

ORPHANS AND VULNERABLE CHILDREN
EMPOWERMENT NETWORK (OEN)
DISTANCE SUPPORT PROGRAM (DSP)
IN KENYA

PARTICIPATIVE IMPACT STUDY

September 2023



People for development

Forward

Since 1997, AVSI's Distance Support Program accompanies children throughout their formative years by ensuring their access to education and by providing them with personalized support, improving the socioeconomic conditions of their families and ultimately fostering positive change benefiting entire communities. It works in the belief that the child is an added value for the whole community, and the education of the individual is a collective responsibility. Its aim is to ensure vulnerable children have the possibility to discover their unique capacities and become protagonists of their lives.

Mirroring such an approach, this study reached out to AVSI' DSP adult alumni to investigate how their journey through the DSP program shaped their personal development (e.g., professional career, relationships, personal attitudes etc.) Furthermore, we asked the alumni to identify and describe which has been the most significant support they received from the DSP program and to what positive change this brought to their lives.

By interviewing mostly DSP alumni who had graduated from the program for at least five years, and by allowing respondents to provide insights on how their life was transformed we shed some light on the ultimate impact of the DSP program. The overall picture that we gained is that indeed the changes most consequential identified by DSP Alumni pertain to their personal development but also their communities of origin at large. This finding echoes an ancient piece of wisdom that says that it takes a village to raise a child, but it seems to add, as well, that it takes a new generation of child to make a village grow.

Finally, we want to thank the DSP staff and sponsors who have contributed to shaping this study by sharing their sense of the most significant changes the DSP is having. Their intuitions were indeed largely validated by the data, showing that DSP is really a large "family" with many well-informed participants.

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Table of Content

I. Introduction and Methodology	1
Introduction to the DSP – OEN program in Kenya	1
Main Objectives of this study	2
Methodology – Step1: Focus Group Discussions aimed at developing a contextualized survey	2
Methodology – Step2: developing and applying a survey to measure the impacts	3
Data Collection, Data Cleaning, and Analysis	4
Ethical Consideration	5
Limitations	5
II. Key Findings	6
Key findings from the Action Reflection	6
Survey key quantitative findings	6
Survey Key qualitative findings	12
III. Detailed Results	28
Respondent Characteristics	28
Level Educational and challenges faced during Studies	28
Employment and Profession	29
Career Growth	29
Support to Family	31
Meeting other household needs	33
Household Income, before and after Participation in Economic Interventions	33
Participation in Additional DSP Support	34
Family and individual success	34
DSP Improving Communities	35
Direct Actions to improve DSP Interventions	36
Sponsorship of others through DSP	37
How the DSP helped reducing GBV	37
Improvement in Community Overall Health	38
Volunteerism	40
Involvement of the Vulnerable	40
Teaching others self-reliance	41
Keeping in touch with Supporters	42
Ability to influence other people	43
Feeling of People’s Interest and Value in Beneficiaries during the DSP Program	43
DSP program contribution to Self-discovery	44
Drive by a desire for self-improvement	45

Ability to get along with People holding different opinions _____	46
Ability to interact with and Learn from Strangers _____	46
DSP Beneficiaries building Peace and Understanding in the community _____	47
The role of Education in building understanding and peace _____	47
Consideration of Non-family members as relatives _____	48
Freedom to make choices and live harmoniously _____	48
Purpose in Life _____	49
Experiences in Life _____	49
Common significant human experiences _____	50
Gratitude for the DSP Support _____	50
Recommendation to AVSI and other development partners _____	51

Appendices _____ 54

Appendix 1: Focus Group Discussion guidelines

Appendix 2: Action-reflection guidelines

Appendix 3: Assessment questionnaire

Appendix 4: Picture taken during the meetings with DSP large sponsors

Table of Boxes (ChatGPT assisted analysis of selected open-ended questions)

<i>Box 1: Themes identified by ChatGPT among the survey (closed-ended) questions _____</i>	6
<i>Box 2: DSP program's impact points of strengths and areas of improvement identified by _____</i>	10
<i>ChatGPT based on the average answers to the survey closed-ended questions</i>	
<i>Box 3: Strengths and areas of opportunity of the DSP program's impact identified by _____</i>	13
<i>ChatGPT based on the respondent answers to the survey closed-ended questions</i>	
<i>Box 4: Impact of the DSP program on youth personal and family success and DSP most _____</i>	18
<i>instrumental components</i>	
<i>Box 5: Impact of the DSP program on children self-discovery and its subsequent positive _____</i>	22
<i>changes (Paths of personal change)</i>	
<i>Box 6: DSP Alumni's experience of freedom _____</i>	24
<i>Box 7: DSP Alumni's view on their life purpose _____</i>	
<i>Box 8: DSP Alumni's view on the link between education and understanding and peace _____</i>	26

I. Introduction and Methodology

Introduction to the DSP – OEN program in Kenya

Distance Support Program (DSP) has been named the OVC Empowerment Network project (OEN) in Kenya. It has existed in Kenya since 1997 and to date, **OEN has supported 9,129 sponsored children of which 6,205 have exited the program.** The sponsored child has always been the entry point to the family and with this approach, AVSI has been able to support another 12,292 children, adding up to 21,421 children supported in total.

OEN targets children coming from vulnerable backgrounds including orphans, poverty-stricken families, children infected or affected by HIV/AIDS, terminal diseases, and emergencies. The OEN is a project that intends to offer adequate and lasting solutions to these challenges faced.

Through OEN, each child is followed by an educator that provides a personalized accompaniment focused on the care of each child, which helps to generate change, which is also good for his family and community.

OEN has two approaches to reaching its beneficiaries: some beneficiaries are reached directly through AVSI's social workers, also called educators, other through local implementing partners, either community or faith-based organizations. Currently, there are 13 local implementing partners.

The project takes place in urban, peri-urban, and rural settings spread across 11 of the 47 counties in Kenya, namely Nairobi (mostly in the informal settlement), Kiambu, Narok, Kajiado, Meru, Nyandarua, Baringo, Nandi, Elgeyo Marakwet, Uasin Gishu, and Siaya.

Thanks to the DSP sponsorship AVSI is able, among other things, to:

- give the possibility to children to go to school through the provision of school fees, scholastic materials
- offer an opportunity for the youths/young people to acquire employability skills
- support caregivers and guardians through economic empowerment
- organize awareness-raising campaigns on children's rights, human rights, nutrition, etc.

In addition to the services offered above, the project welcomes children in need without merit selection and without setting a deadline for intervention. The DSP accompanies the child on his or her growth path by supporting also the family without imposing results or school successes.

The intervention aim at walking alongside the child by encouraging self-discovery and investing in the skills and qualities that emerge along the way.

This being one of the longest running (24 years) programs, and upon which, several other programs have emanated to address the gaps identified through it, the organization, therefore, deemed it fit to conduct this study to seek evidence of the proof of the results of the OEN project.

Main Objectives of this study

1. To provide a historical record and evidence of the efforts undertaken by AVSI that have yielded positive results and assess the project's impact.
2. To gain an understanding from the beneficiaries regarding the changes that occurred in their lives (if any) as a result of the project, and identify the most significant changes they have experienced.
3. To ascertain from the beneficiaries which aspects of the project they deem most important and the reasons for their perception.
4. To attentively listen to the beneficiaries as they describe the impact the DSP Project has had on their lives.

Other Objectives:

Additionally, the organization hopes that the information collected through the whole tracer activity would help it to amongst others:

- Assist in pinpointing important messages to communicate to stakeholders and donors;
- Help identify areas that need capacity building for partners and educators;
- Relay important lessons to others wishing to emulate AVSI's success;
- Promote local sponsorship;
- Promote taking the time to celebrate achievements;

Methodology | Step1: Focus Group Discussions aimed at developing a contextualized survey

A mixed-method approach was adopted to triangulate information and draw insights from different angles. **The activity had two main components; Action-Reflection (based on a qualitative group discussion) and an Impact Evaluation (survey including both closed-ended and open-ended questions)**¹. The Action Reflections were geared towards getting the input of the various stakeholders on the questions that could be asked to the beneficiaries to help gauge the impact of the program on the beneficiaries. Throughout the FGDs, the notes for the proceedings were taken for further analysis.

To make the Action-Reflections effective, experts involved with the DSP program at different levels were invited and had approximately two-to-three hour discussions around their perception of the most meaningful results of the program. The experts were grouped into three, and they included the Social workers (Educators) who interface closely in walking the DSP journey with the beneficiaries and understand better the social well-being of the beneficiaries. The managers to the different local implementing organizations that the program works with in Kenya were also asked to give their views on the program as they are the ones in charge of managing the different organizations that directly provide support to the beneficiaries in the different parts of the country. Finally, the Donors who sponsor the DSP Project from different parts of the World were also asked to give their views.

¹ Here the word impact refers mostly to the notion developed by evaluators and codified in the definition provided by OECD/DAC for which impact is defined as "the extent to which the intervention has generated significant positive or negative, intended or unintended, higher-level effects". See also the note to the definition <https://www.oecd.org/dac/evaluation/dacriteriaforevaluatingdevelopmentassistance.htm>
The kind of Action-Reflection conducted is a practice refined by AVSI (see brief guide https://drive.google.com/file/d/1iKg3vtwOOdTmBWvfq4d6OdECuo6WINpy/view?usp=drive_link) on the base of experiences of positive-thinking approaches to evaluation such as the Most Significant Change. See Stame N. (2014). Positive thinking approaches to evaluation and program perspectives. Canadian Journal of Program Evaluation, 29(2), 67-86.

In total, there were three Action-Reflection sessions held; one with each of the mentioned groups of people involved in the DSP network.

The Action-reflection was thus carried out through Focused Group Discussions (FGDs), using a standardized guideline in appendix 1 and 2 of this document. They targeted three different groups of participants: the managers of the local implementing partners (LIPs), Educators (including AVSI social workers) who journey with the beneficiaries, and the Donors who support the children through the program. For the Action-reflections, each group was comprised of between ten-to-twelve participants, and the discussions were guided as illustrated in the guideline in appendix 2. The main purpose of these Action-reflections was to mainly help come up with and shape the questions that would be asked to the beneficiaries using the quantitative questionnaire.

The above groups of persons were intentionally selected because of their expertise in different areas key to the DSP projects; most of them were education experts with years of experience in the education sector, and having themselves dealt with such groups of persons, and have had reflections a number of times with similar issues, and having traced and followed that their former students to find out how they were doing, during and after they were done with their studies. The experts provided key insights into how the study should be structured, what questions need to be asked and what to expect from the tracer.

To get better insights from the above-mentioned groups, the discussions were centered around four main topical areas, that is:

1. Why they were involved in the sponsorship/why they did the sponsorship; this was mainly asked to the donors to try understanding what motivates them to be part of the DSP sponsorship program.
2. What they considered as the most important elements of the program according to them and why they considered them important.
3. What motivated them to be part of the program and what keeps them motivated to continue being part of it.
4. According to them, what they consider success of the program, that is, the kind of change they would want to see in the beneficiaries either in the course of the sponsorship or when they are done with the program.

The feedback from the above Action-reflection sessions were then keenly analyzed and the main thematic areas that came out of them, the comments, insights and topics that came out of the discussion were mainly collated around five main thematic areas, i.e., Education, Health, Personal Growth, Service to others (community), and Economic/Professional growth.

Methodology | Step2: Developing and applying a survey to measure the impacts

Different sets of questions were drawn to satisfy and ascertain the responses for each of the thematic areas emerged during the action reflection as most relevant in regard to the DSP impact. A discussion was held with AVSI's thematic focal points, and technical staff to agree on the best approach or set of questions that would best help bring out the desired results. **The survey consisted of closed-ended questions followed by following-up open-ended questions.** The closed-ended questions were framed as neutral sentences, and a five-response Likert scale was used to measure how strongly the respondents agreed or did not agree with the statements, in opposing directions. **Following each closed-ended question, an open-ended statement was posed to the respondents to explain why they agreed to a large extent or to great extent with the**

preceding statements, and also why particular responses they had made to some questions were important to them. This was meant to deepen the understanding of the “what” responses they had given, and to bring out the “why” and “how.” These questions were then programmed on an online data collection platform, Kobo-Toolbox, and administered by enumerators over the phone.

With regard to sampling, firstly, the LIPs and Social workers were asked to reach out to the former beneficiaries and collect their information using a “tracer tool” which captured their bio-data, occupation, current location, and contacts. These lists were populated and updated on MS Excel sheets over a period of more than a year. This list was then merged from all the partners and social workers, this yielded a combined list of 2040 former beneficiaries of which 632 had telephone numbers captured. It is from this population of N=632 that a sample size of n=240 was calculated.

An assumption of a 5% margin of error and 95% confidence level and 0.5 as the prevalence of the outcome variable ($p=0.5$) was made. This means 240 or more measurements/surveys were needed to have a confidence level of 95% that the real value is within $\pm 5\%$ of the measured/surveyed value.

Simple random sampling (SRS) was then applied to the population with telephone contacts, and the initial sample was made. Since most beneficiaries were not reachable via the provided contacts, a randomized replacement was made where an initially randomized beneficiary could not be reached until the desired number of respondents was surveyed. A total of 246 surveys were conducted.

Data Collection, Data Cleaning, and Analysis

For the data collection, a total of six enumerators were recruited (2M, 4F), from a database of past enumerators that have been engaged in other data collection activities by the organization. The recruitment considered their past performance in data collection activities, an understanding of the DSP program, and knowledge of data collection using the Kobo Toolbox, as well as their grasp of both English (survey language) and Kiswahili (Kenyan national language).

A one-day physical training was carried out at the AVSI office, going through the survey question by question, discussing the questions, and trying to have a translation into Kiswahili for the same, in case they came across a respondent who is not well versed in English. They were also each asked to bring along their laptops for the activity. After the training, the six enumerators were paired and each was asked to interview the partner and submit the records as dummy data, they were all able to submit the dummy records (six) and flagged out some programming and logical issues during the process, these were noted and adjusted accordingly in the questionnaire.

The average survey completion time was noted for the dummy data submitted, and together with the enumerators, a daily average target of six surveys was agreed upon, they were thus engaged for a total of eight days, one training day, and seven days to conduct the surveys. An online excel workbook was created, with a sheet for each of the enumerator’s target respondents which they could use to schedule and update interview outcomes, they were asked to go ahead and reach out to the beneficiaries and schedule interviews at times that were convenient with both the beneficiaries and themselves as some beneficiaries were in different time zones, they were thus allowed to work flexible hours, including over the weekend to make the exercise a success. Their output could easily be monitored through the shared online tool, and in case of replacement of respondents, this could be easily done.

They were each provided with airtime for the data collection days, and as a result were able to collectively administer 246 surveys within the stipulated timeline.

The data from the Kobo-Toolbox platform was exported to MS Excel 2016; for the quantitative data, pivot tables were used to generate frequencies for the various tables, and percentile analyses were done to generalize

the outcomes, pivot tables and charts were then derived from the same and used to compile the narrative report on MS Word 2016. For the open-ended responses, the Tag-crowd platform was used to analyze the most occurring words (including related words) within the given responses and generalized statements made using the same, to try to explain why the respondents gave the quantitative responses they did. As some quantitative questions allowed respondents to provide multiple responses, it should be noted in the report that some percentiles sum up to more than a hundred percent for such questions.

