outputs, outcomes and impacts. However, there is room for improvement in program monitoring and evaluation.

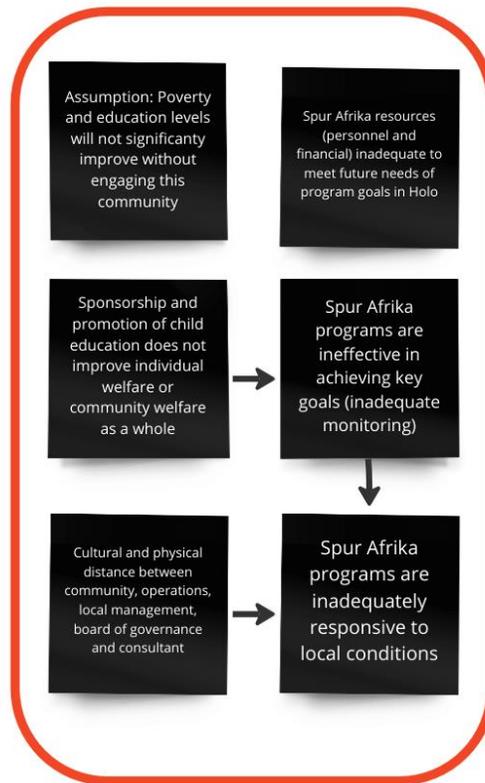


Figure 10 Program Risks

For example, although supporting school fees and expenses has been shown to improve school retention in low income countries (Sampa et al., 2021), Spur Afrika’s current reporting does not make entirely clear that Spur Afrika’s support of education expenses has improved school retention and progression for its supported students. In another example, the Spur Afrika Holo program intends to impact the entire Holo community. This goal is welcomed by the Holo community itself, but whether there are positive spillover effects from children directly supported by Spur Afrika to the rest of the children in Holo is unknown. Another example is that Spur Afrika holds community meetings in Holo, but participation is not recorded, so it is not clear who attends the meetings and whose ideas are being expressed. Reporting of ideas expressed at community meetings and (broadly) who expressed the ideas would improve reporting of community engagement.

Current Spur Afrika Holo programs may be inadequate to address the needs of particular vulnerable populations, e.g. school-age mothers, due to the particular needs, e.g. childcare, these vulnerable populations may need to continue education.

2. Inadequate funding

In order to provide expected services, including expansion of services, Spur Afrika Kenya is likely to require additional funds. The expansion of services, and the funding required to fund those services, needs to be anticipated by the fundraisers, to inform the strategy of those raising funds. Otherwise, there is a risk that programs will be commenced but funding will be inadequate to support the full development of the program (Figure 10).

3. Culture

The culture of Spur Afrika Kenya in Holo (and the community of Holo itself) is distinct from the culture of the Spur Afrika Australia board. Culture affects the implied relative value placed on different goals, e.g. community vs individual, and affects communication style e.g. confrontational vs consensus. This presents a risk for difficulty in communicating ideas. Full communication of ideas may take more time and patience than the parties expect, to the frustration of parties involved. There is even the risk of outright miscommunication (Figure 10). Miscommunication affects not only discussion of program details but also communication of desired goals. The result is conflict about the importance and desirability of individual programs and the execution of those programs.

7 Recommended Initiatives, Risks & Mitigation Strategies

7.1 Program growth and initiatives

Recommended initiatives over five years (2024-2028) to meet program goals are categorised into four sections.

Recommended initiative 1 : Supporting the education of children currently in school

- a. Additional ten students per year, for five years (section 7.2 Initiatives supporting the education of children currently in school).

Recommended initiative 2 : Supporting school-age mothers who have left school due to pregnancy

- a. Funding education expenses for school-age mothers to return to education (section 7.3.1 Activity - Support the education expenses of five school-age mothers).
- b. Childcare support (section 7.3.2 Activity - Support childcare for school-age mothers returning to education).

Recommended initiative 3 : Supporting the health of children and their families

- a. Direct subsidy of national health insurance for all children and families whose education funding is being supported (section 7.4.1 Activity - Promote and subsidise health insurance).

Recommended initiative 4 : Community engagement

- a. Improve cross-cultural understanding (section 7.5 Initiatives supporting community engagement).

The following sub-sections will describe each of the initiative categories in detail: the rationale (problem, activities and logical chain), the expected outcomes, the recommendations and the risks and mitigation.

7.2 Initiatives supporting the education of children currently in school

Support of a school student's education expenses is consistent with the overall goal of enabling Holo children to have improved opportunity, empowerment and ability to contribute to the Holo community.

Rationale

- Problem - Problem of children having low levels of education, due to not enrolling in school due to expense of education. As a result of ceasing education, the child has fewer economic opportunities and less skills to contribute back to the Holo community.
- Activities
 - a. Support the education expenses of children, increasing the number of children being supported by ten to twenty per year.
 - b. Provide mentorship to facilitate continuing in school, identify barriers and instil culture to contribute back to the community
- Logical chain of activities (theory of change and evidence described in section 4.1 Supporting the education of children currently in school)
 - a. Pay education expenses → increase child school enrolment → increased child attendance (also promoted by individual mentorship) → children retained at school → child gains educational knowledge and skills → child has improved economic potential and contributes back to the community

Expected output and outcomes of activities

- Increase in number of children whose education expenses are supported
 - a. 2024 - 40 to 50 children whose education expenses are supported by Spur Afrika
 - b. 2025 - 50 to 70 children
 - c. 2026 - 60 to 90 children

- d. 2027 - 70 to 100 children
- e. 2028 - 80 to 110 children
- Increase in school attendance and performance
 - a. Attendance and performance already monitored by Spur Afrika Kenya
- School retention and progression through school year levels
 - a. It is expected that children whose education expenses are supported by Spur Afrika have lower attrition rates than other children in Holo, and lower attrition rates than the national average (14 Appendix A - School enrolments and estimated retention rates).
- Graduation from primary school, entrance into and graduation from secondary school
 - a. Long-term : entry into vocational or further education after school
 - b. Long-term : empowered and enabled young adults who contribute back to their community.
- In the long term, children who have had the benefit of secondary and further education will have improved economic potential and improved capacity to contribute to the Holo community. This has the potential to strengthen the effectiveness of community development programs, such as those conducted by Spur Afrika, through having households which are better able to pay for food, healthcare and schools and reduced pressure to leave school early due to financial concerns. Students who attend Spur Afrika programs potentially can even contribute back to the community by working or volunteering through Spur Afrika programs (see section 9.8 SDGs as reinforcing inputs), helping replace other program inputs such as grants and foreign aid.

Risks and mitigation

Risks and mitigation recommendations are described in Table 1.

Table 1 Risk and Mitigation – Supporting the education of children currently in school

Risk	Likelihood	Impact	Mitigation Recommendation
<p>Uncertainty of continued expansion of funding</p>	<p>moderate</p>	<p>high</p>	<p>Spur Afrika Kenya has expressed an interest to increase the number of children whose education expenses are supported by ten to twenty (or even more) per year.</p> <p>Subsidising a child’s education is an agreement with a child and family which can extend for six or more years of schooling. Continued expansion in this program requires continued growth in regular funding. Continued growth in funding is not guaranteed.</p> <p>The funds required to support this expansion are estimated in Section 8.1 ‘Supporting the education expenses of children at school’.</p>
<p>Children are enrolled in school, but do not attend school</p>	<p>moderate</p>	<p>high</p>	<p>Although education costs are paid for, and the child is enrolled in school, there may be pressures on the child to do income-earning activities, such as working in charcoal kilns or selling vegetables in the market. The pressure on the child to engage in income-earning activities result from high levels of poverty among Holo households.</p> <p>Spur Afrika Holo already has a system of monitoring attendance talking to school teachers and headmaster, acting as an</p>

Risk	Likelihood	Impact	Mitigation Recommendation
			intermediary between school and family, visiting supported children and their families and explore barriers and encourage/mentor children and their families on the importance of schooling
Children attend school, but perform poorly, and so are unable to progress in school	moderate	high	Poverty, household circumstances or other barriers result in children performing poorly, although attending school Currently progress in school is monitored as performance and achieving major education landmarks (e.g. primary school certificate and secondary school certificate). Recommend to add monitoring of school retention³ at each year level.
Children achieve further education and vocational goals, achieve personal economic goals but do not contribute back to the Holo community	high	high	Education may be an enabling and contributing factor in rural-to-urban or even international migration (Ginsburg et al., 2016). As a result, a child who was raised and educated in a rural village may no longer live in, or directly contribute to, the rural community. Spur Afrika already provides mentorship to supported children (and encouragement to children from the wider Holo community) to

³ It has been illegal in Kenya for several years for a student to repeat year levels. As a result, it is not necessary to measure progression of a student from one year to the next

Risk	Likelihood	Impact	Mitigation Recommendation
			<p>emphasise the importance of contributing back to the community.</p> <p>In the long-running Kibera program, Spur Afrika already reports on some impact of the program i.e. children who, having finished school, contribute to the community in some way e.g. volunteer work, which can be encouraged and facilitated by Spur Afrika. The Spur Afrika Holo program has been running for only two years, and so has not yet had an opportunity to have, or report on, comparable results.</p> <p>Spur Afrika should continue to support a wide variety and number of children, not just a small number of children from a limited range of backgrounds. Educated children from wealthier families in sub-Saharan Africa, or of outstanding academic potential and who attain tertiary education, are more likely to migrate internationally (Meango, 2016). Female students appear to be less likely than male students to migrate internationally, but the evidence for rural-to-urban and rural-to-rural migration for female students compared to male students in the Kenyan and sub-Saharan context is variable (Ginsburg et al., 2016; <i>Rural Migration in Sub-Saharan Africa</i>, 2019).</p>

