



EVALUATION REPORT

Mwangaza: Brighter Future

A three-year initiative that empowered 800 marginalised women by boosting their income, confidence, and self-worth, breaking the cycle of poverty for them and their families.

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Gratitude and Recognition

The Mwangaza Project Evaluation Report presents shared insights of WONDER and Kianda Foundation about the Mwangaza Project.

We are deeply grateful to the TAD for your generous support, which empowered 801 Kenyan women through vocational, business skills, and mentoring programmes from May 2021 to May 2024. Your grant of €775,658 funded four projects at: Tewa Training Centre, Kimlea Girls Technical Training Centre, Kibondeni College, and the Business Women Support Programme (BWSP).

We also extend our sincere thanks to the implementers of the Mwangaza Project: Kibondeni College, Tewa Training Centre, Kimlea Girls Technical Training Centre, and the Business Women Support Programme.

We are delighted to present the evaluation of this project.

1. Purpose and scope of the evaluation.

This evaluation is dedicated to understanding the impact and effectiveness of the Mwangaza Project, which ran from May 2021 to May 2024. It seeks to provide an insight into how the project has touched the lives of the marginalised women and girls it supported in Kenya, influencing their personal, familial, and financial well-being. Through careful data collection and thoughtful analysis, this evaluation:

1. Reflects on how well the Mwangaza Project met its objectives.
2. Explores the real-life experiences of the women and girls, highlighting their economic empowerment, personal growth, and social engagement.
3. Celebrates the project's strengths and identifies opportunities for improvement.
4. Offers meaningful recommendations for shaping future programmes.
5. Honours the commitment to accountability for our stakeholders, including funders, partners, and the community.

The evaluation comprehensively assessed all components of the Mwangaza Project, including business skills training, vocational training, mentorship programmes, and support provided to Kianda Foundation staff. Both quantitative and qualitative data were utilized to thoroughly capture the full scope of the project's impact.

The evaluation aimed to:

- Assess the Mwangaza Project's impact on income, employment, financial management, personal development, and community dynamics;
- Explore the challenges faced during implementation;
- Examine the effectiveness of mentoring and counselling;
- Propose strategies for sustaining the project's impact.

These focus areas guided the data collection and analysis, ensuring a thorough understanding of the project's contributions to empowering marginalised women and girls in Kenya.



2. EXECUTIVE SUMMARY



Highlights of Mwangaza

2.1 The Problem Statement and What We Set Out to Achieve

The Problem Statement

In many marginalised communities in Kenya, women face severe economic challenges, limited access to education, and a lack of opportunities for personal growth and empowerment. These barriers perpetuate a cycle of poverty that affects not only the women themselves but also their families and communities. Traditional support systems and interventions often fail to provide the personalised guidance and comprehensive skills development needed to create lasting change. This leaves many women without the tools, confidence, and knowledge necessary to improve their income potential and overall quality of life.

Project Snapshot – What We Set Out to Achieve

Mwangaza was a three-year project, designed to address the gaps and aimed at empowering 800 marginalised women by boosting their income potential, confidence, and self-worth, ultimately breaking the cycle of poverty for them and their families. The project focused on:

- Reaching women in poverty through trusted outreach partners.
- Providing personalised mentoring, with regular assessments and fortnightly support.
- Offering formal skills training in business, finance, literacy, and industry-specific areas.
- Engaging families and communities through regular meetings and celebrating achievements.

The desired outcomes were:

- **600** women receive business training.
- **500** women (**80%**) prepare business plans.
- **500** women (**80%**) start or expand businesses within 6 months.
- **300** women (**50%**) double their income within a year.
- **600** women improve their living conditions.
- **60** mutual support groups are formed
- **200** women receive an accredited qualification in catering and accommodation management.
- **160** (**80%**) of these enter paid work, with options for the future.
- **80** women are trained as mentors.
- **800** women receive mentoring.
- **800** women improve their confidence, self-esteem, goal setting and resilience.



2.2 Project Targets vs What We Achieved

Business skills training programme outcomes

Project Target	Achievement
600 women receive business training	601 women successfully graduated from the business skills training programme
500 women (minimum) prepare a business plan to move businesses forward	601 women crafted comprehensive business plans – 101 over target.
500 women initiate or expand their own viable businesses on a small scale within 6 months of training	516 or 86% of the women: “either secured jobs (13%), launched new businesses (28%), or expanded existing ones (45%).” 516 women significantly improved their income-generating capacity
300 women (minimum) increase their incomes by 50% 1 year after starting/expanding their micro-enterprises.	326 women grew their income by 50% and above - 26 above target. 54% of the women achieved income growth exceeding 50%.
600 women use the knowledge acquired in the programme to improve their own and their families’ living conditions (hygiene, health, nutrition and education)	601 women successfully improved their family’s overall well-being
60 mutual support groups are formed.	58 mutual support groups formed

Vocational training outcomes

Project Target	Achievement
200 young women achieve an accredited vocational training qualification to enter the hospitality and tourism industry	200 young women attained accredited vocational training qualifications in Hospitality Management
160 (minimum) achieve good jobs in the hospitality and tourism industry	81% or 162 of the graduates got jobs – 2 over target.
80 women are trained as mentors (each mentor is responsible for 10 mentees)	128 women were trained as mentors
800 women (all students) receive mentoring.	801 women were mentored
800 women improve their confidence, self-esteem, goal setting and resilience.	801 women improved their confidence, self-esteem, goal setting and resilience.

2.3 Project Highlights

Training and Employment

81%

of Vocational training graduates gained employment

86%

of the Business Skills graduates: "either secured jobs (13%), launched new businesses (28%), or expanded existing ones (45%)."

81%

of Business Skills graduates increased their income and 54% achieved over 50% income growth.

KES 17,162

Vocational training graduates reported an average starting salary of KES 17,162 (\$132), exceeding minimum wage levels

Financial Management

144%

Savings and Debt Management: On average Business Skills graduates increased their monthly savings by 144%

84%

of the participants successfully reduced their debts.

“

"I have educated women in my neighbourhood about savings. Before, they used to eat their money. I also set up a chama and the group has 20 women. We contribute Ksh. 500 per week and do table banking, so the women are able to borrow money for their needs. For the first time, many are saving money, and they usually tell me it helps them a lot."

Lucy

Personal and Family Well-being

- Participants, on average, reported a twofold increase in self-confidence and sense of agency and would now describe themselves as "confident of myself" and "optimistic about the future."
- The students reported a 100% improvement in self-esteem and well-being.

Family & Community Impact

- Family Dynamic: Participants reported major improvements in their family life and housing including resolving issues to do with vermin, addiction and abuse among others.
- Community Engagement: The project enhanced community dynamics through mutual support groups and community-building activities, leading to improved social cohesion and support networks among participants.

“

"We support each other, giving each other advice. So after our meetings I usually feel recharged and peaceful. Another thing is the fact that we are working as a group to offer outside catering services and this is an extra income for me"

Mary



2.4 Project Challenges

- **High Cost of Living:** The escalating cost of living in Kenya posed a significant challenge to business growth for many participants.
- **Domestic Violence:** Despite improvements in family dynamics, some women continued to face domestic violence, requiring ongoing support and counselling.
- **Employment Conditions:** Graduates in the hospitality industry often faced unfair labour conditions, with some employed on casual contracts without job security.

2.5 Conclusions & Recommendations Summary

Expand and Sustain Mentoring and Counselling

- **Ongoing Support:** Continue and enhance mentoring and counselling services, as they are vital for participants' personal development and resilience.
- **Specialised Training:** Provide additional training for mentors and counsellors to address complex issues like domestic violence and financial management effectively.

Tackle Employment Challenges

- **Fair Labour Advocacy:** Advocate for fair employment practices in the hospitality industry, ensuring graduates receive proper contracts and job security.
- **Labour Rights Education:** Incorporate labour rights education into vocational training to empower graduates to identify and challenge unfair work conditions.

Boost Financial Support and Business Development

- **Microfinance and Grants:** Explore microfinance options and grants to help women scale their businesses and overcome financial hurdles.
- **Advanced Business Training:** Offer advanced business management courses to support participants in sustaining and expanding their enterprises.

Expand Project Reach

- **Extend the Mwangaza Project** to other marginalised areas, starting with Kisumu, using the successful strategies from the current project. The project's success stemmed from improved training through trauma-informed pedagogy, better mentoring, and counselling services, leading to significant positive changes among the women. Implementing these strategies in other regions of Kenya could offer similar opportunities for women's empowerment where they are most needed.



3. PROJECT BACKGROUND



3.1 The Problem

In Kenya, the cycle of poverty remains deeply entrenched for many women, despite the country's economic advancements. These women, particularly those in female-headed households, face overwhelming challenges that go beyond financial hardship. They are often trapped by social and cultural barriers that limit their access to education, resources, and opportunities. For instance, in rural areas, nearly half of the women in female-headed households live below the poverty line, struggling to meet even the most basic needs like food, shelter, and clothing.

The stark reality is that women, especially in marginalised communities, bear the brunt of poverty in Kenya. They are more likely to be victims of gender-based violence, cultural biases, and restrictive gender roles that undermine their potential. While the Kenyan government has made efforts to promote gender equality and improve access to education, these initiatives often fall short, leaving many women without the skills or support they need to break free from poverty. Economic shocks like the COVID-19 pandemic have only worsened the situation, particularly for women working in the informal sector, where job security is scarce and wages are low. These women also face limited access to financial services, with many unable to secure loans or investments needed to grow their businesses due to a lack of collateral or financial literacy.

Despite their significant contributions to the economy, particularly in agriculture, women continue to have little control over resources such as land, which further limits their ability to thrive as producers and market actors. This lack of control, coupled with the heavy burden of unpaid domestic work, restricts their economic mobility and reinforces the cycle of poverty.

Moreover, harmful cultural practices like early marriage, polygamy, and female genital mutilation further impede women's progress, while limited access to justice and support systems leaves them vulnerable and without recourse.

In short, the challenges faced by Kenyan women are multifaceted and deeply rooted in systemic inequalities. Without targeted and sustained efforts to empower these women, the cycle of poverty will continue, stifling their potential and, by extension, the development of their families and communities.

The stark reality is that women, especially in marginalised communities, bear the brunt of poverty in Kenya. They are more likely to be victims of gender-based violence, cultural biases, and restrictive gender roles that undermine their potential.



3.2 The Opportunity and Solution: Hospitality Sector, Entrepreneurship and Mentoring

Business Skills Training Programme

The programme enlisted 601 women from six villages in Limuru, Kiambaa, and Githunguri in Kiambu County, with some participants from Nairobi's Kasarani area. Kiambu County, near Nairobi, is rapidly urbanising, shifting from an agricultural base to a more diverse economy with growing opportunities for women in business, education, and healthcare. As the region transforms, women are increasingly involved in small enterprises and community leadership.

In contrast, women in Nairobi's lower-income areas, like Kasarani, face significant challenges such as limited employment opportunities, restricted access to education and healthcare, and gender-based violence. Despite these obstacles, many women are active in community development and small businesses, striving to improve their lives.

To support these women, the Business Women Support Programme was launched by Kianda Foundation and WONDER Foundation. Over nine months, participants received business skills training, developed business plans, and learned culinary skills to start or enhance businesses. The programme also introduced mentoring, counselling and mutual support groups to ensure long-term success and sustainability for these women.

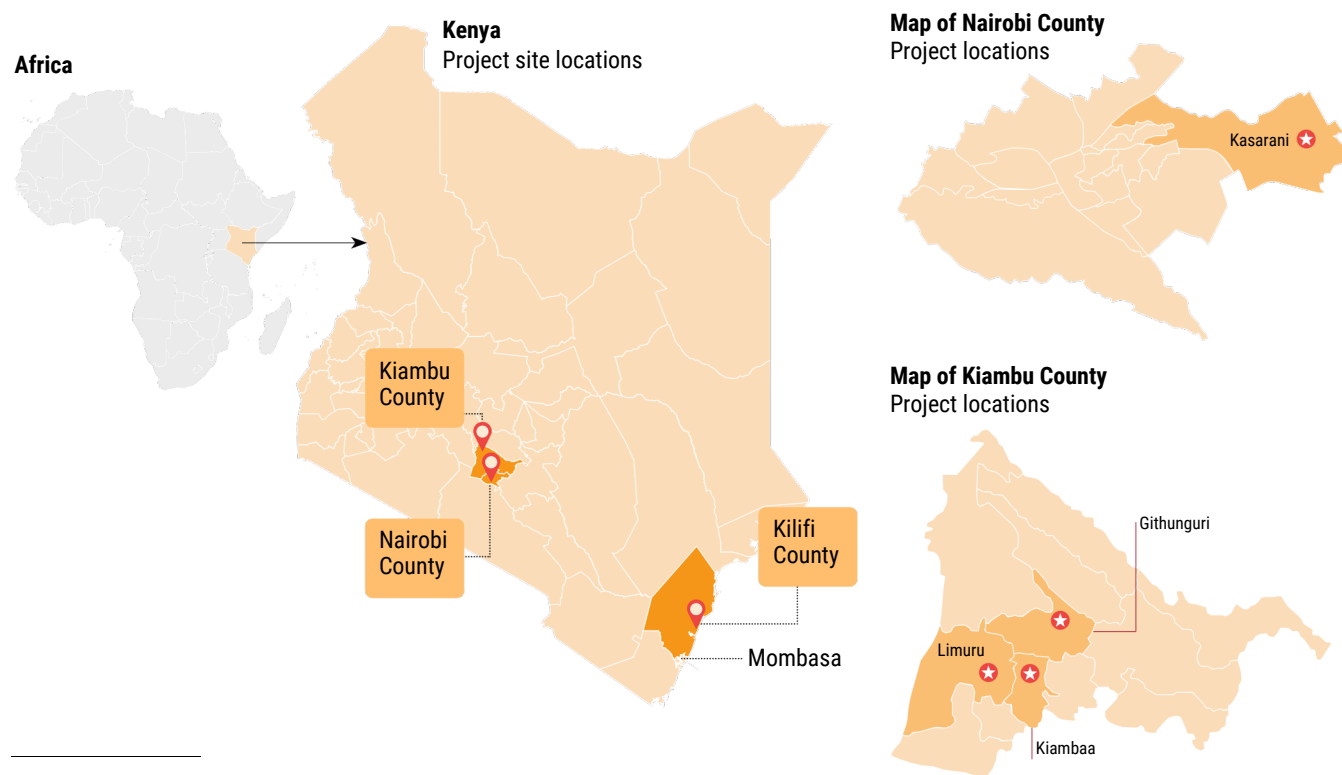
Accredited Vocational Training Programmes in Hospitality Management

The Mwangaza project awarded scholarships to 200 young women living in poverty, enabling them to pursue a two-year accredited hospitality management course at Kibondeni College, Kimlea Girls Technical Training Centre, and Tewa Training Centre. Hospitality training is crucial for Kenya, as the industry plays a significant role in the economy by creating jobs, attracting tourists, and supporting local businesses. As per a PwC report, Kenya's hospitality sector is expected to grow by more than eight percent in 2024, driven by increased investment and rising domestic tourism.¹ Kibondeni College of Catering and Hospitality is located in Nairobi, near urban slums. Kimlea Girls Technical Training Centre is situated in Kiambu, close to the tea-picking region. Tewa Training Centre is based on the coast in Kilifi, serving young women from coastal communities.

These scholarships aimed to help young women, particularly those from male-dominated environments, access tertiary education and gain practical experience through dual training in hotels while attending courses. This approach provided them with the skills and experience needed to secure jobs or start businesses in the hospitality sector, ultimately helping them improve their families' socio-economic status.

FIGURE 1

Project locations



¹ PwC, African Insights Hotels Outlook: 2017–2021 (PricewaterhouseCoopers, 2017)



Mentoring using the EMPath Mobility Mentoring Model

The project also involved providing mentoring to each of the 801 women, helping them understand their value, access support, and plan for a better future. While mentoring existed within previous projects, the Mwangaza Project introduced a new model to structure mentoring and facilitate impact measurement. As a result, the EMPath Mobility Mentoring Model was implemented within vocational colleges and the Business Women Support Programme.

EMPath Mobility Mentoring Model

EMPath Mobility Mentoring, developed by Economic Mobility Pathways (EMPath), is a coaching model designed to help individuals in poverty achieve and maintain economic independence. Key elements include one-on-one coaching by Mobility Mentors to enhance decision-making and

resilience, using the Bridge to Self-Sufficiency® as a visual tool and framework for progress. Participants set their own goals and receive strategic support from mentors. Progress is acknowledged through various forms of recognition. This approach aims to equip individuals with the skills and resources needed for lasting economic independence.²

The mentoring programme used the following tools to initiate the mentoring process and track the progress of the project beneficiaries:

- a) The Bridge to Self-Sufficiency® (EMPath Mobility Mentoring® Tool) – a visual tool for participants to set goals and make future-oriented decisions (see **Appendix 3**)
- b) The Developmental Assets Profile (DAP) Assessment – a tool that measures the strengths and supports that influence young people's development (see **Appendix 4**)

² 'Mobility Mentoring®', EMPath Economic Mobility Pathways <<https://empathways.org/approach/mobility-mentoring>>.

4. PROJECT THEORY OF CHANGE



FIGURE 2

Theory of Change: Mwangaza Project



5. METHODOLOGY



5.1. Evaluation Design

This evaluation used a mixed methods approach, combining qualitative and quantitative data collection and analysis to ensure accurate and validated findings. By triangulating different data types, we aimed to minimise biases and weaknesses that can arise from relying on a single method. This approach also offered a more comprehensive understanding of the project’s impact, guided by the project’s theory of change.

5.2. Data Collection Methods

Data collection took place from July 2023 to April 2024, using both qualitative and quantitative methods to gather relevant data. The research team utilized an interview guide (see **Appendix 5**) and survey tools (see **Appendix 6 & 7**) designed around the study’s core research questions. The following table outlines the sample size, data collection methods, and locations involved in the study.

Snapshot of user involvement in evaluation

Counties	Nairobi, Kiambu and Kilifi
Mode	Face to face and telephone interviews
Respondents	Alumni of the Mwangaza Project and Project Staff
Generic Surveys	236 BWSP alumni 142 Vocational training alumni
Bridge to Self-Sufficiency Surveys	236 BWSP alumni 142 Vocational training alumni
Developmental Assets Profile Surveys	97 Vocational training alumni
In-depth interviews	20 BWSP alumni 20 Vocational training alumni
Focus Group Discussions	16 Kimlea Mentors 6 Kibondení Mentors 7 Tewa Mentors

Qualitative Data Collection Methods

In-Depth Interviews

The principal researcher conducted in-depth interviews with 40 beneficiaries using open-ended thematic questions to collect detailed qualitative data on their experiences, challenges, and the perceived impact of the project. These interviews were invaluable for several reasons. They provided deep insights into individual experiences, capturing the nuances of the project’s impact on the beneficiaries. The personal stories and contexts gathered offered compelling narratives for the evaluation. The flexibility of this method also allowed for probing and follow-up questions, enabling a thorough exploration of complex issues and a more comprehensive understanding of the project’s effects.

Focus Group Discussions

The principal researcher facilitated three focus groups with school mentors to encourage open dialogue and gather diverse perspectives on the project’s implementation and outcomes. These focus groups capitalised on group dynamics to stimulate discussion, uncovering collective experiences and opinions that may not have surfaced in individual interviews. By bringing together different participants, the sessions captured a range of viewpoints, offering a more comprehensive understanding of the project’s impact. The interactive nature of the discussions allowed participants to build on each other’s ideas, leading to deeper conversations and richer data.

