



# Post-Justice Club Leadership Results

KEY FINDINGS

# The Equality Effect & 160 Girls



The *equality effect* ( $e^2$ ) is an international NGO that uses the law to make girls' and women's rights real so that they are safe from sexual violence, can attend school, and can live healthy lives.

In 2012,  $e^2$  filed a Constitutional claim inspired by 160 girls, all rape victims between the ages of 3 and 12, who had been denied access to justice by the police. The Kenya High Court decided in favor of the girls; the decision set the high water mark for girls' rights internationally. In 2017 the U.N. recognized 160 Girls as a best practice for advancing women's rights and empowerment.

# The public legal education program & student justice clubs.

Among other projects to enforce the High Court decision, e<sup>2</sup> launched a Public Legal Education Program (PLE), a large communication campaign including billboards, videos, the 160 girls anthem, social media campaign, 160 girls app, and workshops for schools and community leaders.

Student Justice Clubs were also implemented in schools in 4 pilot counties, to teach and empower children regarding their rights with respect to rape, investigations, and access to justice. The student leaders work with teachers and the police, using art, drama, dance, song, poetry etc. These Justice Clubs also provide opportunities for students to learn practical skills for dealing with rape and access to justice.

The following report reflects the results of the surveys completed by the student leaders and the impact that the clubs had on them.

# All respondents surveyed felt positively about being a Justice Club leader.

QUESTION 1: How do you feel about being a 160 Girls Justice Club leader? For example has it been better or worse than you expected and why? Has it been harder or easier than you thought and why? Are you glad you are a leader or not and why?

*The Justice Club Leadership program was better than expected and provided value via both practical skills and personal development.*

“I gain the courage to help more and more pupils whom have been abuse sexual to attain their justice.”

“I have build my self esteem: I can work hard, and accomplish what I want to do. I can now work well with others, I can listen to other students and establish trust”

“Wow! I feel so good about being a 160 Girls justice club and it has been better to my life. Being a justice club leader I have achieve the value which says high self esteem.”

“I am now an effective communicator, I now talk and listen to other students”

100% of Responses Were Positive.

QUESTION 1: How do you feel about being a 160 Girls Justice Club leader? For example has it been better or worse than you expected and why? Has it been harder or easier than you thought and why? Are you glad you are a leader or not and why?

Respondents were positive overall even if they found it harder than expected.



*\*Respondents who indicated the program was harder than expected likely gained the most from the training.*



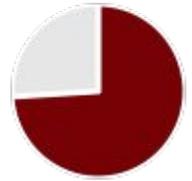
# Justice Club experience helped leaders develop both soft skills & management skills

QUESTION 2: Now that the 160 Girls Justice Clubs have been going for several months, what do you think are the best kinds of leadership you have observed by anyone in the club? What kinds of people are making being good leaders? What kinds of skills and personalities are shown by the best leaders?

QUESTION 4: What did you do as a Justice Club leader?

**42% developed both**

69% of Respondents Reported Development of Soft Skills



Soft Skills Included			
Kindness	Honesty	Humility	Empathy
Politeness	Helpfulness	Courage	Good Role Model

71% of Respondents Reported Development of Management or Practical Skills



Management/Practical Skills Included		
Teaching/ Knowledge Sharing	Advocating	Answering Questions
Counselling	Reporting	Explaining

# Students acted positively towards the leaders.

QUESTION 3: How did the other students act with the leaders of the Justice Clubs?

“Some of them left their other clubs and came to join the justice club.”

“Created a tie between me and my companions.”

“They loved to know more about justice.”

“Students acted very committed.”

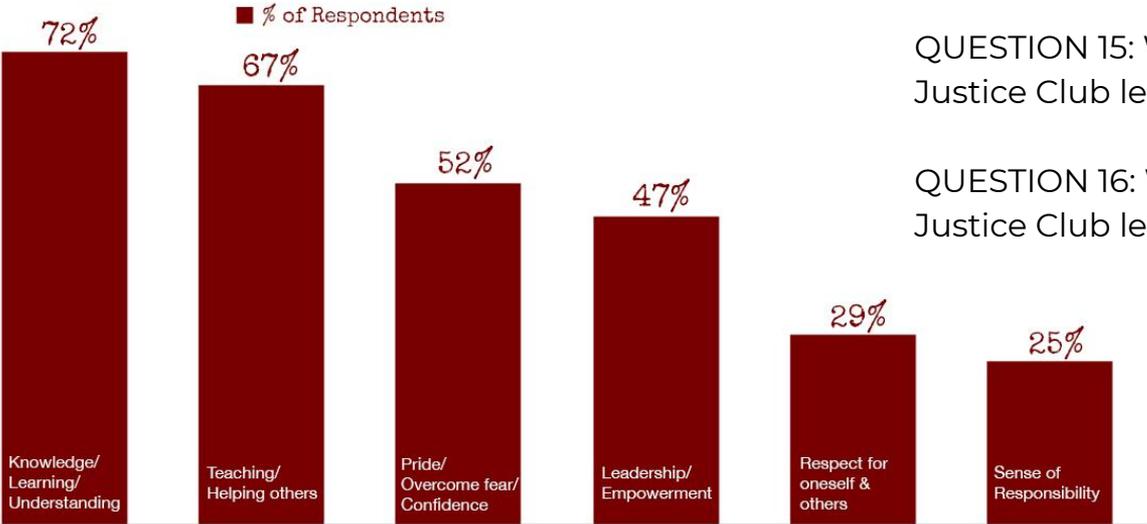
“They wanted to be part of the club.”