Risk	Likelihood	Impact	Mitigation Recommendation
			<p>Nevertheless, it would seem prudent to ensure a balance of gender when selecting students for support.</p> <p>It should be noted that if an educated individual emigrates from their rural hometown or native country, they may still benefit their families and communities e.g. through remittances and forming beneficial connections between their new place of abode and their prior hometown (Capuano & Marfouk, 2013; Raviv, 2014).</p> <p>There is also evidence from Siaya (a nearby county in western Kenya) that financial support of some poorer households in the village increases expenditure on education and school attendance among households in the same village which were not direct financial beneficiaries (Egger et al., 2022). This is consistent with the goal of Spur Afrika Kenya that direct support of some - or preferably many - of the schoolchildren in Holo would have beneficial effects on the entire Holo school community i.e. ‘positive spillover’.</p>
Spur Afrika programs (such as the weekend activity program)	high	moderate	Consider measuring attitudes towards schooling and empowerment amongst school-age children whose education expenses are not supported by Spur Afrika,

Risk	Likelihood	Impact	Mitigation Recommendation
do not influence the education and empowerment of students in Holo whose education expenses are not directly supported by Spur Afrika			<p>but attend other Spur Afrika activities (for example survey questions, see section 14 Appendix B - Survey questions empowerment and economics’). Spur Afrika in Holo runs a weekend activity program in Holo for school-age children. More than a hundred children attend, many of whom are not directly supported by other Spur Afrika programs. The weekend program itself is intended to encourage an ethos of continuing education and contributing back to the community.</p> <p>There is an opportunity to measure wider school-children attitudes towards schooling and self-efficacy which may be changed by Spur Afrika programs (including the direct support of education expenses and the weekend activity program).</p>

7.3 Initiatives supporting school-age mothers

Support of school-age mothers to gain school education, vocational, health and relationship skills is consistent with the overall goal of enabling Holo children to have improved opportunity, empowerment and ability to contribute to the Holo community.

Rationale

- Problem - School-age mothers who have left school desire to return to school or vocational education, but face barriers on returning to school.
 - Barriers include education expenses, childcare and social stigma
- Activities
 - a. Recommend support the education expenses of five school-age mothers
 - b. Recommend supporting childcare for school-age mothers returning to education
 - c. Recommend improved monitoring of effectiveness of current young mothers program
- Logical chain of activities (theory of change and evidence described in section 4.2 Supporting school-age mothers who have left school due to pregnancy)
 - Pay education expenses, support childcare, reduce social stigma → output - school-age mothers able to re-enrol into education → outcome - young mother attends education, attains education certificate → impact - young mother has better vocational, educational or employment opportunities

7.3.1 Activity - Support the education expenses of school-age mothers

Recommendation: Support the return of school-age mothers to education by directly supporting education expenses. Support five school-age mothers for one year of education. Students are to be selected so that one year of limited support can help achieve a specific, measurable, achievable, realistic and timely goal, e.g. completion of secondary school or primary school with subsequent granting of a certificate.

Expected output and outcomes of activity

Five school-age mothers per year complete a year of education, obtaining a certificate.

Risks

Risks and mitigation recommendations are described in Table 2.

Table 2 Risk and Mitigation - Supporting the education expenses of school-age mothers

Risk	Likelihood	Impact	Mitigation Recommendation
Attitudes of pupils and teachers towards school-age mothers	high	high	<p>School-age mothers are entitled to return to school under Kenyan law. However, historically there have been cases when headmasters have refused re-enrolment due to fear that school-age mothers are a ‘bad influence’ on other students and fear for the school’s reputation (Wekesa, 2014). Spur Afrika Kenya reports that some schools have this attitude. There are reports that school teachers have not prevented bullying of school-age mothers by other students (G. Onyango et al., 2015).</p> <p>In this situation, teachers and headmasters have high power and high interest. Spur Afrika Kenya needs to closely involve school staff prior to and during the school-age mothers return to school, including re-assuring school staff that school-age mothers returning to school does not increase the risk of other students becoming pregnant (Evans & Acosta, 2020). Spur Afrika has already found two high schools supportive of school-age mothers (and other high schools who are not so supportive). Spur Afrika staff also need to closely review the experience of school-age mothers after returning to school.</p>

Risk	Likelihood	Impact	Mitigation Recommendation
Other factors reducing the performance of school-age mothers returning to school	moderate	high	<p>After paying for school expenses and assisting enrollment in education, the young mother may still suffer from poor school attendance and performance. Education costs may not be the only barrier to a young mother’s participation in education.</p> <p>Spur Afrika needs to closely monitor progress of school-age mothers after returning to education to identify and assist with unexpected barriers. Spur Afrika Kenya has not previously directly supported the education expenses of school-age mothers, so unexpected circumstances and problems are likely, and Spur Afrika may need to flexibly adapt to those circumstances.</p> <p>If there are school-age mothers in Holo who express an interest in returning to education, but do not apply for funding, it may be of value to explore what additional barriers they identify before they can return to education.</p>
Subsequent pregnancy during year of support	moderate	high	<p>School-age mothers may be in relationships, including possibly coercive relationships, during their year of return to education.</p> <p>Subsequent pregnancy may impact on ability to continue schooling.</p>

Risk	Likelihood	Impact	Mitigation Recommendation
			<p>Spur Afrika will need to monitor the occurrence of pregnancy and monitor and facilitate the family planning needs of school-age mothers supported by the program. Spur Afrika team members can conduct monitoring through their current model of individual mentorship and home visits. Specific partnerships between Spur Afrika and sympathetic medical clinicians may help facilitate family planning education and availability. Training in empowerment and respectful relationships may assist school-age mothers to employ family planning methods. Listening and engagement with school-age mothers and the community is essential to provide culturally appropriate information, training and family planning methods.</p>
<p>One year of additional education subsidy is insufficient</p>	<p>moderate</p>	<p>high</p>	<p>Current recommendation and plan is to pay the expenses of one year of education for school-age mothers to return to school. One year of education may be enough for school-age mothers to attain a certificate, but not enough to provide durable effects.</p> <p>Spur Afrika will need to monitor outcomes of the program. Recommend monitoring:</p>

Risk	Likelihood	Impact	Mitigation Recommendation
			<ul style="list-style-type: none"> ● If school-age mothers continue additional schooling (if relevant), even without additional direct support by Spur Afrika. ● If school-age mothers engaged in a year of vocational education, whether they engage in the vocation six months after vocational education is completed ● If school-age mothers are engaged in other economic activities six months after completing a year of education ● The satisfaction of school-age mothers completing a year of supported education

7.3.2 Activity - Support childcare for school-age mothers returning to education

Recommendation: Support the return of school-age mothers to education by providing childcare. Spur Afrika Kenya to develop a project plan in the first half of 2024 for establishment of a childcare centre 2024-2025.

Expected output and outcomes of activity

- Enable more school-age mothers to return to school or vocational education and successfully further their education.
- Improve early school performance for children, particularly of mothers who have left school due to early motherhood.
- Provide potential childcare vocational training and opportunities for school-age mothers.

Risks

Risks and mitigation recommendations are described in Table 3.

Table 3 Risk and Mitigation - Support childcare for school-age mothers

Risk	Likelihood	Impact	Mitigation Recommendation
Unfamiliarity with childcare	high	high	<p>Spur Afrika Kenya does not currently operate a childcare operation in Kenya, nor does it have staff familiar with childcare operations. Spur Afrika does not currently operate any social enterprises. Spur Afrika Kenya does not currently have a physical space in Holo to conduct childcare operations, although Spur Afrika does currently own and use a vacant piece of land in Holo for meetings.</p> <p>Spur Afrika to examine partnerships with experienced childcare operators e.g. Kidogo (https://www.kidogo.co). Kidogo is a Kenyan social enterprise which provides training for childcare workers (J. Howard et al., 2020). Training includes the provision of quality childcare and operating a childcare franchise (with a view to the franchise eventually becoming independent). Although Kidogo childcare centres provide quality childcare, they do so at a relatively affordable cost of 100 KSh (approximately 1 USD) per child per day.</p>
Lack of suitable space for	high	high	Spur Afrika has land in Holo, but does not currently have a shelter or covered space on

Risk	Likelihood	Impact	Mitigation Recommendation
providing childcare services			<p>that land which would be suitable for providing childcare services.</p> <p>Spur Afrika Kenya is currently developing and presenting options to the Spur Afrika Australia board for building covered areas and office space on its land in Holo. The different options include different plans for enclosed office spaces. Larger office space could be dual-purposed for other uses e.g. space for childcare purposes. The building is to be commenced 2023-2024, and can be completed within a few months. Currently the Spur Afrika Australia board is not aware of possible future use of the building for childcare purposes. It is recommended that the Spur Afrika Australia board consider childcare as a possible future use of the building, to better guide the board in its decision making. In explaining and presenting the options for office space (for which plans have already been drawn), the reasons for choosing more office space than is immediately required, e.g. to allow for future childcare, needs to be indicated clearly.</p>

7.3.3 Activity - Empowerment of young women

The current school-age mothers program supports young women to set life goals, learn about reproductive health, relationships, negotiation skills and seeking help. Currently Spur Afrika has little evidence of the effectiveness of the program in improving the empowerment of school-age mothers. Although the attitudes and behaviour of men are critical to improving the rights and safety of young women, the assessment of Spur Afrika Kenya is that the community of Holo is not yet ready for education or other measures to promote a change in community attitudes.

Recommendation: To consider review and selection of survey instruments to measure empowerment to assess current beliefs and attitudes of young women participating in Spur Afrika programs, and assess changes in those beliefs (Glennister et al., 1999a). For example survey questions, see Section 15 Appendix B - Survey questions empowerment and economics’.