Quantitative Data Collection Methods

Generic Surveys

The principal researcher and a trained team conducted surveys with 236 BWSP alumni and 142 vocational training alumni. These surveys gathered quantitative data on income, savings, debt reduction, employment, and well-being. Using standardised questions ensured consistency, enabling easy comparison across participants and groups. Surveys efficiently collected data from a wide audience, providing a broad perspective on the project’s impact across different demographics and locations.





Developmental Assets Profile (DAP) Assessment

The DAP Assessment was used to measure the strengths and supports influencing youth development, focusing on internal and external assets like commitment to learning, positive values, social competencies, and support. We surveyed 97 vocational training alumni. The DAP provided a holistic and evidence-based assessment of developmental assets, offering reliable insights that can inform targeted interventions to enhance youth development and well-being.

EMPath Bridge to Self-Sufficiency Assessment

The EMPath Bridge to Self-Sufficiency was a scored assessment tool that evaluated participants based on four key pillars: Family Well-being, Personal Well-being, Education & Training, and Employment & Career. 236 BWSP alumni and 142 Vocational training alumni completed the survey.

The EMPath Bridge assessed multiple dimensions of self-sufficiency, providing a comprehensive evaluation of participants' progress across critical life domains. Its quantitative scoring allowed for quantitative analysis, making it easier to track changes and improvements over time. Additionally, the assessment's pillars aligned with key areas of intervention, offering a clear framework for designing and evaluating support programmes to enhance participants' overall well-being and self-sufficiency.

5.3. Sampling

Quantitative Data Sample

Random sampling was used to select 236 BWSP participants and 142 vocational training participants for the survey, ensuring a 95% confidence level and a 5% margin of error.

Qualitative Data Sample

Three focus groups were conducted with vocational training mentors, and forty in-depth interviews were held with participants from both programmes. A purposive sampling method was used to ensure that a range of respondents representing different experiences and outcomes of the Mwangaza project were included in the interviews.

5.4. Data Analysis

Data collected was cleaned and coded before analysis. Quantitative data were analysed using Excel, summarising findings through mean, median, and disaggregation by variables such as employment, income, savings, and debt. Qualitative data from focus groups, interviews, and surveys were analysed using thematic content analysis with CoLoop AI, an online platform that employs AI to identify recurring themes, group data into categories, and visualise insights.

6. IMPACT RESULTS

Using data drawn from 236 BWSP participants and
142 Vocational Training Students



6.1. Quantitative Results

The findings depict the impact of mentoring, business skills (BWSP) and vocational training programmes.

BWSP: INCOME GENERATING CAPACITY AND FINANCIAL WELL-BEING

The capacity of the programme beneficiaries to earn an income, maximise savings and reduce debts is key to moving out of poverty. Mwangaza Programme participants made big strides with their finances as depicted below:

Income Generating Capacity Status

13% (30 participants)

I got a job

14% (33 participants)

There has been no change neither do I have a job nor a business

28% (67 participants)

I started a business

45% (106 participants)

I have expanded my business

Monthly Income Growth

KES 15,000

KES 12,000

KES 9,000
KES 8,288
(US\$ 64)

KES 6,000

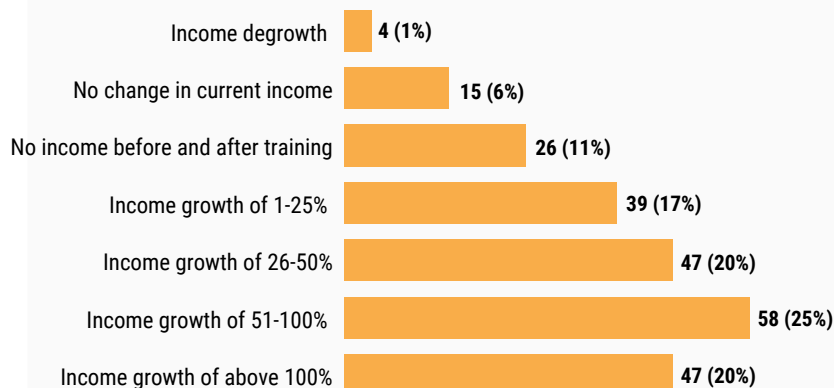
KES 13,115
(US\$ 101)

At start

At exit

The monthly income growth profile following the training and mentoring is as depicted below:

Monthly Income Growth Profile



- 81% of programme participants experienced an increase in their income. Of this 81%:
 - 30% of programme participants doubled or more than doubled their income.
 - 54% of programme participants achieved income growth of 50% or more.
- 8% of programme participants, who previously had no income, now have a source of income.

BWSP : INCOME GENERATING CAPACITY AND FINANCIAL WELL-BEING (cont.)

Monthly Income Growth Summary

Participants increased their monthly income by 58%, six months after their training programme.

Metric	Before Programme (KES)	After Programme (KES)	Percentage Increase
Median Income	7,000 (\$54)	10,000 (\$78)	43%
Mean Income	8,288 (\$64)	13,115 (\$102)	58%
Minimum Income	200 (\$1.5)	500 (\$4)	150%
Maximum Income	150,000 (\$1,165)	225,000 (\$1,747)	50%

Monthly Income Distribution

Income Range (KES)	Before Programme (N)	After Programme (N)	Change in Numbers (N)
< 5,000 (\$39)	108	76	-32
5,000 - 10,000 (\$39- \$78)	78	61	-17
10,001 - 15,000 (\$78-\$116)	18	48	30
15,001 - 20,000 (\$116-\$155)	15	14	-1
> 20,000 (\$155)	17	37	20

Participants built their savings significantly:

Savings Management Profile

6% (15 participants)

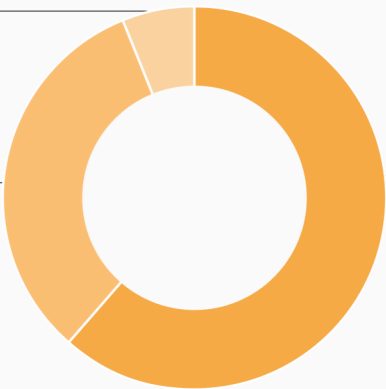
I have no savings

32% (76 participants)

I had no savings before, now I do

61% (145 participants)

I had savings before and they have grown



Monthly Savings Growth

KES 4,000

KES 3,000

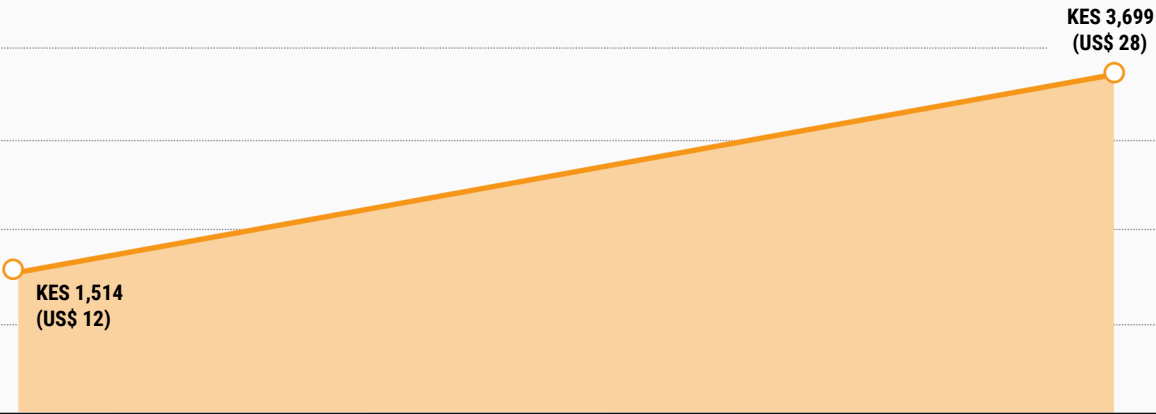
KES 2,000

KES 1,000

KES 0

At start

At exit



BWSP : INCOME GENERATING CAPACITY AND FINANCIAL WELL-BEING (cont.)

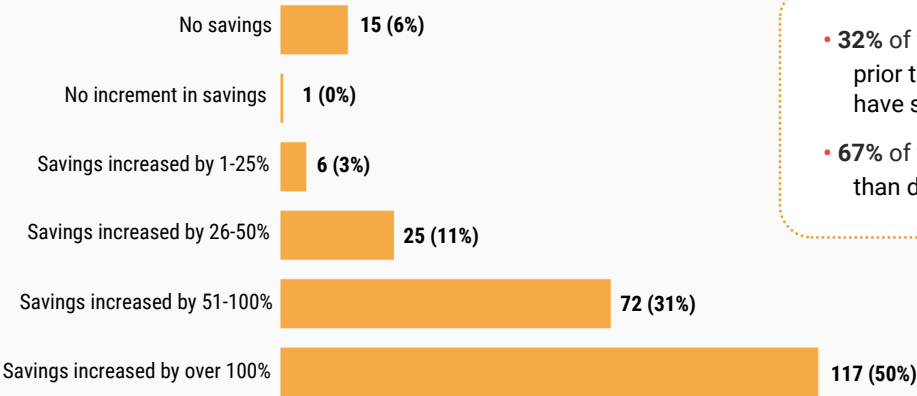
Participants increased their monthly savings by **144%**, six months after their training programme.

Monthly Savings Increase

Metric	Before Programme (KES)	After Programme (KES)	Percentage Increase
Mean Monthly Savings	1,514 (\$12)	3,699 (\$29)	144%
Median Monthly Savings	1,000 (\$8)	2,000 (\$16)	100%
Minimum Monthly Savings	50 (\$0.39)	100 (\$0.80)	100%
Maximum Monthly Savings	20,000 (\$155)	55,000 (\$427)	175%

The monthly savings growth profile following the training and mentoring is as depicted below:

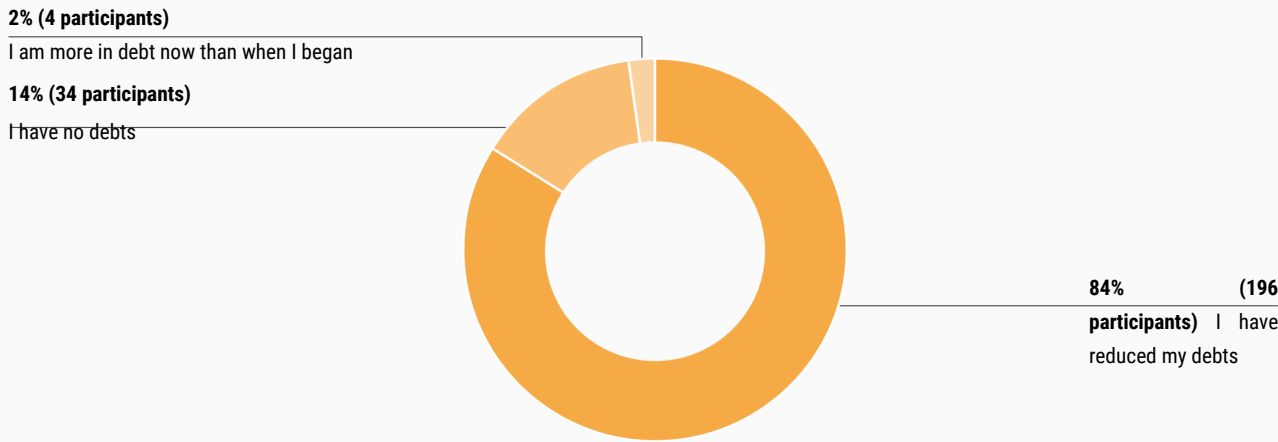
Monthly Savings Growth Profile



- 32% of the women had no savings prior to the training, and now they have savings.
- 67% of the women doubled or more than doubled their monthly savings.

84% of participants reduced their debts

Debt Management Profile

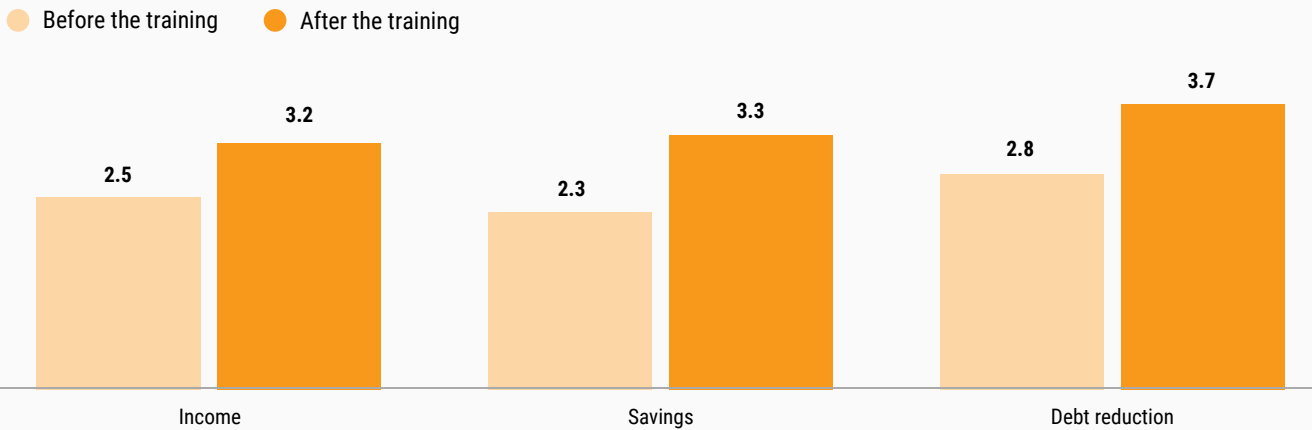


BWSP : INCOME GENERATING CAPACITY AND FINANCIAL WELL-BEING (cont.)

Bridge results on Financial Well-Being (see Appendix 3)

The Bridge results corroborate the above findings, highlighting significant changes.

Financial Well-Being Profile



Bridge Score Key

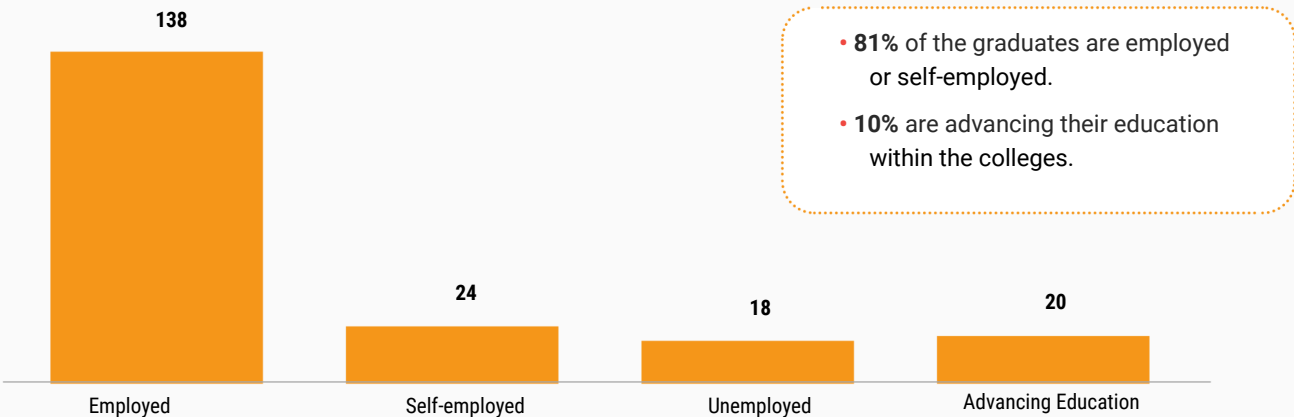
Score	Income Pillar	Savings Pillar	Debts Pillar
5	I have income to live a very comfortable life and I have a good amount of savings	I always save (weekly, every 2 weeks or monthly) and I have a very good amount of savings	I have no debts OR I have fully repaid my debts
4	I have income to live a comfortable life and I have a little amount of savings	I mostly save (weekly, every 2 weeks or monthly) and I have a good amount of savings	I have debts and I manage to pay back as required (either weekly, every 2 weeks or monthly)
3	I have income that is just enough to cover all my expenses. I have no savings	I sometimes save and I have a little amount of savings	I have debts but I sometimes skip making repayments as required (either weekly, every 2 weeks or monthly)
2	I have income which sometimes does not cover all my expenses. I have no savings	Once in a while I save (e.g. after a few months or once a year)and I have very little savings	I have debts but I have not made repayments for more than 3 months
1	I have income that rarely covers my basic needs expenses. I have no savings	I do not save and I do not have any savings	I have debts and I am not able to pay them back

VOCATIONAL TRAINING PROGRAMME: INCOME GENERATING CAPACITY AND FINANCIAL WELL-BEING

Following the two-year training programmes in Hospitality Management at Kibondeni College, Kimlea Girls Technical Training Centre, and Tewa Training Centre, the findings regarding the graduates are as follows:

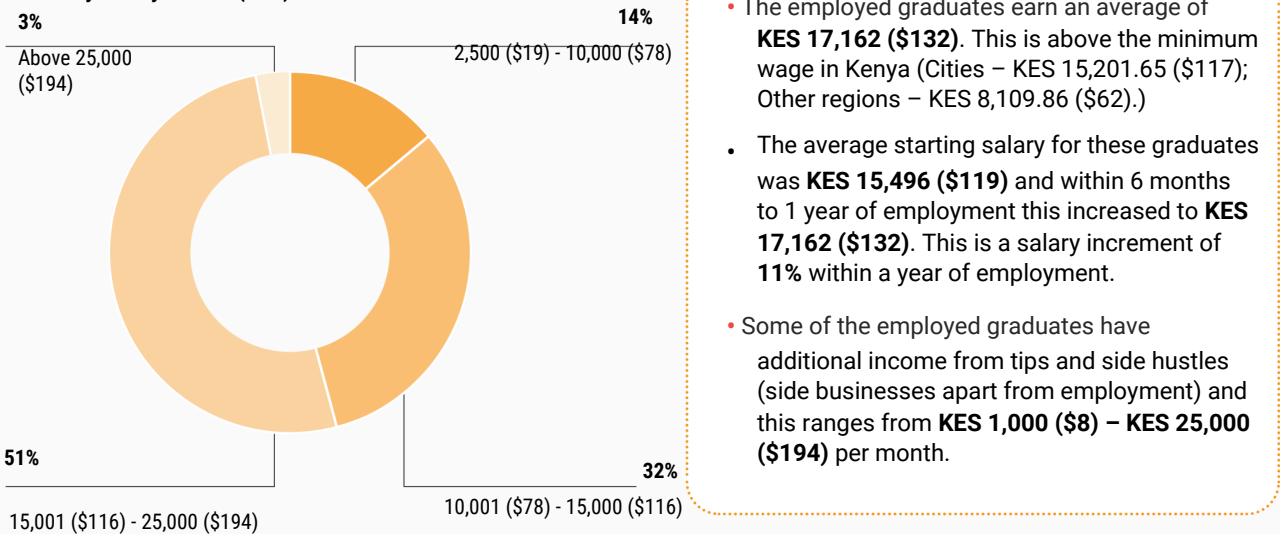
91% of the graduates are employed or self-employed or pursuing further education:

Employment Status



The salary profile of the employed graduates is as depicted below:

Monthly Salary Profile (KES)



Income Growth Summary

95% of the students entered directly into the colleges after high school without any prior income-generating experience, making this programme their first opportunity to earn an income.