“Listened to all kinds of cases no matter how difficult they were.”

“They acted happily since they knew the leader would guide them well.”

91% of students were respectful to the leaders.

# Students learned through experience and developed skills that will aide them throughout their lives.



QUESTION 5: What did you learn as a leader?

QUESTION 6: Did any part of your experience as a Justice Club leader present a negative challenge that you could not deal with?

QUESTION 14: Was there any part of being a Justice Club leader you disliked and if so, what part?

QUESTION 15: What excited you most about being a Justice Club leader?

QUESTION 16: What did you achieve from being a Justice Club leader?

Responses are not mutually exclusive

QUESTION 7: How did you feel about working with the police participating in the 160 Girls project?



98% of respondents were happy to work with the police... a big change in student attitude.

# Student's verbatims regarding the police highlight the change in attitude.

## QUESTION 7

How did you feel about working with the police participating in the 160 Girls project?

"Proud. To know that the police is a good profession and that I can become one in future and fight for the rights of children."

"I feel as though I have also become a police."

"The police are mistaken to be bad people but are friendly and we need to associate with them"

"Amazing to learn that police are protectors against defilement."

"I feel happy because it (working with police) made the work easier."

"I felt that apart from my parents, I have some people who can conduct justice to me. I also felt good that even a police show love to us and they were friendly people. They also show that they were ready to help us whenever in need."

"The perception about police being enemies changed."



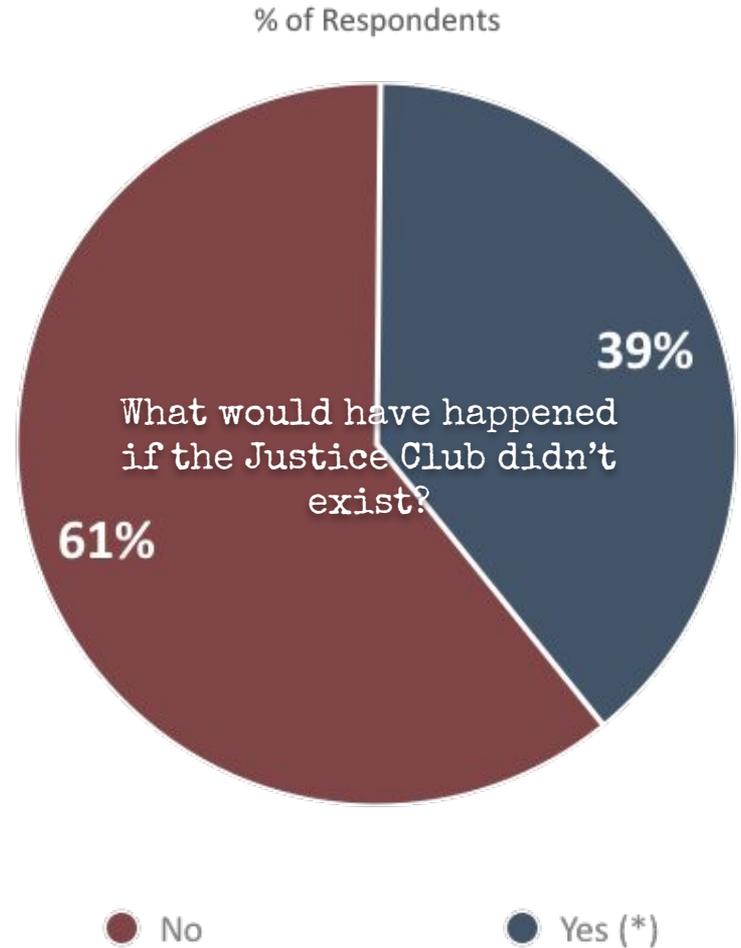
Student Leader confidence  
enabled them to fully  
participate in the program

93% of respondents were positive about  
demonstrating the Justice Club  
activities in front of an audience

QUESTION 8: How did you feel about demonstrating the Justice Club activities in front of an audience, ie: other students, teachers, guests, etc.?