Recommendation: Consider developing partnerships with organisations which provide holistic multi-sectoral community-based programs which address gender-based violence and other gender health issues e.g. DREAMS “Determined, Resilient, Empowered, AIDS-free, Mentored and Safe Girls” (Chimbindi et al., 2018). However, it needs to be kept in mind that even multi-sectoral community-based programs such as DREAMS have yet demonstrate their effectiveness in reducing, for example, gender-based violence (Wambiya et al., 2023)

7.4 Initiatives supporting the health of children and their families

Spur Afrika workers report that relatively few of the families of children whose education expenses are supported by Spur Afrika have health insurance coverage. However, families have expressed interest in adopting health insurance. In rural Kenyan areas, 20% of the population have health insurance (Kenya National Bureau of Statistics, 2023a). Of those in the lowest wealth quintile, only 5% have health insurance (Kenya National Bureau of Statistics, 2023a). Other than cost, the health insurance situation in Holo is complicated by the ineffectiveness of a health insurance fund (Universal Health Cover ‘UHC’) previously supported by the government

(Ochieng, 2021) and administrative difficulties in transferring families from UHC to a health insurance fund which can actually be used to pay for medical services. Spur Afrika Kenya has already identified that the National Health Insurance Fund ‘NHIF’ is an insurance program that provides suitable health insurance coverage. Spur Kenya staff are also working to assist families in the administrative burden of transferring from one health insurance fund to another.

Rationale

- Problem - Relatively few families supported by Spur Afrika in Holo have health insurance coverage. The health care costs of unexpected illness is a major concern of many Kenyan families. Barriers to health insurance coverage include the cost of purchasing health insurance and administrative barriers.
- Problem - Health literacy among Holo residents and school-age children is relatively low on topics such as dental hygiene, sexual and menstrual health and relationships.
- Activities
 - Promote and subsidise health insurance for families of children whose education expenses are supported by Spur Afrika
 - Provide health education through other Spur Afrika programmes and through schools.
 - Health education is currently being provided by Spur Afrika to children involved in its other programmes in Holo. Spur Afrika has also provided health education to nearby schools. Spur Afrika is currently in the process of revising its health education programme to provide more systematic coverage of content.
- Logical chain of activities (theory of change and evidence described in section 4.3 Supporting the health of children and their families)
 - Assist application for health insurance fund and assist payment of health insurance fund fees → Output - increased participation by Holo families in health insurance → Outcome - reduced concern from families of financial shocks as the result of ill health, reduced impact of illness on financial status of families,

- improved access to health care → Outcome - improved health of families, less pressure on families for children to be engaged in income-earning activities → Impact - improved education and ability for children, improved health of families
- Provide children and adults health education → Output - Children and adults engaged in health education → Outcome - increased health knowledge and health behaviours, e.g. dental hygiene, management of menstrual pain and appreciation of menstrual health issues → Impact - improved health, less stigma regarding menstrual health issues

7.4.1 Activity - Promote and subsidise health insurance

Recommendation: Spur Afrika Kenya to promote and subsidise the national health insurance program participation (NHIF) for families in Holo. Funding has already been approved for this measure, and negotiation with health insurance funds has taken place.

There are administrative hurdles in signing up to or transferring health insurance funds. Spur Afrika Kenya has some experience in assisting families in Kibera with overcoming some of these hurdles, and so potentially could also assist families in Holo with signing up for or transferring health insurance funds.

Expected output and outcomes of activity

Health insurance coverage for all families whose children's education expenses are paid for by Spur Afrika.

Improved educational attainment for children.

Healthier behaviours leading to better health, e.g. better oral hygiene (toothbrushing) resulting in less dental pain, provision and availability of menstrual products resulting in less days missed at school due to menstruation issues

Risks

Risks and mitigation strategies are described in Table 4.

Table 4 Risk and mitigation – Promote and subsidise health insurances

Risk	Likelihood	Impact	Mitigation Recommendation
Little interest in health care insurance at suggested co-pay	moderate	high	<p>Even subsidised, health care insurance may be perceived as too expensive given that families in Holo are even poorer than the families in Kibera.</p> <p>As previously in Kibera, the benefits of health insurance may need to be promoted to the families of Holo through community talks and information sessions led by Spur Afrika staff members. Healthcare insurance uptake in Kibera was quite good when Kibera families were asked to co-pay 30%. However, the response to Holo families may be different, so the uptake of health insurance after offering a subsidy, e.g. 70%, will need to be monitored with a view to possible adjustment of the subsidy.</p>
Health insurance does not provide adequate health care access, or provide adequate health care in the view of those	high	high	<p>Even with health insurance, there may not be good access to health care, or health care providers may provide a poor-quality product. Community expectations of what health care insurance (or other insurance) will provide may be greater than what is actually provided. Disappointment with insurance products is a</p>

Risk	Likelihood	Impact	Mitigation Recommendation
<p>considering, or already using, health care insurance</p>			<p>danger to uptake of the product by others in the community (Banerjee & Duflo, 2012).</p> <p>Promotion or education regarding health insurance will need to provide realistic expectations of what the health insurance provides. Recommend monitoring usage of health insurance and monitoring the experience of those using the health insurance product.</p> <p>Spur Afrika Kenya is already establishing relationships with local trusted healthcare providers (Coptic Hospital) by inviting the Coptic Hospital to provide accessible outreach clinics to the Holo community.</p>
<p>Health needs of the Holo community are not clearly known</p>	<p>moderate</p>	<p>moderate</p>	<p>Spur Afrika has, over more than ten years, systematically collected and analysed information about the health and health needs of children supported by Spur Afrika in Kibera (Nairobi), as well as information about the health of children in the wider Kibera community (Fong, 2020). Collection of information about the health of children supported by Spur Afrika in Kibera has helped inform health programmes in Kibera, e.g. dental programmes and asthma education.</p>

Risk	Likelihood	Impact	Mitigation Recommendation
			<p>The systematic collection of information about the health status and needs (e.g. nutrition status, presence of respiratory illness such as asthma or tuberculosis) has not yet been done for the children in Holo. Although there are publicly available reports on the health status of children living in the general region and there is anecdotal information about the health status of individual children in Holo, the lack of localised and real-time health information, e.g. regarding nutrition, could reduce the effectiveness of future health programmes conducted in Holo.</p> <p>Education and unexpected health expenses are major financial concerns for many Kenyan parents. In addition, 28% of children in Kisumu County live in food poverty (food consumption less than 15.85 USD/month/adult) (Kenya National Bureau of Statistics, 2023c). It is possible that helping families pay for education and health costs may improve the nutrition of supported children.</p> <p>Recommend conducting annual health surveys of children - and ideally families - living in Holo. Including basic height and weight measurements. Health surveys can be conducted by visiting medical teams, both from</p>

Risk	Likelihood	Impact	Mitigation Recommendation
			<p>local partners, e.g. the Coptic Hospital, and visiting international medical teams.</p> <p>Appropriate health questionnaires and comparative data can be drawn from the recent national Kenya Demographic Health Survey (Kenya National Bureau of Statistics, 2023a, 2023b). Local non-medical Spur Afrika staff and volunteers can be taught by medical teams to do some measurements on a regular basis, e.g. height, weight compared to age.</p> <p>Measurement of health care needs can help better inform future health promotion and illness prevention projects conducted by Spur Afrika, visiting medical staff or development partners.</p>

7.5 Initiatives supporting community engagement

There are cultural gaps between many of the stakeholders of Spur Afrika’s programs in Holo. There is even cultural (and tribal) distance between Kenyans who live and were raised in the capital Nairobi and Kenyans who live in Holo. Some of the cultural gaps, e.g. between the Spur Afrika Australia board and the people of Holo, are very wide. The cultural distance can result in different - and unspoken - priorities, different understandings about cause and effect and different ways to manage uncertainty (Pinto, 2020; Wickham & Wilcock, 2020). For example, some parties may place more importance on consensus, building character and building community, have different understandings about the malleability of beliefs about gender

relationships and different beliefs about the ability to predict a program's progress and needs several years into the future. The potential for misunderstanding and miscommunication is high. There have been recent meetings where parties have believed questions posed have been unnecessarily intrusive and displaying a lack of trust.

Recommended mitigation: The cultural gap needs to be acknowledged. The cultural gap can be reduced by:

- Regular communication between Spur Afrika Kenya directors and the Spur Afrika Australia team. Generally, Spur Afrika Kenya and Spur Afrika Australia have many shared values e.g. ethics and the value of education. Regular and open communication and exploration of beliefs and thinking can help promote understanding and deepen shared values.
 - Spur Afrika Kenya is keen to share success stories, testimonials and celebrating achievements to improve the sense of shared accomplishment and trust.
 - Sharing of goals and theories of change can facilitate the sharing of different foundations of knowledge and different world views.
 - Reporting on views and ideas expressed at Holo community meetings can help immerse Spur Afrika Australia board members into the context of the people of Holo.
- Visits from members of the Spur Afrika Australia board to the Kenya field of operations (this has been more difficult in recent years due to travel disruptions)

Communication can be enhanced by the operations team at Spur Afrika Kenya clearly and frequently describing goals, plans and progress to the Spur Afrika Australia board. These communications and reports can be within the current teleconferences (approximately every second month), the six-monthly written program reports and the annual written reports. The regular development of five-year plans is part of this process.

Expected output and outcomes of activity

Facilitate communication and reduce misunderstanding between Spur Afrika Kenya and Spur Afrika Australia. For example, this plan, in consultation with Spur Afrika Kenya, was requested by the Spur Afrika Australia board to help facilitate communication.

Assist the Spur Afrika Australia board establish an appropriate level of trust in the activities and proposed plans of Spur Afrika Kenya.

8 Funding required, Sources and Processes

8.1 Funding the support of education expenses of children at school

The required funding of the recommended initiative (1) of supporting the education of children currently in school is estimated as follows:

- Direct school fee cost
 - a. Current average cost of primary school (Year 1 to 8) is 15,600 KSh (approx 156 USD) per year and cost of secondary school (Form 1 to 4) is 57,000 KSh (approx 570 USD) per year
- Other costs are approximately 6000 KSh for uniform/shoes, bags/books, 500 KSh medical emergency, 1250 KSh average for vision, 1500 KSh mentoring costs, 2500 KSh recreational activities, 1500 KSh administration.
- Estimated cost of the program from 2024-2028 (Table 5).
 - a. Assuming an increase in the number of children supported by ten (10) per year, as has been the case since the inception of the Spur Afrika Holo program
 - b. If funding was available, Spur Afrika Kenya would increase the number of children supported by twenty (20) per year.