Metric	After Programme (KES)
Median Income	16,850 (\$131)
Mean Income	17,162 (\$133)
Minimum Income	5,000 (\$39)
Maximum Income	45,000 (\$349)

VOCATIONAL TRAINING PROGRAMME: INCOME GENERATING CAPACITY AND FINANCIAL WELL-BEING (cont.)

Income Distribution

Income Range (KES)	After Programme
< 5,000 (\$39)	27
5,000 - 10,000 (\$39- \$78)	15
10,001 - 15,000 (\$78-\$116)	47
15,001 - 20,000 (\$116-\$155)	31
> 20,000 (\$155)	22

Vocational Training Graduates' Secondary Income Profile: Side Hustles and Tips

(40% of respondents have a side hustle or earn extra income from tips)

Secondary Income Range (KES)	After Programme (N)
< 1,000 (\$8)	5
1,000 - 5,000 (\$8 - \$39)	38
5,001 - 10,000 (\$39 - \$78)	12
> 10,000 (\$78)	2

Income Profile of College Graduates 6 Months After Graduation

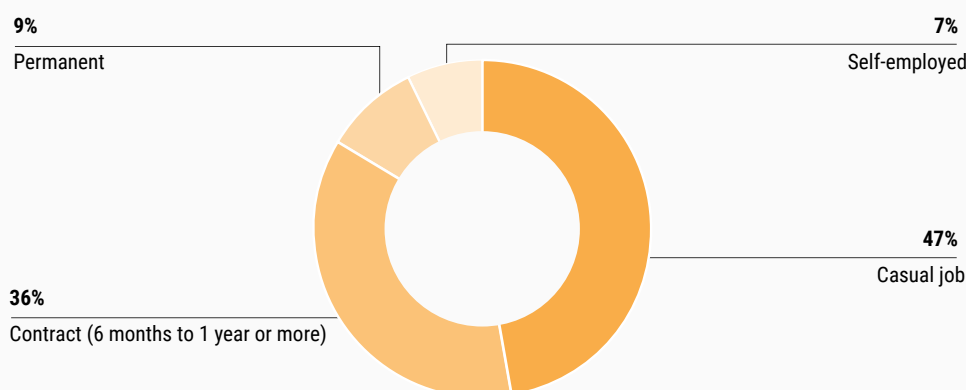
College	Mean Income (KES)	Median Income (KES)
Tewa	18,086 (\$140)	17,409 (\$135)
Kibondeni	17,699 (\$137)	17,163 (\$133)
Kimlea	17,151 (\$133)	16,850 (\$131)



It is notable that the income profiles do not differ very much. We had anticipated the students from Kibondeni (Nairobi) would be higher paid.

The status of the employment contracts indicates that most graduates are hired either on short-term renewable contracts or as casuals (verbal agreements or seasonal jobs).

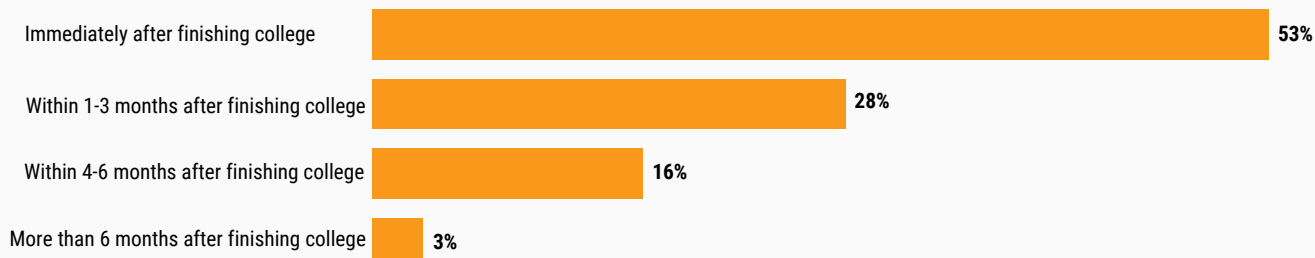
Employment Contract Profile



81% of the graduates got jobs within 3 months after completing their training.

VOCATIONAL TRAINING PROGRAMME: INCOME GENERATING CAPACITY AND FINANCIAL WELL-BEING (cont.)

Timing of Getting Jobs

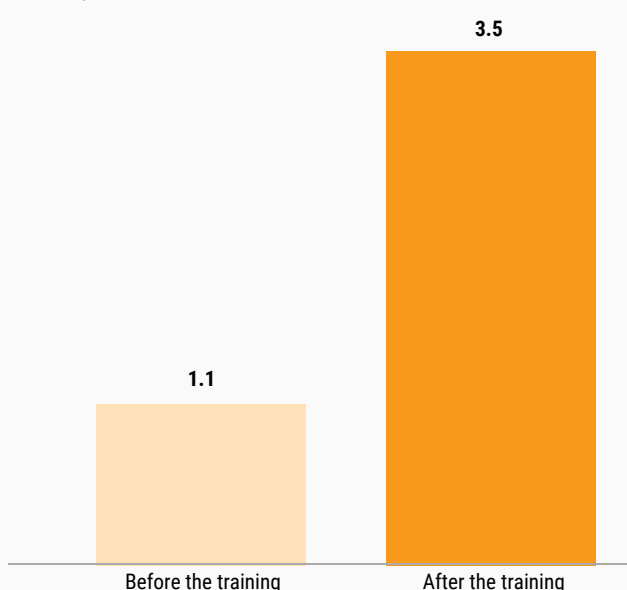


Corroborating the above findings, the Bridge results indicate significant improvements in the graduates' earning levels. The majority of students had no income prior to the training, but after the programme, 81% of the graduates secured jobs. The least paid graduates earn KES 5,000 (\$38) per month, while the highest paid earn KES 45,000 (\$349) per month. This is an average for all the students.

The scoring is as follows:

- Score of 1 = no employment and no income;
- Score of 2 = employed and earning a monthly income of KES 2,500 – 10,000 (\$19-\$77);
- Score of 3 = employed and earning a monthly income of KES 10,001 – 15,000 (\$78-\$116);
- Score of 4 = employed and earning a monthly income of KES 15,001 – 25,000 (\$116-\$194);
- Score of 5 = employed and earning a monthly income above KES 25,000 (\$194)

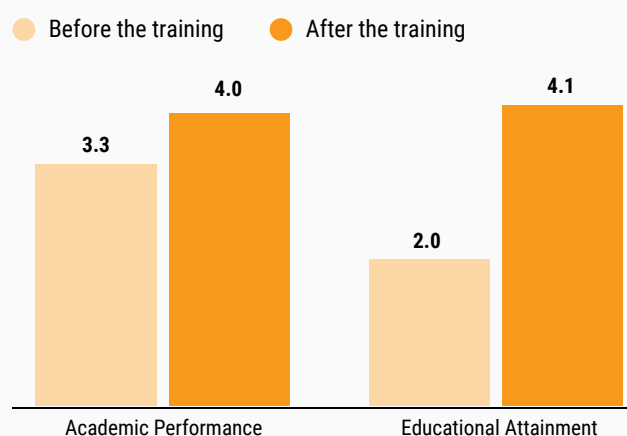
Employment status and earning levels



VOCATIONAL TRAINING PROGRAMME: EDUCATION AND TRAINING

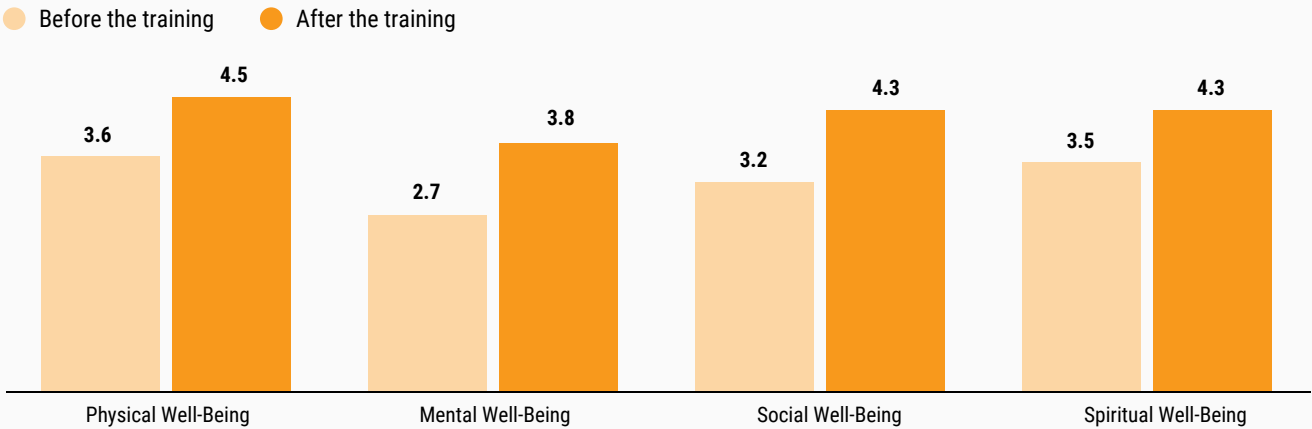
Education is crucial for securing a career with a family-sustaining wage. This was evaluated only for vocational training students, as education was not a priority outcome for BWSP beneficiaries. In the Mwangaza Project, all vocational students entered with high school certificates and graduated with Diplomas or Professional Course Certificates (Score: 2 = High School, 4 = Professional Certificate, 5 = Diploma). The group's average academic score improved significantly, rising from 3 (50-59%) at the start to 4 (60-74%) by the end of the programme. The Bridge scores for the education and training pillar are as follows.

Academic Performance and Educational Attainment

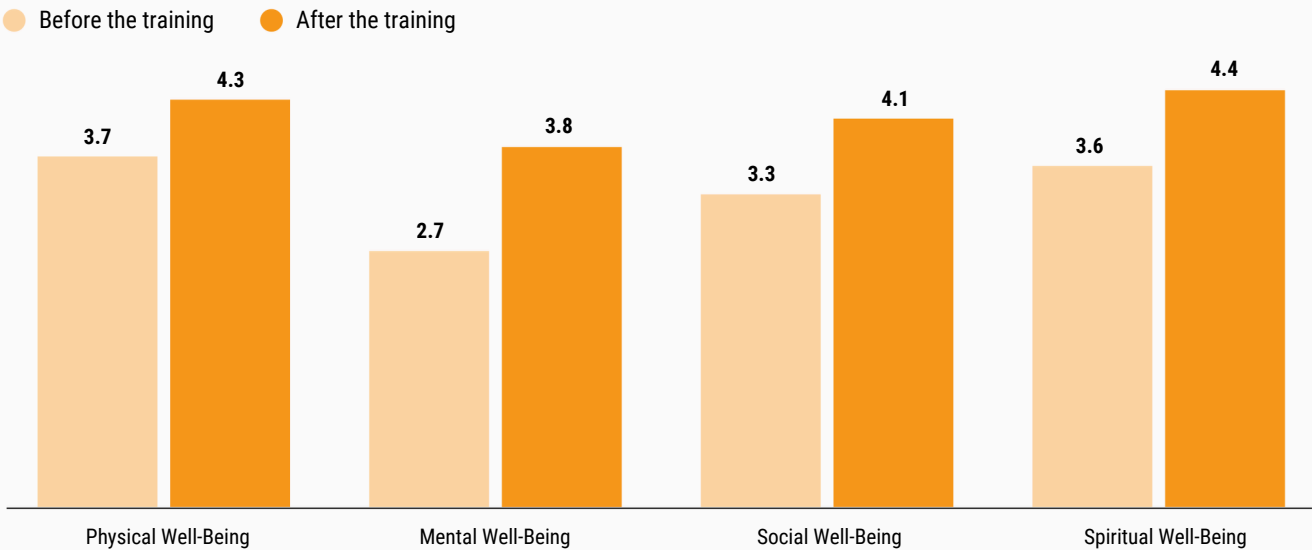


VOCATIONAL TRAINING PROGRAMME: PERSONAL WELL-BEING AND SENSE OF AGENCY

Individuals with strong personal well-being, self-confidence, and a sense of agency are better positioned to overcome barriers, leverage resources, and drive positive changes in their lives and communities, breaking the cycle of poverty. The Bridge scores on Personal Well-Being indicate significant improvements across all sub-pillars, with the greatest change observed in mental well-being.



BWSP : PERSONAL WELL-BEING PROFILE

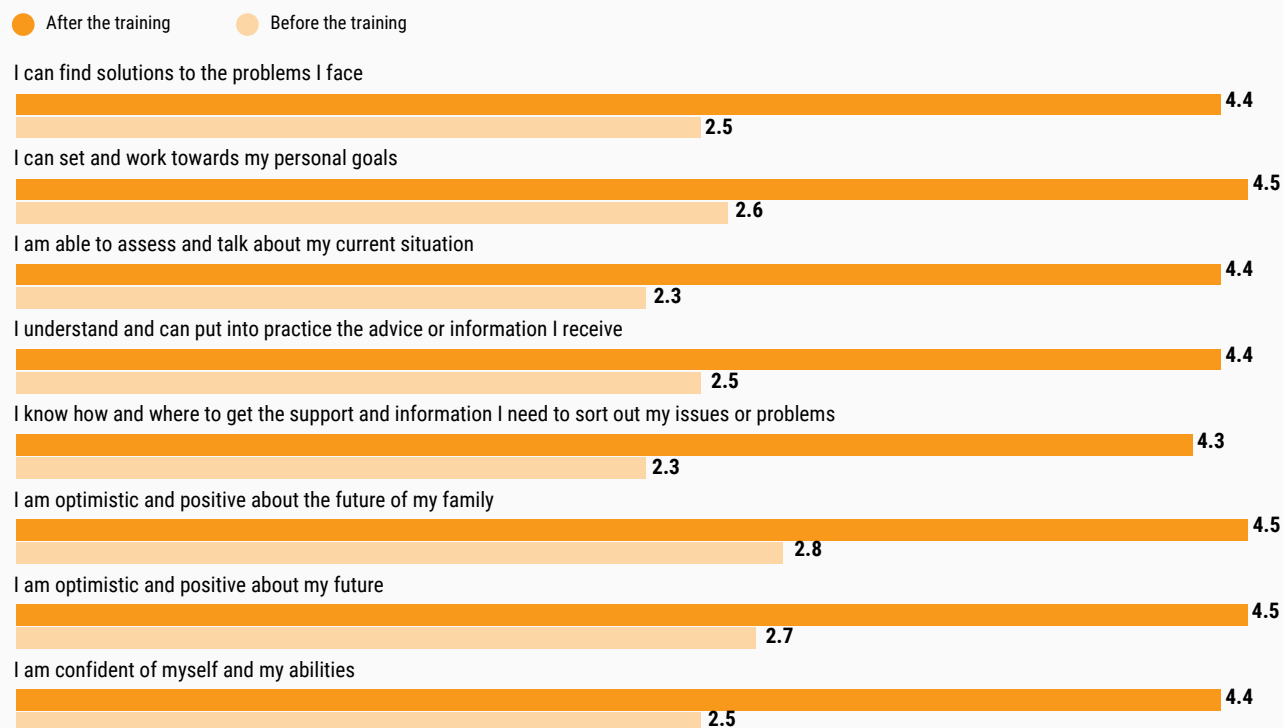


Bridge Score Key

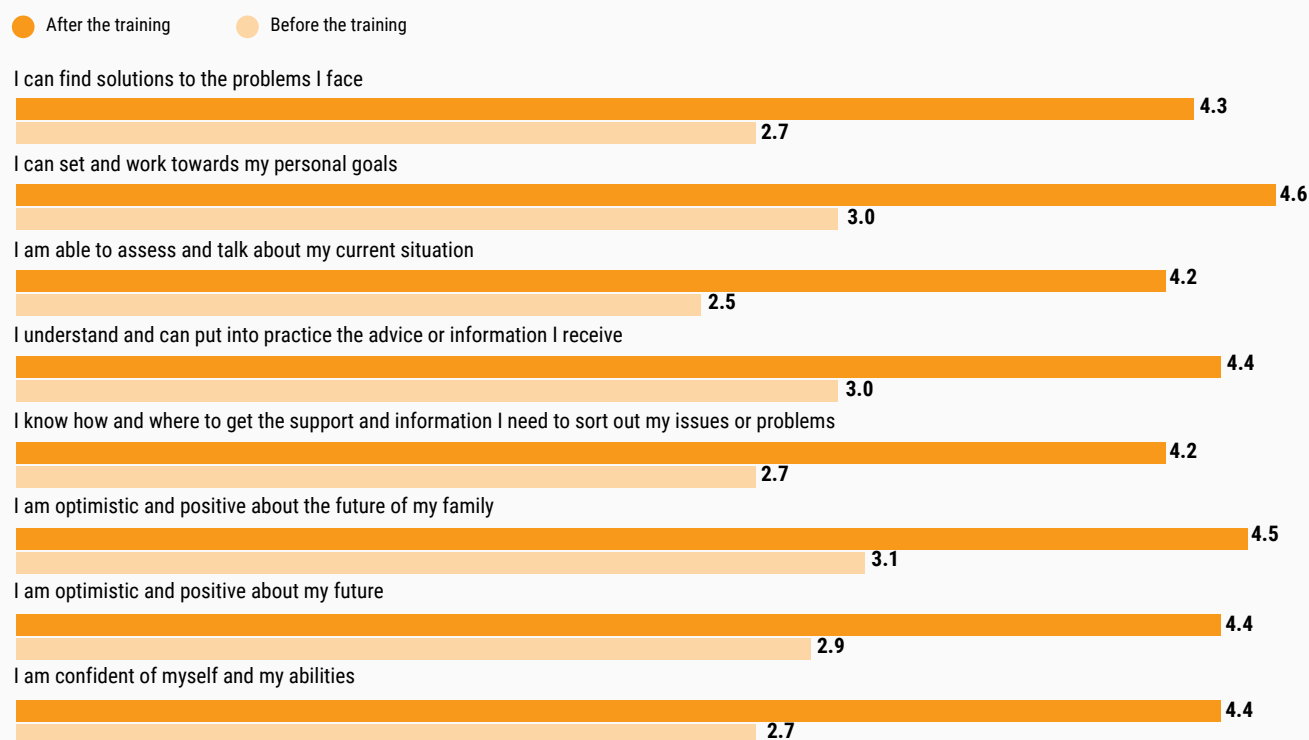
Score	Physical Well-Being	Mental Well-Being	Social Well-Being	Spiritual Well-Being
5	I feel well in my body. I can work and do everything for myself.	I feel well in my mind. I have no stress.	I always get along with people in my community (neighbours, friends, group members, etc). I get their complete support.	I regularly practice spiritual worship that uplifts my spirit.
4	Most of the time I feel well in my body. Once in a while I am unable to work and do things for myself.	Most of the time I feel well in my mind. Many times I have no stress.	Most of the time, I get along with people in my community (neighbours, friends, group members, etc). I get their support.	I practice spiritual worship that uplifts my spirit
3	I sometimes feel well in my body. Sometimes I am unable to work and do things for myself.	I sometimes feel well in my mind. Sometimes I have stress.	Sometimes, I get along with people in my community (neighbours, friends, group members, etc). I sometimes get their support.	I sometimes practice spiritual worship that uplifts my spirit.
2	Most of the time I do not feel well in my body. Sometimes times I am unable to work and do things for myself.	Most of the time I do not feel well in my mind. Many times I have stress.	Most of the time, I do not get along with people in my community (neighbours, friends, group members, etc). I get little support from them. I am lonely.	Once in a while, I practice spiritual worship that uplifts my spirit.
1	I am always feeling unwell in my body. I am unable to work and do things for myself.	I always feel unwell in my mind. I always have stress.	I do not get along with people in my community (neighbours, friends, group members, etc). I do not get any support. I am very lonely.	I do not practice spiritual worship.