Finally, selected open-ended questions were analyzed by making use of ChatGPT 3.5 (the free version). The analysis was necessarily exploratory – being the first time using such a complex and sophisticated tool the results should be considered merely as preliminary. Still, it certainly has enriched the analysis and provided yet another way to triangulate the information collected through this study. The results were captured in specific boxes, included in the first part of general analysis and key findings.

Ethical Consideration

Before the enumerators reached out to the respondents, the Educators and LIPs were asked to communicate in advance to the randomized beneficiaries that enumerators from AVSI would be reaching out to them for a possible phone interview, this was meant to calm the respondents and make them more receptive as there have been numerous phone conning schemes in the country and people are quite weary about questions over the phone.

The enumerators reached out to the beneficiaries via phone and explained to them who they were, that they were calling on behalf of the organization, what the survey was all about, and that it would take between half to one hour. They then informed them that their participation in the survey was completely voluntary and that no direct benefit would come to them by agreeing to participate in the survey, and neither would any harm come to them for not agreeing to participate in the same. They informed them that the responses they would provide would be treated with confidentiality, that their data would not be shared with anyone other than the authorized program staff, and that by agreeing to participate in the survey, they would be helping the organization to know the general feel of the beneficiaries towards the program, and what can be improved to make it better for future beneficiaries. This being a phone interview, no minors were interviewed, and consent of the respondents was asked for before proceeding with the interview.

Limitations

- Due to logistical challenges, the interview was conducted over the phone thereby creating a bias toward those who had phone numbers.
- Since the interviews were conducted over the phone, several phone numbers were found either not to be going through or not belonging to the beneficiaries, some beneficiaries had also relocated away from the caregivers whose contacts were recorded, as such a lot of replacements had to be done in the sampled population to reach the calculated sample size.

II. Key Findings

Key findings from the Action Reflection (leading to the development of the contextualized questionnaire)

The closed-ended questions drawn on the basis of the Action-Reflection focus group discussions are listed in table 1 (page 11) and were purposely grouped into the following 8 topics:

1. Academic and professional career
2. Economic empowerment of family
3. Improvement of the overall community
4. Promotion of community development
5. Promotion of peace and understanding
6. Promotion of Self-esteem
7. Promotion of Sense of purpose
8. Relation to sponsors and DSP current students

BOX 1.

Themes identified by ChatGPT among the survey (closed-ended) questions

ChatGPT was provided with the list of the closed-ended question and asked to group them by theme. It identified the following 4 topics. In the following the results that Chat GBT provided:

1. Education and Career
2. Family Support and Economic Empowerment
3. Community Impact and Development
4. Personal Development and Relationships

Survey key quantitative findings

- 75% of the respondents have either a tertiary, college, or University level of education. This is very remarkable considering the average schooling of comparable vulnerable children in Kenya.
- 57% of the respondents faced major challenges to a great extent or to large extent. The most important major challenge faced was school fees or financial challenges.
- 71% are in some form of employment, with the highest number working as teachers.
- 26% have been able to advance in their professional career to a great extent o to a large extent.
- 46% of the respondents secured professional positions they may have hardly reached otherwise.
- 23% have been able to provide support to their extended families.
- 31% of the guardians participated in the savings and economic empowerment interventions offered by AVSI, and this contributed to increase in income of 73% of the participating households, out of which 84% of the caregivers were able to meet other household needs
- 68% of the respondents generally attribute their success and that of their families to the DSP support
- 67% have noticed that DSP interventions help improve the surrounding of the overall community
- 40% reduction in GBV, FGM and related violence has been noticed in the communities where the beneficiaries schooled, and 53% relate this reduction to the DSP actions

- 45% of the respondents have noticed an improvement of the general Health Conditions in the community, 33% relate this reduction to the DSP Program
- 18% of the respondents took direct action to try strengthen the efforts of the DSP program to strengthen the improvement of the communities
- 48% of the respondents have volunteered their time and efforts in the community I different ways
- 50% have taken explicit efforts to involve the vulnerable population in their activities
- 54% take opportunities to mentor others, and not just help and go aways
- 37% have maintained contact with people who supported their growth
- 47% act in ways to improve the conditions of people in their communities
- 69% feel they can influence others
- 58% are open to interacting with and learning even from strangers
- 61% act in ways to build peace and understanding within their communities
- 91% think education plays a role in in building peace and understanding in the community
- 67% have people from outside their families that they treat as relatives
- 60% can connect and get along with people that do things they don't agree with
- 84% felt that people were interested in and valued them during the DSP, 78% still feel the same
- 77% still find whatever they discovered about themselves during DSP to be important
- 89% are driven by a desire to improve themselves
- 81% feel they are free to live harmoniously and make decisions about issues in their lives
- 95% feel their lives have a purpose
- 32% feel that their problems were similar to others', the majority feel otherwise
- 95% still feel in them gratitude to the support they received in the DSP project
- 37% have been in communication, received or exchanged gifts with their DSP donors
- 22% know something about their DSP donors
- Only 2% have been able to sponsor another student through the DSP program
- 99% would be willing to sponsor a student through the DSP project given a chance

Table 1. Closed-ended questions developed on the base of the Action Reflection (and results)

Domain	Closed-ended questions – % Agreeing to a great or a large extent (or answering yes to questions*)	
Academic and professional career	3. You were able to achieve the education level you desired	48%
	5. You faced major challenges during your education	57%
	7. Are you employed?	71%
	9. You have been able to excel/advance in your professional career	26%
	11. The DSP allowed you to secure a professional position that you would have hardly reached otherwise	46%
Economic empowerment of family	13. You have been able provide support to your extended family	23%
	15. Your guardian/caregiver participated in the savings and economic empowerment interventions funded by the DSP program	31%
	16. And it contributed to the increase in household income	73%
	18. Did it allow your caregiver to meet other household needs including supporting your other siblings in education?	84%
	21. Your guardian/caregiver participated in any other additional DSP support such as sensitization, health, etc	22%
	23. Overall, you attribute your success and that of your family to DSP support	68%
Improvement of the overall community	29. You have noticed that DSP interventions contribute to the improving of the overall surrounding community	67%
	35. GBV, including FGM, has reduced in the community where it is located the school that you attended when supported by DSP	40%
	37. And you would say this reduction in GBV has been the result of the DSP action	53%
	39. Overall health conditions of people have improved in the community where it is located the school that you attended when supported by DSP	45%
	41. And you would say this improvement in the overall health conditions has been the result of the DSP	33%

Promotion of community development	31. You tried to strengthen/expand the improvement of community by taking direct actions	18%
	43. Have you ever done for free, something that is normally done in exchange for money, for instance you are volunteered or gave back to the community	48%
	45. You have made an explicit effort to include in your activities and keep involved vulnerable people, that is people facing hard conditions or discrimination, be it in your private or professional life	50%
	47. You take opportunities to teach others how to solve their problems, rather than simply helping them to get buy	54%
	49. You managed to maintain contact with people who have supported your growth	37%
	51. You act in ways aimed at improving the conditions of people in general, including those far from your community	47%
	53. You feel that you are able to influence other people	69%
Promotion of peace and understanding	66. You are open to interacting and learning even from strangers	58%
	68. You act in a way so as to build understanding and peace around you and in your community	61%
	70. And do you think that education plays a role toward building understanding and peace around you and in your community ?	91%
	72. There is someone outside your family that nevertheless you treat as one of your relatives	67%
	64. You are able to connect with people, even when they do things you do not fully agree with	60%
Promotion of self-esteem	55. At the time you were supported by the DSP program, you felt that people were interested in, and valued you	84%
	57. You still have that feeling, you think people generally are interested in and value you	78%
	58. The DSP program helped you discover something about yourself you did not know before, or you may have not got known otherwise	63%
	60. What you discovered at the time of the DSP program is still helping/ guiding you	77%
Promotion of sense of purpose	62. You are driven by a desire to improve yourself	89%
	74. You feel you are able to live your life harmoniously meaning free to make your choices	81%
	76. You feel your life has a purpose	95%
	78. You feel that in essence, your experience is similar to that of most human beings and you share much with the rest of the people	32%

Relation to sponsors and DSP current students	80. You still feel in you sense of gratitude for the support you received during the DSP	95%
	83. have you ever communicated or received anything from the sponsor who supported your studies through the DSP program run by AVSI?	37%
	84. Do you know anything about the person who sponsored / supported you?	22%
	33. Have you sponsored another student via the DSP program?	2%
	34. Would be willing to do it?	99%

BOX 2.

DSP program's impact points of strengths and areas of improvement identified by ChatGPT based on the average answers to the survey closed-ended questions

ChatGPT was provided with the same closed-ended questions and summarized answers (copy-pasting the latter two columns of table 1) – along with a brief description of the DSP program's components – and was asked to identify strength and weak points of the DSP program and highlighting the key main results. In the following the results that ChatGPT provided:

> **Strengths of the DSP Education Program:**

- 1. Community Impact (67%):** Most respondents believe that DSP interventions contribute to improving the overall surrounding community. This demonstrates that the program is perceived to have a positive influence beyond individual beneficiaries, aligning with its broader goals.
- 2. Personal Development (84%):** The majority of respondents felt valued and interesting to others during their DSP support. This indicates that the program successfully instills a sense of recognition and importance among beneficiaries, fostering a positive environment for personal growth
- 3. Desire for Improvement (89%):** A substantial number of respondents express a strong motivation to improve themselves and positively impact their communities. This underscores the program's success in nurturing a commitment to personal growth and community development.
- 4. Perceived Value and Interest (84%):** The majority of respondents felt valued and interesting to others while they were supported by the DSP program. This reflects the program's ability to create a sense of worth and attention among beneficiaries, enhancing their engagement.
- 5. Professional Impact (46%):** A substantial percentage believe the DSP allowed them to secure a professional position they might not have reached otherwise. The program could continue to enhance its efforts to provide employability skills training and opportunities for beneficiaries' career advancement.

> Areas for Improvement:

- 1. Career Advancement (26%):** A relatively low percentage of respondents believe they have been able to excel or advance in their professional careers. The program could enhance its focus on providing employability skills to better align with beneficiaries' aspirations for career growth.
- 2. Extended Family Support (23%):** A minority of respondents reported being able to provide support to their extended families. The program could explore strategies to amplify the impact of beneficiaries' efforts on their extended families through economic empowerment initiatives.
- 3. Program Sponsor Awareness (22%):** A low percentage of respondents know anything about the person who sponsored or supported them. Strengthening communication channels and providing opportunities for sponsors and beneficiaries to connect could enhance the program's interpersonal aspect.
- 4. GBV Reduction (40%) and Health Improvement (45%):** While perceptions about the program's impact on reducing gender-based violence (GBV) and improving health conditions are positive, there's room for further integration of awareness campaigns to establish a more direct link between interventions and improvements.
- 5. Connecting Beneficiaries and Sponsors (37%):** A significant percentage of respondents have communicated with or received something from their sponsors. The program could focus on facilitating more meaningful interactions between sponsors and beneficiaries to foster connections and gratitude.

Survey key qualitative findings

“Growing up in the ghetto makes it natural to help; I was given a second chance and I love to extend it. - (SBD-0058)

“I realized that alone I won't get far and that by offering help to one person, you actually help the whole community. - (IWS-5077)

When respondents are asked whether they have been able to support their family of origin financially, beyond the positive or negative answers, many of them tell the reasons why they have engaged in this effort. **Two elements are striking: the first concerns the fact that more than 50 respondents state that the fact that they received help is the reason why they help others. They talk about ‘giving back what one has received’;** this aspect highlights a point of personal awareness, namely that what one has received makes one more aware of the need of others. **The second element concerns community empowerment.** The change in perspective brought about by the beneficiaries concerns the community they belong to: what they have received in terms of help and skills can be invested in their community. These two aspects provide crucial insights into **how change occurs**, using the words of the beneficiaries: “Growing up in the ghetto makes it natural to help; I was given a second chance and I love to extend it” (SBD-0058), or “I realised that alone I won't get far and that by offering help to one person, you actually help the whole community” (IWS-5077).

“Without the DSP, paying school fees, I would not have been able to attend university, which led me to a career. - (NAN-0021)

“Building block is education from primary to high school. [This] allowed me to get to tertiary education and the profession. - (SDB-0058)

One aspect that illustrates the impact of the Distance Support Project concerns the question that asks to reflect on the **most significant benefit the beneficiaries experienced in their professional career.** Responses vary widely, with no particular patterns emerging except for 12 responses (out of 126 collected) mentioning AVSI and the Distance Support Project. “Without the DSP, paying school fees, I would not have been able to attend university, which led me to a career” (NAN-0021), or the focus on the fact that the “building block is education from primary to high school. [This] allowed me to get to tertiary education and the profession” (SDB-0058).

BOX 3.

Strengths and areas of opportunity of the DSP program's impact identified by ChatGPT based on the respondent answers to the survey closed-ended questions

ChatGPT was asked to analyze the strongest impact (A. community impact) and the area that offers the most significant area of improvement (B. career advancement) to explain the significance and the importance of such impacts. To do so it was provided with the answers to the corresponding closed-ended questions along with their following-up open-ended questions, in particular:

On community Impact

- > You have noticed that DSP interventions contribute to the improving of the overall surrounding community (possible answers: Not at all; Little; Somehow; To a large extent; To a great extent)
- > Please tell what was the most important significant of such improvement and explain why is that important in your opinion (OPEN-ENDED QUESTION)

On Career advancement

- > You have been able to excel/advance in your professional career (possible answers: Not at all; Little; Somehow; To a large extent; To a great extent)
- > Please explain how you managed (OPEN-ENDED QUESTION)
In the following the results that ChatGPT provided:

A. Strength: Community Improvement through DSP Interventions

The majority of respondents (around 65%) indicated that they have noticed that DSP interventions have contributed to improving the overall surrounding community. This suggests that the program has had a positive impact beyond individual beneficiaries, affecting the broader community.

>>Significance and Explanations:

1. Education and Academic Achievement (School Enrollment and Quality): Several respondents mentioned that education initiatives, such as school enrollment and academic support, have led to improved lives within the community. This includes the reduction of illiteracy and increased access to quality education, which in turn helps individuals secure better job opportunities and financial stability.

“To a large extent, the level of illiteracy has gone down, increased social interaction and diversity.”

“Through DSP, many poor children have got a chance to be educated despite high poverty.”

2. Economic Empowerment: The program's efforts in economic empowerment were highlighted by the construction of houses, building toilets, and providing financial support. These interventions directly improved living standards and reduced poverty within the community.

“To a large extent, toilets were built and houses through DSP.”

“Constructed community library and primary school - improved education outcomes.”

“By building toilets, the community is clean, and poverty has also reduced since people

3. Reduced Negative Influences: The program's impact on reducing negative influences like drug abuse, teenage pregnancies, and crime was noted. By keeping children in school and providing awareness on these issues, the community has seen positive behavioral changes.

"To a large extent, the number of young people idling reduced since they were all enrolled in school."

"Education and sensitizations for health matters."

"Keeping kids in school- access to good quality education; helped people to coexist in peace."

4. Health and Hygiene: DSP's focus on health interventions, such as immunization, deworming, and sensitizations, led to improved health conditions in the community. This is particularly significant in areas where health awareness was lacking.

"Somehow, immunization, deworming for children improving child health."