Table 5 Estimated cost of education expenses of children at school (2024-2028)

Year	Primary students	Secondary students	Total annual school fee cost (KSh)	Cost including uniforms, mentoring, incidental health, administration etc. (KSh)	Additional staff required (500,000 KSh per year)
2024	29	11	1,079,400	1,609,400	0
2025	37	13	1,318,200	1,980,700	1
2026	37	23	1,888,200	2,683,200	1
2027	42	28	2,251,200	3,178,700	1
2028	46	34	2,655,600	3,715,600	1

- Current 2 FTE staff can support up to 50 children. This is with 1 FTE support from Kibera (Elimisha and Mentorship staff - Nico and Maureen).
 - a. Supporting the education expenses of 50 or more more children at Holo would require an additional FTE (500,000 KSh per year, approximately \$USD 5000). This assumes that by 2025, the education expenses of five school-age mothers will also be supported by Spur Afrika.
 - b. If additional children are supported, and additional staff required at Holo, then staff leadership skills at Holo will also need to be enhanced. This includes handling staff issues, accounting and reporting on Holo program activities.
- Revenue for this program has traditionally been raised by Spur Afrika Australia through child sponsorship. As the support of childhood education influences many Sustainability Development Goal ‘SDG’ indicators (see section 9 Sustainability Goals and Contributions to the 2030 Agenda), there could be an opportunity to apply for grants on the basis of contributions to the SDGs.

8.2 Funding the support of school-age mothers who have left school

The required funding of the recommended initiative (2a) of supporting the education of school-age mothers who have left school is estimated as follows:

Yearly unit cost of education and other support assumed similar to the program to support schooling costs for children already at school. Only five school-age mothers are to be supported in any given year over the next five years (Table 6). The proportion who are primary-school students or secondary-school students depends on which students are selected in any given year.

Table 6 Estimated cost of education expenses of school-age mothers at school (2024-2028)

Year	Primary students	Secondary students	Total annual school fee cost (KSh)	Total cost including uniforms, mentoring, incidental health, administration etc. (KSh)
2024	3	2	160,800	227,050
2025	3	2	160,800	227,050
2026	3	3	160,800	268,450
2027	2	3	202,200	268,450
2028	2	3	202,200	268,450

Spur Afrika Kenya has already attracted some individual interest in the opportunity to assist school-age mothers to return to school. Spur Afrika Australia has also attracted some interest to assist school-age mothers from corporate sponsors in Australia.

8.2.1 Childcare

The resources required to provide the recommended initiative (2b) of childcare support to school-age mothers returning to school or other education is to be detailed in a future proposal to be developed by Spur Afrika Kenya in 2024 (see 16 Appendix C - Resources required to establish childcare in Holo’).

8.3 Funding the support of healthcare

The required funding of the recommended initiative (3) of subsidising health insurance for children and families is estimated as follows (Table 7):

Cost

- 6000 KSh per family per year
 - Spur will pay 400 KSh per month, families will co-pay 100 KSh per month from the family.
- Costs will expand with the number of families supported.
 - The table below assumes ten additional children being supported per year, and five school-age mothers being supported each year.

Table 7 Estimated cost of subsidising health insurance (2024-2028)

Year	Number of families	Total annual cost of health insurance	
		subsidies (KSh)	(USD)
2024	45	270,000	2,700
2025	55	300,000	3,000
2026	65	390,000	3,900
2027	75	450,000	4,500
2028	85	510,000	5,100

Source of funds - through general revenue, particularly through child sponsorship.

9 Sustainability Goals and Contributions to the 2030 Agenda

The initiatives proposed touch upon multiple 2030 sustainable development goals (SDGs). The seventeen SDGs provide a shared blueprint for peace and prosperity for the people and the planet (United Nations General Assembly, 2015). Each goal has multiple sub-goals and indicators for each sub-goal, the proportion of indicators which this development plan - and the Spur Afrika Holo program - influence are shown in Figure 11. The relationship of the SDG indicators to the

Spur Afrika programs' logical framework are shown in Figures 2, 3 and 15 (United Nations Statistics Division, 2021).

Results by SDG

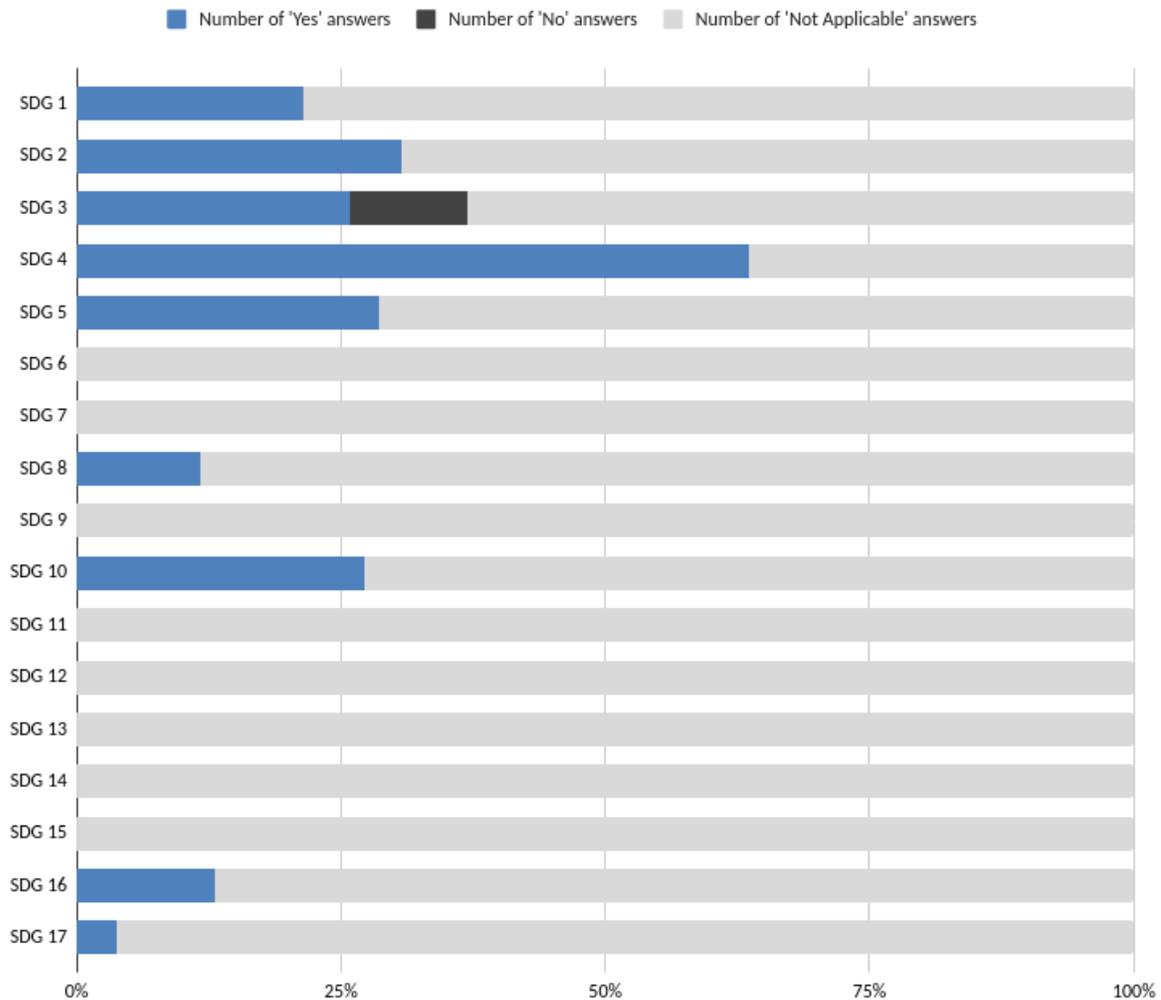


Figure 11 Sustainable Development Goals scan for development plan initiatives

The close relationship of Spur Afrika programs and SDG indicators and goals provide an opportunity for Spur Afrika to report its contribution to SDG indicators in future grant applications. Spur Afrika also has an opportunity to improve its relationship with the local Kenyan government by reporting its contribution to SDG indicators to the Kenyan authorities

responsible for reporting SDG progress to the United Nations, as described in the Kisumu County integrated development plan (Kisumu County, 2023) .

The relationship of the programs to SDG goals are described in detail below, with overall Kenya statistics from the United Nations, where available. Lastly, there is a description of how the affected SDGs re-inforce program effectiveness.

9.1 SDG 4 (education) and SDG 5 (gender equity)

The main sustainable development goals affected are SDGs 4 (education) and 5 (gender equity).

Kenya overall has a primary school enrollment rate (indicator 4.3.1 - school enrollment) of 81% (2012), a lower secondary school completion rate (indicator 4.1.1 - educational attainment) of 79% (2016), and a ratio of female-to-male mean years of education received (indicator 4.5.1 - parity in education) of 84% (2021) and literacy rate (indicator 4.6.1) of 89% (2021) (*Sustainable Development Report 2023 - Data Explorer, 2023*).

Spur Afrika Holo programs affect seven of eleven SDG 4 indicators and ten of fourteen SDG 5 indicators (Figures 12 and 13).

