

SUPPLEMENTAL MATERIAL 1: WSA PROCESS EVALUATION DATA SOURCES AND MEASURES OF FIDELITY, DOSE & REACH

TABLE 1: Data Sources for evaluation of fidelity, dose, reach and acceptability				
	Fidelity	Dose	Reach	Acceptability
†COMPONENT 1: School Leadership Training and Support	<ol style="list-style-type: none"> 1. ICS training reports and routine M&E data 2. School Safety Audit 3. School VAC plan and code of conduct, including school VAC responsible parties 4. WSA Black Book data 5. Lunch and Learn and Life Skills training curricula and training materials 6. School Visit Checklist 	<ol style="list-style-type: none"> 1. ICS training reports 2. Sessions conducted and topics/modules delivered 3. Reports from random, unannounced school visits using checklist, e.g. school rule posted in classrooms and head teacher's office, suggestion/"Speak Out" box available and regularly opened and discussed with students 	<ol style="list-style-type: none"> 1. Attendance sheets all sessions 	<p>End-line</p> <ul style="list-style-type: none"> • IDI/FGD – 1) School Headmaster; 2) WSA patron' 3) Parent Representative; 4) Student Representative
†COMPONENT 2: School Staff Training and Skills Development	<ol style="list-style-type: none"> 1. School staff training plan, including schedule and planned attendees 2. ICA training report and routine M&E data 	<ol style="list-style-type: none"> 1. Training Reports – Lunch and Learn and Values-Based Life Skills training sessions conducted with teachers and which modules covered 	<ol style="list-style-type: none"> 1. Attendance sheets 	<p>End-line</p> <ul style="list-style-type: none"> • IDI/FGD – ICS team members conducting trainings to school staff • FGD (1/school) – Teachers and Staff who received Lunch &

	3. Lunch and Learn and Life Skills training curricula and training materials			Learn and VBLS training
COMPONENT 3: Students – Life Skills and Values Education	<ol style="list-style-type: none"> 1. ICS report on Training-of-Trainers (TOT) on Values-based Life Skills curriculum and routine M&E data 2. Demographic description of teachers trained to deliver life skills training and how they were selected 3. Records of content delivery and who delivered the training to students 4. Values-based Life Skills training curriculum and materials <ul style="list-style-type: none"> • Teachers • Students 	<ol style="list-style-type: none"> 1. Attendance sheets 2. ICS reports from TOT sessions conducted 3. School reports from Values-based Life Skills trainings conducted with students 	<ol style="list-style-type: none"> 1. Attendance sheets <ul style="list-style-type: none"> • TOT Teachers • Student training 	End-line <ul style="list-style-type: none"> • FGD (2/school – 1 girls/1boys) – Students who received life skills training • FGD/IDI – (1/school) Teachers/mentors who delivered life skills training to students
COMPONENT 4: Parents and Caregiver Engagement and Training	<ol style="list-style-type: none"> 1. ICS report on Community facilitators' training on Skilful Parenting curriculum content 	<ol style="list-style-type: none"> 1. Attendance sheets <ul style="list-style-type: none"> • Community Facilitator TOTs • Skilful Parenting training 	<ol style="list-style-type: none"> 4. Attendance sheets <ul style="list-style-type: none"> • Community Facilitator TOTs • Skilful Parenting training 	End-line <ul style="list-style-type: none"> • FGD – caregivers who attended 7/12 skilful parenting trainings sessions

	<ol style="list-style-type: none"> 2. Demographic description of facilitators 3. Descriptions of facilitator identification process 4. ICS reports from community facilitators training 5. Reports from community facilitator delivery of Skilful Parenting training 6. Copy of curriculum and training materials 	<ol style="list-style-type: none"> 2. TOT training reports – ICS 3. Community facilitator Skilful Parenting training reports 		<ul style="list-style-type: none"> • FGD – Community facilitators of the skilful parenting training
<p>COMPONENT 5: Community Partnerships and Child Protection Mechanisms</p>	<ol style="list-style-type: none"> 1. ICS community engagement plan 2. ICS reports on community engagement activities undertaken 3. National and local government guidelines on child protection prevention and response KENYA – Area Advisory Councils (AAC) TZ – NPA-VAWAC 	<ol style="list-style-type: none"> 1. ICS community engagement activity reports <ul style="list-style-type: none"> • For Example, Roadshows, Community Debates, Traditional Drummers, Fathers’ Coffee Groups 	<ol style="list-style-type: none"> 1. Attendance sheets <ul style="list-style-type: none"> • Child protection training • Community outreach activities, e.g. Roadshows, etc. 	<p>End-line</p> <ul style="list-style-type: none"> • IDI– Community Development Representative (CD is responsible for community violence prevention initiatives) • FGD – AAC/NPA-VAWC Protection Committee

†NOTE: It is understood that attendees for Component 1 & 2 will attend the same school-based Lunch and Learn and life skills trainings sessions; therefore, the attendance sheets will be the same and combine attendees targeted for both Components 1 & 2.