"The hygiene in the community has really gone up, and this has reduced sickness in people."

"Built toilets for families, the school she attended got support from AVSI, and also a school, library, and computer college were built."

5. Cultural Practices and Gender Equality: Respondents mentioned that the program's interventions, such as sponsoring girls' education and sensitization talks, contributed to reducing harmful practices like female genital mutilation (FGM) and early forced marriages. This promotes gender equality and ensures the well-being of girls and women.

"To a large extent, school shielded children from FGM and GBV."

"Education- keeping kids in school and away from negative practices like drug abuse, crime, teenage pregnancies."

"Promoting education for both boys and girls in the slum area where she lived."

6. Empowerment and Livelihood: DSP's focus on vocational training, skills development, and providing educational support resulted in many people getting jobs, starting income-generating activities (IGAs), and becoming financially stable. This improved overall family livelihoods and community well-being.

"Able to support kids at the community."

"Economic empowerment and health sensitization helped change the community."

"Many families now are doing well due to education support and empowerment."

7. Social Cohesion and Opportunities: Building libraries, primary schools, and community centers, as well as organizing tournaments and mentorship programs, brought the community together and provided platforms for skill development, talent nurturing, and positive social interactions.

"Sensitization talks on drug abuse, HIV/AIDS topics changed behavior of direct beneficiaries and their friends tagged along."

"Building house and toilets helped raise the standard of living for most families."

"Through AVSI, there was sports which brought many people together, free computer studies which helped many people."

>> Importance:

The improvements observed in the community due to DSP interventions are important for several reasons:

1. Breaking the Cycle of Poverty: By offering education and economic opportunities, the program helps individuals and families break the cycle of poverty, leading to improved living standards and financial stability.

“Able to change my way in life.”

“Lives changed. important because people got a chance to live good lives after acquiring basic education.”

“Many poor people are now living a better life.”

2. Promoting Education: Increased enrollment in schools, reduced dropout rates, and improved academic outcomes are crucial for the development of individuals and the community at large. Education equips individuals with skills to thrive in a changing world.

“Most kids were able to join school due to sponsorship.”

“Kids who were supported to study are now able to support families financially.”

“Many people who are professional in the community have really been enabled by AVSI.”

3. Health and Well-being: Enhanced health awareness, access to health services, and improved hygiene practices contribute to a healthier community, reducing the burden of disease and improving overall well-being.

“Deworming of children, immunization improved child health.”

“Providing education to children at least gave them hope in life.”

“Economic empowerment and health sensitization helped change the community.”

4. Cultural Change: The reduction of harmful cultural practices, such as FGM and early marriages, leads to increased gender equality, protection of human rights, and improved quality of life for girls and women.

“Most went to school and had financial freedom due to DSP support.”

“DSP’s focus on vocational training, skills development, and providing educational support resulted in many people getting jobs, starting income-generating activities (IGAs), and becoming financially stable. This improved overall family livelihoods and community well-being.”

“Promoting education for both boys and girls in the slum area where she lived.”

5. Community Unity: DSP interventions that foster social interactions, community building, and skill development create a united and empowered community, promoting positive social norms and behaviors.

“Through hardworking changes are felt in the community.”

“DSP interventions contribute to the improving of the overall surrounding community.”

“To a large extent, through AVSI there was sports which brought many people together, free computer studies which helped many people.”

6. Economic Growth: Economic empowerment initiatives lead to reduced poverty levels and improved financial stability for families, contributing to the overall economic growth of the community.

“Economic empowerment and health sensitization helped change the community.”

“Many people have gotten education, and this is important because education is the backbone of life.”

“To a large extent, DSP interventions contribute to the improving of the overall surrounding community.”

In summary, the respondents’ feedback underscores the program’s success in positively transforming the community through education, economic empowerment, health interventions, and cultural change. These improvements are significant as they promote sustainable development, empower individuals and families, and create a more cohesive and prosperous community.

>> Area of opportunity: Limited Opportunities for Professional Career Advancement

Respondents expressed various challenges and limitations related to their ability to excel or advance in their professional careers due to certain weaknesses or gaps in the DSP project. Here are some key findings based on the responses:

1. Limited Financial Support for Higher Education: Several respondents indicated that they faced financial constraints that hindered their ability to pursue higher education or training, which in turn affected their career advancement prospects.

Quote: “Wanted to go to degree but no fee for university.” - Respondent 6

Quote: “Started traineeship program with L’ARCHE Kenya in Nyahururu for 8 months/2015; HIV testing & counselling 2016-2018 USAID funded Afya+ Kamili Program; M&E assistant end 2018-2021 USAID funded Afya Jijini/Jamii Tekelezi Program Nyandarua County to current job indicated above” - Respondent 41

2. Limited Opportunities for Professional Training: Some respondents mentioned that they lacked opportunities for professional training or skill development, which affected their ability to acquire the necessary skills for career advancement.

Quote: “Fundraising from family and friends for college.” - Respondent 9

Quote: “Somehow Not yet there to where need to be” - Respondent 10

3. Lack of Permanent Employment Opportunities: A number of respondents expressed challenges in securing permanent job positions, which impacted their ability to progress in their careers.

Quote: “Grateful for the current casual part-time work but wants permanent job.” - Respondent 2

Quote: “Not at all” - Respondent 4

4. Limited Networking and Connections: Some respondents mentioned that they faced difficulties in networking and building connections that could potentially lead to career opportunities.

Quote: *"Not yet I would like to go to university level."* - Respondent 32

Quote: *"By upgrading my course"* - Respondent 47

5. Lack of Career Guidance: A few respondents indicated that they lacked proper career guidance and direction, which affected their choices and decisions related to career advancement.

Quote: *"Was direct by a friend whom had come along a vacancy notice."* - Respondent 60

Quote: *"Struggling to work and pay fee"* - Respondent 87

6. Struggles with Entrepreneurship: Some respondents mentioned that they faced challenges in starting or maintaining their own businesses, which impacted their career trajectory.

Quote: *"Struggled to pay fee but succeeded to complete higher education"* - Respondent 119

Quote: *"Starting up own business by skills and knowledge acquired"* - Respondent 121

7. External Factors and Health Issues: A few respondents noted that external factors, such as health issues or circumstances, negatively impacted their career advancement.

Quote: *"Dropped out in university, now hustling and working in Qatar, to get income to go to Canada for better work opportunities"* - Respondent 127

Quote: *"Recently finished University and currently an intern"* - Respondent 128

8. Dependency on Manual Labor: Some respondents indicated that they were engaged in manual labor or unskilled work due to limitations in other options.

Quote: *"Through starting her own business, braiding hair."* - Respondent 54

Quote: *"Provides daily bread"* - Respondent 106

9. Lack of Support for Further Education: A few respondents mentioned that they lacked support or opportunities to pursue further education, which affected their ability to advance in their careers.

Quote: *"To a large extent, through applications of many works till he got hired"* - Respondent 155

Quote: *"Not at all"* - Respondent 157

10. Need for More Comprehensive Support: Some respondents expressed the need for more comprehensive support beyond education, such as mentorship, guidance, and opportunities for career growth.

Quote: *"Managed to get permanent work"* - Respondent 181

Quote: *"Through word of mouth among members of the community"* - Respondent 236

These responses indicate that while the DSP project has strengths in education and support, there are areas where it falls short in providing comprehensive career advancement opportunities, especially for higher education, professional training, and securing permanent employment. Respondents' experiences highlight the importance of addressing these weaknesses to create a more holistic and effective program for fostering long-term career success.

BOX 4.

Impact of the DSP program on youth personal and family success and DSP most instrumental components

ChatGPT was asked to analyze the level of the impact of the DSP as perceived by the respondent and the aspects of the DSP program that they found critical for their success and that contributed to their personal growth.

To do so it was provided with the answers to the following questions:

- > Overall, you attribute your success and that of your family to DSP support (possible answers: Not at all; Little; Somehow; To a large extent; To a great extent)
- > What about the DSP program you think was most critical for such success? (OPEN-ENDED QUESTION)
- > What do you consider helped you change/become successful? Please select from the choices below what you consider greatly contributed to your success (possible answers: Material support; being valued; Being accompanied by the social worker; other)

In the following the results that ChatGPT provided when asked to identify the aspects that contributed the most to the success of DSP alumni and their families along with quotes extracted from the open-ended question:

Critical Aspects	Quotes
Financial Support (Material Support)	<p><i>"Paying of school fees enabled savings channeled to other needs in household."</i></p> <p><i>"Paying for TVET course- transition from primary to high school to tertiary."</i></p> <p><i>"Material support (fees, uniform, books) enabled savings for other household needs."</i></p>
Regular Follow-ups and Monitoring	<p><i>"Regular follow-ups and check-ins by social workers, monitoring progress and offering guidance."</i></p> <p><i>"Follow ups made for school performance."</i></p> <p><i>"Follow ups made and was given shoes."</i></p>
Educational Support	<p><i>"Educational support was critical."</i></p> <p><i>"Helping my parents to pay my school fees."</i></p> <p><i>"Education support provided financial freedom."</i></p>
Holistic Approach	<p><i>"Holistic rather than singular approach - paying fees & character development through holiday camps."</i></p> <p><i>"Holistic support - material support and moral education provided in school."</i></p> <p><i>"Holistic approach - all round support, life skills, recreational activities, motivational talks."</i></p>

Critical Aspects	Quotes
Value and Recognition	<p><i>"Donations during Christmas made him feel valued."</i></p> <p><i>"Donations/gifts during Christmas made him feel valued."</i></p> <p><i>"Donations, support in medication, and education helped alleviate poverty."</i></p>
Opportunity for Education	<p><i>"Chance for education."</i></p> <p><i>"Opportunity to study at Little Prince was a significant turning point."</i></p> <p><i>"DSP helped me identify my passion and current career."</i></p>
Support for Family	<p><i>"Helping my parents to pay my school fees."</i></p> <p><i>"Supporting family through projects and helping siblings."</i></p> <p><i>"Parents able to save for other siblings' fees due to DSP support."</i></p>
Skill Development & Empowerment	<p><i>"Teaching caregiver skills to make money."</i></p> <p><i>"Training given to the caregiver helped to start a business."</i></p> <p><i>"Training caregiver in dairy farming, empowering the family."</i></p>
Transition and Progression	<p><i>"Paying for school fees, enabling transition from primary to high school."</i></p> <p><i>"Fee payment came in very handy."</i></p> <p><i>"Fee payment enabled him to finish school and start his own life."</i></p>
Career Guidance	<p><i>"Training given to the caregiver helped to start a business."</i></p> <p><i>"Education support and career guidance were crucial."</i></p> <p><i>"Guidance from DSP in choosing a course helped career progress."</i></p>
Sponsorship and Financial Burden Relief	<p><i>"Payment of fees enabled money to be used for other needs."</i></p> <p><i>"Fee payment on time really helped."</i></p> <p><i>"Sponsorship - paying fees for me and my brother."</i></p>
Health and Well-being Support	<p><i>"Support in medication when sick and education for us."</i></p> <p><i>"Health support - regular check-ups and medication."</i></p> <p><i>"Support in medication and education for us helped our well-being."</i></p>

In the following the results that Chat GBT provided when asked to establish a relation between the level of DSP impact on respondents' success and the contributing factors:

Respondents who strongly attribute their success to DSP support (rated "To a large extent" or "To a great extent") tend to select more critical factors of the DSP program as being important. On the contrary, those who attributed a weaker impact might not elaborate on the specific aspects of DSP's program that contributed to their success. Respondents attributing weaker impact might not reference long-term effects or sustained benefits of DSP's support as much as those in the strong impact group. For example, they might mention receiving gifts during Christmas or support in other areas without emphasizing their direct impact on success

BOX 5.

Impact of the DSP program on children self-discovery and its subsequent positive changes (Paths of personal change)

ChatGPT was asked to “identify paths of change, that is the most significant chains linking self-discovery and empowerment to new experiences, positive changes and outcomes. Additionally provide three quotes for each path of change” (text inserted in ChatGPT prompt). To do so it was provided with the answers to the following questions:

- > The DSP program helped you discover something about yourself you did not know before, or you may have not got known otherwise
- > Please explain what did you discover` (OPEN-ENDED QUESTION)
- > Please provide an example of what you have done guided by what you discovered through the DSP (OPEN-ENDED QUESTION)

In the following the results that Chat GBT provided:

>> Self-Discovery and Empowerment -> Career and Skill Development:

Many respondents discovered their talents, passions, and potential through the program. This self-discovery empowered them to pursue careers aligned with their strengths. For example, individuals discovered skills in art, sports, teaching, public speaking, or technical areas. This empowerment led to improved career prospects, such as becoming teachers, coaches, salonists, chefs, or pursuing higher education.

Quote 1: “To a great extent, the program helped the respondent to discover the career he really loved. He is able to use his computing skills to get a living.”

Quote 2: “To a large extent, she discovered her talent in art. Drawn many images and helped children who value art work.”

Quote 3: “Through DSP outreach he discovered that he is able to study. The respondent can make reasonable decisions on his own since he discovered that he is able.”

>> Self-Discovery and Empowerment -> Leadership and Giving Back:

Participants who discovered their leadership qualities and a sense of compassion felt empowered to give back to their communities. They used their leadership skills to mentor youth, provide support to vulnerable individuals, engage in community projects, and offer motivational talks. Self-discovery led to an increased willingness to contribute positively to society.

Quote 1: “To a large extent, the respondent discovered that he has leadership skills. The respondent uses his leadership skills to lead his friends and family.”

Quote 2: “To a large extent, Love for helping children. Continuous mentorship for adolescents in Kibra.”

Quote 3: “To a large extent, Heart of giving back and supporting those in need in my community. Mentorship and talks with girls is guided by what I learned during my time in the program; both content and the heart to support others.”

>> Self-Discovery and Empowerment -> Confidence and Communication:

Many individuals gained self-confidence and improved communication skills as a result of the program. This newfound confidence empowered them to speak in public, participate in debates, address crowds, and interact effectively with others. The confidence gained from self-discovery positively impacted their personal and professional interactions.

Quote 1: "To a large extent, Public speaking can now address people confidently. Advise students and youth in church and in the community."

Quote 2: "To a large extent, Through school- especially primary, self-discovery in Little Prince; discovered acting skills. The job I do now- confidence in expressing views, respectively. Stand up for what I believe in."

Quote 3: "To a large extent, Good at public speaking debaters club."

>> Self-Discovery and Empowerment -> Overcoming Challenges:

Some respondents discovered their resilience and determination through the program. This empowerment allowed them to overcome personal challenges, including financial hardships and health issues. They persevered in their education and pursued their dreams, leading to positive outcomes despite adversity.

Quote 1: "To a large extent, Self belief- I was created limitless; initially failed in Sciences but through social workers' encouragement improved with time."

Quote 2: "To a large extent, That am good with technical skills. Using my skills to learn my business."

Quote 3: "To a great extent, Dreams of higher learning. Kindness."

>> Self-Discovery and Empowerment -> Personal Growth and Values:

Many individuals experienced personal growth through self-discovery and empowerment. They identified their values, passions, and ambitions. This self-awareness guided their decisions, such as pursuing higher education, starting businesses, engaging in artistic endeavors, and making positive life choices.

Quote 1: "To a large extent, Made her discover herself- who she is, her goals and ambition to better her life. Continuous self improvement- plans for Special Education course at KISE."