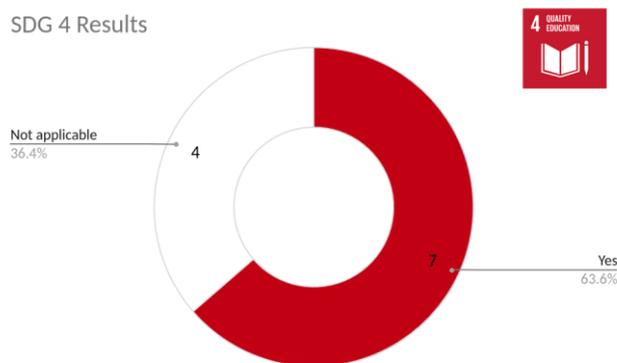


Figure 12 SDG 4 scan results

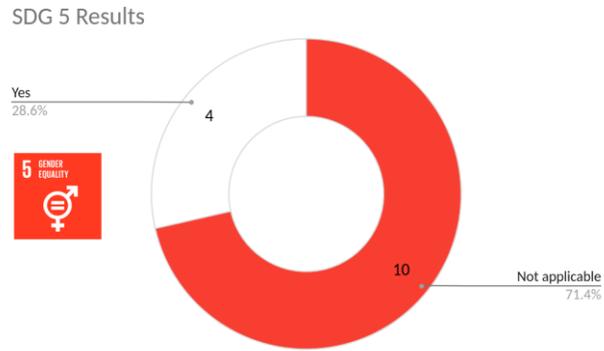


Figure 13 SDG 5 scan results

The effects on SDG 4 and 5 are as a result of the outcomes and impacts of main interventions directly supporting education (indicators 4.1.1, 4.2.1, 4.2.2 - pre-school education, 4.3.1, 4.6.1), with a particular focus on young women (indicators 4.5.1) who have left school due to pregnancy. It is expected that an eventual impact of paying for the school fees of young women will delay early marriage (indicator 5.3.1 - early marriage) (Banerjee & Duflo, 2012). The outcomes of specific education programs affect gender-based relationships and empowerment (indicators 5.2.1 and 5.2.2 - gender-based violence) including education about contraception choices and family planning (indicators 3.7.1 and 5.6.1 - informed decisions about sexual relations, contraception and reproductive health).

Other affected sustainable development goals are SDG 3 (health), SDGs 1 and 2 (poverty and hunger), SDG 10 (inequality),

9.2 SDG 3 (health)

In Kenya overall, the mortality rate for children under the 5 years (indicator 3.2.1) was 37.2 per 1000 live births, the number of new HIV infections per 1,000 (indicator 3.3.1) was 4.8. The annual incidence rate of HIV among 15-24 year-olds living in Kisumu is approximately 6 per 1000 (Kenya National Bureau of Statistics, 2019; National AIDS & STI Control Programme, 2018). In Kenya overall, the proportion of women of reproductive age who have their family

planning needs satisfied with modern methods (indicator 3.7.1) was 77.1%, though for unmarried women aged 15-19 in Kenya overall, 34% reported an unmet need for family planning (Kenya National Bureau of Statistics, 2023a). In Kenya overall, the adolescent birth rate (indicator 3.7.2) was 73 per 1,000 women years, universal health coverage (indicator 3.8.1) was 53%, the mortality rate due to unsafe water or sanitation or lack of hygiene (indicator 3.9.2) was 29 per 100,000 in 2019-2021 (*SDG Country Profiles, 2023*).

Spur Afrika Holo programs affect seven of twenty-seven SDG 3 indicators (Figure 14).

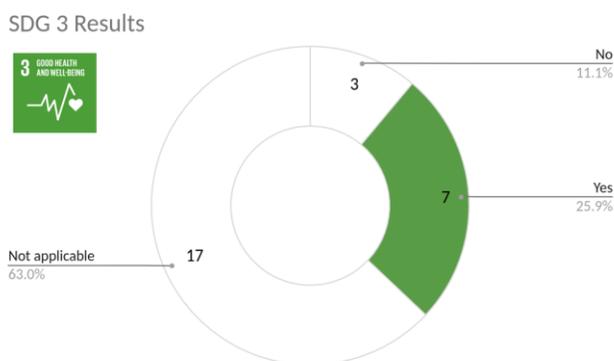


Figure 14 SDG 3 scan results

The output of initiatives directly support access to health with the outcome of reducing the financial burden of healthcare (indicators 3.2.1, 3.8.1, 3.8.2 - proportion of household expenditure on healthcare, indicator 3.c.1 - healthcare worker distribution). The outcome of initiatives support, or potentially support, education on hygiene, menstrual and knowledge or specific access to sexual health (indicators 3.7.1, 3.7.2, 3.9.2).

Currently Spur Afrika Kenya programs do not directly affect maternal or neonatal mortality (indicators 3.1.1 and 3.2.1). Measures to reduce infant mortality are a likely need in the Kisumu area (Waruiru et al., 2022), but the extent of the need and measures required to meet those needs are yet to be developed by Spur Afrika.

9.3 SDG 1 (poverty) and SDG 2 (hunger)

Initiatives reduce the cost of education and health, thereby having the immediate output of immediately reducing financial costs and burden. Through the outcome of improved education, the initiatives have the impact of improving opportunities for future economic gain (indicators 1.1.1 - population below international poverty line, 1.2.1 - population below national poverty line, 1.3.1 - living in poverty).

In Kenya overall 26% of the population lived under the international poverty line (2022) and 27% of the population suffer from hunger (2020) and 18.5% of children under the age suffer from stunting (2022) (*SDG Country Profiles, 2023*). It is expected that reducing financial burden and expenditure on schooling will have the outcome of increasing the availability of finances for food, with the impact of improved nutrition (indicators 2.1.1 - malnourishment, 2.1.2 - food insecurity, 2.2.1 - stunting age under 5, 2.2.2 - malnourishment age under 5) (Fiszbein et al., 2009). Unpublished data from Spur Afrika in Kibera suggest that the education expenses support program reduced the proportion of supported school-age children who were underweight for age.

The school-age mothers program teaches school-age mothers employable vocational skills, education about food preparation and young child health. The outcome of improved knowledge and skills is expected to have the impact of assisting the nourishment of very young children (indicators 2.2.1 - stunting age under five, 2.2.2 - malnourishment age under 5).

9.4 SDG 10 (inequality) and SDG 5 (gender equality)

Through direct funding of education and promoting retention in education initiatives are expected to have the outcome of increased educational attainment resulting in the eventual impact of increased economic opportunities - increasing effective household expenditure (indicator 10.1.1 - growth in household expenditure among bottom 40% of the population, indicator 10.2.1 - proportion of people living below 50% of median income) both immediately and in the longer-term among those selected on the basis of low income. There is also a particular focus on school-age mothers who have left school, who face additional barriers to

continuing their education. The expected outcome for school-age mothers is encouragement to gain vocational skills or return to school (indicator 10.3.1 - proportion of those having personally felt discriminated against or harassed).

Teaching life skills (negotiation and conflict resolution), sexual health and social empowerment and promoting empowerment through education are strategies which help reduce gender-based violence (indicators 5.2.1, 5.2.2 - experiences by women of sexual, physical or psychological violence) (Edwards et al., 2021). Promoting access to education also reduces early marriage and improves equity in relationships and use of family planning (indicator 5.3.1 - early marriage, indicator 5.6.1 - informed decisions about relationships and family planning) (Banerjee & Duflo, 2012).

9.5 SDG 16 (peace and justice)

In its activities, Spur Afrika Holo programs deliberately consult and involve the wider Holo community (indicator 16.7.2 - proportion of population who believe decision-making is inclusive and responsive) and involve the community in decision making. There is a particular focus on the participation of school-age mothers who have left school. Initiatives aim to have the outcome of changed knowledge and attitudes, with the impact of reducing sexual violence, particularly affecting young people (indicator 16.1.3 - proportion of population subject to physical/psychological/sexual violence, 16.2.3 - proportion of people under age 18 who experienced sexual violence).

9.6 SDG 8 (promotion of employment, economic growth and decent work)

Spur Afrika Holo's direct support for education expenses is expected to have the outcomes of increasing the proportion of youth in education and training (indicator 8.6.1) and reduce the number of children in child labour (indicator 8.7.1). It is the expectation of Spur Afrika Holo that

the weekend activity program for children will also reduce the number of children in child labour.

The published evidence in the literature for weekend activity programs reducing child labour and economic activity is weak e.g. by providing alternative activities seen as productive (Bock, 2002; Grootaert & Kanbur, 1995).

9.7 SDG 17 (Global Partnership for Sustainable Development)

Spur Afrika Kenya's programs receive some funding from local Kenya sources, but most funding is sourced from other countries (indicator 17.3.1 - foreign direct investment). Financial inputs include those from Spur Afrika Australia (which also provides inputs of governance support) and other individual donors. Plans are in place to establish Spur Afrika Hong Kong as an additional source of funds.

9.8 SDGs as reinforcing inputs

It is expected that the outcomes and impacts of Spur Afrika programs and the initiatives described in this plan will have a reinforcing effect on the effectiveness of Spur Afrika programs in the future (Figure 1 - Theory of Change system map, Figure 15 - Sustainable Development Goals relationship to program logical chain). Reducing malnourishment (indicator 2.1,1) and improving health (indicators 3.8.1 and 3.8.2) is expected to improve the effectiveness of educational support programmes and enable supported children and their families to fully use their skills and abilities.

The attainment of education will enable beneficiaries to contribute back to the Holo community. Including, if they choose, contributing to the Holo community through Spur Afrika Holo programmes. Currently, high school graduates and older students in the Spur Afrika Kibera programme are encouraged to assist the operation of Spur Afrika Kibera programmes. Assistance

includes help on activity days, media generation and - in planning stages - data interpretation. Allowing and encouraging students to assist Spur Afrika activities allow students to practise skills learnt in formal education, as well as skills explicitly taught during Spur Afrika mentorship and informal education e.g. teamwork and information technology skills.

As far as possible, strengthening local inputs into the Spur Afrika Kenya program should replace knowledge or financial inputs from other countries. Opportunities for the transfer should be eagerly sought. Financial inputs may be difficult to fully substitute over the next few years. However Kenyan knowledge, skills and perhaps even governance are likely to be more readily developed and employed.