BWSP: SELF-CONFIDENCE & SENSE OF AGENCY

The pre-post scores for self-confidence and sense of agency show significant gains across all eight evaluated elements. These scores were measured on a Likert scale from 1 to 5, with 1 indicating “never” (lowest score), 2 indicating “rarely,” 3 indicating “some of the time,” 4 indicating “most of the time,” and 5 indicating “always” (highest score).

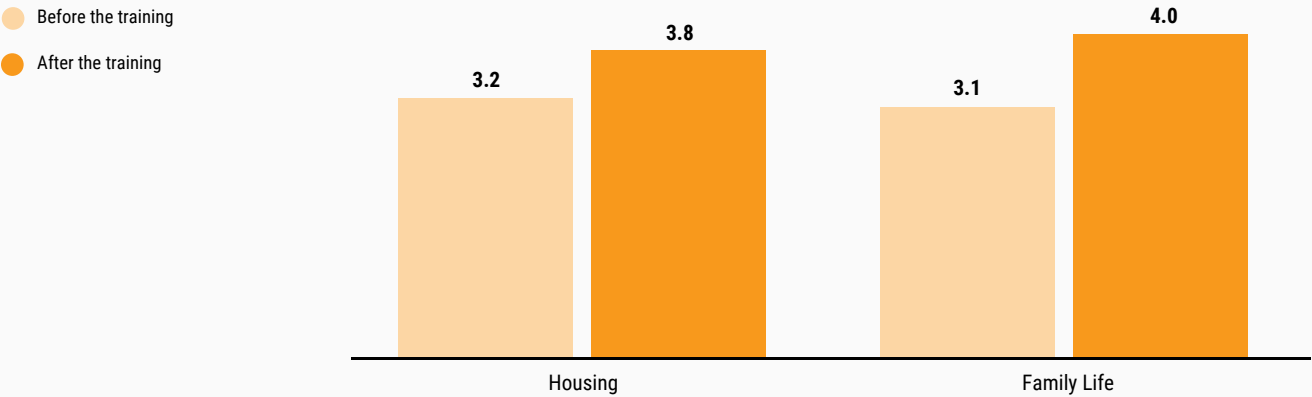


VOCATIONAL TRAINING: SELF-CONFIDENCE & SENSE OF AGENCY



BWSP: FAMILY WELL-BEING PROFILE

Family well-being is crucial for breaking the cycle of poverty, as it provides economic support, improves health and education outcomes, offers emotional stability, and lays a foundation for future generations. The Bridge results show significant improvements in family functioning and housing conditions.



Bridge Score Key

Score	Housing	Family Life
5	My home is suitable and comfortable for me and my family	I can confidently manage family life. I have good and strong relationships. We cope well with problems and have the support we need
4	My home is almost suitable and comfortable for me and my family	I mostly manage family life. My family relationships are good. We mostly cope with problems and have most of the support we need.
3	My home is not really suitable and comfortable for me and my family. We can manage for now but we need to change things soon.	I cannot always manage family life. Family relationships are sometimes difficult; there is some conflict. Sometimes, it is difficult to cope with problems; we sometimes need support
2	My home is completely unsuitable and uncomfortable for me and my family. The situation is very difficult.	I cannot always manage family life. Many times family relationships are difficult and there is conflict. It is difficult to cope with challenges, we need more support.
1	I have no home of my own (e.g. homeless, living with relative or friends)	It is always difficult to manage family life. Family relationships are always difficult. There is a lot of conflict. We don't have the support we need.

VOCATIONAL TRAINING PROGRAMME: FAMILY LIFE



Developmental Assets Profile (DAP) Results for Vocational Training Programme Graduates (see Appendix 4)

The results of the DAP survey consistently demonstrated that the vocational training and mentoring programme positively impacted both Internal Assets (personal skills, social-emotional strengths, self-perceptions, and values that empower young people to make good choices, take responsibility, and become independent) and External Assets (positive supports, opportunities, and relationship qualities that young people need across various aspects of their lives). Significant changes were observed in all eight Internal and External Assets from pretest to posttest. The most significant increases were seen in the areas of:

- **Positive identity:** (Personal power—Young person feels she has control over “things that happen to me.”; Self-esteem—Young person reports having a high self-esteem; Sense of purpose—Young person reports that “my life has a purpose.”; Positive view of personal future—Young person is optimistic about her personal future.)
- **Social competencies:** (Planning and decision making—Young person knows how to plan ahead and make choices; Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills; Cultural Competence—Young person has knowledge of and is comfortable with people of different cultural/racial/ethnic backgrounds; Resistance skills—Young person can resist negative peer pressure and dangerous situations; Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.)
- **Positive values:** (Caring—Young person places high value on helping other people; Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty; Integrity—Young person acts on convictions and stands up for her or his beliefs; Honesty—Young person tells the truth even when it is not easy; Responsibility—Young person accepts and takes personal responsibility; Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.)

These findings align with the Bridge results, which also showed substantial improvements in the graduates’ personal well-being, self-confidence and sense of agency.

The smallest increase was noted in the area of boundaries and expectations (Family boundaries—Family has clear rules and consequences and monitors the young person’s whereabouts; School Boundaries—School provides clear rules and consequences; Neighbourhood boundaries—Neighbours take responsibility for monitoring young people’s behavior; Adult role models—Parent(s) and other adults model positive, responsible behavior; Positive peer influence—Young person’s best friends model responsible behavior; High expectations—Both parent(s) and teachers encourage the young person to do well.)

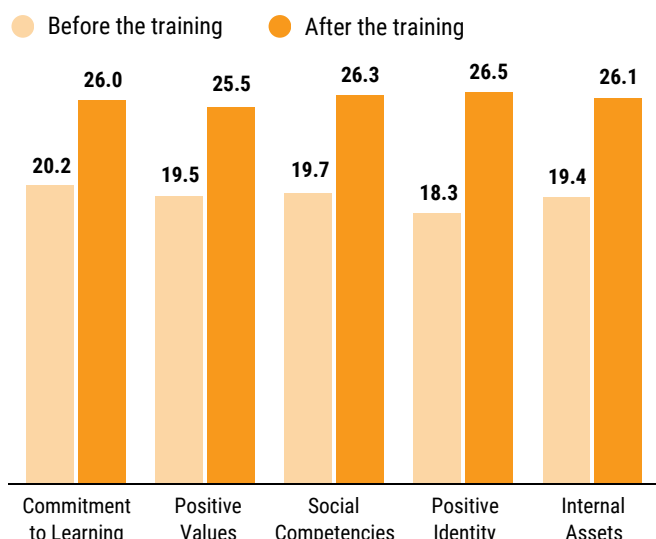
Score Key (Maximum score = 30)

Score Range:

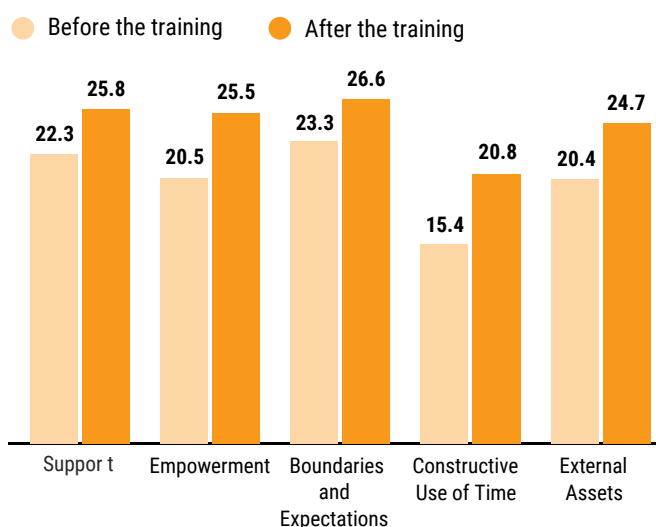
Challenged	0-14
Vulnerable	15-20
Adequate	21-25
Thriving	26-30

As the graphs below illustrate, the beneficiaries’ internal assets scores initially placed them in the vulnerable range, but after training, these scores moved into the thriving range. Similarly, their external assets scores, which started in the vulnerable range, improved to reflect an adequate level of assets after the training.

Internal Assets Profile



External Assets Profile



6.2. Qualitative Results

The qualitative data shows that Mwangaza has significantly impacted the following key areas:

Economic Opportunities and Skill Development

Project beneficiaries highlighted significant improvements in their skills and practical knowledge, directly benefiting their daily lives and work.



"I am proud of being able to manage the kitchen at work without any supervision. When I came to Tewa, I did not even know how to chop onions. I can confidently manage to produce food for 300 guests."

– Purity M

"Because my cookery skills have greatly improved, I now offer my catering services for events at our local church. This has boosted my earnings. Besides this, women in the village have been asking me to teach them how to cook. So, I recently started by teaching a group of women how to cook pilau."

– Purity W

"This programme really helped me in my business. Business planning was one of the main things I learnt and it has boosted my businesses. I have poultry and I stock about 150-300 chicken and I am able to organize this business and it gives me good money."

– Penninah

Many students successfully transitioned into employment or entrepreneurial paths following their vocational training.



"After my KNEC exams, I went for a three-month attachment at Kikuyu Lifecare Hospital, where I was later employed from April to October before deciding to quit and start my own business."

– Irene

"Yeah, I started there for internship, and when I finished, I said I won't go back home and stay. So, I wrote a letter to ask for an extension of my internship. And then they said it is ok you can come back and now from there I am on my 7th month as an employee."

– Maryanne

Improved and Sustainable Income Generation

Beneficiaries reported improved business practices that increased their income.



"The training helped me a lot especially the aspect of record keeping. I have even separated my accounts, and this has increased my cash flow. My monthly earnings increased from KES 120,000 to about KES 400,000. I have added other food items in my menu and I am marketing online using Whatsapp. I added a bar to my restaurant and also over the weekends I put up a bouncing castle for children. This has attracted so many families especially over the weekends. So now I have increased the number of employees from 2 to 5 and I have a manager now."

– Margaret

"I had a small shop at Muchatha but I was not very serious about it until we went through the business skills training. In fact there were days I would not even open my shop or come in at random times. Then I learnt that I needed to treat my business like an office. So I started saving and also borrowed some money to stock my shop. I even made the shop attractive and branded it putting more stock especially children's clothes. I even dress well when going to work and I open the shop daily at 8.00a.m. Some of the products I market them on Whatsapp. Within 3 months the sales had tripled."

– Anne J

"Before I used to sell my things on credit, and I would follow the customers and eventually they would not pay and I would lose the customers. But after this training, I stopped selling things on credit."

– Salome

Establishing new business ventures also led to increased income.



"After counselling and being mentored I got courage to start my life. I started working with Cecilia in her business and I got a daily wage. Thereafter I thought how about making chapatis and selling them at the bus stage early in the morning? So, I started doing so and I got money. Then after I got a job to provide lunch for construction workers at a nearby building that was being put up. With time I was so busy producing food to these people and preparing chapatis each morning. I kept my records and saved money. This helped me a lot to move to a better and more comfortable house."

– Joyce



"I had a sewing machine, and I got an idea to make bags from sacks. I made 2 bags and brought them to class to sell. My business grew and eventually I upgraded my sewing machine and now I have a commercial one costing KES.150,000. As we speak, I now have 2 employees (my sons) and every week I have to deliver 270 bags to Narok town. One of my sons is my manager."

– Cecilia

"After attending a few classes I started a milk business. I started selling 4 litres a day and now I am doing 11 litres a day. I'm so happy now I earn my own money from this as before I used to rely on my husband."

– Carolynne

Community impact and savings initiatives were also notable.



"I have educated women in my neighbourhood about savings... For the first time many are saving money and they usually tell me it helps them a lot."

– Lucy

Graduates attained employment that provided financial independence.



"I can pay my own bills. I have become responsible. I can support my family members e.g. I now buy medicine for my dad."

– Loise

"I am stable and in the working class. Now I am able to earn my money and I am helping my parents to take my younger brothers to secondary school. I am also able to save up for school to further my studies."

– Njeri

Improved Financial Management

Beneficiaries developed better financial management skills, leading to significant personal financial improvements.



"I was in deep debt when I joined the programme. I had several mobile phone loan apps e.g. Fuliza, Tala. From each of them I had debts. But after this training I deleted all the apps, paid up my debts and started saving in a self-help group. Now I have opened an MPesa shop with my savings. The other thing I have now done is budgeting and this is helping to plan for items I need to purchase in my house. For example, now I'm saving because one of the things that I am working on is to purchase a dining table and chairs so that we can sit as a family to eat meals and the children will have a space to do their homework and study."

– Naomi

"I used to have so many loans from the SACCO and I was so stressed. So, with this classes I learnt how to manage my money, so I started working towards clearing my debts using the proceeds from my business. So now the debts have really reduced."

– Josephine

Increased Self-Confidence and Self-Esteem

Participants experienced a significant boost in their self-confidence and self-esteem.



"I am able to sort out my problems on my own. I have confidence, before I did not have it. I have skills that can help me get a job. And I can easily express myself."

– Jemmimah

"The mentorship sessions helped me in a way that I learnt how to be positive and have confidence in myself."

– Hilda

"The mentoring sessions helped me to boost my self-esteem and face my challenges in life."

– Wambui

Enhanced Health and Wellbeing

The programme fostered both physical and mental health improvements among participants.

“

“I am organized, self-disciplined. I now have the art of self-control. And the best part is that I overcame a problem that I had, I was a bit of a drunkard so now I no longer take alcohol.”

– **Maryanne**

“On a personal basis, I want to tell you that I have diabetes and high blood pressure, but because of what we have learnt, I feel free because I have less stress. So, I manage the ailments very well with medication and I feel well physically.”

– **Mary N**

“Before I was too stressed to even deal with my diabetes. My sugars kept on going up & down. But now I am mentally free and I manage my diabetes very well. Now I even run a business as I have energy to do it.”

– **Sarah**

Participants also reported improved mental and emotional wellbeing.

“

“I’m growing emotionally and physically because of it. Stress reduced and I could even eat better.”

– **Pauline**

“I even contemplated suicide but because of coming to the classes, I changed my mind and started thinking what I could do to improve my life. Counselling really helped me, and I started helping one of my classmates who is in a similar situation.”

– **Cecilia**

“This programme has really helped me to be self-aware and take self-care as an important part of my life.”

– **Rosemary**

The programme has also improved community and social connections.

“

“I never interacted with people, as I was always by myself. But now I can talk, I can interact with people. I’ve even joined groups in the church and I’m in the choir. So, it has enabled me to open up to be interactive with people.”

– **Jane**

“

“The mentoring group is helping me in many things. One, I interact so much with these women. For one, they give me moral support. When I’m down, they uplift me, they give me more ideas because everybody has ideas. When we come together and we put our ideas together, we can be able to do something. So, I think it is helping us.”

– **Elizabeth**

Improved Family Engagement and Household Conditions

Participants reported better family engagement and improved household conditions.

“

“I did not know about how to handle my family, especially as a single mother. When I went through mentorship, there are so many things that were not in order in my life. I had so many things that I had gone through and I did not know what to do. But when I went through mentorship, I benefited a lot. And now I’m in a position to talk to my teenagers. I have two teenagers and also, I have a grown up daughter. I know how to advise my grown-up daughter anytime she comes to me with a marital problem.”

– **Charity**

“Communication in the family has also improved because I improved in how I relate and communicate with my family members.”

– **Elina**

“Thanks to my now improved cookery skills the bond between my family and I have been made stronger.”

– **Beatrice**

“I was about to walk away from my marriage... But my mentor and the counselling sessions changed everything. I now know myself, I see where I went wrong, and I have reconciled with my husband. Our communication has greatly improved.”

– **Susan**

“I come from a polygamous home, my father has 4 wives and we had terrible relationships with my siblings from the other homesteads. Our mothers also did not get along. But through mentoring and knowledge from the moral classes, I managed to talk to my siblings about the importance of forgiveness and living in harmony. Now we all respect each other, same as our mums.”

– **Hidaya**

Future Aspirations to Grow and Contribute to Family and Community

Beneficiaries articulated their aspirations for personal growth, financial stability, educational advancement, community involvement, and an improved quality of life for themselves and their families.

“

“I want to save to buy land with my husband. Now we are living in his family land. I want our own land and build. We are currently saving with Caritas and I think by next year we shall be able to buy land. Now we are building rentals in our current land so that we get more money to buy land. My business has greatly contributed towards building 3 rental houses which will give monthly rent of KES 8,000 per month. Once we move we shall pull down our current house and build more rentals.”

– **Wanja**

“My dream is to expand my business to the point I manage to open other branches because the electricals business brings in good money.”

– **Caroline**

“I plan to open a children’s home or a daycare to help kids who are unfortunate like I was until I was taken by Mwangaza.”

– **Patricia**

“I want to improve my technical skills to give me a better shot at employment.”

– **Mutindi**

Community Impact Beyond the Person

The impact Mwangaza extended beyond the individual gains of the participants. The majority of project beneficiaries have been actively helping others in their homes and communities through various initiatives. Below are some specific examples selected from the CoLoop analysis of interview/focus group transcripts.

Teaching and Skill Sharing

- **Elyne A** teaches people how to bake in her neighbourhood.

She also instructs her colleagues at work on professional housekeeping.

- **Purity M** has organised and taught her family members about housekeeping standards, improving hygiene and neatness. She also advises girls in her village to choose practical courses, leading to several enrolling in hospitality courses at Tewa.



- **Lucia N** engages in charity work, participates in a baking club for young girls over weekends, and teaches rural women baking skills during Tewa’s outreach programmes.
- **Josephine M** has taught women in her community how to make cakes using a charcoal burner, resulting in three of them starting cake-making businesses.

Financial Education and Support

- **Lucy K** educated women in her neighbourhood about savings and set up a ‘chama’ where 20 women contribute weekly. This initiative has helped many save money for the first time.
- **Mary W** has taught her fellow curio traders how to keep records, which has improved their businesses and attracted more customers.
- **Anne N** bought livestock for her grandmother and supports her family financially by paying for medicine and college fees for her siblings.
- The majority of the vocational training college graduates contribute to their families’ household expenses.

Community Engagement and Motivation

- **Purity M** belongs to a football club for girls in her village where she gives motivational talks after practice sessions.
- **Elina N** advises friends to avoid bad company and stay close to God. At home, she has improved cooking practices, hygiene standards, and communication within the family.

Business Training and Employment Opportunities

- **Gladys W** assisted three young ladies by teaching them braiding skills at her salon; one was employed after completing college attachment.

These activities highlight the significant impact that the women from the Mwangaza Project are having on their homes and communities by sharing knowledge, providing financial support, engaging with community members, offering business training, and improving family dynamics.

Summary of Project Contributions – Based on Transcript Analysis

Positive Family and Community Dynamics: The project significantly improved family relationships and positively influenced community dynamics.

- Enhanced cooking skills led to better nutrition and shared family meals, fostering togetherness.
- Participants reported improved family dynamics, with increased anticipation for meals and overall happiness.
- The project promoted community building and collaboration, strengthening social cohesion.

Economic Opportunities and Skill Development: Participants recognised the project's role in creating economic opportunities and enhancing skills for income generation.

- Training in entrepreneurship, money management, cookery, and hospitality management improved participants' business and employment prospects and financial stability.
- The cookery programme enabled practical applications, such as catering services, which boosted income and business growth, particularly for BWSP beneficiaries.
- The project inspired participants to explore new business ventures or enhance existing ones, contributing to economic empowerment.