Quote 2: "To a large extent, That i can sing. The heart of helping other people in need."

Quote 3: "To a large extent, The respondent discovered that he has leadership skills. He is currently running and has done different track events in foreign countries."

>> Empowerment -> Impactful Contributions:

The empowerment gained through the program motivated respondents to make meaningful contributions. They utilized their newfound skills, talents, and confidence to create positive change in their communities. This resulted in mentoring youth, offering support to vulnerable individuals, initiating social projects, and acting as positive role models.

Quote 1: "To a large extent, To value human beings. To value all people."

Quote 2: "To a large extent, Can be self-reliant and achieve what I want. Have grown my barbing techniques."

Quote 3: "To a large extent, Gained self-confidence. Interacting and talking to people."

BOX 6.

DSP Alumni's experience of freedom

81% of DSP alumni agree to a great or a large extent with the statement “You feel you are able to live your life harmoniously meaning free to make your choices” ChatGPT was asked to review the answer to the open-ended follow-up question asking DSP alumni to describe the link between education and building understanding and peace. To do so it was provided with the answers to the following questions:

- > Please explain what is the most important decision you have made for your life thanks to this freedom (OPEN-ENDED QUESTION)

In the following the results that ChatGPT provided:

These decisions range from career choices, educational pursuits, family-related decisions, financial choices, and personal development. Each decision reflects the individual's exercise of personal freedom and autonomy. These decisions have helped shape their lives, goals, and experiences. Some common themes and types of decisions include:

- 1 Educational and Career Choices: Many individuals have made decisions about what courses to study, what careers to pursue, and whether to continue their education. These decisions often reflect personal preferences, strengths, and aspirations.
Quote: “Choosing my own course despite being forced to do teaching by my mom.”
- 2 Family and Relationship Decisions: Deciding whom to marry, starting a family, or choosing a life partner are significant decisions that can impact an individual's personal and family life.
Quote: “Decided not to be forced into marriage; will choose my own life partner.”
- 3 Financial and Independence Decisions: Making choices related to financial independence, such as purchasing land, starting a business, or providing for family, often requires careful consideration and planning.
Quote: “Starting a business and paying fees for siblings.”
- 4 Personal Growth and Development: Deciding to move out of the family home, volunteering, forgiving others, overcoming challenges, and pursuing hobbies or interests contribute to personal growth and development.
Quote: “Choosing to volunteer at the little sister.”
- 5 Values and Spirituality: Choices related to religion, spirituality, and attending church reflect an individual's personal beliefs and values.
Quote: “Starting to go back to church and having spirituality.”
- 6 Independence and Autonomy: Moving away from home, paying bills, and living independently demonstrate the freedom to make one's own decisions and take responsibility for their own life.
Quote: “Moving out and living on my own at the right time.”
- 7 Resisting Negative Influences: Several respondents mention avoiding peer pressure, drug use, and bad company. These decisions show a determination to maintain a positive and healthy lifestyle.
Quote: “Staying off drugs - avoiding peer pressure.”

8 Community and Social Engagement: Decisions to volunteer, engage with strangers positively, take on leadership roles, and participate in elections show a commitment to being an active and responsible member of the community.

Quote: "Taking an election position gave confidence."

9 Embracing Change: Some individuals made decisions to relocate, change careers, or take new opportunities, reflecting a willingness to embrace change and adapt to new circumstances.

Quote: "Moving from home to start my own life and finding work."

10 Self-Care and Well-Being: Decisions to focus on education, health, saving money, and avoiding harmful behaviors indicate a priority on personal well-being.

Quote: "Choosing to focus on education, finishing my studies."

11 Overcoming Challenges: Several respondents mention decisions to not give up, forgive, or choose a positive outlook despite facing difficulties.

Quote: "Decided not to give up and never lose hope in life."

These decisions collectively highlight the significance of personal agency and freedom in shaping one's life. They reflect the diverse paths individuals take in navigating their journey, often influenced by their own values, beliefs, goals, and circumstances.

BOX 7.

DSP Alumni's view on their life purpose

95% of DSP alumni agree to a great or a large extent with the statement "You feel your life has a purpose". ChatGPT was asked to review the answer to the open-ended follow-up question asking DSP alumni to

> Explain what is the most important aim in their life (OPEN-ENDED QUESTION)

In the following the results that ChatGPT provided:

The collection of responses you provided reflects a variety of aims and goals that individuals have for their lives. While each person's aim is unique to their circumstances and aspirations, there are common themes that emerge from these responses:

- 1 Financial Stability and Success:** Many respondents express the desire to achieve financial stability, be financially successful, and provide a comfortable life for themselves and their families. It often involves getting a good job, starting a successful business, or pursuing education to improve career prospects.
Quote: "Achieving financial stability. To have a family; a big family."
- 2 Family and Community Support:** Helping and supporting family members is a recurring theme. Many individuals aim to lift their families out of poverty, lessen their parents' burdens, and provide for their children's education and well-being. Additionally, there's a strong desire to give back to the community and help those who are less fortunate.
Quote: "To prosper and help her family."
- 3 Education and Personal Growth:** Several respondents emphasize the importance of education and personal growth. They see education as a means to achieve their dreams, excel in their careers, and make a positive impact on their communities.
Quote: "Having got an opportunity to study is a sign of his life having a purpose."
- 4 Helping Others:** A significant number of people express a deep desire to help others, whether it's through inspiring, assisting, or impacting lives in positive ways. Respondents mention goals like assisting vulnerable children, eradicating harmful practices, or being a role model.
Quote: "To inspire and help the less fortunate."
- 5 Career Success and Professional Development:** Career-related goals are common, with aims to excel in chosen fields, achieve success in specific professions, and make meaningful contributions to society.
Quote: "To excel in career and support her family."
- 6 Health and Well-being:** Some respondents mention wanting to live a healthy life and provide better health conditions for their families and communities.
Quote: "Getting pregnant- getting my baby boy (7 years old); becoming a mom."
- 7 Independence and Self-Reliance:** Many individuals express the desire to be self-reliant, independent, and not dependent on others for their well-being.
Quote: "To be independent/self-reliant especially financially to able to help/uplift others."

8 Faith and Service: There are those whose aims are grounded in their faith and desire to serve both God and their fellow human beings.

Quote: "Service to God and human beings."

9 Making a Positive Impact: A common thread is the aspiration to make a positive impact, whether on family, community, or society at large by addressing issues like poverty, education, and healthcare.

Quote: "To impact life other people positively."

10 Material and Financial Goals: Several respondents mention specific material goals such as owning a business, property, or a house, which they believe will contribute to their overall well-being and the well-being of their families.

Quote: "To have my own beauty parlour."

11 Social Change: Some individuals have broader aims focused on making positive changes in society, like reducing corruption, improving access to justice, and promoting gender equality.

Quote: "To bring her family out of poverty."

These aims reflect a diverse range of values, priorities, and desires that people have for their lives. While some aims are more personal and individual-focused, others have a clear focus on contributing to the betterment of their communities and the broader society.

BOX 8.

DSP Alumni's view on the link between education and understanding and peace

91% of DSP alumni agree to a great or a large extent with the statement “education plays a role toward building understanding and peace around you and in your community”. ChatGPT was asked to review the answer to the open-ended follow-up question asking DSP alumni to describe the link between education and building understanding and peace. To do so it was provided with the answers to the following questions:

- > Explain why do you think that education plays a role toward building understanding and peace around you and in your community or provide an example (OPEN-ENDED QUESTION)

In the following the results that Chat GBT provided:

It's clear from the responses you provided that there is a widespread belief that education plays a crucial role in promoting peace and harmony within communities. The reasons and examples given suggest several ways in which education contributes to this:

- 1 Wider Perspective and Understanding:** Education provides individuals with a broader perspective and a deeper understanding of different cultures, backgrounds, and viewpoints. This leads to increased empathy and tolerance, reducing the likelihood of conflicts arising from misunderstandings.
Quote: “Interacting with people from different cultures/backgrounds in school; seeing the different and positive side of every tribe/person; not judging on tribal bias.”
- 2 Knowledge and Awareness:** Education equips people with knowledge about their rights, responsibilities, and the legal systems in place. This understanding encourages respect for the rule of law and discourages actions that might lead to conflicts.
Quote: “Educated people are able to follow rule of law.”
- 3 Conflict Resolution:** Educated individuals are more likely to seek nonviolent solutions to conflicts, as they have acquired skills in effective communication, negotiation, and problem-solving.
Quote: “Education gives you ethics and teaches how to deal with people.”
- 4 Economic Empowerment:** Education improves job prospects, enabling individuals to provide for themselves and their families. Economic stability reduces the potential for desperation and conflicts arising from economic disparities.
Quote: “Helped poverty-stricken community to come up; education have made it easy for people to make ideal decisions.”
- 5 Cultural Exchange:** Interaction with people from diverse backgrounds in educational settings fosters cultural exchange, leading to mutual respect and coexistence.
Quote: “Interacting with people from all over in school has brought about peace.”
- 6 Critical Thinking:** Education promotes critical thinking and rational decision-making, reducing impulsive actions that can lead to conflicts.
Quote: “Learning expands thinking to go past existing barriers.”
- 7 Empathy and Respect:** Education encourages empathy, respect for others, and the understanding that all individuals are equal and deserve dignity.
Quote: “Educated people are able to interact respectfully and know limits.”

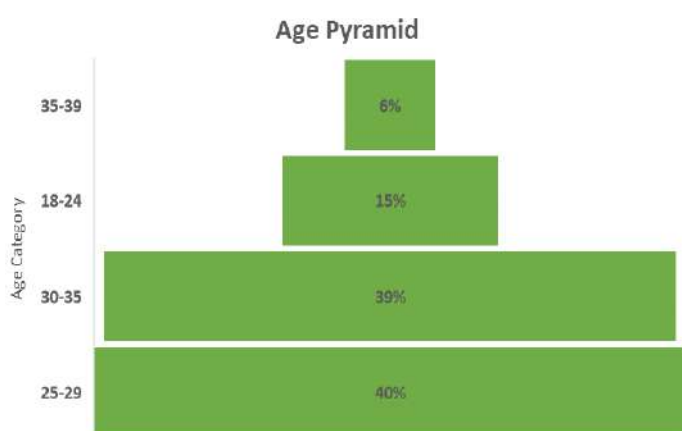
- 8 Personal Development:** Education contributes to personal development, allowing individuals to discover their passions and purposes. This fulfillment often leads to positive contributions to society.
Quote: "Learning expands thinking- critical thinking, problem-solving skills."
- 9 Morals and Values:** Subjects like ethics, morals, and life skills taught in schools help instill values that promote peaceful coexistence.
Quote: "Topics covered in school like being a good Samaritan; expand thinking and reasoning."
- 10 Awareness of Human Rights:** Education teaches about human rights and the importance of respecting and protecting those rights, fostering a culture of mutual understanding and respect.
Quote: "Knowledgeable about human rights; respect for systems in place."
- 11 Community Growth and Prosperity:** Educated individuals are more likely to contribute positively to their communities, leading to overall growth and prosperity.
Quote: "Education has been a boost to community success."
- 12 Communication Skills:** Education helps people develop effective communication skills, enabling them to engage in respectful and constructive dialogue even when facing disagreements.
Quote: "People learn communication skills which really help human existence."
- 13 Judgment and Decision-Making:** Education improves decision-making abilities, allowing individuals to make informed choices that avoid conflict.
Quote: "Able to make better judgment."
- 14 Tolerance and Tolerance:** Education fosters tolerance, allowing individuals to coexist with others who may have different opinions, backgrounds, or beliefs.
Quote: "Educated people are easy to deal with because they understand."
- 15 Empowerment:** Education empowers individuals to stand up against harmful practices and injustices, contributing to a more just and peaceful society.
Quote: "Education empowers people for self-reliance."
- 16 Reduced Violence and Petty Fights:** Many respondents mentioned that educated individuals are less likely to engage in violent or petty conflicts due to their understanding and awareness.
Quote: "Most people are able to judge in a respectful way."

In summary, the consensus is that education not only imparts knowledge and skills but also cultivates attitudes and values that contribute to peaceful coexistence. Through increased awareness, understanding, empathy, and effective communication, educated individuals are better equipped to navigate conflicts and seek solutions that promote harmony within communities.

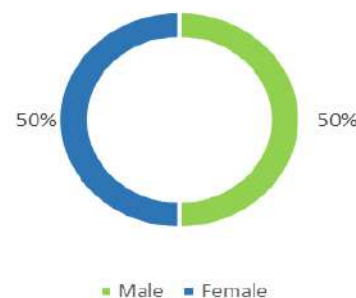
III. Detailed Results

Respondent Characteristics

As highlighted in the introductory part of this report, a total of 246 beneficiaries were surveyed during the data collection. This group of respondents had some exciting characteristics; there was an exact representation of each gender, with male and female respondents being equally represented at 50% (n=123) each, meaning the views of each gender were represented in an equal manner and without any bias in composition as depicted on the doughnut wheel to the right below. In terms of age, most of the respondents surveyed were aged below thirty years, with 40% being in the age bracket of 25-29 years, while 15% were aged 18-24 years. On the opposite side of the scale, 39% were aged 30-35 years, with a further 6% aged above thirty-five years. At the point of exiting the program, academically, 39% of the respondents were enrolled in a Voluntary Training Institute (VTI), 3% were in the University. However, 27% were still in Secondary school, with a further 30% in Primary School level, with 1% reportedly not enrolled in any form of school

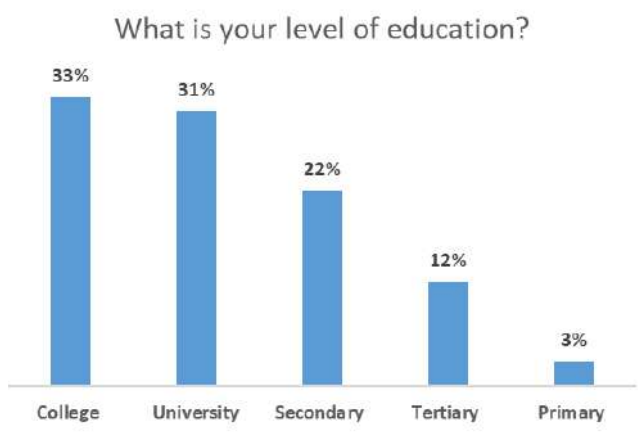


Distribution of Beneficiaries interviewed, by gender (n=246)



Level Educational and challenges faced during Studies

At the point of conducting the survey, out of the 246 former beneficiaries that were interviewed, only 25% had either a Primary or a Secondary level of education as was the case above at the point of exiting the program; a bigger percentage had attained higher qualifications with 12% having Tertiary qualifications, 33% having attained a college qualification, and 31% holding University qualifications.