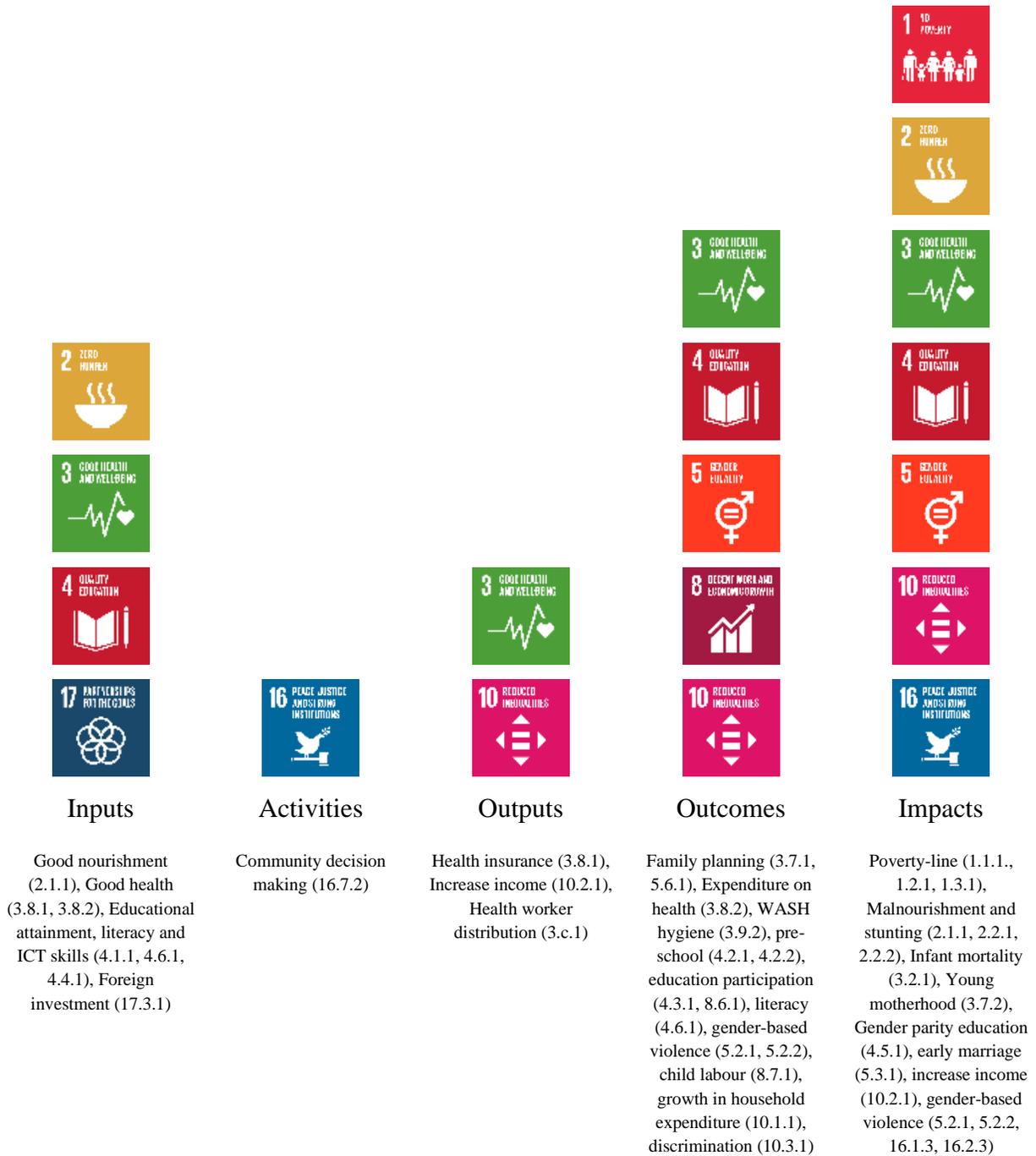


Figure 15 Sustainable Development Goals (SDG) relationship to program logical chain (SDG indicators in brackets)

10 Vision, Governance and Staffing

10.1 Vision

The long-term vision is for the children - including school-age mothers - of Holo to attain their maximum capability and potential, with the ability to further build - and inform the building of - the Holo community. Deficits in education, equality - particularly gender equality - and health will be addressed. This will be done by facilitating education, listening to the Holo community and working through problems and solutions with the Holo community. Through its learnings, Spur Afrika aims to replicate this vision of enabled and empowered communities throughout other villages and communities in Africa.

10.2 Governance

This development plan was created in partnership with Spur Afrika Kenya (directors and Holo program coordinator) and two members of the Spur Afrika Australia board. This core team and myself are responsible for review of the plan prior to presentation to the Spur Afrika Australia board (in August) for further comment and review. Responsibility for execution of the development plan lies with the Spur Afrika Kenya directors in their current management structure.

10.3 Staffing

This development plan was developed in conjunction with Spur Afrika Kenya and with the assistance of members of the Spur Afrika Australia board. Following review of the recommendations by the Spur Afrika Australia board and Spur Afrika Kenya directors, the Spur Afrika directors will be responsible for and in charge of the implementation of the approved

recommendations. The Spur Afrika Holo lead worker will be instrumental in reviewing, planning and executing the development program. The consultant will be available for further consultation and assistance with implementation.

Currently, the Spur Afrika Holo staff require support from Spur Afrika Kibera staff, equivalent to 1.0 FTE, to conduct administrative tasks such as budgeting, personnel management and media communications. These administrative tasks are preferably managed by staff members in Holo, to improve timeliness, reduce the burden on Kibera staff and demonstrate sustainability and potential replication of the program in Holo to other villages in Kenya or elsewhere.

An additional staff member in Holo will be required when the number of children in the education expenses support program exceeds fifty children. This is expected to occur within 2024-2025 (ten additional children per year in the main education program, plus five school-age mothers returning to school).

If Spur Afrika commences childcare operations in Holo in 2024-2025, two staff will be employed to conduct childcare.

Recommendation: Spur Afrika Holo staff requires the local capability to manage administrative tasks such as budgeting, personnel management and media communications. This capability is particularly essential given the expected increase in the number of Holo staff required to support an increasing number of students and school-age mothers. As a result, this capability should be available as soon as possible, i.e. first half of 2024. These capabilities can be developed with existing staff members and/or supplemented by the capabilities of additional staff members.

Additional staff members will be required for expansion of current and establishment of additional anticipated services provided by Spur Afrika in 2024-2025. The administrative capability of potential employees should be a consideration when engaging additional staff members.

The responsibility and reporting structure of Spur Afrika Kenya will not be influenced by recommendations in this development plan, e.g. increases in the number of Spur Afrika Kenya Holo staff members as the result of increasing the number of children whose education expenses are directly supported, or by supporting school-age mothers through covering their education expenses. Establishment of a childcare program would require recruitment of staff and change in the Kenyan structure which will need to be detailed in a childcare establishment project plan.

11 Milestones and Timeline

Spur Afrika Kenya (and Spur Afrika Australia) have a general idea of future timeline for adoption of recommendations. The timeline and milestones will need to be adaptive to needs (and sometimes funding) as they arise and responsive to changes in requirements. As a result, deadlines are not specific, and this section contains a general overview of high-level milestones (see Appendix E - Timeline).

Milestones indicated by asterisks (*)

August 2023 : review and revise development with Spur Afrika Kenya management

August 2023 : present development plan to Spur Afrika Australia board. Review September-October

August 2023 : approval of Spur Afrika Holo building plan. If recommended building plan is approved, this will provide:

- office space catering for expected increase in Spur Afrika Holo staff when the number of children whose education is supported (Initiative 1) exceeds fifty.
- All-weather and general-purpose space suitable for:
 - Child daycare facility (in support of school-age mothers' who have left school) (Initiative 2b)
 - Community engagement meetings
 - School-age children attending Spur Afrika's weekend activity programs

Completion time for the recommended building plan is short. If approved, the completion date for building is expected October 2023 (*).

August to December 2023

- Implementation of monitoring and evaluation improvements for use in program reports due January 2024 (covering period July to December 2023).

October 2023 to February 2024

- Development of proposal to support childcare program for school-age mothers returning to education. To be developed by Spur Afrika Kenya directors, with a view to commence operations in June 2024.

November - December 2023 to mid-2024: fund-raising on basis of specific recommendations of development plan

February to March 2024

- For review - with view to approval by Spur Afrika Australia board - of proposal to support childcare program for school-age mothers returning to school (*)

May-June 2024

- Support the education expenses of an additional ten to twenty (10-20) children. Forty to fifty (40-50) children will be supported in this way for the 2024-2025 school year. It is expected that an additional ten to twenty (10-20) will be supported every school year for the next five years.
- Support the education expenses of five school-age mothers (*)

First-half 2024

- Spur Afrika Kenya staff to have increased administrative capability and responsibility for personnel management, accounting and media management (*).

Second-half 2024

- Commence support of childcare for school-age mothers in Holo (if previously approved)

April 2025

- Assess and review the outcomes of supporting the education expenses of five school-age mothers in 2024-2025, with a view to support the education expenses support for five school-age mothers in the 2025-2026 school year.

May-June 2025

- Support the education expenses of an additional ten to twenty (10-20) children. Fifty to seventy (50-70) children will be supported in this way for the 2024-2025 school year. It is expected that a Spur Afrika Holo will require an additional staff member (for a total of 3.0 FTE) when the number of children (and mothers) whose education expenses are supported exceeds fifty.

2026

- Commission Spur Afrika Holo five-year plan 2027-2031

12 Performance Management, Reporting and Verifying Progress

It is important for Spur Afrika Kenya to indicate future direction, monitor and evaluate progress - including by measuring outcomes - and report on both direction and progress. This will improve communication with stakeholders, allow planning, enhancing participation and verifying whether desired outcomes and impacts are evolving as anticipated by the Theory of Change (Figure 2).

Spur Afrika Kenya programs issue reports every six months, including metrics as previously developed with the Spur Afrika Kenya program leaders. This development plan recommends additional metrics (Table 8), details of which are described in Section 7 ‘Recommended Initiatives, Risks & Mitigation Strategies’.