Almost 40% of student leaders had at least one defilement reported to them within one academic year.

QUESTION 9: Did any students report a defilement to you during the time that you were a Justice Club leader?



(\*) A "Yes" denotes at least 1 defilement was reported. There could have been more than 1.

# 75% of respondents reported and described how they did/would proceed if a defilement was reported to them:

71% tell an adult (teachers most mentioned)

30% follow procedure

33% go to the police

23% provide emotional support

16% go to the hospital

16% keep it a secret (*preserve confidentiality*)

3% instruct an adult what to do

Question 10: If a student(s) did report a defilement to you, how did you respond, what did you do?

Question 12: If a student(s) did report a defilement to you, and you asked an adult for help, how did you respond/what did you do?

Question 13: How did you act if a student had questions of a personal nature for you relating to sexual violence?





“I told the adult to keep it confidential and the child went to the hospital where she was given drugs to prevent her from getting early pregnancy because she was thirteen years old, she was then taken to the police and recorded a statement and the perpetrator was charged and imprisoned for 30 years.”

Justice Club Leaders experienced some challenges, most common was feeling that an adult might not co-operate.

QUESTION 11: Did a student report a defilement to you as a leader, and the adult you asked for help did not cooperate?

“Disliked when told to demonstrate to the audience where private parts were located.”

“We don’t have a good time for meeting as the club; we don't know other members from different schools.”

“It reaches a time when you ask a person who has been sodomized how the story began and they feel shy and cannot tell it to you.”

“Some of the kids were afraid of their parents.”

“Most boys were mocking the few boys in the club, branding it a girls' thing.”

Insufficient of IEC materials t-shirts and arm bands for 160 Girls justice club members.”

9% of respondents felt that adults might not co-operate

## Post-justice club leadership results summary of key findings

**Student Justice Clubs were implemented as part of the Public Legal Education Program to teach and empower children regarding their rights with respect to rape. The following are key findings based on surveys completed by Student Justice Club leaders:**

1. All respondents surveyed felt positively about being a Justice Club leader
2. Respondents were positive overall even if they found it harder than expected
3. Justice Club experience helped leaders develop both soft skills (69%) & management skills (71%)
4. Students acted positively towards the leaders
5. Students learned through experience and developed skills that will aide them throughout their life
6. Students changed their attitudes about working with police
7. Student leader confidence enabled them to fully participate in the program
8. Almost 40% of student leaders had at least one defilement reported to them within one academic year
9. Respondents knew how to respond to a reported defilement, whether they had a real case or not
10. Justice Club leaders experienced some challenges – most common was feeling that an adult might not co-operate

# Conclusion based on key findings

In conclusion, the findings provide strong evidence that the 160 Girls Justice Clubs are helping to change the culture of rape in the areas in which they are implemented. These clubs are empowering children to know their rights and respond to rape cases, yet the staggering number of children still reporting rape cases stresses the amount of work still to be done.



# Funding Recommendations

**In light of the findings, the following actions are recommended to continue and build on the success of the Student Justice Clubs:**

1. *Technology for better data management – accuracy of results, ease of completion/collection/analysis, ability to survey more people more frequently, etc.*
2. *Enhance student club offering via digital materials, teacher training, and child-friendly manuals/takeaways*
3. *Expand the Student Justice Clubs to as many schools as possible*
4. *Provide tools and materials for students to use after leaving schools*



# Recommendations to sustain programming

**In light of the findings, the following actions are recommend to continue and build on the success of the Student Justice Clubs:**

1. *Make student justice clubs part of school curriculums*
2. *Increasingly involve parents to be active supporters in the clubs – help them learn and encourage them to commit their support so that they have the same understanding of rights, are committed to eliminating rape culture, are encouraged to report, and benefit from positive experiences with police*
3. *Continue to engage police in club activities and events*
4. *Clarify expectations regarding roles and commitment of external partners (rape rescue partners, police, parents, etc.)*
5. *Continue to teach practical skills (i.e. reporting process for rape)*
6. *Refine activities based on student feedback (i.e. sensitivity re: singing and dancing to demonstrate private parts)*
7. *Ensure club activities are explicitly inclusive of both boys and girls*
8. *Share success stories of these clubs as new members are introduced – let students know they are part of something bigger*





“I got to learn how  
to be a good leader  
and through that I  
intend to be a  
leader in Kenya in  
the future”

LEO GIRLS



Thank you to all of  
our partners!



[www.theequalityeffect.org](http://www.theequalityeffect.org)