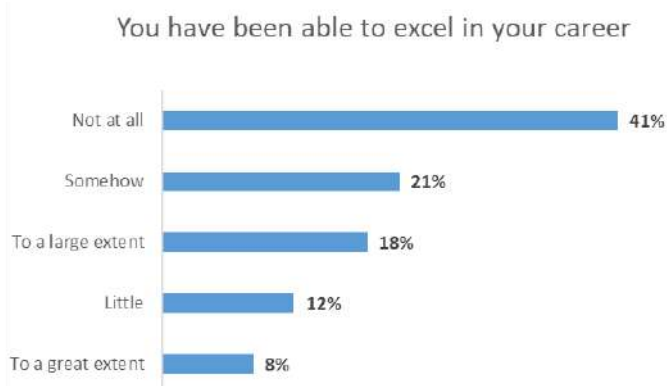


As to whether they were able to achieve their desired level of education, 24% indicated that they did not all achieve this their desired level of education, which is almost equal to the 25% that did not proceed with education beyond the secondary level. Of the remaining number, 35% responded that they achieved the level of education they desired to a large extent, 13% to a great extent, 23% indicated somehow while a further 5% indicated that they attained their desired level of education to a little extent.

Amongst those that indicated that they were in some form of employment, the most mentioned occupations were teaching and casual work. Other professions included self-employment and business. A few respondents also mentioned that they were nurses, salespersons, police, or operating salons.

Career Growth

Most of the respondents indicated that they had not been able to excel in their careers. 41% indicated that they had not excelled at all in their career, while 12% indicated they had excelled a little in their career. On the contrary, only 8% indicate that they had excelled in their career to a great extent, with a further 18% indicating they had excelled to a large extent. This directly mirrors the kind of jobs most of the employed indicated that they were doing, despite a majority having higher levels of education.



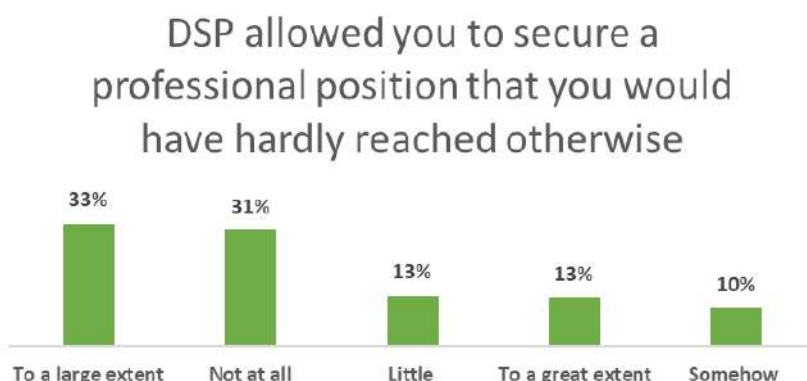
Please explain how you managed



DSP Assistance in getting a professional position

Of the few that felt they had excelled in their professional careers, most of them mentioned that getting an education, schooling, college, university, studying, and training all helped them excel. This lays more emphasis on the importance of proper education in helping individuals advance professionally. To a large extent (33%) and to a great extent (13%) of the respondents acknowledge that the DSP program allowed them to secure a professional position they would have otherwise not reached.

On the contrary, 13% indicated that DSP played just a little role in them securing their professional position, while 31% indicated that the DSP program did not at all play a role in allowing them to get to their professional positions



Greatest benefit obtained through professional career



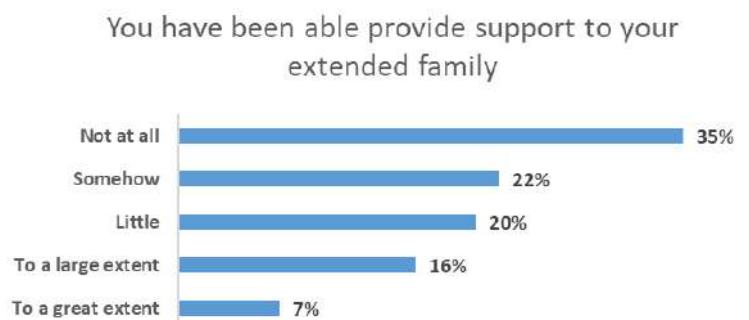
Asked about the greatest benefit they obtained through their professional career, most respondents mentioned getting a job, work, or employment while others mentioned the ability to support or help their family with education, fees, etc.

Education as building block for professional career

One aspect that illustrates the impact of the Distance Support Project concerns the question that asks to reflect on the most significant benefit the beneficiaries experienced in their professional career. Responses vary widely, with no particular patterns emerging except for 12 responses (out of 126 collected) mentioning AVSI and the Distance Support Project. “Without the DSP, paying school fees, I would not have been able to attend university, which led me to a career” (NAN-0021), or the focus on the fact that the “building block is education from primary to high school. [This] allowed me to get to tertiary education and the profession” (SDB-0058). Although the question does not include any reference to the project, the beneficiaries express the awareness that education is an empowering factor for entry and success in employment. This is emphasized by former beneficiaries who have achieved various goals and targets, both by those who state that thanks to education they can provide for the “basic” needs of the family, such as bringing home enough to eat (NAN-0052), as well as by those who have been able to advance in their careers and achieve significant accomplishments: “The DSP has been a platform for professional achievements, like the presidential award in May 2021 (mentioned above), as well as opportunities to represent Kenya in regional and global platforms (see the Senegal forum mentioned above, YALI Network)” (IWS-5077).

Support to Family

A paltry 7% of the respondents said that they have been able to support their extended family to a great extent, while 16% said they have done so to a large extent. On the contrary, a whole 35% indicated that they had not supported their extended family at all, while 20% said they had done so to a little extent. This could be related to the fact that most of the respondents do not have a gainful means of employment, and those who do only work as casuals and other low-paying jobs. Others also mentioned in the survey that they are only obliged to help their nuclear families.



Importance of supporting extended family to Beneficiaries



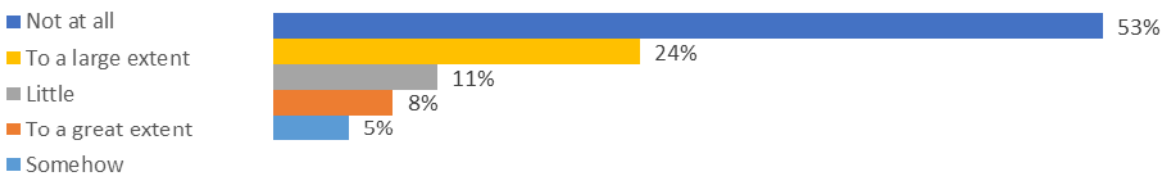
The respondents who have been able to help their extended family mentioned that it was important for them to do so as a way of helping or supporting their parents and siblings with their needs such as fees since they were also helped.

When respondents are asked whether they have been able to support their family of origin financially, beyond the positive or negative answers, many of them tell the reasons why they have engaged in this effort. Two elements are striking: the first concerns the fact that more than 50 respondents state that the fact that they received help is the reason why they help others. They talk about ‘giving back what one has received’; this aspect highlights a point of personal awareness, namely that what one has received makes one more aware of the need of others. The second element concerns community empowerment. The change in perspective brought about by the beneficiaries concerns the community they belong to: what they have received in terms of help and skills can be invested in their community.

These two aspects provide crucial insights into how change occurs, using the words of the beneficiaries: “Growing up in the ghetto makes it natural to help; I was given a second chance and I love to extend it” (SBD-0058), or “I realised that alone I won’t get far and that by offering help to one person, you actually help the whole community” (IWS-5077).

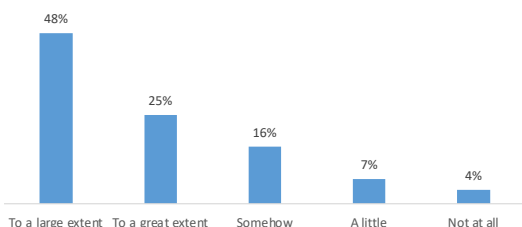
Caregiver participation in Economic Activities

Your guardian/caregiver participated in the savings and economic empowerment interventions funded by the DSP program



24% of the respondents said their caregivers participated in the savings and economic interventions to a large extent, while 8% said their caregivers participated to a great extent. However, 53% said their caregivers did not at all participate in such activities, while 11% said their parents only participated to a little extent.

And it contributed to increase in household income



Of those whose caregivers participated in the savings and economic empowerment activities, asked whether the participation in such activities contributed to the increase in the household income, 48% said that it did to a large extent, and 25% to a great extent. Only 7% said that the participation of their caregivers in the economic empowerment activities contributed to their household income increase to a little extent, while 4% felt that it did not at all contribute to an increase in their household’s income.

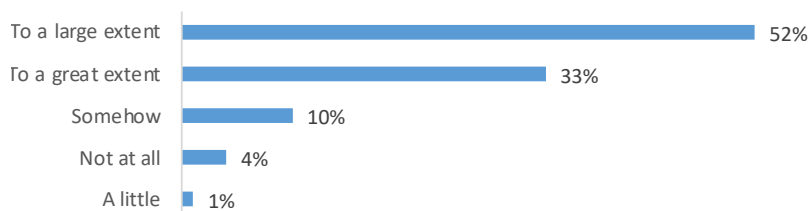
able (12) afford (7) **basic** (18) business (6) children (5) clothes (7) cows (4)
 daily (4) dairy (3) education (5) extra (5) farming (7) **fees** (20) **food** (18) house (8)
 household (8) income (7) increased (4) money (5) mother (7) mum (4)
needs (22) paid (4) parents (6) **pay** (15) respondents (7) **school** (11)
 siblings (15) small (3) started (7)

What beneficiaries managed to afford they could not earlier

By their caregivers participating in the savings and economic empowerment, most respondents mentioned that they were able to afford their Basic Household Needs like Food and Clothes and to pay fees for their Siblings. The other items they mentioned were Businesses, Cows which their households were able to afford.

Meeting other household needs

Did it allow your caregiver to meet other households needs including supporting your other siblings...



Those whose caregivers participated in the economic empowerment interventions said that it allowed their caregivers to meet other needs including supporting the education of their siblings to a large extent at 52% and to a great extent at 33%. Only 1% thought it did so to a little extent while 4% of those whose parents participated in these activities felt it did not at all help them meet other household needs.

Household Income, before and after Participation in Economic Interventions

Row Labels	Before Participation	After Participation	Grand Total
Less than 8,000	24	0	24
8,001-16,000	6	10	16
16,001-24,000	0	13	13
24,001-32,000	1	2	3
I do not recall / I cannot estimate	45	51	96
Grand Total	76	76	152

In the table above, we see that majority of those who knew their caregiver's income (n=24) reported that the income was less than KES. 8000/- before the caregivers participated in the economic and savings interventions. However, after participation in this intervention, no household recorded an income less than KES. 8000/-. There was an increase in the number of households reporting earnings above KES. 8000/-, with a majority of those who knew the household earnings (n=13) reporting earnings in the KES. 16001 – 24000/- band.

Participation in Additional DSP Support

Only 6% of the respondents reported that their caregivers participated to a great extent, and 16% to a large extent in additional DSP activities like sensitization and health. 12% indicated that their caregivers participated a little, while 61% indicated that their caregivers did not participate in the additional activities.

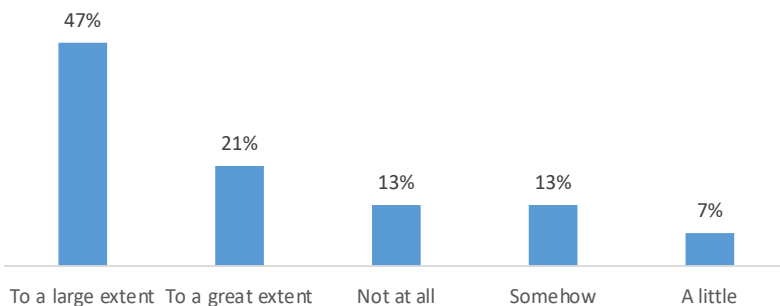
Additional Achievement through DSP Support

better (3) business (4) buy (4) care (3) course (3) **education** (8) farm (4) **fee** (7) **food** (6)
 handling (5) health (5) **helped** (8) **hygiene** (12) improve (4) income (3)
 increase (4) knowledge (3) **learnt** (5) maintaining (4) matters (3) methods (3) **nutrition** (4) parents (3)
pay (7) planting (4) **proper** (6) **school** (6) **siblings** (7) **skills** (7) Soap (3)

From the additional DSP support, most respondents mentioned that they were able to improve their hygiene, advanced their education, paid school fees for their siblings, get food and generally improve their nutrition and health.

Family and individual success

23. Overall, you attribute your success and that of your family to DSP support



Most respondents attribute their success and that of their families to the DSP program, with 47% to a large extent and 21% saying they do so to a great extent.

20% do not seem to attribute their success to DSP with 7% saying they only attribute their success to DSP a little, while 13% said they do not at all attribute their success to the program.

Component of DSP Considered Most Critical to the Success

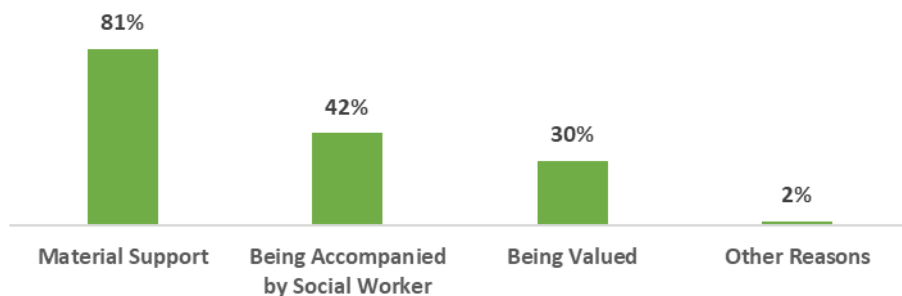
burden (6) course (6) critical (6) **education** (72) enabled (12) **fees** (88)
 financial (13) finish (8) follow (6) food (6) given (11) **helped** (17) household (8) **material** (15) money (6)
 needs (9) paid (6) **parents** (13) **paying** (27) **payment** (28) **primary** (5) **program** (9)
 providing (10) pry (14) savings (8) **school** (83) **siblings** (9) success (5) **support** (69)
 uniform (8)

Most respondents feel that the most critical element of DSP to their success was the Educational Support through payment of School Fees. Others also mentioned Material Support like uniforms, as well as the lessons on savings to their parents.

Factors that contributed to Success

Asked what they consider to have helped them change or become successful during DSP, 81% of the respondents mentioned material support that they got from the program, 42% attributed their success to the accompaniment by the social workers during the program, while 30% attributed their success to being valued.

What do you consider helped you change/become successful about the way ?



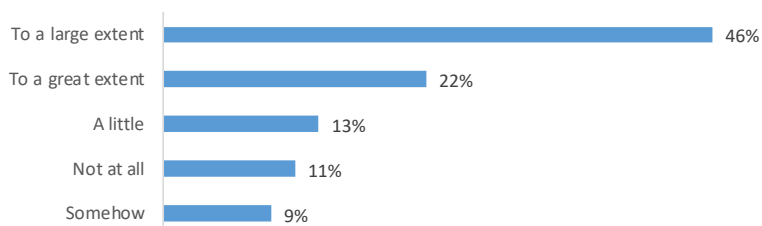
Why beneficiaries think the above factors helped them achieve success



On what they consider helped them become successful from the DSP program, most respondents mentioned Material support to help them get through their education through school fee payment, they also mentioned that the support and follow-up by the social workers made them feel loved and thus helped them become successful.