Table 8 Additional recommended metrics

Objective	Metric	Relevant section
Support education expenses of children	Number of children whose education expenses are supported by Spur Afrika	7.2 Initiatives supporting the education of children currently in school
Children retained at school	Proportion of school students who progress to the next year of education	7.2 Initiatives supporting the education of children currently in school
Children who attend Spur Afrika’s weekend activity program are interested in furthering education	Measure school-children attitudes towards schooling and empowerment	7.2 Initiatives supporting the education of children currently in school
Support education expenses of school-age mothers	Number of school-age mothers whose education expenses are supported by Spur Afrika	7.3.1 Activity - Support the education expenses of five school-age mothers
School-age mothers achieving an additional year of education	Number/proportion of school-age mothers who complete an additional year of education	7.3.1 Activity - Support the education expenses of five school-age mothers
School-age mothers who have their family planning needs met	Number/proportion of school age mothers who report having their family planning needs met	7.3.1 Activity - Support the education expenses of five school-age mothers
	Number/proportion of school age mothers who become pregnant during the year of their return to education	7.3.1 Activity - Support the education expenses of five school-age mothers
School-age mothers whose education needs are met	Number/proportion of school age mothers who continue schooling after their education expenses have supported by Spur Afrika for one year	7.3.1 Activity - Support the education expenses of five school-age mothers
	Number/proportion of school age mothers who, after vocational education, are engaged in that vocation six months after completing a	7.3.1 Activity - Support the education expenses of five school-age mothers

Objective	Metric	Relevant section
	year of education.	
	Number/proportion of school age mothers who, after having their education supported by Spur Afrika, are engaged in income-earning activities six months after completing a year of education.	7.3.1 Activity - Support the education expenses of five school-age mothers
	Satisfaction of school-age mothers after completing a year of education	7.3.1 Activity - Support the education expenses of five school-age mothers
Health insurance coverage of children and families	Proportion of families who take up health insurance	7.4.1 Activity - Promote and subsidise health insurance
	Proportion of families who use health insurance, and their experience of using health insurance	7.4.1 Activity - Promote and subsidise health insurance
Understanding the health needs of children and families	Proportion of children and families whose health needs have been surveyed	7.4 Initiatives supporting the health of children and their families
	Proportion of children and families who have an annual height and weight measurement Proportion of children who are underweight	7.4 Initiatives supporting the health of children and their families

12.1 Activities for acting on metrics and reporting

Spur Afrika Holo Program leaders provide written reports on adopted metrics six-monthly to yearly, depending on the metric. These reports are reviewed with Spur Afrika Kenya directors. They are then submitted to Spur Afrika Australia (including myself, in my role as monitoring and evaluation ‘M&E’ officer) for additional review prior to submission to the Spur Afrika

Australia board for further review and availability to the general public (Figure 16). The review of regular reports promotes transparency of Spur Afrika Kenya’s activities with stakeholders, including beneficiaries and donors.

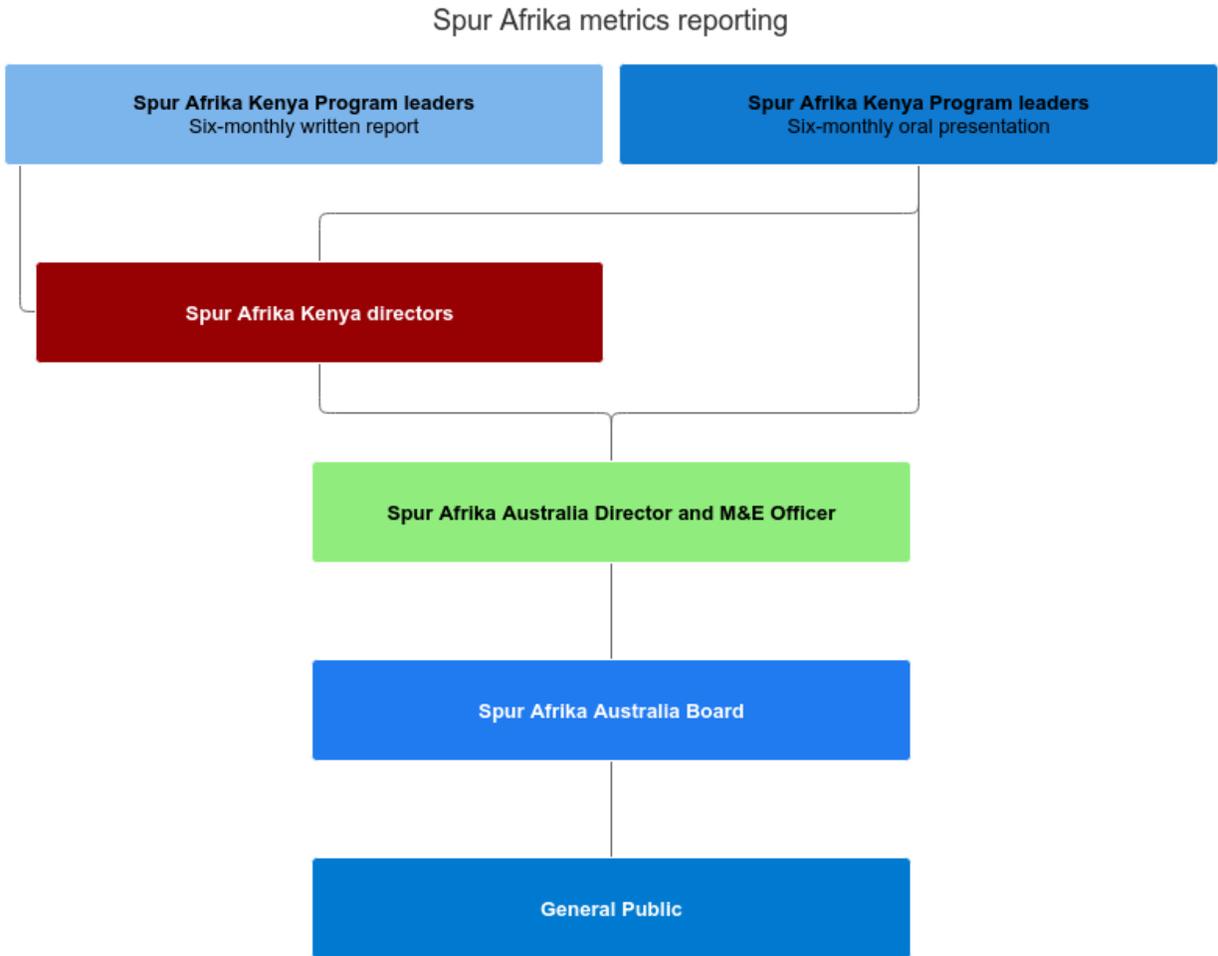


Figure 16 Spur Afrika metrics reporting flow chart

Supplementing the written reports are oral presentations by the Spur Afrika Holo program leaders to the Spur Afrika Kenya directors and members of the Spur Afrika Australia board to encourage reflection. Reflection provides the opportunity to celebrate what went well - achieving program and individual goals - and consider in what ways the program can be improved or better supported.

The reporting of metrics provides an opportunity for Spur Afrika Kenya and Spur Afrika Australia to validate the theory of change. The theory of change is the sequence of assumptions and beliefs connecting Spur Afrika Kenya activities to desired outcomes and impacts of improved community well-being and empowered and enabled students. Some beliefs and assumptions - such as the effectiveness of a program in creating a desired change - may be incorrect. Monitoring metrics allows review of the theory of change and whether programs may need to be modified, added to or removed.

13 Conclusion

Spur Afrika's programs address the significant education and economic needs which result from poverty and gender inequity and are affecting the children and families of Holo. Spur Afrika programs have the opportunity to further education, improve health access, reduce gender inequity and improve the empowerment and economic opportunity of individuals, their families and perhaps the Holo community as a whole. Spur Afrika Kenya has established competency in furthering the education of children through financial and mentoring support.

This development plan recommends initiatives to improve the monitoring of program effectiveness, and suggested initiatives to open up opportunities for school-age mothers in Holo. Spur Afrika programs have the potential, through empowerment and enabling of Holo's future generations, to be of self-reinforcing benefit to the Holo community. Future strategy can be informed by the expressed needs of the Holo community, assessment of the health needs of Holo children and families, monitoring and evaluation of current Spur Afrika programs and development of in-depth proposals for support of childcare and early childhood development.

14 Appendix A - School enrolments and estimated retention rates

National senior school enrolment figures from Kenya National Bureau of Statistics, 2021.

Retention rates are estimated assuming that the number of potential students is similar from one year to the next.

Form level (Year)	Boys	Girls	Total	Estimated retention rate from previous year (%)
Form 1	487,091	494,390	981,481	
Form 2	455,891	466,491	922,382	94%
Form 3	434,792	434,092	868,883	94%
Form 4	373,793	373,893	747,686	86%

15 Appendix B - Survey questions empowerment and economics

These are selected example questions from “A Practical Guide to Measuring Women’s and Gir’s Empowerment in Impact Evaluations, Appendix 1: Examples of Survey Questions Related to Women’s Empowerment” (Glennester et al., 1999b). The survey topics in the guide include economics, social, gender, education, psychology and health. Some questions have been slightly modified from the original questions.

Some, but not all, of the questions have previously been used in surveys in the East Africa region, including Kenya. Some questions are in sensitive topic areas. Before use, it is recommended that the questions are vetted for social suitability and applicability by local workers, local leadership and a small number of potential survey participants.

Income-generating labour and social indicators (Glennester et al., 1999b, pages 18 and 62)

Q: What type of income-generating activities (cash or in-kind) are available in this area for girls[/boys] your age? (List as many as you can)

Q: Do you currently perform any income generating activity? [Yes/No]

Q: How many income generating activities are you currently involved in?

Q: What level of education would you like to achieve?

Q: What occupation would you like to work in?