Empowerment and Self-Sufficiency: Participants viewed the project as a catalyst for empowerment, self-sufficiency, and breaking the cycle of poverty.

- The project empowered marginalised women to increase their income-generating capacities and build confidence.
- Key components like mentoring, counselling, and skills development led to personal growth, better academic performance, and emotional support.
- Participants emphasised the importance of commitment, planning, budgeting, and self-worth in achieving self-sufficiency.



Despite overall positive shifts in participants' financial, familial, and personal well-being, challenges were experienced within the projects.

General Challenges Affecting BWSP Beneficiaries

Key issues affecting the women include:

- **High Cost of Living:** Rising living costs constrain the growth of women's businesses, despite efforts to increase income.
- **Impact of Domestic Violence:** Domestic violence severely limits women's personal development and ability to engage in economic activities.
- **Mentoring Group Challenges:** Some groups struggle with poor leadership, lack of commitment, ideological differences, and issues with transparency and financial accountability.

General Challenges Affecting Vocational Training Graduates

Employment conditions in the hospitality industry pose significant challenges:

- **Casual Employment:** Employers often hire students on a casual basis without contracts, exploiting provisions introduced during the Covid-19 recession. Despite industry recovery, these practices persist, allowing employers to cut costs at the expense of fair labour practices.
- **Unfair Labour Conditions:** Graduates face ethical issues such as unfair labour practices, harassment, and inappropriate dress codes, which are particularly distressing for those transitioning from the supportive environment of college.



Mentoring Challenges in Vocational Training Institutions

Mentees' Perspectives

Mentees faced several challenges during their mentoring experiences:

- **Time Constraints and Scheduling Conflicts:** Mentees often struggled to find time for mentoring sessions due to class schedules and other commitments, compounded by mentors' limited availability.
- **Difficulty Opening Up:** Trust issues and fear of judgment made it hard for many mentees to share personal issues, limiting the depth of their conversations.
- **Mismatch of Availability:** Mentors' schedules often didn't align with mentees' needs, leading to less frequent and less effective interactions, sometimes limited to phone communication.
- **Age and Authority Gaps:** Age differences and perceived authority made some mentees uncomfortable, hindering open communication and self-expression.
- **Inconsistent Sessions:** Irregular meetings weakened the mentor-mentee relationship, preventing the development of a strong connection.
- **Personal Discomfort and Privacy Concerns:** Intrusive questions led to discomfort, causing reluctance to share openly.
- **Lack of Trust:** Fear of confidentiality breaches kept some mentees from fully opening up.
- **Initial Reluctance and Adjustment:** Many mentees were initially hesitant or sceptical about the mentoring process, requiring an adjustment period.
- **Mentor's Approach:** Some mentees felt their mentors were too strict, didn't give them enough time to express themselves, or applied undue pressure during sessions.

Mentors' Perspectives

Mentors also encountered several challenges:

- **Emotional Management and Burnout:** Mentors had to manage their emotions and prevent burnout while addressing various mentee issues.
- **Religious Differences:** Conflicts arose when mentors and mentees had differing religious beliefs.
- **Mentees' Personal Challenges:** Mentors had to navigate mentees' personal struggles, such as financial issues and family problems, often requiring additional emotional support.

These challenges highlight the need for comprehensive support, training and intervention to foster a more equitable and supportive mentoring environment.

6.3 Programme Reflections and Recommendations

BWSP Participants' Reflections:

- **Impact on Personal and Family Life:** Participants reported positive effects on personal development, family relationships, and well-being, with a desire for more focus on mental health and self-awareness.
- **Programme Continuation and Expansion:** Participants advocate for extending the programme's duration, increasing session frequency, and expanding to reach more women and communities.
- **Increased Focus on Counselling:** There is a strong recommendation to integrate more counselling from the start and maintain it throughout the programme.
- **Financial Support and Business Development:** Participants appreciate the business training and request more in-depth learning and financial support to enhance their businesses.
- **Inclusivity and Language Accessibility:** Suggestions include involving men, particularly young men, and conducting sessions in Swahili for better comprehension.
- **Requests for Resources and Materials:** Participants request accessible resources, like cookery recipes via WhatsApp, and additional materials to implement their learning.

Vocational Training Graduates' Reflections:

- **Continuation and Expansion of Programmes:** Graduates express satisfaction and suggest extending the programme to more students, particularly in underserved areas, with continued support after graduation.
- **Skill Enhancement and Practical Experience:** There is a call for more practical sessions, educational trips, and opportunities for dual training to better prepare for the workforce.
- **Student Engagement and Empowerment:** Graduates recommend more student involvement in decision-making, including mentor selection and shaping their educational experiences.
- **Language Skills and Communication:** Suggestions include improving English proficiency and using it as the primary communication language within the programme.
- **Continuity and Stability:** Graduates stress the importance of consistent teaching staff and programme structure for a stable learning environment.
- **Financial Support and Scholarships:** There are calls for more financial support and scholarships to increase access to education and reduce financial strain.



- **Mentorship and Support:** Graduates highlight the importance of frequent mentor-mentee interactions and the need for emotional and career support.
- **Curriculum Development:** Suggestions include updating the curriculum with additional courses like business skills and event planning, and introducing new technologies and industry practices.

Mentors' Reflections:

- **Training and Education:** Mentors expressed a need for additional training to handle complex issues like relationship matters, sexual abuse, and domestic violence, with a desire for specific counselling training.
- **Time and Scheduling:** Mentors advocate for more time and flexibility in mentoring sessions, including the option to choose mentees.
- **Peer Interaction and Support:** There is a strong desire for peer interaction, frequent meetings for encouragement, and group sessions to discuss challenges and share solutions.
- **Resources and Guidance:** Mentors emphasised the need for safe consultation spaces, structured mentorship topics, and better tracking of mentees through records.
- **Specialised Support:** Mentors seek guidance on handling serious issues, with calls for focused meetings, debriefing sessions, and professional support to manage their own well-being.

6.4 Unexpected Outcome: The Counselling Project

The Counselling project, introduced in the second year, has profoundly impacted BWSP participants' lives. Many women have made significant progress, with some courageously leaving abusive relationships, while others have used their new skills to steer family members away from harmful behaviours like substance abuse. Improvements in marital and familial relationships have also been noted. Additionally, participants have gained the confidence to pursue entrepreneurial ventures or seek employment. This transformation extends to personal and environmental refinement, as many women have enhanced their self-image and living spaces. Mentors are successfully sharing their counselling knowledge with their groups.

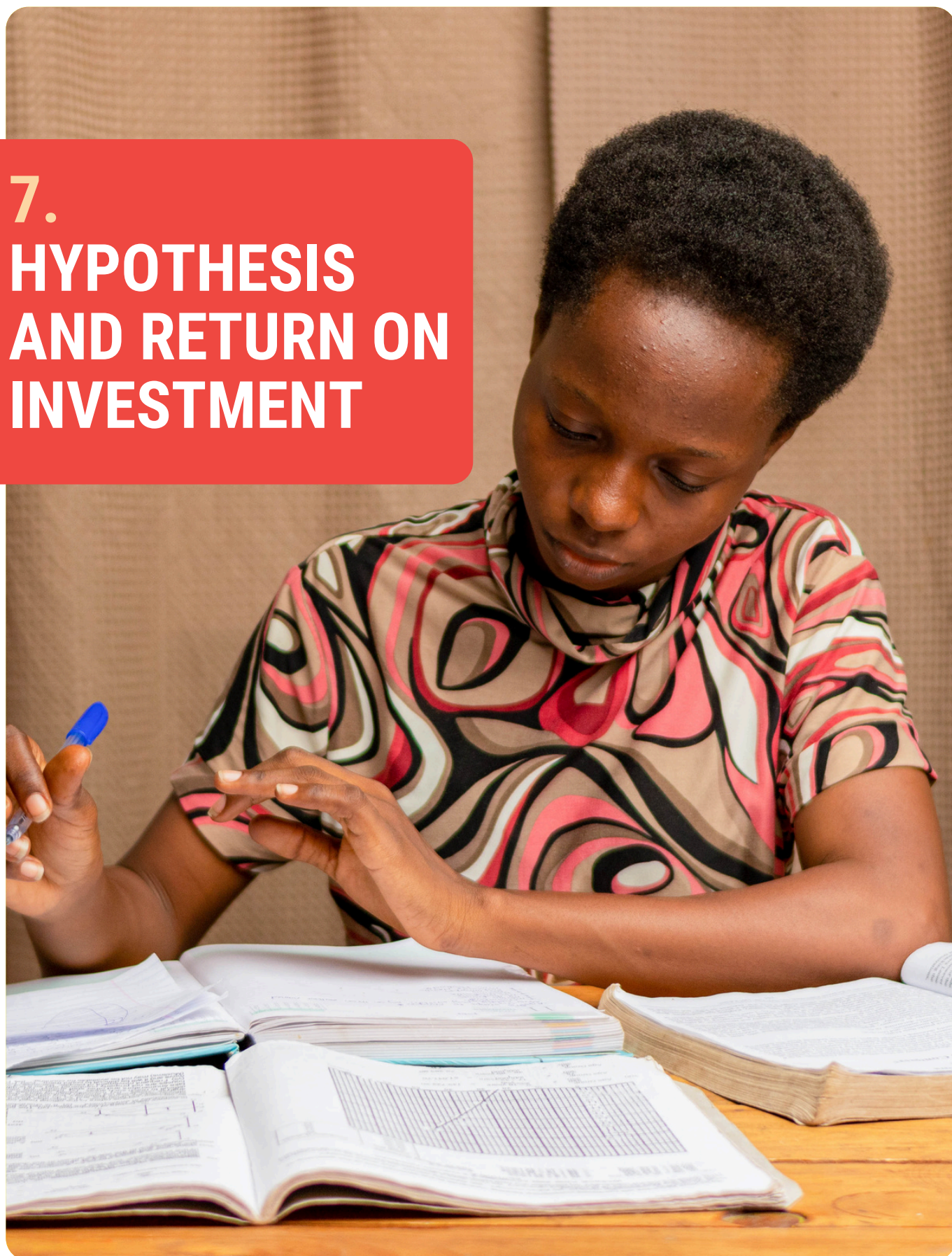
Interestingly, most women require only 3-5 counselling sessions to resolve their issues, rather than the typical 10-session model. This finding has led WONDER and the

Kianda Foundation to explore this phenomenon further, with plans to conduct a small evaluation involving volunteer counsellors to understand how participants are achieving significant change in just a few sessions. The initiative also aims to identify key mental health components to incorporate into the Business Women Support Programme curriculum. Additionally, Kianda Foundation's hospitality institutions are considering exposing some staff to basic counselling and psychology courses, with the potential to prioritise mental healthcare services within the institutions.

Improvements in marital and familial relationships have also been noted. Additionally, participants have gained the confidence to pursue entrepreneurial ventures or seek employment.



7. HYPOTHESIS AND RETURN ON INVESTMENT



7.1 Hypothesised Return on Investment

Based on the data, we have made projections to predict the return on investment and future earnings for the graduates of the Mwangaza. These predictions are based on the following reasonable assumptions:

- The 162 graduates retain their employment
- The 516 women continue to be active in business or employment over this period
- The income levels do not decrease or increase significantly
- The other graduates not yet earning income are not included in this calculation

1. Total Income Generated Each Year

The graduates from the Mwangaza Project, comprising 162 working vocational training graduates and 516 active business skills graduates, collectively generate a significant annual income.

Vocational Training Graduates:

- Number of Graduates: 162
- Average Monthly Income per Graduate:
KES 17,162 (\$132)
- Annual Income per Graduate:
 $\text{KES } 17,162 \times 12 = \text{KES } 205,944 (\$1,584)$
- Total Predicted Annual Income for All Graduates:
 $162 \times 205,944 = \text{KES } 33,362,928 (\$256,608)$

Business Skills Graduates:

- Number of Graduates: 516
- Average Monthly Income per Graduate:
KES 13,115 (\$101)
- Annual Income per Graduate:
 $\text{KES } 13,115 \times 12 = \text{KES } 157,380 (\$1,212)$
- Total Annual Income for All Graduates:
 $516 \times 157,380 = \text{KES } 81,409,680 (\$625,392)$

Combined Total Annual Income:

Total Annual Income = $33,362,928 + 81,409,680$
= **KES 114,772,608 (\$882,000)**



KES 114,772,608 (\$882,000)

COMBINED TOTAL ANNUAL INCOME

This significant financial output reflects the transformative power of the vocational and business skills training provided by the project.

2. Potential Earning Power/Increase Over Time

Assuming a conservative annual income growth rate of 5%, we project the earning potential over the next three years. This estimate does not account for the likely scenario where a significant number of graduates move into higher income brackets as they advance in their careers.

Assumption: Annual income increases by 5% each year.

Year 2:

- Vocational Training Graduates:
 $\text{KES } 33,362,928 \times 1.05 = \text{KES } 35,031,074 (\$269,438)$
- Business Skills Graduates:
 $\text{KES } 81,409,680 \times 1.05 = \text{KES } 85,480,164 (\$656,661)$

Year 3:

- Vocational Training Graduates:
 $\text{KES } 35,031,074 \times 1.05 = \text{KES } 36,782,628 (\$282,910)$
- Business Skills Graduates:
 $\text{KES } 85,480,164 \times 1.05 = \text{KES } 89,754,172 (\$689,494)$

Combined Total Over Three Years:

Year 1 + Year 2 + Year 3 = $\text{KES } 114,772,608 + 120,511,238 + 126,536,800$
= **KES 361,820,646 (\$2,780,503)**



**KES 361,820,646
(\$ 2,780,503)**

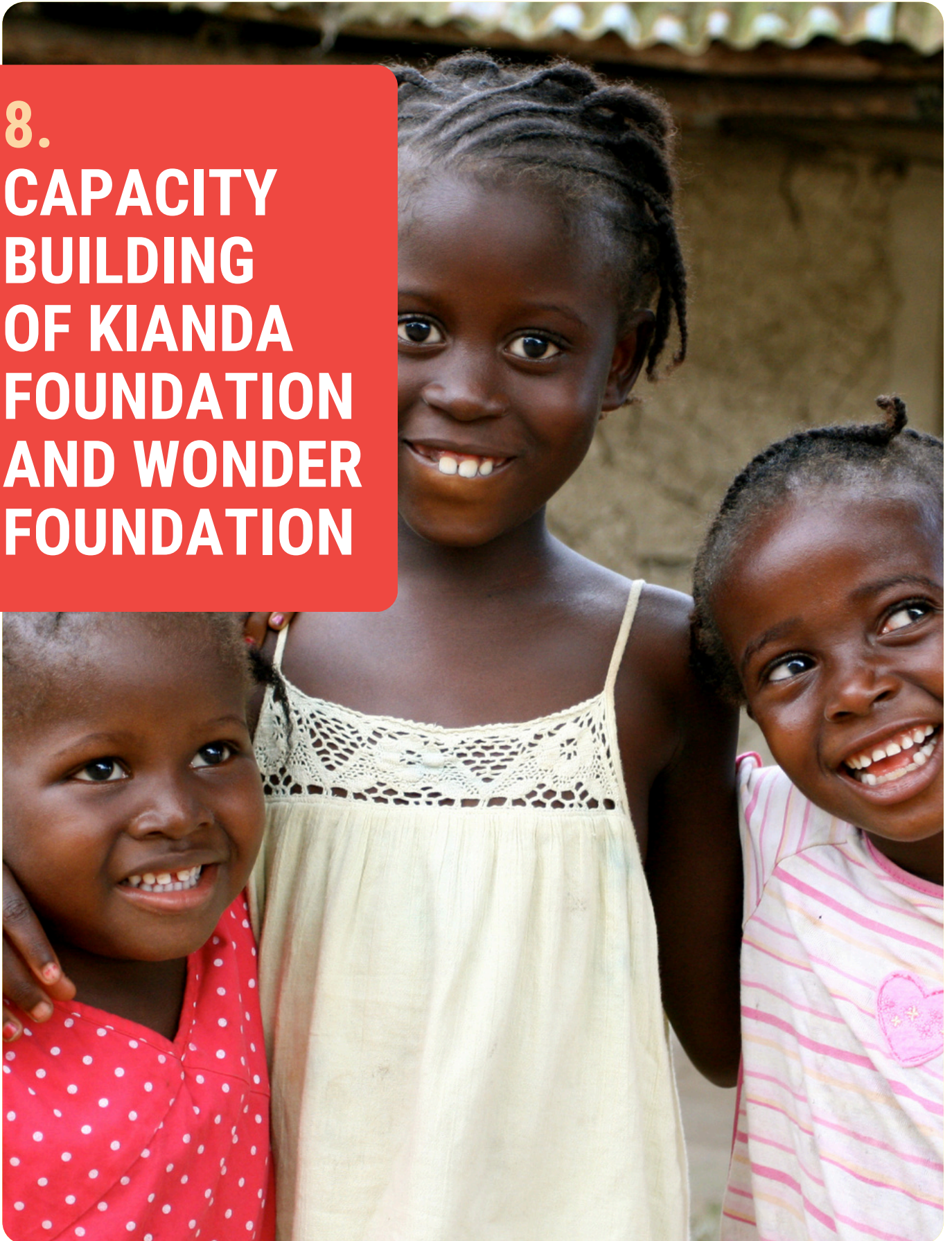
COMBINED TOTAL OVER THREE YEARS

This figure does not include side hustles and tips which are more unpredictable but could add a significant increase in earnings.

3. Economic and Psychological Resilience

The economic empowerment achieved through the Mwangaza Project is evident not just in the income generated but in the resilience among the women and girls. Their relatively new financial security is complemented by the psychological resilience developed through the comprehensive training and mentoring they received. Equipped with the skills to manage their finances, grow their businesses, and adapt to changing circumstances, these women are now well-prepared to navigate the challenges of Kenya's economic landscape. Their newfound confidence and agency empower them to take control of their futures, ensuring sustained well-being for themselves and their families.

8. CAPACITY BUILDING OF KIANDA FOUNDATION AND WONDER FOUNDATION



Both Kianda and WONDER have significantly grown in their capacities through this project.

Kianda Foundation Capacity Building:

- **Building on Prior Foundations:** Mwangaza strengthened existing capacity-building efforts, such as implementing safeguarding policies across Kianda Foundation projects. Enhanced communication, data sharing, and compliance with Kenya's data protection laws laid a strong foundation for further collaboration.
- **Improved Reflection and Data Use:** Strengthened communication and regular data collection fostered a more reflective and responsive approach to project management, ensuring that beneficiary and staff perspectives informed decision-making.
- **Strengthening Mentoring:** The introduction of the EMPATH Mobility Mentoring model heightened awareness of the challenges faced by women and girls, leading to deeper insights and adjustments in project delivery. The project also created a formal structure for mentors to share experiences and solutions, improving support for both mentors and mentees.
- **Focus on Mental Health:** Listening to and reflecting on feedback revealed the prevalence of stress and mental ill-health among beneficiaries, leading to the introduction of counselling services. This initiative resulted in six Kianda staff members being trained as counsellors, significantly enhancing support for participants.

Enhanced Evaluation Practices: The project introduced effective tools to measure changes in confidence, agency, and economic circumstances, moving beyond traditional metrics like graduation numbers and exam results. This has led to consistent follow-up and more comprehensive evaluations of student success.