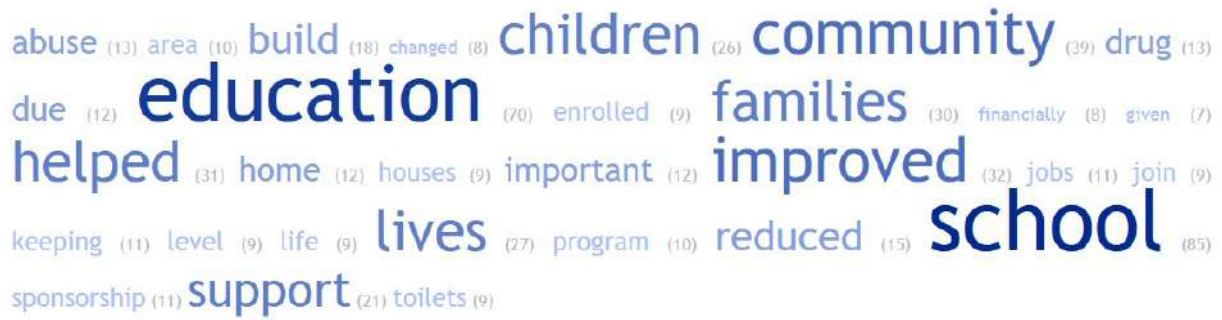
DSP Improving Communities

You have noticed that DSP interventions contribute to the improving of the overall surrounding community



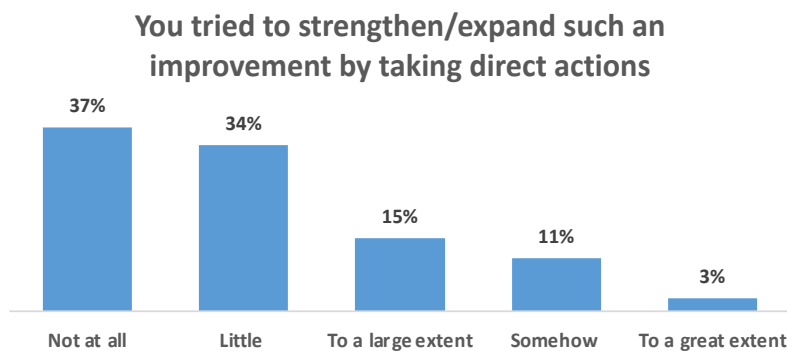
Most of the beneficiaries agree the interventions by the DSP program contribute to the overall improvement of the surrounding communities, with 46% agreeing to a large extent and 22% to a great extent. Only 13% said DSP improves the surrounding communities a little, with 11% saying it does not at all improve the overall community surrounding.

Importance of Most important Community Improvements Observed



The most significant improvement that DSP has made in the community is mentioned to be in education and schooling in general. Also mentioned is improvement in the lives of families through support in various ways such as financial, building houses, and toilets.

Direct Actions to improve DSP Interventions



Just a few respondents have tried to take direct actions to strengthen and expand the improvements of the DSP project in their community with 15% saying they have done so to a large extent and 3% to a great extent. However, a large majority said they have made little to no efforts at all at 34% and 37% respectively. It is therefore necessary to encourage more beneficiaries to be involved in these interventions for sustainability.

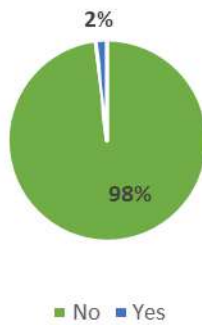
Most Significant Actions taken to improve the Community



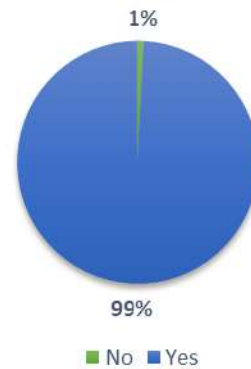
Of the few beneficiaries that have tried to make direct efforts to extend the DSP interventions in their communities mostly by helping in various ways, including helping other students with revision, supporting with fees and fundraisers, teaching, volunteering their services, and mentoring others, as well as participating in the said activities whenever they happen.

Sponsorship of others through DSP

Have you sponsored another student via the DSP program?



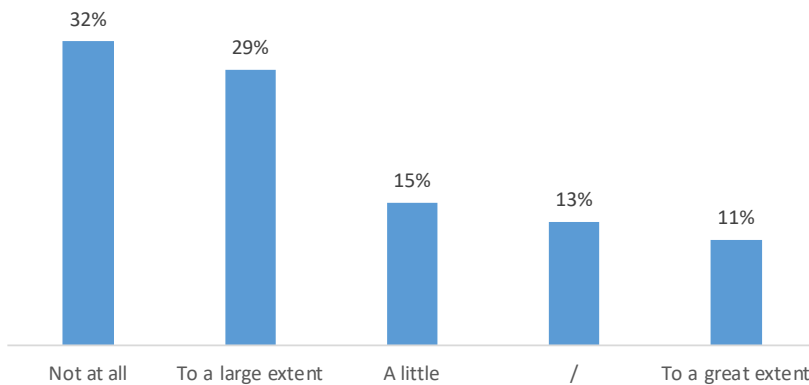
Would you be willing to do it?



It was noted that only 2% of the respondents indicated that they had sponsored other students through the DSP program. On the bright side though, asked whether they would be willing to sponsor others through the program, a massive 99% of all the respondents who had not sponsored any child through the program indicated that they were willing to do so.

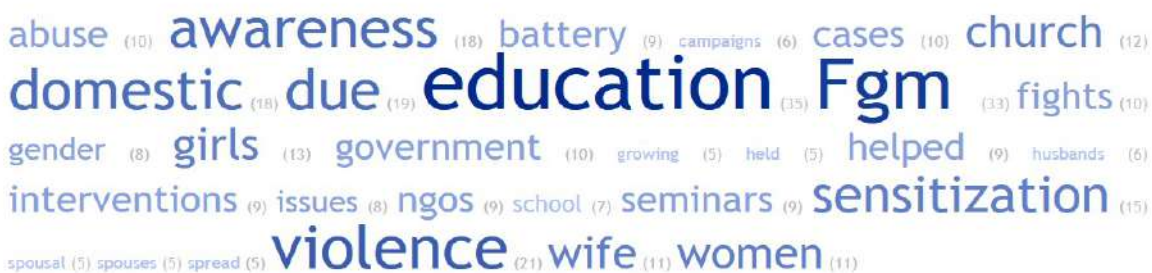
Reduction in GBV through DSP

GBV, including FGM, has reduced in the community the school you attended during DSP



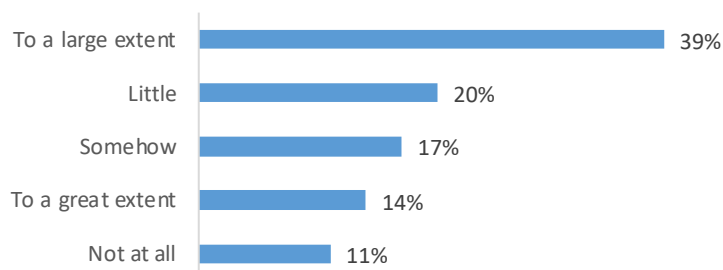
29% and 11% of the respondents acknowledge the reduction of FGM, GBV, and other forms of SGBV in the areas they went to school during the DSP program to a large extent and a great extent respectively. 15% however feel that these vices have only reduced to a little extent while 32% feel that the cases have not reduced at all.

What particular form of GBV has reduced and how.



Most respondents mentioned that FGM is the most significantly reduced form of as GBV in their community, also mentioned is violence against women and girls including domestic fights and battering. This reduction is mainly attributed to the education, awareness, and sensitization created in the community through seminars at various places like the church, by various players including the government and other NGOs.

And you would say this reduction in GBV has been the result of the DPs action



Of those who feel FGM and other SGBV cases have reduced significantly, 39% percent and 14% feel that this reduction has been a result of the actions and interventions made by the DSP program. 20% feel that DSP has only contributed a little to this reduction, while 11% feel that DSP has not in any way contributed to this reduction

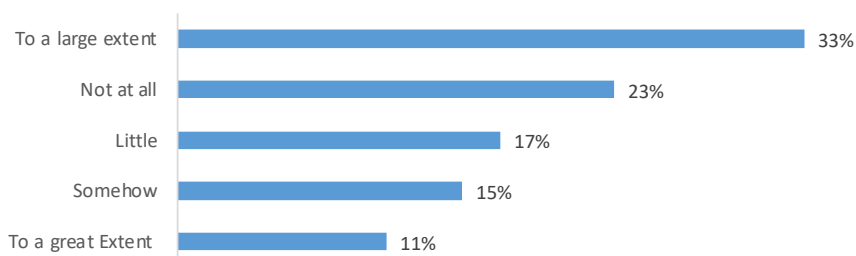
How the DSP helped reducing GBV



DSP is mentioned to have contributed towards the reduction of GBV in the communities by holding seminars and training to provide sensitization and education on GBV such as FGM and other forms of violence against women and girls.

Improvement in Community Overall Health

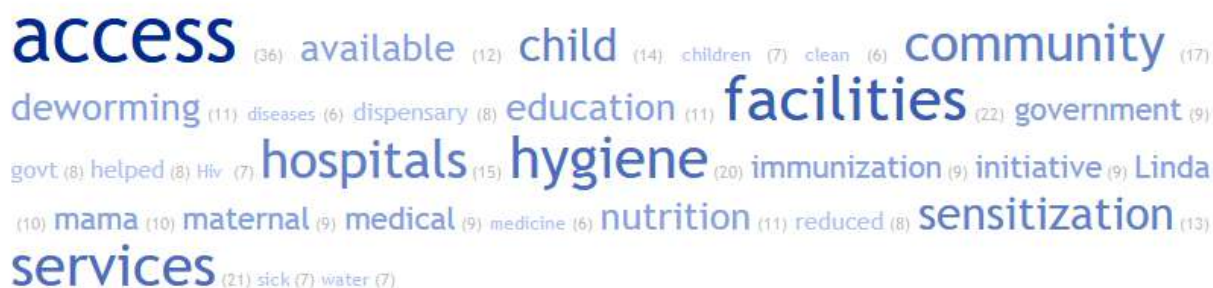
Overall health conditions of people have improved in the community where the school you attended during DSP is located



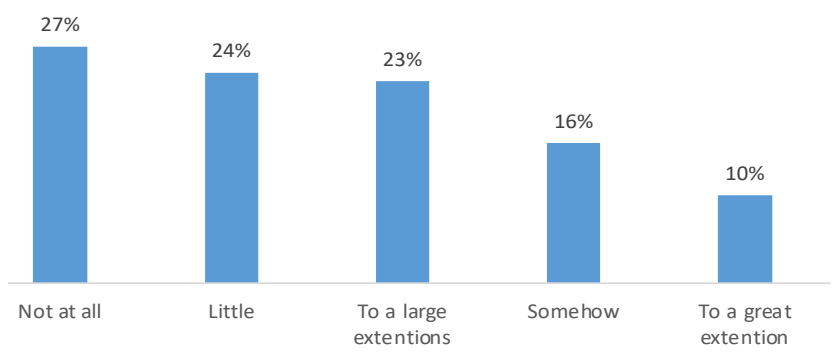
33% of the respondents agree that the overall health conditions of the people living in the communities where they schooled during the DSP program have improved to a large extent, with another 11% agreeing that it has improved to a great extent. On the contrary, 17% feel that there has been just a little improvement, with 23% feeling that there has been no such improvement at all.

Particular improvements noticed

Of those who felt that there has been an improvement in the overall health of the communities where they schooled during DSP, a majority seem to point out that such improvements have been seen in access to healthcare; the other mentioned words include facilities which is a pointer to improvement in the number of health facilities. The other mentioned words included hygiene, which points to the improvement in the cleanliness of the facilities, as well as the services offered.



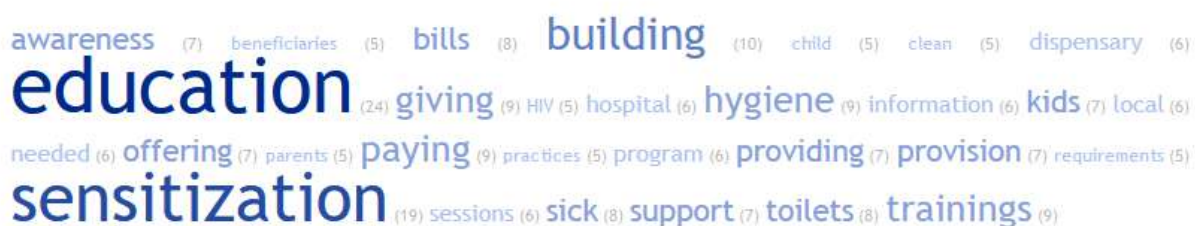
And would you say this improvement in the overall conditions has been the result of the DSP.



Of the 246 respondents that were interviewed, 23% acknowledged that to a large extent the overall improvement in health conditions was a result of DSP, and 10% associated the improvement with DSP to a great extent. On the other hand, 24% felt they could only associate the DSP program to a little extent with the improvement, while 27% felt that DSP had nothing at all to do with such improvements.

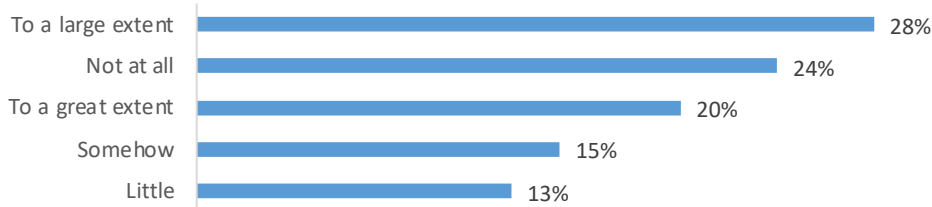
How DSP contributed to such improvement

Asked to explain how DSP contributed to the improvement of the overall health of their communities, the most common words used included education and sensitization which points to information dissemination interventions conducted through the DSP program as training were also mentioned. The other highlighted issues included provision and support, pointing at the material support provided by AVSI to this end, including the building of toilets, and improving hygiene amongst others.



Volunteerism

Have you ever done for free, something that is normally done in exchange for money, for instance have you volunteered or given back to the community.



28% and 20% of the respondents admitted to having volunteered or given back to the community to a large extent and to a great extent respectively, with 13% having given back to the community a little way, and a further 24% having not been involved in any form of voluntary work at all.

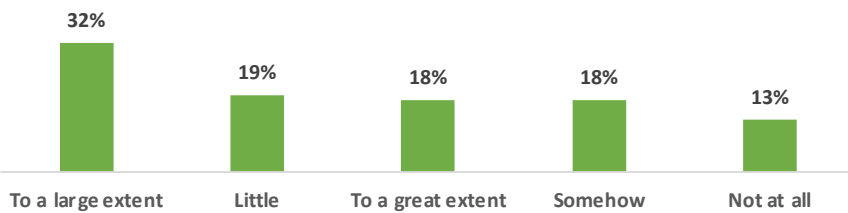
Most important thing you done to improve community and importance

The most important aspect of giving back to the community mentioned by the respondents was volunteering their services in the various areas of the community, mostly within the children’s homes, assisting in the cleaning of, and helping the needy in the community. Others also paid visits to the needy



Involvement of the Vulnerable

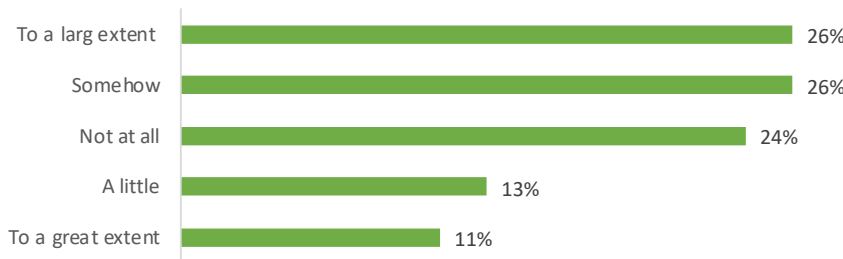
You have made an explicit effort to include in your activities and keep involved vulnerable people; that is people facing hard conditions or discriminations, be it in your private or professional life or any other manner.