Social indicators (Glennester et al., 1999b, page 40)

"To what degree do you agree with these statements? (1 = strongly agree, 4 = strongly disagree)

1. It is the job of men to be leaders, not women
2. A woman should be able to choose her own friends, even if her partner disapproves
3. If a woman has power in a relationship, it means she is taking power away from her partner
4. A woman and her partner can share power

5. Women's opinions are valuable and should always be considered when her partner and herself make decisions

Intimate Family and Partner Indicators (Glennerster et al., 1999b, pages 64 and 65)

Q: In your opinion, what is the suitable age for a woman to have her first baby?

Q: In your opinion, what is the suitable age for a man to have his first child?

Civic indicators (Glennerster et al., 1999b, pages 83 and 86)

For the following pairs of statements, which do you agree with:

A: As citizens, we should be active in community meetings, B: In our country, we should have more respect for authority

A: Responsible young people can be good leaders, B: Only older people are mature enough to be leaders

A: Only leaders can change things in the community, B: People like myself can change things in the community, if they want to.

Do you:

1. Agree with A
2. Agree with B
3. Agree with neither
4. Agree with both
5. Don't know

16 Appendix C - Resources required to establish childcare in Holo

The resources required to provide childcare support to school-age mothers returning to school or other education will be detailed in a proposal by Spur Afrika Kenya, expected 2024.

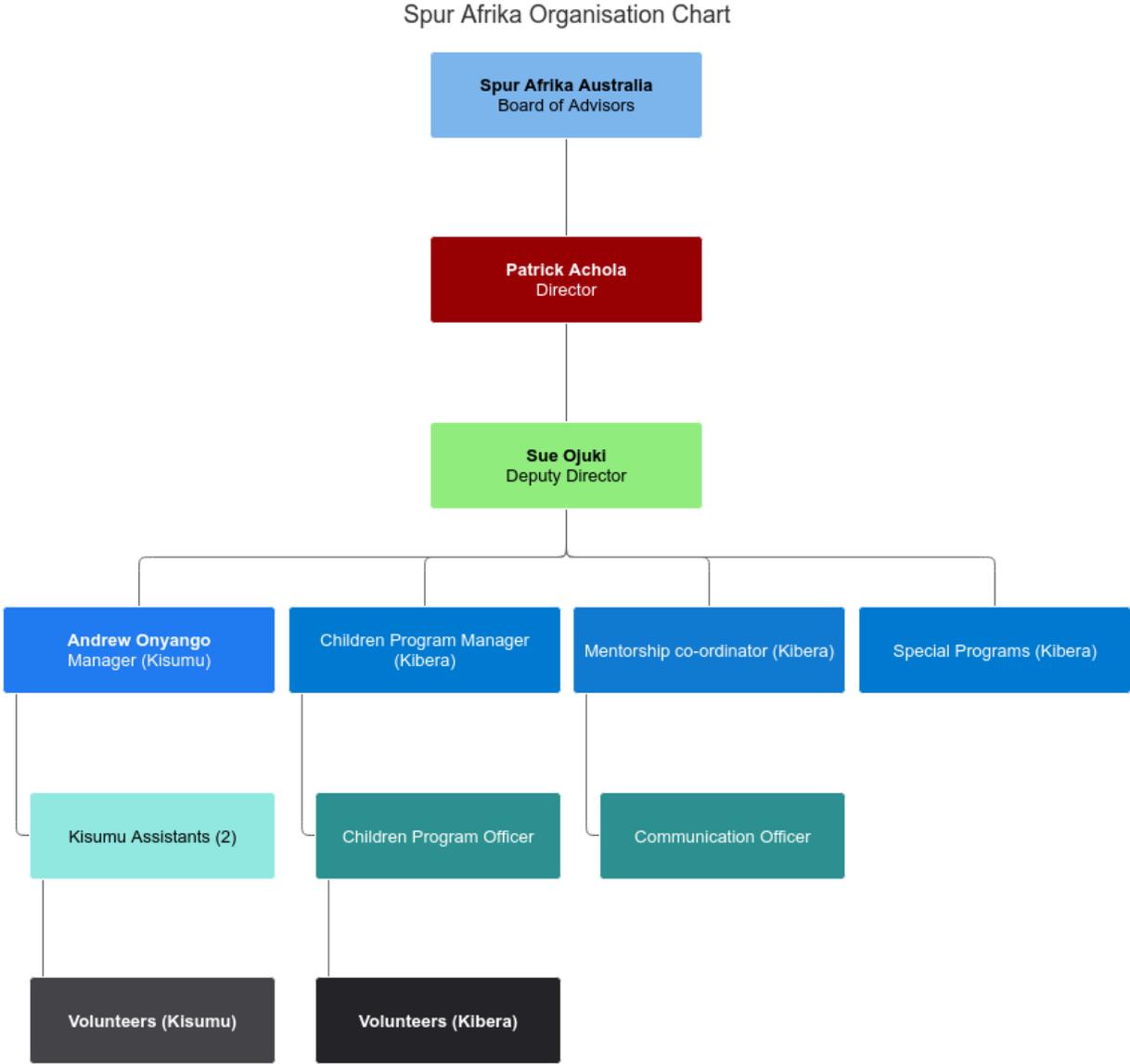
In discussions to date, Spur Afrika Kenya has specified the following resources:

- “At least a room with [a] bathroom, door opening outside, child friendly pictures on the wall and changing table. At least 2 minders with one having an early childhood education certificate, county council business permit, small fridge, and water. Carport in the main room, and regular pest control fumigations.”

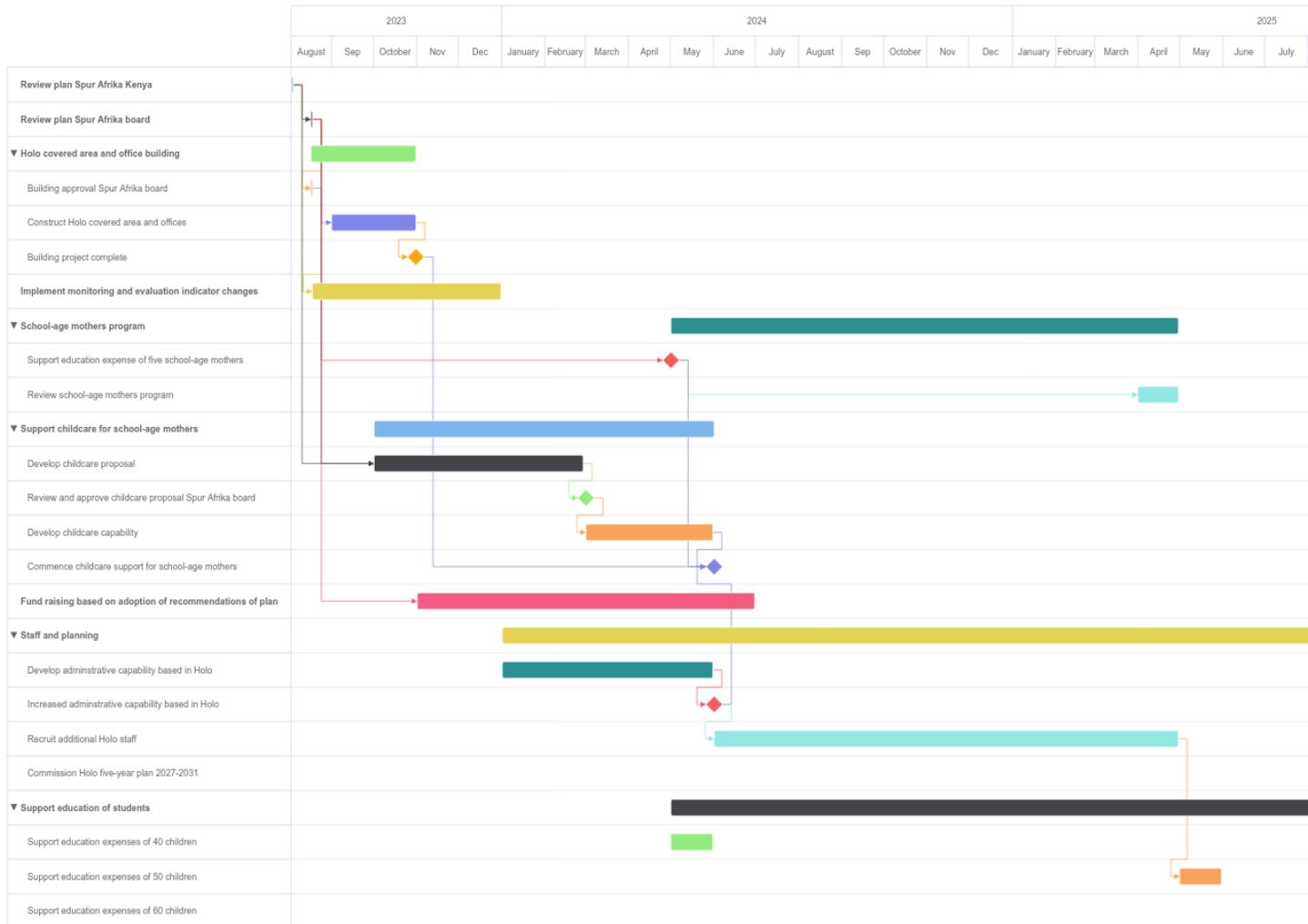
A proposal to fund the construction of a suitable space on Spur Afrika land in Holo has been developed by Spur Afrika Kenya. The proposal has been presented to the board and is due for review for approval in August/September 2023. The total cost is estimated to be 36875 USD (25000 USD for a covered area and rooms suitable for a childcare facility, and 11875 USD for additional office space to serve other Spur Afrika programs). It is expected specific fund-raising for the building project(s) will be done in the second half of 2023.

Estimated revenue required for sustainable operation is 1 USD per child per day = 100 KSh (J. Howard et al., 2020) There may be an opportunity to request a co-pay from school-age mothers using the service and generate revenue through provision of childcare services to other users. A suitable amount for co-payment will need to be informed by consultation between Spur Afrika and the Holo community.

17 Appendix D - Spur Afrika Organisation Chart (2023)



18 Appendix E - Timeline (2023-2025)



(Milestones indicated by diamonds)

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