Income Change Focus: The project's focus on

- demonstrating income change led vocational training schools to improve career services, entrepreneurship training, and industry partnerships. This has better prepared students for the workforce and highlighted areas for institutional improvement.
- **Institutional Development:** Kianda Foundation rebranded, increasing local visibility, attracting donors, and strengthening its position as a preferred educator for young women. This has made the foundation financially stronger and better equipped to share its work and inspire others.

WONDER Foundation Capacity Building:

- **Mentoring:** The successful mentoring methodology from Kenya has been introduced in projects across Cameroon, Uganda, Cote d'Ivoire, Nigeria, the Philippines, El Salvador, and Guatemala. WONDER shared its experiences at a conference at Boston University.
- **Savings Circles:** WONDER has deepened its understanding of the role of savings circles in building mutual support and shared businesses. This concept has been integrated into projects in Uganda and Ivory Coast.
- **Programme Management and Partnerships:** WONDER has learned valuable lessons about partnership working, including the importance of clear communication, structured reflection, responsibility allocation, and understanding how projects fit into partners' broader goals.
- **Evaluation Practices:** WONDER's understanding of evaluations that drive long-term change has grown, and the organisation is now implementing successful tools from this project in other initiatives.



9. WHAT MADE MWANGAZA SPECIAL?





A Model for Empowering Women

After careful analysis of Mwangaza’s beneficiary interviews, as well as insights gathered from staff and volunteers, we identified several key elements that make this project truly unique. Mwangaza has developed a highly innovative, scalable model for women’s empowerment that addresses urgent needs in Kenya and has the potential to impact many more women and their families. These elements are grouped into four critical areas:

- 1. Trusting and Developing Local Women Leaders:** The partnership between WONDER and Kianda has been instrumental in strengthening the skills of women leaders at every level of the project—staff, mentors, and volunteers – many of whom already showed expertise in how to train and empower marginalised Kenyan women. This collaboration has created a powerful framework for women to become confident, capable leaders in their communities, showcasing models of local excellence to build this into a scalable solution.
- 2. Creating Safe and Nurturing Spaces:** One of the most innovative aspects of Mwangaza’s approach is the creation of emotionally and physically safe spaces. These nurturing environments foster personal growth and trust building, allowing women to celebrate achievements and share setbacks without fear of judgment. The safe spaces are not just a backdrop for learning—they are integral to helping women develop agency and confidence, both key to their success.
- 3. A User-Centred Approach to Project Design:** Mwangaza’s beneficiaries are co-creators and co-producers of the solutions that affect their lives. Women are actively involved in project design, delivery, evaluation, and celebration, ensuring that the project remains responsive to their needs. The one-on-one mentoring, flexible approach to emerging challenges, and feedback loops make this project truly adaptable and deeply rooted in the real-world experiences of the women and girls it serves.
- 4. A Strong Skills Curriculum:** Mwangaza meets women where they are, with a curriculum that is both accessible and practical. The curriculum’s simplicity ensures that participants can immediately apply their learnings to improve their livelihoods, while the comprehensive content covers essential business strategies, financial literacy, and entrepreneurial skills as well as industry placements. This blend of simplicity and depth ensures women are equipped to build sustainable enterprises, regardless of their starting point.
- 5. The introduction and adaptation of the EMPATH Mobility Mentoring** model has significantly improved the structure and effectiveness of mentoring, creating a framework for lasting personal and professional growth. This structured approach provides both mentors and mentees with the tools to establish clear, actionable pathways toward achieving self-sufficiency, agency and long-term success.

Business Women Support Programme

Mwangaza strategically adapted its training delivery to ensure lasting impact and long-term sustainability:

- **Safe & Supportive Learning Spaces:** All training sessions were held in accessible, comfortable environments where women felt secure. Facilitators built trust by treating participants with dignity, encouraging open discussions that covered both business and personal challenges.
- **Facilitator Profile:** Facilitators were chosen not only for their expertise but for their shared life experiences with participants. This relatability fostered deep connections and allowed facilitators to weave practical, lived examples into their teaching on business, finance, and family dynamics.
- **Trauma-Informed Pedagogy:** Recognizing that many women had experienced shame, trauma, and failure, the training adopted a trauma-informed approach. Facilitators used empowering language and storytelling, along with humour and mental health sessions, to boost participants' self-worth and resilience, creating an emotional safety net for growth.
- **Using Food to Support Family Life:** Cookery sessions went beyond nutrition—they created an informal setting to discuss family dynamics and challenges. As cooking skills improved, so did family support systems, making women's home lives more harmonious and resilient.

Mwangaza's "super chamas" extended the traditional Kenyan savings groups into powerful mentoring and support networks:

- **Structured Mentoring:** Super chamas introduced structured mentoring to promote economic mobility, allowing women to gain both financial independence and personal growth.
- **Mentor Training:** Mentors were trained using an adapted version of **EMPath Mobility Mentoring model**, equipping them with the skills to guide participants through personal and financial development. This structured approach helped women strengthen their executive function, enabling them to plan, prioritize, and make better decisions for their futures.

Vocational Training Programme

A critical element of success in the vocational training programme within the three hospitality colleges was the improvement of the mentoring programme. The introduction of the EMPath Mobility Mentoring model significantly bettered the structure and effectiveness of mentoring, creating a framework for lasting personal and professional growth. This structured approach provided both mentors and mentees with the tools to establish clear, actionable pathways toward achieving self-sufficiency and long-term success.



What is a chama?

A chama is an informal cooperative society that is normally used to pool and invest savings by people in East Africa, and particularly Kenya. The chama phenomenon is also referred to as "micro-savings groups".

Key Innovations in the Mentoring Approach:

- **Cooperative Sessions:** The mentoring style transitioned from a traditional, hierarchical model to a more **collaborative and engaging** approach. The dynamic exchange of ideas fostered an environment where mentees felt empowered to take an active role in their development, building their decision-making skills and independence.
- **Boundary Setting:** Mentors established clear boundaries, fostering a mutual respect for each other's time and improving the overall structure and flow of mentoring sessions. This improved the efficiency of the sessions but also taught mentees the importance of time management and professional boundaries—key skills for success in the hospitality industry.

- **Sharing Experiences:** Personal experiences, both challenges and successes, were shared openly, which facilitated **healing, trust, and deeper connections** between mentors and mentees. This helped mentees recognise that setbacks are part of growth and provided them with real-world examples of how to overcome obstacles, reinforcing the value of perseverance.
- **Vulnerability as Strength:** By sharing personal struggles, mentors and mentees were able to build stronger rapport and trust. This approach reframed vulnerability as a strength, not a weakness, creating a safe space where mentees could address their fears and limitations, and develop greater self-awareness and emotional intelligence—critical for both personal growth and leadership.
- **Mentors' Self-Awareness and Reflection:** Mentors, through guided reflection, became more aware of how their own experiences shaped their mentoring style. This was passed on to mentees, helping them better understand how their personal history influenced their behaviour and decision-making. As a result, mentees were able to take more control over their lives, recognizing their strengths and addressing areas for improvement.
- **Mentorship that sets one up for life:** The mentoring programme went beyond professional development, offering a user led approach that integrated personal connections with formal vocational training. By balancing formal instruction with informal interactions, mentors were able to engage with mentees on a deeper level, addressing both career goals and personal well-being. This engagement ensured that the mentees were not only prepared for professional success but also equipped with the emotional and mental resilience to sustain that success.
- **Safe Spaces:** The schools as well as the “super chamas” created secure environments where women could express their challenges and receive support. This foundation of trust allowed for meaningful exchanges and collaborative problem-solving, ensuring that women’s voices were heard and valued.

Impact and Future Scalability

By combining **strong partnerships**, a **user-centred approach**, and **effective business skills training**, the Mwangaza project has laid the groundwork for sustainable and scalable impact. The development of executive function and leadership skills has empowered women not only to transform their own lives but also to uplift their communities.

Looking forward, the next phase of the project will focus on scaling this model to reach **many more women in Kenya and beyond**. By expanding partnerships, leveraging lessons learned, and continuing to prioritize local leadership and user-centred design, Mwangaza is set to become a flagship programme for women’s empowerment globally.

Sustainability of Project Results

The introduction of super chamas and the EMPATH mentoring model contributed significantly to long-term sustainability in all participants, ensuring the project’s impact goes beyond its immediate interventions.

- **Development of Executive Function:** Women who participated in the mentoring programme demonstrated a marked improvement in their executive function—the mental skills that enable planning, flexible thinking, and self-control. This development enabled them to manage their personal and professional lives more effectively, improving decision-making, financial stability, and long-term planning.



10. RECOMMENDATIONS AND NEXT STEPS



Recommendations for Enhancing Project Effectiveness and Sustainability

1 Establish Continuous Counselling Services: Introduce counselling at the beginning of the Mwangaza programme and maintain it throughout to provide ongoing emotional and psychological support. Set up a dedicated counselling department in hospitality colleges for easy access to support for both students and parents.

2 Mentor Support and Training:

- Provide emotional management, clinical supervision, and counselling training to mentors to help them address mentee challenges and prevent burnout. This will reduce the risk of vicarious trauma.
- Hold regular mentor meetings for debriefing, experience-sharing, and addressing emerging needs, ensuring that mentors remain motivated and supported.

3 Improve Mentor-Mentee Interaction: Increase the frequency of mentor-mentee interactions and offer additional training for mentors to handle complex issues. Ensure mentors have sufficient time and resources to engage effectively.

4 Recruit External Volunteers: Involve trained external volunteers to reduce the workload on teaching staff mentors, allowing them more time to dedicate to their mentees.

5 Educate mentees on the value of mentoring from the outset to foster stronger understanding and engagement. Involve students in decisions like choosing mentors and shaping their educational experiences, increasing their ownership of the programme.

6 Improve Monitoring and Evaluation: Introduce data-driven monitoring tools to track progress, assess the impact, and refine the mentoring programme for better outcomes.

Curriculum Updates: Expand the curriculum to include entrepreneurship, event planning, and emerging technologies to better prepare graduates for modern industry needs.

Address Employment Challenges: Work directly with hospitality industry employers to ensure fair labour practices and stable employment conditions for graduates. Offer industry immersion sessions to prepare students for employment and educate them on their rights.



9 Financial Support and Business Management: Increase access to financial support for participants' businesses, including workshops on table banking for chamas. Offer advanced business management and financial literacy training for business skills programme graduates.

10 Engage Men in Empowerment Initiatives: Involve men in selected aspects of the programme, such as celebrating achievements, to foster broader understanding of women's empowerment and reduce gender-based violence. Engaging men will create a more supportive environment for women's progress.

Continuous Learning for Kianda Staff: Incorporate ongoing professional development for Kianda Foundation staff to enhance skills, boost morale, retain talent, and ensure the Foundation's long-term growth and success.

12 Scale the Mwangaza Project: Extend the project to new regions, starting with Kisumu, while applying lessons learned to adapt to regional challenges and ensure sustainability.



11. Conclusion

The Mwangaza Project has clearly demonstrated its transformative impact on marginalised women's lives. As we look ahead, it's crucial to build on these successes by focusing on what truly works. For Kianda Foundation and WONDER Foundation, the ongoing commitment to learning and improving is essential—not only to sustain these positive outcomes but also to expand our impact to other communities. By embracing these lessons, we can continue to uplift and empower women, driving lasting change where it's needed most. We extend our heartfelt thanks to TAD, whose generous support and partnership made this journey possible.

APPENDIX 1

Testimonies

Vocational Training Programme Graduates

Lucia:

"I couldn't stand before a crowd to give a speech. I can now give a speech in fluent English and Swahili. I feel more confident. I am proud of the fact that I learnt a lot through the hospitality course in Tewa. I am able to make contributions at work to improve processes of work because many people I work with don't know. I'm able to help my colleagues who had poor training skills. So far I have helped 4 of my colleagues. In the process I'm earning respect from others. I'm happy that I'm able to pay rent on my own, provide KES 5,000 every month to my family at home. I'm able to save and shop for myself."

Irene:

"I'm proud of the woman I'm growing into. I'm proud that at least even if life is difficult, I can still handle it. Right now, I'm not depending on someone. At least my siblings can say, I have an elder sister I can depend on. Even if not fully. That is something that I'm so proud of. I'm also proud of the fact that Kibondeni has helped me to have sense of initiative to reach my goals. Kibondeni trains you to be a better version of yourself."

Anne:

"I feel confident to work because I have the skills. If I want to start something I have the skills and money. Upcountry I have bought 2 goats and 2 chicken for my grandmother who raised us up as we are orphans. My grandmother is breeding them so that eventually we sell them and get money to buy a cow. I help my grandmother to buy her medicine as she has diabetes and pay college fees for my brother. I also bought my grandmother a gas cylinder."

Business Skills Programme Graduates

Sarah:

"I never knew how to manage money. My husband would leave money for me and I would sometimes buy things we did not need and he used to get so upset. But after the training programme, I started saving from the money he gave me. At the time I was also struggling to manage my sugar levels and I was at one point admitted in hospital. So I decided to save money to buy a glucometer and I actually managed

within a few months. This really motivated me so I continued saving so that I could improve our poultry farming. Eventually my husband was so impressed with the changes he saw, so he opened for me a small restaurant. I use the skills of record keeping and the business is doing so well. Now I also contribute to the family's income. I have also taught my husband how to keep records for his butchery business."

Gladys:

"I used to have problems with managing time. I could go to work at 11.00a.m. and come back home at 9.00p.m. and we used to argue about this with my husband. He told me to be better organized with my time as he used to come home and find the kids asleep in the sitting room, they have not taken a bath or even eaten. And my argument was that I am hustling just like you to bring money on the table. We argued a lot. But when I went through mentoring, I learnt that I may need to give in so that we have less arguments. I started waking up early to prepare my kids for school and do house chores so that by the time I go to work I have done a lot in the home. I realised I was not managing my time well. So now I have time for my off day, time to go to church. I saw it was good to have Sunday off for prayers and time for my family. Now I also come home early from work though there are times it is not possible because of clients. So now most of the time I am home by 7.30p.m. and the arguments with my husband have greatly reduced. Because of time management, now I have made sure my clients book their slots so there is some order in my business because clients come by appointment."

Mary:

"My life has changed a lot but let me first give you a brief background of where I was before. In as much as I am telling you that I am married, I have had a very difficult time managing my relationships with my husband. We were OK until 3 years ago when he got an accident and was unable to work for about a year recovering at home. After he healed, he never went back to his businesses, he instead stayed at home. At the time my main occupation was farming at home and looking after our three children. Life was hard because there was no income and the bills were high because of his medical problems. I worked hard everyday at least to sell the farm produce so that I could bring money daily to put food on the table and manage household expenses. My husband began being emotionally abusive and he would not help at all with household chores and at the time I had a baby at home. Anytime I tried to ask for help he would

talk back at me with contempt. It reached a point where he actually asked me to leave his home. He even threatened me with a machete which he used to hide underneath our bed. So sometimes I used to sleep in the kitchen outside or with my children as I feared what he would do to me. I lived in fear and at the same time I felt like I was not worthy because of all the abuse he hurled at me. But at the same time I knew I had to be strong for my children. I could not discuss these issues with my brothers and sisters-in-law who were his only family members alive as they always sided with him. I was only happy when his parents were alive as we had a very good relationship.

At some point the pressure was too much so I decided to leave and go back home with to my mother's place. I left my husband with the children. I thought this would change his ways but while I was away, he decided to put up the family home up for sale. It is the only property he was left with and I knew once this goes, my children will be homeless. Secondly, I realised my children were suffering with him. So I decided to go back and iron out issues for the sake of my children.

When I got back there were couple of things I did. And this is because of the things Kianda Foundation taught us during the classes. For one I went to the chief secretly and put a caveat on the piece of land so that he could not sell it. Secondly, I faced him and told him what I did. Then I told him I have come back and all I need is peace. Peace to look after my children and peace to work. I told him that I was not afraid of being killed and I said that I would engage the same government officials who helped me to put a caveat to tell them about your intentions of killing me. I told him I know they would help me to deal with you. Finally, I told him to choose what he really wanted for our family. I told him that whether he provided or not for our family, I would always make sure that our children have the basic needs.

The programme helped to have courage to face up to my husband and not to have verbal exchanges with him. I could also think straight and that's why I came up with the idea of putting up a caveat on the land. Since then he removed the machete from our bedroom, he never quarrels with me and he now helps especially with looking after our youngest child."

APPENDIX 2

Case Studies

Business Women Support Programme Graduates

Rose

Once, there was just a small patch of grass behind Rose's house. Now, it's a busy shop where Rose is always on her feet, helping her many customers. This incredible change happened in just five months after she joined the Business Women Support Programme (BWSP).

Before the training, Rose's life was tough. She worked as a casual laborer, earning only KES. 300 a day—if she was lucky enough to find work. It was hard to provide for her family on this small income, and they depended on her for everything. On days when there was no work, Rose would do household chores, take care of a small vegetable garden, and often end up napping for three hours in the afternoon. She felt discouraged by her situation and fell into a depression without even realizing it.

One day, Rose heard about the BWSP training at her local church and decided to give it a try. She started attending classes in June 2022, but she struggled to focus because she was feeling so low. Luckily, the programme included counselling sessions for women like her.

"I spent most of my first session with the counsellor just crying," Rose recalls. "But by the end, it felt like a huge weight had been lifted off my shoulders. It allowed me to focus on the lessons and think clearly again."

After just a month of training and some counselling, Rose found the courage to start her own business. She took a KES. 50,000 loan from Caritas Microfinance SACCO and built a small kiosk on the grass patch behind her home. She stocked it with various vegetables like potatoes, maize, cabbages, and peas. Using the online marketing skills she learned during the training, she posted photos of her goods on WhatsApp and started receiving orders right away. As she made profits, she gradually doubled and even tripled her stock. Today, she's expanded her business into a general shop that sells not only groceries but also items like cooking oil, flour, milk, and airtime. She even prepares and sells lunches to nearby construction workers. With the profits she now makes, she can easily support her family and pay back her loan of KES 2,000 a month. Her stock, which started at KES 5,000, is now worth KES 15,000.

Rose has also mastered time management, another skill she learned in the training. She now wakes up at 5:00 a.m. and opens her shop by 6:00 a.m. The woman who was once discouraged and withdrawn is now full of energy, happiness,

and drive. She has even become a climate champion, recycling unsold vegetables to feed her farm animals and using other organic waste as manure on her farm.

Rose's life has completely transformed, and it all began with the training she received through BWSP.



"I spent most of my first session with the counsellor just crying. But by the end, it felt like a huge weight had been lifted off my shoulders. It allowed me to focus on the lessons and think clearly again."

Joyce

Joyce is a middle-aged mother of two who faced a series of heartbreaking challenges. In March 2022, she suffered a miscarriage at five months, which occurred unexpectedly at home during the night. Her husband abandoned the family, leaving Joyce devastated and deeply depressed. She became suicidal and struggled to cope. Joyce recalls, "I couldn't eat because the image of my baby's fetus haunted me. I lost about half my body weight."

Joyce learned about the Mwangaza training through church announcements. When she enrolled, she found comfort in the safe space provided during group sessions. This supportive environment allowed her to open up and benefit from the counselling sessions offered as part of the Mentorship programme. A fellow participant named Cecilia played a crucial role in Joyce's recovery, offering her work and emotional support. With Cecilia's help, Joyce gradually regained her confidence, started seeing a counsellor regularly, and began rebuilding her life.