To a large extent 32% and to a great extent 18%, the respondents had made deliberate efforts to include in their activities and keep involved vulnerable people in both their private and professional life. On the contrary, 19% and 13 % had not made efforts to include vulnerable people in their activities at all and a little respectively.

Keeping in touch with Supporters

You managed to maintain contact with people who have supported your growth



At 26%, the respondents indicated that they had maintained contact with the people who supported their growth to a large extent, with 11% doing so to a great extent. 24% made little effort to maintain contact, while 26% did not do so at all.

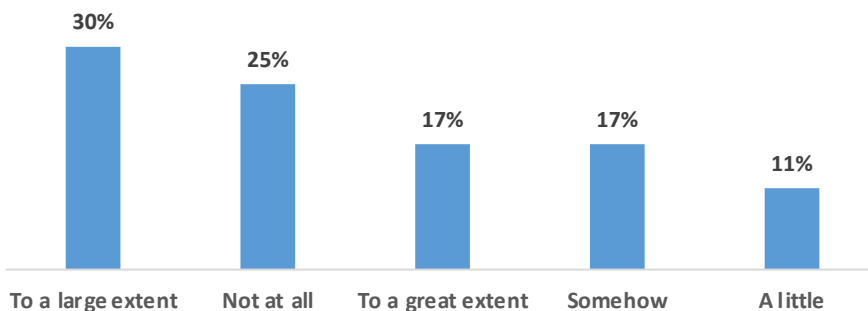
Importance of being in touch with people who supported growth

To the beneficiaries who maintained contact with the persons who supported their growth, most of them indicated that they did so to give back to these people and the program. A good number also indicated that they kept in contact to get advice from those who helped them. The other major reasons mentioned for keeping in touch were that the beneficiaries considered those who helped them to be family. Others did it as an appreciation or show of gratitude to the people who helped them, while others did so to get information on any available work/study opportunities, and to network and socialize.



Actions that improve conditions of people in general, including those far from their community

You act in ways aimed at improving the conditions of people in general, including those far from your community



Among the 246 respondents interviewed, 30% acted in ways aimed at improving the conditions of people in general, including those far from their community to a large extent, and 17% do so to a great extent. 25% did so to a little extent while 11% did not at all aim at improving the conditions of people

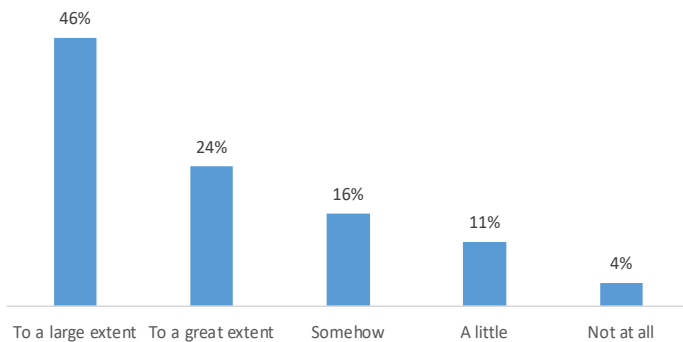
Measures taken to improve lives of others

The main measures aimed at helping improve the conditions of people including those from their community, as mentioned by the respondents is by helping, especially the children in children's homes. The respondents also mentioned that they achieve this by participating in fundraisers to support the needy, visiting them, offering talks to advise youth as well as participating in church activities.

activities (7) around (5) **children** (18) church (9) country (6) donating (7) educating (5) encourage (5) food (5)
 friends (7) fundraising (15) giving (5) groups (5) **help** (50) home (12) involved (7) issues (5) law (5)
 needy (5) participate (10) peace (5) respondent (12) school (6) social (5) support (7) talks (11) visiting (11)
 volunteer (6) **work** (17) youth (10)

Ability to influence other people

You feel that you are able to influence other people

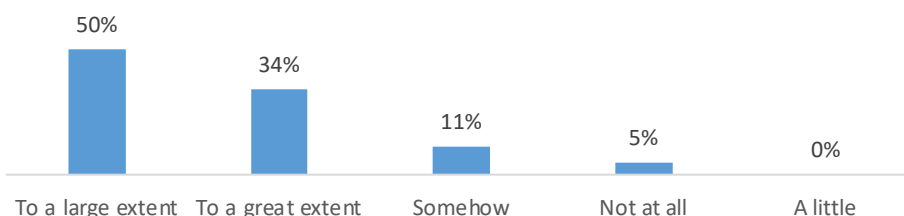


46% of the respondents believe they can influence people to a large extent at 46%, with 24% saying they do so to great extent. 16% of respondents believe they can only influence people a little, while 45% do not at all believe they can influence people. Most respondents indicated that the most people they feel they can influence are their friends, and they do this through mobilizing them and other youth and girls and talking them into getting involved in community service and church activities. They also talk to and encourage them to form groups, while they also mentor those in school and at workplaces.

able (7) advice (9) advising (7) business (14) church (14) community (18) drugs (10) education (9)
 encourage (16) example (10) family (9) **friends** (50) girls (15) give (10) group (15)
 help (21) join (12) leading (11) life (10) live (8) mentor (12) mentorship (10) others (9) positive (9)
 school (17) start (18) talk (20) work (19) young (9) **youth** (26)

Feeling of People's Interest and Value in Beneficiaries during the DSP

At the time you were supported by the DSP program, you felt that people were interested in, and valued you



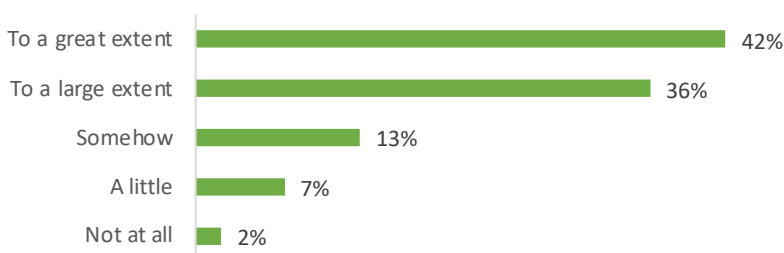
In the duration when they were supported by the DSP program, 50% of the respondents felt that people were interested in, and valued them to a large extent, and 34% felt that this was the case to a great extent. However, 5% felt people were only interested in them and valued them to a little extent, with almost none indicating that they did not at all feel like they were valued during their DSP sponsorship period.

As a follow-up question, to understand better why they felt that people were interested in, and valued them during the DSP program, most respondents mentioned the words School, Support, Fees, Material, and Uniforms all to describe the material and financial support that they received. They report this as a sign of caring that did solve their most immediate needs, including attending schools equipped like other more well-off students. Follow and Ups are also used to describe what was reported as the “Endless follow-ups and visits” to them by the social workers during their time in the program.



Current feeling of people’s general interest in and value to beneficiaries

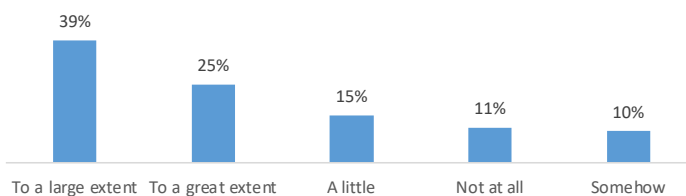
You still have that feeling, you think people generally are interested in and value you



Of the respondents who indicated that felt that people were interested in, and valued them during their time in DSP, 42% still hold that feeling to a great extent with 36% having a similar feeling to a large extent. 7% said that the feeling is still there but to a little extent, while 2% said that they no longer feel that way.

DSP program contribution to Self-discovery

The DSP program helped you discover something about yourself you did not know before, or you may have not known otherwise

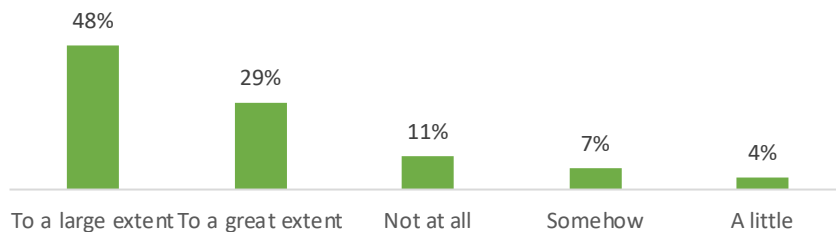


To a large extent, 39% of the respondents agree that the DSP program helped them discover something about themselves that they did not know before or may have not, had it not been for the program. 25% agreed the DSP did so to a great extent, while 15% felt that in as much as the program only contributed in a little way to them discovering something they did not know about themselves. 10% however felt that the DSP program did not in any way contribute towards them discovering something about themselves.

Asked what the most important thing they were able to discover about themselves courtesy of being in the DSP program, Helped and giving were frequently mentioned to refer to the importance of helping other people. Football, Talent, and Ability are repeatedly used in the same responses and suggest that former DSP beneficiaries did not simply discover that they were good in football, but more in general that they were good at something, and that they had a sporting talent. The most mentioned responses by the beneficiaries are depicted below.

ability (10) able (10) athletics (5) avsi (7) community (7) confidence (6) crack (4) dancing (5) football (14)
 giving (11) heart (8) helped (18) leader (5) leadership (9) life (12) love (10) others (4) people (6)
 person (5) play (6) potential (9) public (9) school (7) self (10) sing (6) skills (10) speaking (8) study (7)
 talent (12) work (9)

What you discovered at the time of the DSP program is still helping/guiding you



Most respondents also confirmed that the discoveries they made about themselves during the DSP program are still helping or guiding them in their daily lives, with 48% saying that it is doing so to a large extent and 29% feel that they are still benefiting from these discoveries to a great extent. 11%

however feel that these discoveries are only currently helping them to a little extent, with a further 4% feeling that these discoveries are no longer benefiting them at all.

Application of things discovered through DSP

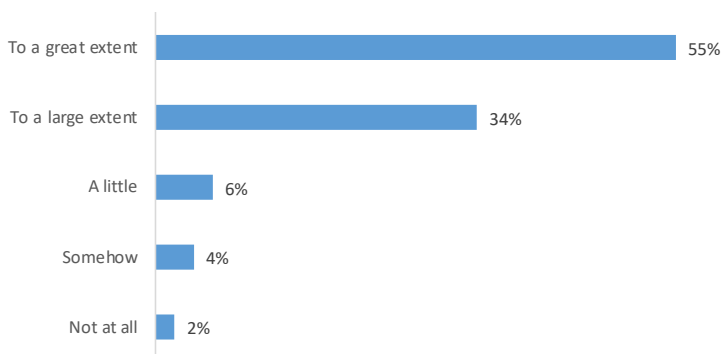
business (7) coach (4) community (6) confidence (7) course (6) current (8) education (7) examples (6) family (5) focused (5)
 giving (12) guided (5) heart (5) help (28) issues (5) job (6) life (12) others (10) people (18) person (5) school (7) self (6)
 society (4) started (8) students (5) studied (7) support (8) talks (6) teaching (5) work (22)

Help, Giving, Other, and People all were used as examples of ways the beneficiaries supported other people in need – providing financial support but also using the skills acquired through the DSP, such as the ability to speak in public, to support people in need by representing their voices.

Life is mentioned by respondents as they refer to life choices that they took or that they help other people to take and suggests that indeed the DSP helps students to take very consequential decisions (ex. work hard, stay away from illegal activities, devote life to education, stay confident).

Drive by a desire for self-improvement

You are driven by a desire to improve yourself



A good number of the respondents are driven by the desire to improve themselves, with 55% agreeing with this statement to a great extent and 34% to a large extent. 6% had a little drive to improve themselves, while just 2% indicated that they had no drive at all to improve themselves.

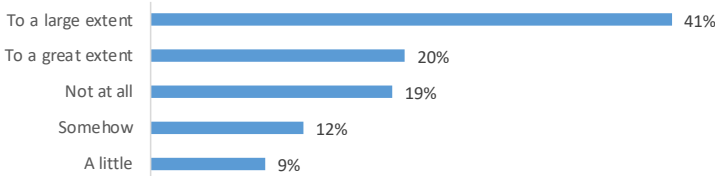
Asked to talk about their most recent accomplishments, or what they were trying to improve about themselves, most respondents

mentioned Getting a Job and Working. The family was mentioned in reference to starting a family, but more frequently was mentioned in the context of providing the family with a certain level of security, in many cases the acquisition of a home. Studies, Courses, and Degrees also came up, all about the furthering of their education.

accomplished (15) become (8) better (9) business (11) career (12) college (12)
 completing (12) course (17) degree (15) education (8) enrolled (7) family (21) farming (14)
 fee (6) finishing (12) help (6) home (7) job (22) join (9) land (7) learning (10) life (8) paying (8) program (5) school (12)
 shop (8) skills (6) studies (18) university (8) working (15)

Ability to get along with People holding different opinions

You are able to connect with people, even when they do things you do not fully agree with



Even if people do things the respondents do not fully agree with, they (DSP beneficiaries) are still able to connect with them, as 41% responded that they do so to a large extent while 20% do so to a great extent. 9% of the respondents would still be able to connect with such people to a little extent, while 19% indicated that they would not

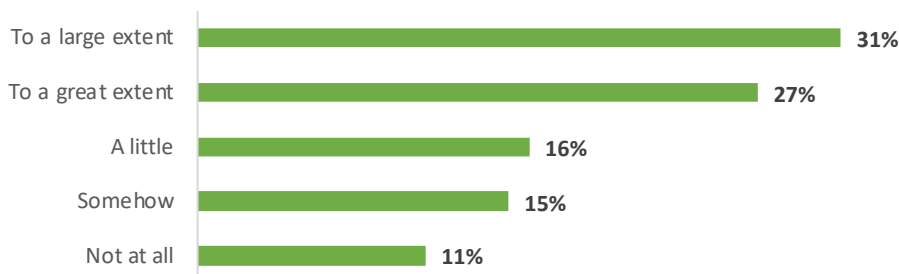
at all connect with people who do things that they do not fully agree with, meaning they find it difficult to get along with people who hold contrary opinions or views on various issues.