TABLE 2: Summary of Measures of Fidelity, Dose Delivery and Reach

	Fidelity	Dose	Reach
COMPONENT 1: School Leadership Training and Support	Was content of school leadership training and support component clearly articulated?	N Lunch & Learn sessions conducted	N of school leadership team receiving Lunch & Learning training
	Was all intended component content delivered?	N Lunch & Learn modules covered	N of Lunch & Learn sessions attended/school leadership team member
	Was the baseline school safety audit conducted?	N Values-Based Life Skills Training Conducted	N of school leadership team members receiving Values-Based Life Skills training
	Per Lunch & Learn Manual - Has a school project facilitator (teacher) been identified and if they leave during the course of intervention implementation have they been replaced?	N Value-Based Life Skills modules covered	N of Value-Based Life Skills training sessions attended/ school leadership team member
	Is the “Black Book” available at the school and is documentation current and maintained as outlined in the Lunch & Learn manual ?	N random school visits conducted using the observation checklist?	N school leadership team members participating in each session for the full session
	Per Lunch & Learn Manual – Were children involved in the development of school rules? Are the school rules visible around the school in offices and classrooms? Does the school have a child protection charter? Are teachers, students and parents aware of the school rules and child protection charter and reporting systems?		

	Is the children's "Speak Out"/ suggestion box available at the school and regularly opened in front to students and suggestions discussed?		
COMPONENT 2: School Staff Training and Skills Development	Was anticipated content of component clearly articulated? Were all component contents delivered as planned? If not, why.	N Lunch & Learn sessions conducted N Lunch & Learn modules covered N Values-Based Life Skills training sessions conducted N Value-Based Life Skills modules covered	N of teachers and school staff receiving Lunch & Learning training N of Lunch & Learn sessions attended/teacher or school staff member N of teachers and school staff members receiving Values-Based Life Skills training N of Value-Based Life Skills training sessions attended/ teacher or school staff member
COMPONENT 3: Students – Life Skills and Values Education	Was anticipated content of life skills training component clearly articulated for both the TOT and the student life skills training? Were teachers/community facilitators trained in all the Values-Based Life Skills training curriculum content? Were teachers/community facilitators provided with a training manual or reference materials to support their delivery	TEACHERS/MENTORS: N Value-Based Life Skills training-of-trainer (TOT) modules*delivered to teachers /mentors *(Total Values-Based Life Skills training modules = Intro Needs Assessment plus 14 modules)	TEACHERS/MENTORS: N teachers/mentors trained to train students in life skills N of Value-Based Life Skills TOT sessions attended/teacher or mentor

	<p>of the student-focused Values-Based Life Skills training?</p> <p>Were the teachers/facilitators provided with post-TOT training support?</p> <p>Was an appropriate forum and sufficient time allotted in the school schedule for all children standard (4-7 – TZ; 4-8 – KE) to receive Values-Based Life Skills training?</p> <p>Did the teachers/community facilitators deliver all the Values-Based Life Skills training content?</p>	<p>STUDENTS: N Values-Based Life Skills training sessions for students conducted</p> <p>N Values-Based Life Skills training modules covered in student training</p>	<p>STUDENTS: N students trained in Values-Based Life Skills (stratified by standard class)</p> <p>% students / standard class who received the Values-Based Life Skills training</p>
COMPONENT 4: Parents and Caregiver Engagement and Training	<p>Was the relationship of the Skilful Parenting training and the Whole School Approach clearly articulated?</p> <p>Were the community facilitators identified and selected in a manner that would support optimal training delivery?</p> <p>Was the Skilful Parenting training delivered in a language (e.g. Kisukuma/Kiluo) and timing to support optimal caregiver participation?</p>	<p>COMMUNITY FACILITATORS: N Skilful Parenting TOT modules* delivered to community facilitators</p> <p>*(Total Skilful Parenting training modules)</p> <p>PARENTS/CAREGIVERS: N Skilful Parenting sessions for parent/caregivers conducted</p> <p>N Skilful Parenting training modules covered in student training</p>	<p>COMMUNITY FACILITATORS: N of community facilitators trained to train caregivers in Skilful Parenting?</p> <p>N of Skilful Parenting TOT sessions attended/community facilitator</p> <p>PARENTS/CAREGIVERS: N parents/caregivers trained in Skilful Parenting</p> <p>N parents/caregivers attending more than 50% of Skilful Parenting training sessions</p>

	<p>Were community facilitators trained in all the Skilful Parenting training curriculum content?</p> <p>Were community facilitators provided with a training manual or reference materials to support their delivery of the Skilful Parenting training?</p> <p>Were the community facilitators provided with post-training support?</p>		% parents/caregivers attending Family Budgeting sessions
COMPONENT 5: Community Partnerships and Child Protection Mechanisms	<p>Were all components or modules of the Child Protection training delivered to community members and child protection committee representatives?</p> <p>Was the Whole School Approach and its linkage with community child protection mechanisms clearly articulated and presented?</p>	<p>N models of Child Protection training delivered</p> <p>N community child protection outreach activities conducted, e.g. roadshows, sensitisation meetings, etc.</p>	<p>N child protection committee members engaging with outreach efforts</p> <p>N community members present for community child protection activities undertaken</p>