"The counselling has completely changed my outlook on life and stopped me from committing suicide and leaving my children without a mother," Joyce shares. "The night before I started counselling, I had decided to end my life because I couldn't feed my child and had been thrown out of my house. I wasn't myself. I never used to work. Now, I thank God. I can earn a living, pay tuition for my son, and put food on the table. Attending the

counselling sessions helped me take steps I never thought possible. Today, I am a happy woman. It's like a dream come true—it has saved my life."

Joyce's childhood was challenging as well. She was raised by her grandparents after being abandoned by both her parents, who remarried and started new families. Joyce was never fully accepted by either family. Now, as a mother, she looks forward to giving her children the love and care she didn't receive.

With the income Joyce earned from working with Cecilia, she managed to cover her daily needs and saved enough to start her own business. Drawing from the cookery lessons she attended, Joyce began making chapatis and selling them early in the morning at the local bus stage. Her chapatis were a hit, and she was sold out by 9:00 a.m., earning about KES 1,000 daily. As her business grew, Joyce no longer needed to work for Cecilia.

Encouraged by her success, Joyce approached a nearby construction site and asked the contractor if she could supply lunch to the workers. She got the job and now prepares lunch for about 20 construction workers each day. This new venture allowed Joyce to move from a tiny one-room house to a much better two-bedroom home with a separate living room and kitchen.

Seeing the positive changes in Joyce's life, her husband returned to ask for forgiveness. After working through their issues, they reconciled, and he moved back in. He now supports Joyce by helping make chapatis for the next business day while she's out selling them, lightening her workload at home.

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“The counselling has completely changed my outlook on life and stopped me from committing suicide and leaving my children without a mother. The night before I started counselling, I had decided to end my life because I couldn't feed my child and had been thrown out of my house. [...] Attending the counselling sessions helped me take steps I never thought possible. Today, I am a happy woman. It's like a dream come true—it has saved my life.”

Elizabeth

Elizabeth, a mother of one from Kamandura village, found herself in a difficult situation. Living in a rented house she could barely afford, burdened by debt, and constantly striving to meet the expectations of her community, Elizabeth felt the weight of her choices. She admits, ***“I even used to borrow money from people so that I could buy clothes to ensure people held me in high esteem in the village and in the church. I even rented a house, yet I could not afford rent as I did not have regular work. So I had a lot of debt and stress.”***

When she heard about the Business Women Support Programme (BWSP) announced at her church, she initially joined out of curiosity, expecting it to be a cookery course due to her catering background. However, she soon discovered it was a comprehensive programme that included business training and mentorship. Intrigued, she decided to stay.

Elizabeth's transformation began with the counselling sessions provided by the programme. These sessions helped her realise her potential and the importance of self-acceptance. She reflects, ***“After I went for counselling, I realised that I need to accept myself as I am. So I humbly moved back to my mother's home and life is now manageable.”*** This shift in mindset allowed Elizabeth to let go of the societal pressures that had driven her into financial and emotional distress.

With newfound confidence, Elizabeth took a bold step and started her own business selling second-hand clothes, a passion she had long ignored due to self-doubt. She began with just KES. 2,000 and a small carrier bag of clothes from Gikomba market. Her determination paid off as she quickly made a profit, which she reinvested into her business. Today, Elizabeth runs a successful clothing business, selling in Limuru market with plans to expand further. She no longer struggles to pay her daughter's school fees and is proud of the progress she has made.

The mentorship and counselling sessions not only helped Elizabeth build her business but also gave her the strength to lead others. As a leader in her community's mentoring group, she has been able to guide and support other women, sharing the knowledge and confidence she gained from the programme.

Reflecting on her journey, Elizabeth expresses deep gratitude to the Kianda Foundation for the impact the Business Women Support Programme has had on her life. She acknowledges that the programme's blend of business skills training, mentorship, and counselling was key to her transformation. “Some of us were falling into depression, but God came through,” she says with gratitude.

Today, Elizabeth looks forward to expanding her business and helping others in her community achieve their dreams.

Vocational Training Programme Graduates

Viola

I grew up in Baringo County, Kenya, a simple place where life wasn't always easy, but it shaped who I am today. I've always been hardworking and determined, even when the odds were stacked against me. My journey into baking started way before I ever sat in a classroom. I was self-taught, learning through countless mistakes in our small kitchen back in Ongata Rongai. Baking became my way of helping out at home and earning a little income, but deep down, I knew I wanted more.

One day, a friend told me about Kibondeni College. She had studied there, and something about it caught my attention. When I heard about the Mwangaza Scholarship Programme, which helps students who can't afford college, I felt a flicker of hope. My family was really struggling, and I knew I couldn't afford college on my own. So, I applied for the scholarship, and when I found out I got it, it felt like a miracle.

Before Kibondeni, life had made me tough, maybe too tough. Living with my father, who struggled with alcoholism, meant that I had to grow up fast. Most days, I was managing the household finances, running my small baking business to make ends meet, and trying to find my way through it all. The pressure at home made me stubborn and closed off. I felt like I was carrying the world on my shoulders.

Kibondeni changed all of that. The structure, the guidance from my mentors—it was exactly what I needed, even though I didn't know it at the time. I learned to be more organized and disciplined. Punctuality, respect for others—these were things I hadn't really thought about before, but they became second nature to me. One of the biggest shifts in my life was overcoming my own drinking habit. It wasn't easy, but with the support from my mentors, I learned how to manage my emotions and gain control over my choices. That sense of control was something I had been missing for a long time.

Not everything was smooth sailing, though. There were days I couldn't even afford bus fare to get to college. Some nights, I'd stay up late making cake deliveries, and by the time morning came, I'd be rushing to class, exhausted. I even had to take out a loan just to pay for my exams. But through all of that, I stayed positive. I chose to see these challenges as lessons—hard ones, but lessons all the same.

After graduating from Kibondeni, I found a job as a waitress in Kilimani, earning between KES 20,000 and KES 25,000 per month. I didn't stop baking, though. My baking business was still going strong, bringing in about KES 40,000 a month. Juggling both jobs wasn't easy, but I found ways to make it work. I started using Uber for deliveries, and sometimes, I'd ask clients to pick up their orders so I wouldn't be late for work. Every day was a hustle, but I was finally seeing the fruits of my work.

With my new income, I was able to support my family better. I reinvested in my baking business, bought better equipment, and even started taking online classes to learn how to make cocktails. My dream is to expand my bakery and eventually start a fashion design business. The future feels full of possibilities now.

But beyond just earning money, Kibondeni taught me how to give back. I started guiding my friends, helping them make better choices in life and avoid the mistakes I once made. I feel so grateful for Kibondeni and the scholarship that allowed me to become the person I am today. I know I still have a long way to go, but I'm proud of how far I've come. I only hope that Kibondeni continues to offer that same understanding and support to students like me, because it can truly change lives—just like it changed mine.



“But beyond just earning money, Kibondeni taught me how to give back. I started guiding my friends, helping them make better choices in life and avoid the mistakes I once made. I feel so grateful for Kibondeni and the scholarship that allowed me to become the person I am today. I know I still have a long way to go, but I'm proud of how far I've come.”

Lavinia

I grew up in Kilifi, the middle child in a family of six. Life wasn't easy for us. When my mother became mentally unwell, she had to move back to her family home. That left me and my two sisters under the care of our aunt. It was a difficult time—financial struggles made it hard for me to attend school regularly, but my aunt and uncle did everything they could to support me.

I first came across Tewa when I was in primary school. The Tewa Club in our village became my sanctuary, a place where I could momentarily escape the hardships at home. Even when I moved on to high school, I stayed connected with the club. After graduating, reality hit me hard—I couldn't afford to continue my education. It felt like my dreams were slipping away.

But then Susie, one of the mentors at Tewa, told me about a scholarship opportunity for a hospitality course. I applied with all the hope I could muster, and to my absolute joy, I was accepted.

Before the course even began, Tewa had already started to change my life. I learned practical skills like basket weaving, beadwork, and cookery. I even managed to earn some money by selling snacks I made. These small victories boosted my confidence.

Starting the hospitality course was a turning point for me. I grew in ways I never imagined—mentally, physically, spiritually. I met people from all over the country and learned how to interact with them. It opened up my world and broadened my perspective.

One of the most profound experiences at Tewa was realizing I wasn't alone in my struggles. Sharing my experiences with others gave me the courage to face my problems head-on. It was comforting to know that challenges are a part of life but not a permanent state.

Mentoring played a significant role in my life, even though it was hard at first to open up about personal matters. Over time, it helped me become more aware of my strengths and improved my academic performance. I began to believe in myself.



“Starting the hospitality course was a turning point for me. I grew in ways I never imagined—mentally, physically, spiritually. I met people from all over the country and learned how to interact with them. It opened up my world and broadened my perspective.”

After completing the course, I landed an internship at the Sheraton Hotel in Mombasa. It was tough—I won't lie. The work was demanding, and the environment was intense. But returning to the supportive community at Tewa helped me cope with the stress.

Eventually, I secured a job as a chef at North Kinangop Hospital. Every day, I'm learning and growing in my profession. The job has given me financial independence. I'm able to support my family and contribute to my sisters' education. Knowing that I can make a difference in their lives fills me with pride.

Looking ahead, I plan to start a business rearing indigenous chickens. I believe it's a venture that will thrive in my current location. I'm excited about the possibilities and eager to see where this path takes me.

I'm incredibly grateful for the opportunities Tewa has given me. They believed in me when I didn't believe in myself. My hope is that other girls, especially those from my local community, will come to appreciate the education and support they receive from Tewa as much as I do. It's more than just an organization—it's a lifeline that can change the course of someone's life, just like it did for me.

APPENDIX 3

The Bridge to Self-Sufficiency® (EMPath Mobility Mentoring® Tool)

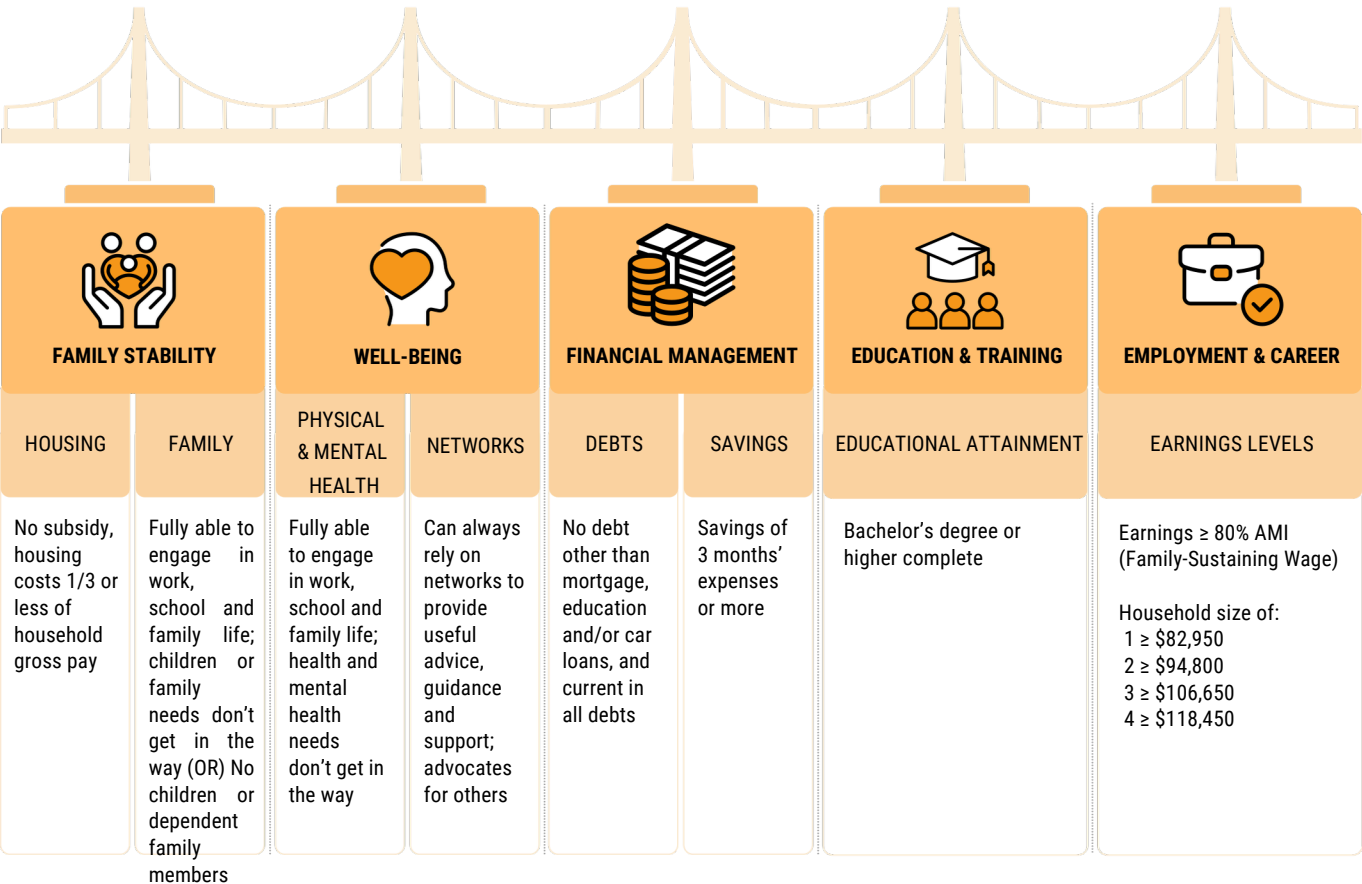
The Bridge model, developed by EMPath, is a visual tool that helps participants set goals and make future-oriented decisions across five key areas:

- Family Stability: Housing and family dynamics.
- Well-Being: Physical and mental health, social networks.
- Financial Management: Managing debts and savings.
- Education and Training: Learning and skill development.
- Employment and Career Management: Job opportunities and career growth.

These pillars are depicted as supports of a bridge on a single sheet for easy reference. The Bridge serves as an assessment and goal-setting tool, guiding conversations between mentors




and participants. It helps measure progress, with scores from 1 to 5 indicating levels of self-sufficiency, where higher scores reflect greater independence.

After the pilot year of the Mwangaza Project, it became clear that the Bridge framework didn't fully align with the needs of the beneficiaries. For example, educational attainment wasn't a primary goal for the women in the business skills programme, as most were more focused on acquiring the essential skills needed to start or grow their businesses. In response, we adjusted the framework by reducing the number of pillars and redefining the parameters of self-sufficiency within each pillar to better address the specific needs and circumstances of the mentees.







BWSP Bridge to Self-Sufficiency Tool

The Mwangaza BWSP Bridge tool consists of three pillars and nine sub-pillars as depicted below. The three pillars are highlighted in orange while the sub-pillars are highlighted in light orange.

 FAMILY WELL-BEING		 PERSONAL WELL-BEING				 FINANCIAL WELL-BEING		
HOUSING	FAMILY LIFE	PHYSICAL WELL-BEING	MENTAL WELL-BEING	SOCIAL WELL-BEING	SPIRITUAL WELL-BEING	INCOME	SAVINGS	DEBTS
Home is suitable and comfortable for her and her family	Can confidently manage family life. Has good and strong relationships. Copes well with problems and has the support she needs.	Always feels well physically. Can work and do everything for herself.	Always feels well mentally. Has no stress.	Always relates well with people in her community (friends, neighbours, group members, etc). Gets their complete support.	Regularly practices spiritual worship.	Has income to live a very comfortable life catering for all basic needs	Regularly saves and has a very good amount of savings	Has no debts OR Has fully repaid her debts

Vocational Training Programme Bridge to Self-Sufficiency Tool

The Mwangaza Vocational training Bridge tool consists of four pillars and eight sub-pillars as depicted below. The four pillars are highlighted in orange while the sub-pillars are highlighted in light orange.

<div></div> <div>FAMILY WELL-BEING</div>	<div></div> <div>PERSONAL WELL-BEING</div>				<div></div> <div>EDUCATION & TRAINING</div>		<div></div> <div>EMPLOYMENT & CAREER</div>
FAMILY LIFE	PHYSICAL WELL-BEING	MENTAL WELL-BEING	SOCIAL WELL-BEING	SPIRITUAL WELL-BEING	ACADEMIC PERFORMANCE	EDUCATIONAL ATTAINMENT	EMPLOYMENT STATUS & EARNING LEVELS
Can confidently manage family life. Has good and strong relationships. Copes well with problems and has the support she needs.	Always feels well physically. Can work and do everything for herself.	Always feels well mentally. Has no stress.	Always relates well with people in her community (friends, neighbours, group members, etc). Gets their complete support.	Regularly practices spiritual worship.	Gets excellent grades (75-100%).	Completed an accredited Diploma or Certificate Course	Employed (on part-time, full-time or casual basis) and earns above KSh. 25,000 per month. Income covers basic needs

APPENDIX 4

The Developmental Assets Profile (DAP) Assessment

In addition to using the Bridge tool for assessing the development of mentees, EMPATH recommended the Developmental Assets Profile (DAP) Assessment to measure the impact of mobility mentoring. Developed by the Search Institute, this tool measures the strengths and supports that influence young people's development. The assessment evaluates 40 key assets divided into internal assets and external assets. By identifying these assets, the DAP helps individuals, families, schools, and communities understand and enhance the factors that contribute to healthy development, resilience, and thriving in young people.⁴ Below are the assets and the score key.

Internal Assets

These refer to personal skills, social-emotional strengths, self-perceptions, and values that empower young people to make good choices, take responsibility, and become independent. The internal assets are as depicted below.

External Assets

These are positive supports, opportunities, and relationship qualities that young people need across various aspects of their lives. The external assets are as depicted below.

Internal Assets

Positive Identity	Social Competencies	Positive Values	Commitment to learning
Q2 - Feels in control Q3 - Positive self esteem Q12 - Good future Q14 - Manages frustration Q15 - Overcomes challenges Q27 - Sense of purpose	Q4 - Avoids unhealthy things or situations Q6 - Builds friendships Q11 - Expresses feelings Q18 - Plans ahead Q19 - Resists pressures Q20 - Resolves conflicts Q24 - Accepts others Q39 - Sensitive to others	Q1 - Stands up for beliefs Q9 - Avoids alcohol Q16 - Values helping Q22 - Takes responsibility Q23 - Values honesty Q30 - Help community Q32 - Healthy habits Q33 - Encouraged to help Q35 - Help solve problems Q37 - Respect others Q41 - Serving others	Q5 - Enjoys reading Q7 - Cares about school Q8 - Does homework Q10 - Enjoys learning Q26 - Engaged learning Q28 - Encouraged to try new things Q38 - Motivated

External Assets

Support	Empowerment	Boundaries & Expectations	Constructive Use of Time
Q13 - Parents advice Q47 - Parents help Q48 - Good neighbors Q49 - Caring school Q51 - Adult support Q54 - Family support Q56 - Parents talk	Q17 - Safe at home Q21 - Feels valued Q25 - Safe at school Q29 - Family tasks Q36 - Useful roles Q46 - Safe neighbourhood	Q43 - Peer role models Q44 - Clear school rules Q45 - Adult role model Q50 - Teachers encourage Q52 - Clear family rules Q53 - Parents encourage Q55 - Neighbors monitor Q57 - Fair school rules Q58 - Family monitors	Q31 - Religious activity Q34 - Sport, club, group Q40 - Creative activities Q42 - Time at home

Score Key

Challenged	Vulnerable	Adequate	Thriving
0-14	15-20	21-25	26-30

⁴ 'Developmental Assets Profile', Search Institute <<https://searchinstitute.org/developmental-assets-profile>>.