Asked to provide examples of why or how they were able to get along with such people or otherwise, most respondents mentioned that they can get along with people even when they don't fully agree with them by accepting that people can hold Different Opinions at work or on how to do given pieces of work and that this can happen among their friends and within groups having different cultures, etc. Below are some of the words that were most mentioned by the respondents in this regard.

able (11) agree (13) connects (14) cultures (13) customers (6) despite (8) different (70)
 disagree (11) disagreement (7) diversity (7) elections (6) family (6) friends (33) group (12) ideas (8) interact (8)
 issue (6) living (11) opinions (27) person (7) political (14) related (7) remain (7) respecting (24)
 stay (6) supporting (7) understanding (11) views (13) work (41) youth (7)

Ability to interact with and Learn from Strangers

You are open to interacting and learning even from strangers total



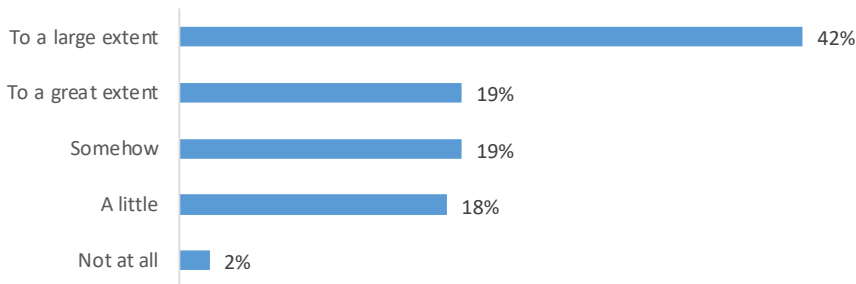
The survey also sought to find out from the respondents their ability to interact with and learn from different people, to this front, 31% responded that they are open to interacting with and learning from strangers to a large extent. 27% are open to the same to a great extent while 16% are only able to do this to a little extent.

However, 11% mentioned that they are not at all capable to interact with and learn from strangers. Most of those who indicated that they are open to interacting and learning from different people including strangers mentioned that they do so especially at workplaces, in businesses, and life in general. They also indicated that they do this because it allows them to get customers for their businesses, and to meet and connect with new people. The other mentioned words around this are also highlighted in the image below.

able (11) alot (6) **business** (22) church (4) community (7) connection (6)
 cultures (7) customers (11) farming (4) friend (5) funding (4) help (9) ideas (7) job (6) **life** (17)
 live (7) lot (7) **meet** (10) met (8) opportunities (5) participate (5) person (7) positives (5)
 respondent (8) Sarah (6) showed (7) someone (5) sometimes (5) survey (5) **work** (25)

DSP Beneficiaries building Peace and Understanding in the community

You act in a way so as to build understanding and peace around you and in your community



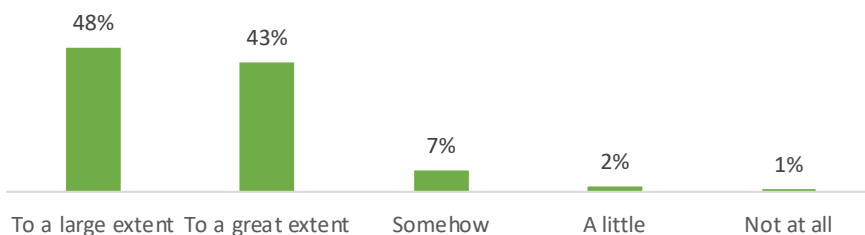
42% of the respondents said that they contribute towards building peace and understanding around them and their communities to a large extent. 19% said they contribute to the same to a great extent. 18% contribute to this in a little way, while 2% said that they don't at all contribute towards building peace and understanding in their communities and surroundings. To achieve this, the

respondents indicated that they do so by helping mediate and solve conflicts and fights among their friends and other youth, encouraging the family to discuss their issues instead of fighting, and avoiding would-be vices like parties.

activities (6) **avoiding** (17) church (5) **conflicts** (34) disputes (12) election (5)
 encouraging (10) example (8) family (10) fights (12) friends (25) giving (5)
help (38) interactions (5) issues (16) leading (6) live (5) **mediating** (34) mentor (5)
 neighbors (5) others (7) participating (10) parties (7) problems (7) **solve** (34) talk (10)
 tries (5) understand (4) **work** (11) **youth** (17)

The role of Education in building understanding and peace

Do you think that education plays a role towards building an understanding and peace around you and in your community?



48% of the respondents agreed that education plays a role in building an understanding and peace around them and in their community to a large extent. 43% agree with the same observation to a great extent. 2% of the respondents, however, feel that education plays just a little role in building peace and understanding within the community, while 1% felt

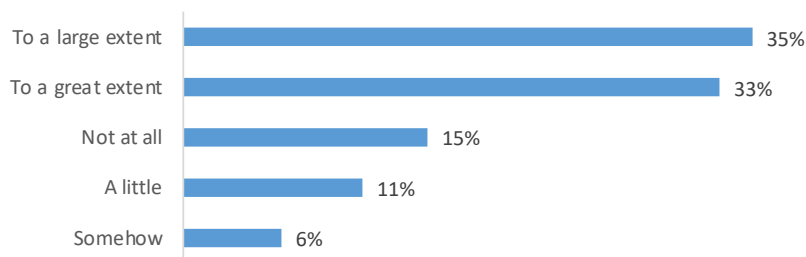
that education plays no role at all in building peace and understanding around them and their community.

Most of the respondents who agree that they feel education plays a role in understanding and peace in the community say they agree with the same as it helps expand the thinking of people in different aspects, which in turn helps improve their reasoning capacity and decision-making, which inculcates respect for individuals and their cultures, allows them to interact better, and prevents conflicts.



Consideration of Non-family members as relatives

There is someone outside your family that nevertheless you treat as one of your relatives



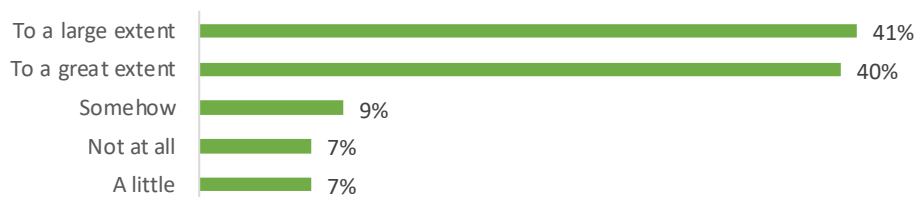
Most respondents seem to agree that there are people that they consider as relatives, who are not their family members, with 35% indicating that they agree with this to a large extent, and 33% agreeing with it to a great extent. 11% of the respondents indicated that they only have non-family members they consider family to a little extent, with

15% indicating that they do not have any non-relatives they consider to be family at all. They also added that they have friends and people who have helped them whom they consider family, they felt so because these people have either supported them during their education or have struggled together with them, while some helped them get employment or work. The most common responses are visualized in the image below.



Freedom to make choices and live harmoniously

You feel you are able to live your life harmoniously meaning free to make your choices



Most of the respondents indicated that they feel they can live their lives harmoniously as they are free to make choices, with 40% feeling they do so to a large extent, and 41% to a great extent. 7% feel that they only can make choices and live harmoniously to a little extent, whereas 7% of the respondents

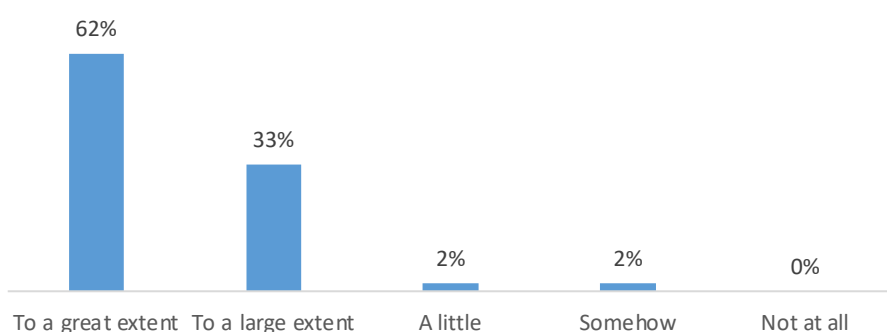
felt that they were not at all able to make choices over what affects them in life and as such do not live harmoniously.

Asked about the most important decision they have made as a result of their freedom, Family and married were mentioned to signal the decision of getting married but also, in several cases the decision not to get married before completing the studies. Work is often mentioned as an opportunity for emancipation – what allows former students to decide to move to and live in a different place (ex. start a life in the capital Nairobi). The word course is mentioned as many reported choosing in autonomy the type of studies to follow, in some cases even if not in line with other people’s expectations.

able (15) business (9) buy (6) career (13) choice (11) choose (16) course (19) decided (7) despite (7) drugs (8)
 family (24) financial (7) going (7) help (7) home (17) house (9) independence (8) job (7) land (7) life (19) live (15)
 married (28) moving (15) parents (9) paying (7) school (6) self (6) study (16) wanted (6) work (22)

Purpose in Life

You feel your life has a purpose



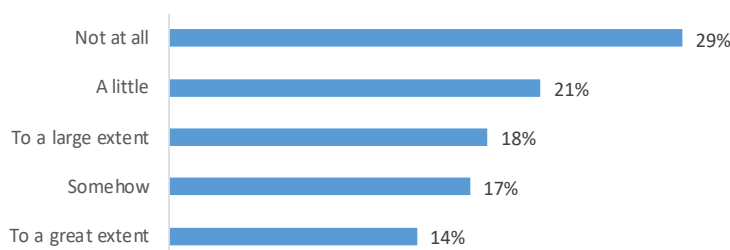
large percentage of the respondents indicated that they feel they have purposeful lives, with 62% saying they feel their lives have a purpose to a great extent, and a further 33% acknowledging that their lives have a purpose to a large extent. Only 2% of the beneficiaries felt that their lives have a purpose to a little extent, and less than 1% felt their

lives have no purpose at all. Of those who feel their lives have meaning, the most important aims mentioned in their lives were to Help, Family, and Community which were used to refer to the aim of helping family or community members, with the two groups being mentioned almost equally. Financial, Stable, and Stability were also mentioned, almost invariably, to suggest the aim of achieving financial stability – not necessarily meaning someone with a high income, but rather one with a stable occupation. Success was used in a straightforward sense as former DSP students express their desire to be successful in life.

achieve (7) become (15) better (15) business (13) career (10) change (8) children (11) comfortable (8) community (29)
 creation (7) education (10) family (51) financial (45) give (13) help (67) job (11) kids (14) live (24)
 others (23) parents (7) people (16) reach (6) school (8) serve (8) stability (19) stable (11) succeed (7) successful (35)
 support (12) wealth (7)

Experiences in Life

You feel that in essence, your experience is similar to that of most human beings and you share much with the rest of the people



Asked whether, in essence, they feel their experience in life is similar to that of most human beings, and if they share much with the rest of the people, most of the respondents seem to feel otherwise with only a few feeling that their experiences were similar to that of other people with 18% feeling their experiences were similar to a large extent to that of many and 14% feeling theirs was similar to a great extent. On the contrary, 21% of the respondents felt that their

experiences were only similar in a little way to that of others, while 29% felt that their experiences were not at all like that of others and were thus unique to them. Most of the beneficiaries, therefore, seem to bear the feeling that they may have endured worse experiences compared to other human beings during their upbringing and life in general.

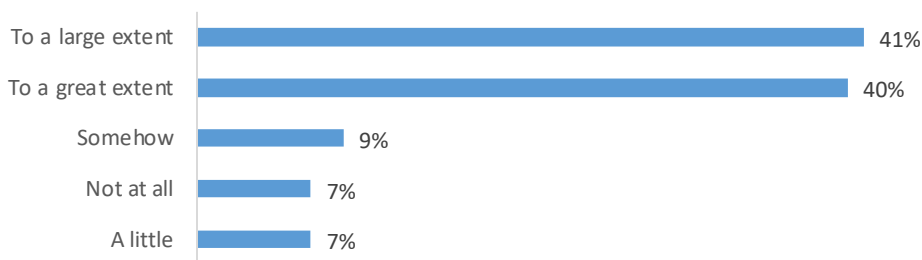
Common significant human experience



Asked about the most significant human experiences they felt they share with other human beings; Struggle, Challenges, Life, Lack, and Life, are the most reported words and are used to describe the struggles represented by their underprivileged socio-economic background, something that they share very much (see the use of the word Similar) with fellow community members. Notably, it was mentioned by several beneficiaries that while the challenges are common, the response varies from person to person; no one suggested to be better than the others who failed to respond positively, rather that such challenges are indeed very difficult to escape, and the stories of other people who did not make it is a reminder of the fact that the struggle with such forces is never ended – something that may explain also the emphasis on seeking financial stability. As a final note, while the question did not specify whom “others” referred to, every respondent identified with that as well as fellow community members.

Gratitude for the DSP Support

You still feel in you sense of gratitude for the support you received during the DSP



A high number of the respondents still feel in them a sense of gratitude for the support they received while in the program, with those grateful to a large extent and a great extent standing at 52% and 43% respectively. On the contrary, 1% feel a little gratitude for the program. No respondent

mentioned that they had no gratitude whatsoever for the support accorded to them in the training. A further question was asked to those who expressed having lots of gratitude to the program, as to what they were most grateful for throughout their journey with the DSP project.



Many former students highlighted the fact that they were assisted in making the transition from primary to secondary school and eventually university education. Education, Support, Fee, School, Pay, Payment, and Finish all allude to the support offered to study. Most often than not, life is used to describe the profoundly transformative impact of DSP. The word “received” is used in a variety of contexts to refer to the broader support that the former pupils got; Some noted life skill classes, others the feedback they had gotten, while others spoke of the support, they had received from DSP staff and sponsors (9 previous students stated this). The most mentioned words to this front are as displayed in the image above.

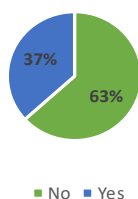
Recommendation to AVSI and other development partners



When asked for recommendation to AVSI, two basic answers were provided by the former DSP students. Continue was used to suggest AVSI to continue the DSP program, possibly with some small adjustments -- high on the list was the request “to continue supporting students during their tertiary education”. The other group of answers used the word Alumni, follow, help, sponsor to express the idea of creating an alumni association of former DSP students to support students that graduate from the program. Some suggest that such an organization may help raise funds for DSP, while others said it could help the former DSP students who are facing obstacles in life. Former DSP students are not satisfied with suggesting AVSI should continue its work; they want to be part of AVSI support!

Continued Communication with DSP Sponsor

have you ever communicated or received anything from the sponsor who supported your studies through the DSP program run by AVSI?



Approximately two-thirds of the respondents acknowledge keeping tabs with their donors with 63% indicating that they have been in communication or even received gifts from the donors who supported their studies through the AVSI-run DSP program. 37 % however, indicated that they had neither been in touch with their sponsors nor received or exchanged any gifts with them.

Continued Communication with DSP Sponsor



Thank was used by most people to express general gratitude to AVSI and the DSP. Many reiterated the proposal to make an ambassadorial program for former DSP students. A significant number expressed the desire to reconnect with their sponsors – and asked for their contacts.

Appendices

Appendix 1: Focus Group Discussion guidelines

https://docs.google.com/presentation/d/18BXDZMvLu0gXBs-i04ikTQGky4d_rAu9/edit?usp=drive_link&oid=102606960793541249809&rtpof=true&sd=true

Appendix 2: Action-reflection guidelines

https://drive.google.com/file/d/1iKg3vtwOOdTmBWVfq4d6OdECuo6WINpy/view?usp=drive_link

Appendix 3: Assessment questionnaire

<https://ee.humanitarianresponse.info/x/WNV3Bzt0>

Appendix 4: Picture taken during the meetings with DSP large sponsors





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