Developmental Assets Profile

Self-Report for College Students

Name: Date:

Institution: Course:

Age:

Instructions: Below is a list of positive things that you might have in yourself, your family, friends, neighbourhood, school, and community. For each item that describes you **when you joined the college and now when you have completed your studies**. Indicate your answer in the two columns labelled (**When I started the college programme & Now**) using the key below. If you do not want to answer an item, leave it blank. But please try to answer all items as best you can.

Indicate your answer using the following key:

Rarely	Sometimes	Most of the time	Always
1	2	3	4

I...	When I started the college programme	Now
1. Stand up for what I believe in.		
2. Feel in control of my life and future.		
3. Feel good about myself.		
4. Avoid things that are dangerous or unhealthy.		
5. Enjoy reading or being read to.		
6. Build friendships with other people.		
7. Care about school / education.		
8. Do my homework		
9. Avoid tobacco, alcohol, and other drugs		
10. Enjoy learning.		
11. Express my feelings in proper ways.		
12. Feel good about my future.		
13. Seek advice from my parents / guardians.		
14. Deal with problems in positive ways.		
15. Overcome challenges in positive ways.		
16. Think it is important to help other people.		
17. Feel safe and secure at home.		
18. Plan ahead and make good choices.		
19. Resist or avoid bad influences.		
20. Resolve conflicts in a peaceful and respectful manner without hurting anyone		
21. Feel valued and appreciated by others.		
22. Take responsibility for what I do.		
23. Tell the truth even when it is not easy.		
24.		

	When I started the college programme	Now
26	Accept people who are different from me.	
27	Feel safe at school.	
28	Actively engaged in learning new things.	
29	Developing a sense of purpose or direction in my life.	
30	Encouraged to try things that might be good for me.	
31	Included in family tasks and decisions.	
32	Helping to make my community a better place.	
33	Involved in a religious group or activity.	
34	Developing good health habits.	
35	Encouraged to help others.	
36	Involved in a sport, club, or other group.	
37	Trying to help solve social problems Given useful roles and responsibilities.	
38	Developing respect for other people.	
39	Keen on doing well in college and other activities.	
40	Sensitive to the needs and feelings of others.	
41	Involved in creative things such as music, drama, or art.	
42	Serving others in my community.	

	When I started the college programme	Now
43	Spending quality time at home with my parent(s) / guardian(s).	
44	Friends who set good examples for me.	
45	A college that gives students clear rules.	
46	Adults who are good role models for me.	
47	A safe neighborhood.	
48	Parent(s) who try to help me succeed.	
49	Good neighbors who care about me.	
50	A college that cares about students and encourages them.	
51	Teachers who encourage me to develop and achieve.	
52	Support from adults other than my parents.	
53	A family that provides me with clear rules.	
54	Parent(s) / guardian (s) who encourage me to do well in college.	
55	A family that gives me love and support.	
56	Neighbors who help watch out for me.	
57	Parent(s) / guardian (s) who are good at talking with me about things.	
58	A college that implements rules fairly.	
	A family that knows where I am and what I am doing.	

APPENDIX 5

Interview Guide

EVALUATION FORM: VOCATIONAL TRAINING GRADUATES

Identifier Code: College:

Work Location: Date:

Interview Questions

1. Tell me about yourself.
2. How did you get to know about the Mwangaza Scholarship?
3. Why did you want to take a course at the college?
4. How has joining the college under the scholarship programme affected you?
5. What challenges did you experience while in college?
6. How did you address the challenges?
7. Did you have a mentor while in college?
8. What is the impact of mentoring in your life?
9. How did you get the job that you currently have?
10. What things did you learn in college that are helping you to perform in your job?
11. What was your starting salary? What is your current salary?
12. Do you have additional income apart from your salary? If yes what is the source of the income?
13. How has your job(s) impacted you?
14. What are your future plans or aspirations?
15. What suggestions or comments would you add (e.g. additional information or improvements)?
16. Would you recommend the college to anyone?

EVALUATION FORM: MENTORS (VOCATIONAL TRAINING)

Identifier Code: Institution:

Location: Date:

Interview Questions

1. How has the mentoring training impacted you as a mentor?
2. What differences do you note with regards to how you mentored before the training and after the training?
3. What tools are you using to monitor the progress of your mentees OR How are you monitoring the progress of your mentees?
4. What are the key achievements or positive outcomes you have experienced as a mentor engaging with your mentees?
5. What challenges have you experienced working as a mentor with your mentees?
6. How have you addressed these challenges?
7. What is the effect of mentoring on your life?
8. What more support do you need in order to be an effective mentor?
9. What other comments or suggestions do you have?

EVALUATION FORM: BWSP BENEFICIARY

Identifier Code: Group:

Location: Date:

Interview Questions

1. Tell me about yourself.
2. How did you get to know about BWSP?
3. Why did you want to do it?
4. How has the BWSP affected your life?
5. What challenges are you still experiencing?
6. How are you addressing these challenges?
7. How has your mentor helped you?
8. How helpful is the mentoring group you are in?
9. What was the impact of the counselling sessions that were run during the programme?
10. What are your plans for the future?
11. Who has inspired you?
12. Would you recommend this programme to someone?
13. What other comments or suggestions do you have?

EVALUATION FORM: BWSP CHAMA GROUPS

Identifier Code: Group:

Location: Date:

Interview Questions

1. How has BWSP affected your lives?
2. What challenges are you still experiencing?
3. How are you addressing these challenges?
4. What is the impact of being in a mentoring group?
5. What was the impact of the counselling sessions that were run during the programme?
6. What activities have you began as a group?
7. What is the impact of these activities?
8. What are your plans for the future?
9. What other comments or suggestions do you have?

EVALUATION FORM: MENTORS (BWSP)

Identifier Code: Group:

Location: Date:

Interview Questions

1. How has the mentoring training impacted you as a mentor?
2. What tools are you using to monitor the progress of your mentees OR How are you monitoring the progress of your group of mentees?
3. What are the key achievements or positive outcomes you have experienced as a mentor engaging with your group of mentees?
4. What challenges have you experienced working as a mentor with your group?
5. How have you addressed these challenges?
6. What is the effect of mentoring on your life?
7. What more support do you need in order to be an effective mentor?

APPENDIX 6

Business Women Support Programme Survey Tool

EVALUATION FORM: BWSP SURVEY

Name (Initials): Group:

Location: Date:

Religion:

Survey Questions

A. PROGRAMME RATING

1. How would you rate the business skills training programme content? (Tick ☐ where appropriate)

Programme	Excellent	Good	Average	Poor
Business Skills				
Cookery Programme				
Mentoring Programme				

2. How would you rate the performance of the facilitators / trainers of the programme? (Tick ☐ where appropriate)

Programme	Excellent	Good	Average	Poor
Business Skills				
Cookery Programme				
Mentoring Programme				

B. BUSINESS SKILLS PROGRAMME

3. How has the business skills programme affected your income generating capacity?

Tick (X) the answer that is applicable to you.

- a. I got a job (casual or permanent)
- b. I started a business. Indicate the business
- c. I have expanded my business / my business has grown
- d. There has been no change; neither do I have a job nor a business

4. Which topics of the business skills programme have you implemented?

Tick (X) the answers that are applicable to you.

- a. Budgeting
- b. Costs and profits
- c. Keeping Business Records
- d. Savings and Debts Management
- e. Marketing
- f. Creating a Business Plan
- g. Time management

5. How has the business skills programme affected your finances?

Tick (X) the answer that is applicable to you.

- a. I have increased my income by 1 - 25%
- b. I have increased my income by 26 – 50 %
- c. I have increased my income by 51 – 100 %
- d. My income is more than double what I used to earn (increased by more than 100%)
- e. There has been no change in income
- f. My income is lower now

6. What was your income per month before and after the training?

- a. Before the training _____
- b. After the training _____

7. How has the business skills programme changed how you save money?

Tick (X) the answer that is applicable to you

- a. I had no savings before, now I do
- b. I had savings before and they have grown
- c. I have decreased my savings
- d. I have no savings

8. How has the business skills programme affected how you manage debt?

Tick (X) the answer that is applicable to you

- a. I have reduced my debts
- b. I am in more debt now than when I began
- c. I have no debts

9. How much were you saving per month before and after the business skills training programme?

- a. Before the training _____
- b. After the training _____

C. COOKERY PROGRAMME

10. In what ways has the cookery programme affected / impacted you and / or your family?

D. MENTORING PROGRAMME

11. Before and after the mentoring programme, how would you rate yourself in the following areas (self-confidence & agency)?

Indicate your answer using the following key:

Never	Rarely	Some of the time	Most of the time	Always
1	2	3	4	5

	When I started the programme	Now
I am confident of myself and my abilities		
I am optimistic and positive about my future		
I am optimistic and positive about the future of my family		
I know how and where to get the support and information I need to sort out my issues or problems		
I understand and can put into practice the advice or information I receive		
I am able to assess and talk about my current situation		
I can set and work towards my personal goals		
I can find solutions to the problems I face		

Personal Well-Being (Before and after the training programme)	When I started the programme	Now
Housing (please select one)		
My home is suitable and comfortable for me and my family My home is almost or just about suitable and comfortable for me and my family My home is not really suitable and comfortable for me and my family, we can manage for now but we need to change things soon	5	5
My home is completely unsuitable and uncomfortable for me and my family. The situation is very difficult	4	4
I have no home of my own (e.g. homeless, living with relative or friends)	3	3
	2	2
	1	1
Family Life (please select one)		
I can confidently manage family life. I have good and strong relationships. We cope well with problems and have the support we need.	5	5
I mostly manage family life. My family relationships are good. We mostly cope with problems and have most of the support we need.	4	4
I cannot always manage family life. Family relationships are sometimes difficult; there is some conflict. Sometimes, it is difficult to cope with problems; we sometimes need support.	3	3
I cannot always manage family life. Many times family relationships are difficult and there is conflict. It is difficult to cope with challenges, we need more support.	2	2
It is always difficult to manage family life. Family relationships are always difficult. There is a lot of conflict. We don't have the support we need.	1	1

Physical Wellbeing (please select one)		
I always feel well in my body. I can work and do everything for myself. Most of the time I feel well in my body. Once in a while I am unable to work and do things for myself.	5	5
I sometimes feel well in my body. Sometimes I am unable to work and do things for myself	4	4
Most of the time I do not feel well in my body. Many times I am unable to work and do things for myself.	3	3
I am always feeling unwell in my body. I am unable to work and do things for myself	2	2
	1	1
Mental Wellbeing (please select one)		
I always feel well in my mind. I have no stress	5	5
Most of the time I feel well in my mind. Many times I have no stress.	4	4
I sometimes feel well in my mind. Sometimes I have stress.	3	3
Most of the time I do not feel well in my mind. Many times I have stress.	2	2
	1	1
I always feel unwell in my mind. I always have stress.		
	5	5
Social Wellbeing (please select one)		
I always relate well with people in my community (neighbours, friends, group members, etc). I get their complete support.		5
Most of the time, I relate well with people in my community (neighbours, friends, group members, etc). I get their support.	4	4
Sometimes, I relate well with people in my community (neighbours, friends, group members, etc). I sometimes get their support.	3	3
Most of the time, I do not relate well with people in my community (neighbours, friends, group members, etc). I get little support from them. I am lonely.	2	2
I do not relate well with people in my community (neighbours, friends, group members, etc). I do not get any support. I am very lonely.	1	1
	5	5
Spiritual Wellbeing (please select one)		
I regularly practice spiritual worship that uplifts my spirit.		5
Every so often, I practice spiritual worship that uplifts my spirit.	4	4
I sometimes practice spiritual worship that uplifts my spirit.	3	3
Once in a while, I practice spiritual worship that uplifts my spirit.	2	2
I do not practice spiritual worship.	1	1
Income (please select one)		
I have income to live a very comfortable life, it covers all my basic needs.	5	5
I have income to live a comfortable life, it mostly covers all my basic needs.	4	4
I have income which sometimes does not cover all my basic needs.	3	3
I have income that rarely covers all my basic needs.	2	2
I have no income to cover my basic needs.	1	1
Savings (please select one)		
I always save (weekly, every 2 weeks or monthly) and I have a very good amount of savings	5	5
I mostly save (weekly, every 2 weeks or monthly) and I have a good amount of savings	4	4

I sometimes save and I have a little amount of savings	3	3
Once in a while I save (e.g. after a few months or once a year) and I have very little savings	2	2
I do not save and I do not have any savings	1	1
Debts (please select one)		
I have no debts OR I have fully repaid my debts	5	5
I have debts and I manage to pay back as required (either weekly, every 2 weeks or monthly)	4	4
I have debts but I sometimes skip making payments as required (either weekly, every 2 weeks or monthly)	3	3
I have debts but I have not made payments for more than 3 months	2	2
I have debts and I am not able to pay them back	1	1

12. What suggestions or comments do you have about the programme?

Declaration

I understand the reason for collection of this information and consent the collection and use including publication of collected information by Kianda Foundation.

Name:

Signature:

Mobile No:

APPENDIX 7

Vocational Training Programme Survey Tool

EVALUATION FORM: VOCATIONAL TRAINING SURVEY

Identifier Code (Name Initials): _____ College: _____

Location: _____ Date: _____

Religion: _____

Survey Questions

A. COLLEGE & PROGRAMMES RATING

1. To what extent do you feel the courses offered at your college are relevant to today's economy and job market?

Tick (X) one answer.

- a. Extremely relevant
- b. Somewhat relevant
- c. Not relevant
- d. Not sure

2. Were you satisfied with the teaching staff and their teaching methods? Tick (X) one answer

- a. Very satisfied
- b. Satisfied
- c. Neutral
- d. Dissatisfied

3. Were you satisfied with the mentoring programme / sessions? Tick (X) one answer

- a. Very satisfied
- b. Satisfied
- c. Neutral
- d. Dissatisfied

4. Would you recommend your college to others? (Circle your answer)

Not likely					Neutral						Very likely
0	1	2	3	4	5	6	7	8	9	10	

B. EMPLOYMENT

5. What is your status of employment?

- a. Employed (If you tick this answer, respond to questions 6-14)
- b. Self-employed (If you tick this answer, respond to questions 9-11; 13-14)
- c. Unemployed (If you tick this answer skip questions 6-13.)

6. If employed, where are you working? _____

7. When did you get a job? Tick (X) one answer

- a. Immediately after finishing college
- b. Within 1 - 3 months after finishing college
- c. Within 4 – 6 months after finishing college
- d. More than 6 months after finishing college

8. What is the status of your job contract? Tick (X) one answer

- a. Permanent
- b. Contract (6 months to 1 year or more)
- c. Casual job (seasonal job)
- d. Self-employed

9. If self-employed, what business are you running? _____

10. What was your starting salary / income? _____

11. What is your current salary / income? _____

12. What and how much additional income do you get at either your place of work or outside your place of work (e.g. tips, bonuses, side hustles)?

13. Are you satisfied with your current employment?

- a. Very satisfied
- b. Satisfied
- c. Neutral
- d. Dissatisfied

14. What are your future career aspirations?

C. SOFT SKILLS

15. Did you have a mentor while in college?

- a. Yes
- b. No

16. If yes how did the mentoring sessions impact / affect you?

17. What challenges did you experience with the mentoring sessions?

18. Before and after the mentoring programme, how would you rate yourself in the following areas (self-confidence & agency)?

Indicate your answer using the following key:

Never	Rarely	Some of the time	Most of the time	Always
1	2	3	4	5

	When I started the programme	Now
I am confident of myself and my abilities		
I am optimistic and positive about my future		
I am optimistic and positive about the future of my family		
I know how and where to get the support and information I need to sort out my issues or problems		
I understand and can put into practice the advice or information I receive		
I am able to assess and talk about my current situation		
I can set and work towards my personal goals		
I can find solutions to the problems I face		

Personal Well-Being (Before and after the training programme)

MWANGAZA PARTICIPANT SURVEY FOR FINAL EVALUATION	When I started the programme	Now
Family Life (please select one)		
I can confidently manage family life. I have good and strong relationships. I cope well with problems and I have the support I need	5	5
I mostly manage family life. My family relationships are good. I mostly cope with problems and I have most of the support I need.	4	4
I cannot always manage family life. Family relationships are sometimes difficult; there is some conflict. Sometimes, it is difficult to cope with problems; I sometimes need support	3	3
I cannot always manage family life. Many times family relationships are difficult and there is conflict. It is difficult to cope with challenges, I need more support	2	2
It is always difficult to manage family life. Family relationships are always difficult. There is a lot of conflict. I don't have the support we I need.	1	1
Physical Wellbeing (please select one)		
I always feel well in my body. I can work and do everything for myself.	5	5
Most of the time I feel well in my body. Once in a while I am unable to work and do things for myself.	4	4
I sometimes feel well in my body. Sometimes I am unable to work and do things for myself.	3	3
Most of the time I do not feel well in my body. Many times I am unable to work and do things for myself.	2	2
I am always feeling unwell in my body. I am unable to work and do things for myself.	1	1
Mental Wellbeing (please select one)		
I always feel well in my mind. I have no stress.	5	5
Most of the time I feel well in my mind. Many times I have no stress.	4	4
I sometimes feel well in my mind. Sometimes I have stress.	3	3
Most of the time I do not feel well in my mind. Many times I have stress.	2	2
I always feel unwell in my mind. I always have stress.	1	1
Social Wellbeing (please select one)		
I always relate well with people in my community (friends, classmates, group members, etc). I get their complete support.	5	5
Most of the time, I relate well with people in my community (friends, classmates, group members, etc). I get their support.	4	4
Sometimes, I relate well with people in my community (friends, classmates, group members, etc). I sometimes get their support.	3	3
Most of the time, I do not relate well with people in my community (friends, classmates, group members, etc). I get little support from them. I am lonely.	2	2
I do not relate well with people in my community (friends, classmates, group members, etc). I do not get any support. I am very lonely.	1	1
Spiritual Wellbeing (please select one)		
I regularly practice spiritual worship that uplifts my spirit.	5	5
Every so often, I practice spiritual worship that uplifts my spirit.	4	4
I sometimes practice spiritual worship that uplifts my spirit.	3	3

	2	2
Once in a while, I practice spiritual worship that uplifts my spirit. I do not practice spiritual worship.	1	1
Academic Performance (please select one)		
I get excellent grades (75-100%).	5	5
I get good grades (60-74%).	4	4
I get average grades (50 – 59%).	3	3
I get slightly below average grades (40 – 49%).	2	2
I get poor grades (0-39%).	1	1
Educational Attainment (please select one)		
Completed a Diploma Course	5	5
Completed a Professional Certificate Course	4	4
On the job training Certification	3	3
Completed High School Certificate	2	2
Not completed high school (dropped out of high school)	1	1
Employment Status & Earning Levels (please select one)		
I am employed (on part-time, full-time or casual basis) and earn above Sh. 25,000 per month	5	5
I am employed (on part-time, full-time or casual basis) and earn between Sh.15001-25,000 per month	4	4
I am employed (on part-time, full-time or casual basis) and earn between Sh.10,001-15,000 per month	3	3
I am employed (on part-time, full-time or casual basis) and earn between Sh.2,500 – Sh.10,000 per month	2	2
I am not employed. I do not have income.	1	1

19. What suggestions or comments do you have to improve the programme?

Declaration

I understand the reason for collection of this information and consent the collection and use including publication of collected information by Kianda Foundation.

Name:

Signature:

Mobile No:

Since WONDER was established as a charity in 2012, we have worked with 37 partners in 25 countries to empower 145,000 women and girls through quality education and training.



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